

TITLE

STUDYING PACIFIC-CENTERED WORLD MAPS AND PACIFIC ISLANDER NAVIGATION

GRADE LEVEL: 3RD GRADE . 5TH GRADE

DISCIPLINE: History, Social Science, English Language, Arts

TOPIC: The History of Navigational Maps, Native Hawaiian and Pacific Islander, History and Navigation.

STANDARDS: HSS 2.2 . HSS 3.1 . CCSS.ELA.W.3.7

OBJECTIVES:

- Interpret maps using the map keys and other features
- Compare common world maps and Pacific-centered world maps
- Describe who Tupaia was and the significance of his map
- Create their own world map

ESSENTIAL QUESTIONS:

- What are similarities and differences between a common world map and a Pacific centered.world map and why are these differences important to learn about?
- Who was Tupaia and how does learning about his map help you make your own?

MATERIALS NEEDED:	<u>.The Peters Projection Map</u>	<u>.Studying Pacific-centered World Maps and Pacific Islander Navigation Canva Slides</u>
	<u>. Pacific-centered World Wall Map</u>	
	<u>.Tupaia's Map</u>	<u>. Discussion Guides . "My Map" Activity Page</u>
	<u>.Tales of Taonga . Ancient Polynesian navigator Tupaia</u>	<u>. Comparing World Maps Venn Diagram Template</u>

CLASSROOM HOURS NEEDED: 45.50 minutes for each lesson

FINAL ASSESSMENT TYPE:

- Venn Diagram Activity
- Map Drawing Activity

KIT INCLUDES:

- Video Links
- Resources Links
- Canva Slides
- Discussion Guides
- Activities Templates

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THIS LESSON PLAN FOCUSES ON: HSS 2.2, HSS 3.1, CCSS.ELA.W.3.7z

LESSON OBJECTIVES:

Students will:

- Interpret maps using the map keys and other features.
- Compare common world maps and Pacific-centered world maps.

ESSENTIAL QUESTIONS:

What are similarities and differences between a common world map and a Pacific centered world map and why are these differences important to learn about?

MATERIALS:

- [The Peters Projection Map](#)
- [Pacific-centered World Wall Map](#)
- [Studying Pacific-centered World Maps and Pacific Islander Navigation Canva Slides](#)
- Discussion Guide
- Comparing World Maps Venn Diagram

INTRODUCTION:

World maps are posted on the walls in classrooms everywhere. The orientation of the continents and the oceans though are usually seen in a format where the Pacific Ocean and the Pacific islands are split to the ends of the map. In this lesson, students will discuss their thinking about world maps that are centered on the Pacific Ocean and compare them to the common orientation of our world map.

LESSON OUTLINE:

- Opening: What are maps?
- Studying World Maps
- Closing: What did you notice?
- Comparing World Maps

REFERENCES:

[The Peters Projection Map](#)
[Pacific Centered World View](#)
[Five maps that will change how you see the world](#)
[Pacific Centered World View](#)
[World Classic, Pacific Centered Map](#)
[The Making of Tupaia's Map: A Story of the Extent and Mastery of Polynesian Navigation, Competing Systems of Wayfinding on James Cook's Endeavour, and the Invention of an Ingenious Cartographic System](#)
[TUPAIA: MASTER NAVIGATOR](#)
[VOYAGE TO AOTEAROA: TUPAIA AND THE ENDEAVOUR](#)
[Tales of Taonga . Ancient Polynesian navigator Tupaia](#)
[Hanahiva Rose's Tupaia . Master Navigator](#)



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LAST UPDATE:

ACTIVITY 1
. OPENING:
WHAT ARE MAPS?
(WHOLE CLASS;
5.10 MINUTES)

- Establish the classroom norms for watching videos and engaging in discussions.
- Review the "Lesson Outcomes" and "Lesson Outline . Day 1."
- Pose the focus question "What are maps?"
- Prompt students to write down their thoughts on a piece of paper or in digital form.
- Select students to share their thoughts with the class about what they think.
- See "Discussion Guide."

ACTIVITY 2
STUDYING
WORLD MAPS
(PARTNER/SMALL
GROUP; 10.15
MINUTES)

- Change slide to "Studying World Maps: The Peters Projection Map."
- Pose the focus question "What do you notice about this map?"
- Invite students to share their thoughts with their partner(s) about this map.
- Change slides to "Studying World Maps: Pacific-centered World Map."
- Invite students to share their thoughts with their partner(s) about this map.
- Prompt students to write down their ideas on a piece of paper or in digital form.

ACTIVITY 3
COMPARING WORLD
MAPS (PARTNER
/SMALL GROUP;
15.20 MINUTES)

- Change slide to "Comparing World Maps" with the Venn diagram.
- Pose the essential question "What are similarities and differences between a common world map and a Pacific centered.world map and why are these differences be important to learn about?"
- Explain that students will work with their partner(s) to write the similarities in the middle of their diagram and the differences on each side of their diagram.
- Select students to share out one similarity and/or one difference from their diagram with the class.

ACTIVITY 4
CLOSING: WHAT
DID YOU LEARN?
(WHOLE CLASS;
5 MINUTES)

To conclude the lesson for Day 1, ask the students to turn to their partner and summarize what they learned about world maps and why knowing these comparisons is important.

TAKE HOME
ASSIGNMENT:

- Complete the sentence in their writing journals, a separate sheet of paper, a digital form, etc.: It is important to know about the different versions of the world map because ..."
- Add more similarities and differences to their Venn diagram



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LAST
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DISCUSSION GUIDE

WHAT ARE MAPS?

To prepare the students for the "My Map" activity in the second part of this lesson, guide the students to think about the elements of a map and concepts of creating a map. These elements and concepts could include (but are not limited to):

- Scales/Scaling ratios
- Coordinates
- Terrains
- Distance
- Legends
- Types of locations (Neighborhood, school, home, etc.)

QUESTIONS TO EXPAND STUDENT THINKING COULD INCLUDE (BUT ARE NOT LIMITED TO):

- What parts of a map do you know about?
- Where have you seen maps in your life?
- How do you make a map?
- In what situations are maps useful and why?

BONUS QUESTION: WHAT ARE THE THREE REGIONS OF THE PACIFIC ISLANDS?

1. Melanesia (Mela; "Dark islands," people of darker skin tones.)

- Fiji, Papua New Guinea, Solomon Islands, Vanuatu

2. Micronesia (Micro; "Small islands," four groups of islands and atolls.)

- Caroline Islands (Federated States of Micronesia and Palau), Gilbert Islands (Kiribati), Mariana Islands (Northern Mariana Islands and Guam), Marshall Islands (Bikini Atoll)

3. Polynesia (Poly; "Many islands," larger islands among Pacific regions.)

- Aotearoa (New Zealand), Fiji, Hawaii, Samoa, Tahiti, Tonga



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**LAST
UPDATE:**

**PETERS
PROJECTION**

**PACIFIC-
CENTERED**

BOTH

THIS LESSON PLAN FOCUSES ON: HSS 2.2, HSS 3.1, CCSS.ELA.W.3.7

LESSON OBJECTIVES:

Students will:
Describe who Tupaia was and the significance of his map
Create their own world map

ESSENTIAL QUESTIONS:

Who was Tupaia and how does learning about his map help you make your own?

MATERIALS:

- [Tupaia's Map](#)
- [Tales of Taonga . Ancient Polynesian navigator Tupaia](#)
- [Studying Pacific-centered World Maps and Pacific Islander Navigation \(SLIDES 10.18\)](#)
- Discussion Guide
"My Map" Activity Page

INTRODUCTION:

Tupaia (too.pah.ee.ah) was a high priest and navigator from the French Polynesian island of Ra'iātea (rye.eh.ah.teh.ah). His Pacific Islander background and navigational skills supported his efforts in mapping the great islands of the South Pacific with Captain James Cook on the Endeavour. In this lesson, students will learn about Tupaia and his map and create their own map of a place that is important to them.

LESSON OUTLINE:

- Day 1 Review: What Did You Learn "My Map" Activity
- Learning About Tupaia's Map
- Closing: What Do You Want to Know?

REFERENCES:

- [The Peters Projection Map](#)
- [Pacific Centered World View](#)
- [Five maps that will change how you see the world](#)
- [Pacific Centered World View](#)
- [World Classic, Pacific Centered Map](#)
- [The Making of Tupaia's Map: A Story of the Extent and Mastery of Polynesian Navigation, Competing Systems of Wayfinding on James Cook's Endeavour, and the Invention of an Ingenious Cartographic System](#)
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<p>ACTIVITY 1 DAY 1 REVIEW: WHAT DID YOU LEARN? (WHOLE CLASS; 5 MINUTES)</p>	<ul style="list-style-type: none"> • Establish the classroom norms for watching videos and engaging in discussions. • Review the "Lesson Outcomes" and "Lesson Outline . Day 2." • Pose the focus question "What did you learn?" to review Lesson 1's discussion. • Select students to share their thoughts with the class about what they think.
<p>ACTIVITY 2 LEARNING ABOUT TUPAIA'S MAP (PARTNER/SMALL GROUP; 15.20 MINUTES)</p>	<p>FOR EACH SLIDE:</p> <ul style="list-style-type: none"> • Pose the focus question and play designated video clip (See below). • Invite students to share their thoughts with their partner(s). • Change to the next focus question and repeat. • Who was Tupaia and what did he do? (0:00.2:35) • What is the significance of Tupaia's map? (2:35.5:15) • Why is Tupaia's story and map important to study? (5:15.9:25) • Select students to share their thoughts/responses to any of the focus questions or their general thoughts about Tupaia and his map • See "Discussion Guide."
<p>ACTIVITY 3 "MY MAP" ACTIVITY (INDEPENDENT WORK; 15.20 MINUTES)</p>	<ul style="list-style-type: none"> • Change the slide to the "My Map" Activity and read the steps for the activity. • Select students to share what place will be in their map (Ideas could include their own home, their neighborhood, their home country, etc.). • Pose the essential question "How does learning about Tupaia's map help you think about making your own map?" • Pass out the supplies and prompt the students to start drawing their map on the "My Map" activity sheet.
<p>ACTIVITY 4 CLOSING: WHAT DO YOU WANT TO KNOW? (WHOLE CLASS; 5 MINUTES)</p>	<p>To conclude the lesson for Day 2, select students to share out one thing they learned and one thing they want to learn more about from the day's lesson.</p>
<p>TAKE HOME ASSIGNMENT:</p>	<p>Complete and color the "My Map" activity and complete the sentence in their writing journals, a separate sheet of paper, a digital form, etc.: "I drew this map because ..."</p> <p>With parents'/guardians' permission, have students watch the following videos about Tupaia:</p> <p>TUPAIA: MASTER NAVIGATOR VOYAGE TO AOTEAROA: TUPAIA AND THE ENDEAVOUR</p>

DISCUSSION GUIDE

FOCUS QUESTION: WHO WAS TUPAIA AND WHAT DID HE DO?

- Tupaia was a high priest and expert navigator from Raiatea, French Polynesia.
- He was a guide in the island of Tahiti and sailed under Captain Cook from Tahiti to Aotearoa, or New Zealand in the Endeavour.
- During his expeditions with Captain Cook, Tupaia created a map of their journey that no one would be able to read for many years.

FOCUS QUESTION: WHAT IS THE SIGNIFICANCE OF TUPAIA'S MAP?V

- Tupaia's map portrayed his own understanding of how the islands in the Pacific were located, but the true distances of the islands were different in real life..
- The map changed the view of cardinal directions, especially in terms of what "North" meant with it not being at the top of the map.
- What makes this map significant is its contribution to the histories of Aotearoa and Tahiti and its impact on the conversation of the encounters made across the Pacific.

FOCUS QUESTION: WHY IS TUPAIA'S STORY AND MAP IMPORTANT TO STUDY?

- Tupaia's work in documenting their journey in his map sets the foundation for decolonizing one's perspective of how the region of the Pacific is viewed. Other important Native Hawaiian and Pacific Islander navigators to research include Mau Pailug and Nainoa Thompson.
- It is important to recognize all of the stories and contributions of individuals like Tupaia who shed light on the Pacific Islander impact on the world.
- "...it's important for everyone because if the world can understand Tupaia and his map, maybe the world can understand more about me and other rangatahi and the way we navigate and see the world too..." .
Expand student's thinking by repeating this quote and asking for what this means to them and how they can connect to the story of Tupaia.

PLEASE NOTE

There are multiple perspectives on the voyages of Captain Cook and other explorers alike throughout various communities and histories, especially in Native Hawaiian and Pacific Islander communities. Please be mindful in leading the discussions and considering the various perspectives around these explorations and their impacts.

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