

teacher resource guide

**schooltime
performance
series**



***the pa'akai
we bring***

**arts
education
njpac**

about the performance

The Pa'akai We Bring introduces young audiences to the Native Hawaiian traditions around the cultivation of pa'akai (salt). Traditionally, pa'akai is food, medicine, a sacrament and a treasured gift. The play follows multiple generations of salt farmers on Kauai, mixing ancient stories, hula, live music, original songs and plenty of audience participation into a tasty potluck of performance, joyously served up with aloha.



njpac on the mic podcast

with Moses Goods



How to listen to this episode of NJPAC On the Mic
Scan the QR code or visit njpac.org/arts-education/teacher-resources to access the podcast and the following show notes:

Part 1: About | *Pre-show audio, 6 minutes*

Includes: An introduction to the performance, artists, venue and welcome message

Welcome message voiced by Moses Goods

Part 2: Connect | *Post-show audio, 7 minutes*

Includes: Reflection question, a look at the history of salt farming in Hanapepe, Kauai

Opening question voiced by Moses Goods

Part 3: Spotlight | *Post-show audio, 10 minutes*

Includes: An interview with the creator of *The Pa'akai We Bring*, discussion starters

Interview guest: Moses Goods

Additional Episode Credits

Series producers: Michael Aquino and Dania Ramos

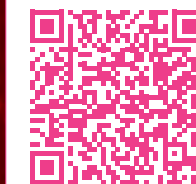
Written and hosted by Dania Ramos

Additional writing by *The Pa'akai We Bring*

Theme and outro music:
NJPAC's *TD Jazz for Teens* program

Additional music from
The Pa'akai We Bring and Epidemic Sound

Sound editing, sound design and voiceover by Michael Aquino



Scan the QR code to access the NJPAC on the Mic Podcast & show notes

About NJPAC On the Mic

NJPAC On the Mic is an audio resource that takes SchoolTime performances to the next level. This podcast series features three exclusive, curriculum-aligned episodes for all of NJPAC's 2023-2024 SchoolTime performances. *On the Mic* offers students the opportunity to engage their listening skills, deepen their understanding of the performance and learn about the process of bringing a live or recorded production to life. This immersive audio experience features a theme song by students in the NJPAC arts education program.

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

<p>Prepare for the performance</p>	<p>Provide students with information on the locations of Hawaii, Kauai and Hanapepe by showing the images linked. Have students listen to <i>NJPAC On the Mic: About</i> for an introduction to the performance and what to expect at the theater. Have students watch the trailer for <i>The Pa'akai We Bring</i>. Reiterate the meaning of pa'akai (Hawaiian for salt) as defined in the video. As a class or in small groups, have students create a list of how they use salt in their everyday lives.</p>	<p>Listen to <i>NJPAC On the Mic: About</i>. Watch the trailer for <i>The Pa'akai We Bring</i> and create a list of how you use salt in your everyday life.</p>	<p>English Language Arts NJLSA.SL1. NJLSA.SL2. Visual & Performing Arts Anchor Standard 7, 11 Social-Emotional Learning Relationship Skills Sub-competency 16</p>
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E

<p>Experience the performance</p>	<p>Before the performance, share the definitions of the following words: Prop: An object a performer uses during stage production that isn't a costume or part of the set Cultural artifact: A man-made object that holds significance to a culture or society Encourage the students to consider the following as they watch the performance: 1. What props were used by the actors during the performance? 2. Which of these props represent cultural artifacts? 3. How is salt used in Hawaiian culture? 4. In what ways is salt farming under threat in Hanapepe?</p>	<p>Consider these questions as you watch the performance: 1. What props were used by the actors during the performance? 2. Which of these props represent cultural artifacts? 3. How is salt used in Hawaiian culture? 4. In what ways is salt farming under threat in Hanapepe?</p>	<p>Visual & Performing Arts Anchor Standard 7, 11 Social Studies NJSL-SS 6.1.5.GeoG1.4</p>
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R

<p>Reflect, respond and read</p>	<p>Facilitate a discussion around the questions listed in the Experience the Performance section. Have students listen to <i>NJPAC On the Mic: Connect</i>. You will be prompted to pause the audio at two points during this episode to allow students to share their response to the following reflection question: What was your favorite moment from the show? Have students read the article "15 Examples of Cultural Artifacts." Facilitate a discussion about how many cultural artifact examples they were already familiar with versus how many were new.</p>	<p>Share your answers to the questions listed in the Experience the Performance section. Listen to <i>NJPAC On the Mic: Connect</i>. When prompted, share your answer to this question: What was your favorite moment from the show? Read the article "15 Examples of Cultural Artifacts" and think about how many artifact examples you were already familiar with, and which ones were new to you.</p>	<p>English Language Arts NJLSA.SL1. Social-Emotional Learning Social Awareness Sub-competency 9 Relationship Skills Sub-competency 16 World Languages 7.1.NL.IPRET.1</p>
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F

<p>Focus</p>	<p>Remind students of cultural artifacts from the performance and/or the article from the previous section. Examples include: • A pakini is a Hawaiian bucket or tin pan used to gather salt • A boomerang is an Aboriginal Australian tool or weapon traditionally used for sports or hunting Have students complete Activity Sheet 1 to brainstorm cultural artifacts from their own lives. Emphasize that they can list objects from multiple places, including where they or family members currently live or have lived or a location with cultural significance. Bonus: Have students listen to <i>NJPAC On the Mic: Spotlight</i>.</p>	<p>Complete Activity Sheet 1 to brainstorm cultural artifacts from your own life. You can list objects from multiple places, including where you or family members currently live or have lived or a location with cultural significance for you. Listen to <i>NJPAC On the Mic: Spotlight</i>.</p>	<p>Social-Emotional Learning Social Awareness Sub-competency 9 World Languages 7.1.NL.IPRET.1 Social-Emotional Learning Self-Management Sub-competency 6</p>
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O

<p>Originate</p>	<p>Introduce the definition of oli (chant) with this video. Define chant poem: a poem that repeats one or more lines or phrases. Show this video as an example of the format they will be using. Lead the class in creating a chant poem using the title of the show: <i>The Pa'akai</i> <i>The Pa'akai We</i> <i>The Pa'akai We Bring</i> Have students complete Activity Sheet 2 to select and describe a cultural artifact they want to share with the class. Sentences starters are provided for students who may need them. Next, students will use their artifact descriptions to create an oli (chant) that they will then use to write a chant poem for their cultural artifact presentation.</p>	<p>Complete Activity Sheet 2 to select and describe your cultural artifact. Write an oli (chant) about your cultural artifact, and then use that sentence to create a chant poem.</p>	<p>English Language Arts W.5.4. Visual & Performing Arts Anchor Standard 1, 2, 10, 11</p>
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R

<p>Rehearse</p>	<p>Before the rehearsal, ask students to bring their cultural artifacts for their presentations. If students don't have physical access to the artifact, they can bring a photo or drawing. Allow students individual time to memorize their chant poem. Then have students break into small groups to take turns rehearsing their presentations. Students should take turns showing their artifacts and sharing their descriptions of them. Next, they can lead group members in a call and response to their chant poem. See Activity Sheet 2 for an example. If necessary, review the definition of call and response: an interaction where a performer invites the audience to respond in unison to a spoken statement. Optional: assign one or more students to provide a steady beat as background for each student's presentation. Allow time for students to rehearse if needed.</p>	<p>Rehearse showing and describing your cultural artifact and memorize your chant poem. Lead your group in a call and response to your chant poem. Remember to speak clearly and with emotion. If you are assigned to keep a steady beat, rehearse this with the chanter to make sure the beat matches the rhythm of the chant. If you're observing, participate in the call and response and offer feedback to your presenting classmate.</p>	<p>English Language Arts SL.5.4. Visual & Performing Arts Anchor Standard 2, 3, 5, 7, 10, 11 Social-Emotional Learning Self-Management Sub-competency 6</p>
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M

<p>Make magic</p>	<p>Have students show and describe their cultural artifacts and lead the class in a call and response to their chant poem. Remind observing students to be respectful audience members and to reflect on what they saw and heard.</p>	<p>Show and describe your cultural artifacts and lead the class in a call and response to your chant poem. Support your classmates by being a respectful audience member and sharing your thoughts about their presentation. Give yourselves a round of applause!</p>	<p>English Language Arts SL.5.4. Visual & Performing Arts Anchor Standard 6, 7, 10, 11 Social-Emotional Learning Social Awareness Sub-competency 9</p>
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curriculum standards

NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 5: Developing and refining techniques and models or steps needed to create products.
- 6: Conveying meaning through art.
- 7: Perceiving and analyzing products.
- 10: Synthesizing and relating knowledge and personal experiences to create products.
- 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

common core state standards

English Language Arts

NJLSA.SL1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJLSA.SL2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS

corestandards.org/ELA-Literacy

NATIONAL SOCIAL STUDIES STANDARDS

socialstudies.org/standards

NATIONAL CORE ARTS ANCHOR STANDARDS

nationalartsstandards.org

Social-Emotional Learning

Self-Management Sub-competency 6.

Recognize the skills needed to establish and achieve personal and educational goals.

Social Awareness Sub-competency 9.

Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

Relationship Skills Sub-competency 16.

Utilize positive communication and social skills to interact effectively with others.

Social Studies

NJSLS-SS 6.1.5.GeoGI.4

Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

World Languages

7.1.NL.IPRET.1

Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

vocabulary

Aloha

Affection, compassion, love, peace; often used as a greeting

Call and Response

An interaction where a performer invites the audience to respond in unison to a spoken statement

Chant

A word or group of words that is repeated

Chant Poem

A poem that repeats one or more lines or phrases

Culture

The customs, arts, social institutions, and achievements of a nation, people, or other social group

Cultural Artifact

A man-made object that holds significance to a culture or society

E Pu Pa'akai

Gather salt

Hanapepe

A Hawaiian town on the island of Kauai known for its salt ponds. Local families maintain the ponds and use traditional methods to gather salt during summer

Hawaiian Islands

An archipelago of eight major islands and many smaller islands in the Pacific Ocean

Hei

Hawaiian string figures

Kai

Ocean water

Kauai

The northernmost of the major islands of Hawaii

Kaula

The string used to make figures

Kupuna

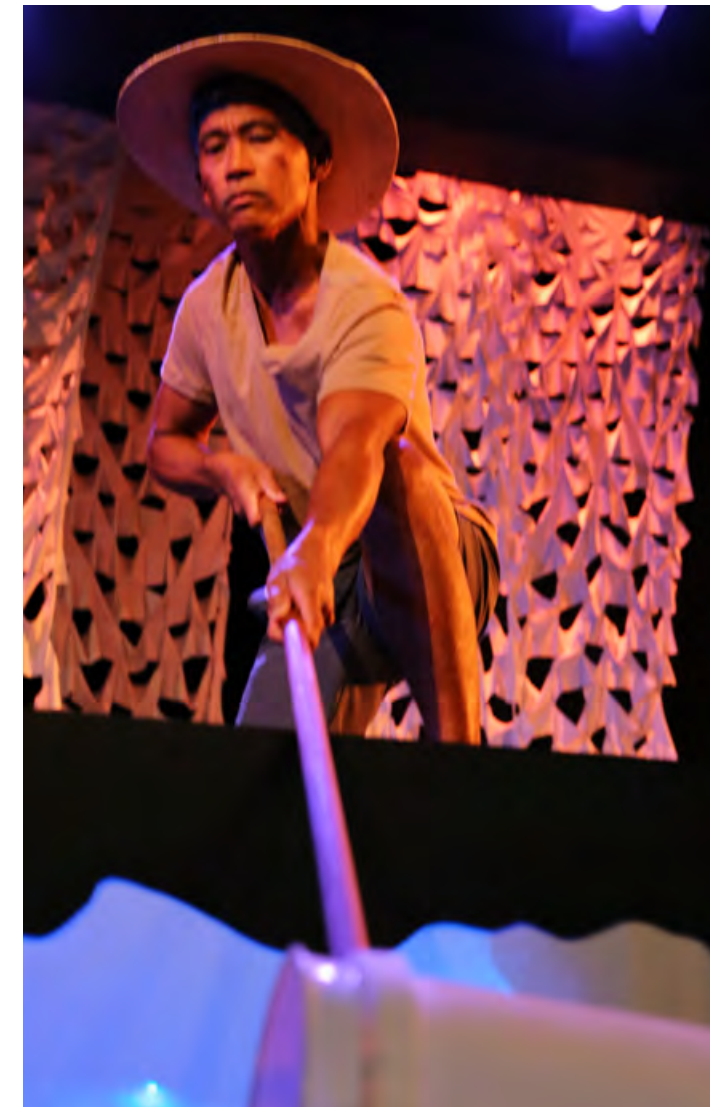
Ancestors or elders

Mea Oii

A chanter

Ohana

Family or kin



Oii

A chant

Pa'a

To hold or make solid

Pa'akai

Salt

Pakini

Tin pan or bucket

Pohaku

Stone

Prop

An object a performer uses during stage production that isn't a costume or part of the set

Umeke

Bowl



resources

NJPAC

About NJPAC
njpac.org/about

NJPAC's Arts Education Programs
njpac.org/arts-education

NJPAC Resources | *The Pa'akai We Bring*
njpac.org/education-program/the-paakai-we-bring-resources

Websites

Honolulu Theatre for Youth | *The Pa'akai We Bring*
membership.htyweb.org/the-paakai-we-bring

The History of Hanapepe
hanapepe.org/history

Protecting Pa'akai in Hanapepe
kamakakoi.com/paakai

Helpful Professor | "15 Examples of Cultural Artifacts"
helpfulprofessor.com/cultural-artifacts-examples

Friends of Kaula'i | "Hei: Hawaiian String Figures"
kauirefuges.org/blog/hei-hawaiian-string-figures

The Pa'akai We Bring Performance Guide
tinyurl.com/44z7zcup

Images

Where is Hawaii
whereig.com/usa/maps/where-is-hawaii.jpg

Major Hawaiian Islands
ontheworldmap.com/usa/state/hawaii/map-of-hawaii.jpg

Hanapepe, Kauai
birdfinding.info/wp-content/uploads/2021/02/Hanapepe.Orientation-Map.png

Videos

The Pa'akai We Bring Trailer
youtu.be/6GW4sd8ACE8?si=zWbHG19Dj0Aybmzt

Hawaii News Now | Hawaiian Word of the Day - Pa'akai
youtube.com/watch?v=BF5Y9eWWOc8

Hawaii News Now | Hawaiian Word of the Day - Oli
youtu.be/SLO-bbRYDDs?si=mP7IKfrmKRgIP4i-

PBS Hawaii Presents | School Stories:
Sustainability in Action
pbshawaii.org/sustainability-in-action

PBS | Family ingredients: Kauai Pa'akai
pbs.org/video/kauai-paakai-salt-0wrvvmz

Chant Poem Modeling
youtu.be/zePKWiPpPZc?si=kQOWX1FTWzABgMHv

Books

Pragmatic Mom | Hawaiian Folktales for Kids
pragmaticmom.com/2017/08/hawaiian-folk-tales-for-kids

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Programming & Performances

Josef Woodson
Creative Lead, On-Site Programs

NJPAC Arts Education performances team:

Rosa Hyde, Treasure Borde, and Kendall Lipham. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. CM Studios producers: Michael Aquino and Dania Ramos. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

the arts in your school

In-School Residencies: NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

Professional Development: Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at artseducation@njpac.org. Or visit njpac.org/education

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Turrell Fund



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+ deceased