Lesson #2 - Hawai`i’s Ethnic Groups
Educational Materials and Supply List

Instructional Reference Materials

- History of Some Fruits of Hawai`i
- Introduction of Fruits to Hawai`i After 1778
- Lesson #2: Hawai`i’s Ethnic Groups
- Recipe: Fruit Salad

Visuals

- Handmade summary of favorite foods on poster or easel paper (from Student Questionnaire 1)
- Food models: Fruits
- World map
- Poster of Individual Rights
- Hawaiian Studies posters and/or definition of “kuleana”, “iōkahi”, and “mālama i ke ola kino.”
- Chalkboard & chalk or easel paper & pens

Handouts & Activity Sheets

- Student folders and program cover sheets (Na Mea`ai o Hawai`i)
- Completed “My Ancestors Came to Hawai`i From These Places” activity sheets from youth
- World Map: Where have Hawaii’s Families Come From?

Food Activity Supplies

- 1 - 2 ea. banana, orange, apple, pineapple, papaya or mango
- 5 Cutting boards
- 5 Knives
- 1 Large spoon for mixing and serving
- 1 Large salad bowl
- Small plates, forks, napkins
- Sponge, detergent, towel for clean-up
- Paper towels

Other

- Name tags & attendance sheet
- Scissors
- Dots, strings and tape (for map activity)

Optional

- EFNEP enrollment cards
- Recipe cards: Fruit Salad

UH Manoa, CTAHR, CES
EFNEP, Foods of Hawai`i, Lesson #2
1991
Concepts:

1. Each member of a group contributes to its success. Each individual member has both rights and responsibilities.
2. Families living in Hawai‘i today have come from far away places.
3. The foods we eat today have been influenced by our many ethnic and cultural groups.

Objectives:

1. Youth will realize that all of Hawai‘i’s ethnic groups have contributed to the diets of people in Hawai‘i today.
2. Youth will prepare and eat a fruit salad.
3. Youth will learn to practice the Hawaiian concepts and values of lōkahī (unity and harmony), kuleana (individual rights and responsibilities within a group), and laulima (cooperation of many hands working together) and mālama i ke ʻōla kino (personal sanitation).
4. Youth will understand the rights and responsibilities of individual members of a group.

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<tr>
<td>Introduction and Review</td>
<td>5 min.</td>
<td>A. Kupuna introduces lesson. &quot;We will discuss origins of Hawai‘i’s people and the food we eat. We will make a fruit salad&quot;.</td>
<td>Pass out prepared folders: put in cover sheet, &quot;My ancestors came from these places&quot;, and map.</td>
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<td>B. Review. Ask &quot;What is (1) Name of our program, (2) Our program goals, (3) a healthy lifestyle, (4) The Hawaiian values of kuleana, `ohana, laulima? &quot;</td>
<td>Take attendance</td>
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<td>C. Kupuna explains concept of lōkahī (Write on board) or put up poster.</td>
<td>Students wear nametags</td>
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<td>Chalk</td>
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<td>Lōkahī poster</td>
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## Topic and Background

### II. Kuleana: Individual Rights and Responsibilities (Obj. #4)

Mention: if a youth misses a class or handout they should ask teacher or PA for handouts.

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| 5 min. | A. PA shares "List of Rights and Responsibilities"  
B. "Individual rights and responsibilities" within a group is *kuleana.*  
C. Distribute manila folders, have students write their name and program name on the cover.  
D. Say, "Your first responsibility is to put your "My ancestors came from" handout in your folder. You are responsible for your folder and doing your own work." | Poster: "List of Rights and Responsibilities".  
Youth and Leaders will:  
1. Enjoy learning together  
2. Be prepared and on time.  
3. Treat others as you would like to be treated  
4. Focus: Listen and pay attention (*Ho'olohoe*)  
5. Be prepared  
6. Enjoy yourself. |

### III. Foods and People from around the World (Obj. #1)

Ask teacher to assist youth in locating countries of origin on map.  
Select a variety of students from various ethnic groups.

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| 20 min. | A. PA reviews the classes top five favorite foods from Questionnaire #1. Ask "were any of these foods eaten by early Hawaiians?" Briefly discuss similarities of foods and where foods came from.  
B. Post map. Say "Let's find out where some of your ancestors came from." *Kupuna* points out that the earliest Hawaiian settlers came from the Marquesas and Tahiti. Have volunteers put a mark on the map to indicate where their ancestors came from. Ask youth to name up to three foods their ancestors may have brought to Hawai‘i. Ask if other students also have ancestors from that country.  
C. State "This map points out that people living in Hawai‘i today came from many different places, so have the foods we eat." | List of Favorite Foods  
World map  
Dots  
Optional: String and tape  
Crayons  
Chalk |
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<td>IV. Foods Activity: Fruit Salad (Obj. #2, 3)</td>
<td>20 min.</td>
<td>A. PA says: &quot;We know that our foods came from different countries. Today we're going to make a fruit salad using fruits that came to Hawai'i from various countries.&quot; Ask if any youth brought fruits (their kuleana).</td>
<td>Fruit Salad Recipes 5 cutting boards and knives Spoon for mixing/serving One or two of each fruit Spoons, plates or cups Napkins Clean up supplies</td>
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<td>Mālama ola kino (personal sanitation). It is important that we wash hands before touching foods; be sure to wash under finger nails and between fingers where dirt and germs like to hide. Teacher and Kupuna assist youth in cutting fruits. Note that the mixing of the fruits make a colorful and tasty combination just as our mixed cultures in Hawai'i has made our lives richer.</td>
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<td>B. Discuss fruit and countries of origin.</td>
<td>Pictures of fruits (models) Tape Fruit Riddles or Fruit Kabob recipes (if time allows).</td>
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<td>C. Review recipe preparation. Demonstrate handling knives. Review hand washing and mālama i ke ola kino.</td>
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<td>D. Divide youth into five groups. (Count off 1-2-3-4-5) and assign fruit to each group. By groups ask youth to wash their hands and the fruits.</td>
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<td>E. As a group, youth read recipe and take turns cutting fruit. Note that each group has their own kuleana (in preparing fruit salad).</td>
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<td>F. When each group is finished, mix and serve. Ask youth to try salad. Kupuna discusses how students practiced laulima (cooperation of many working together), ʻōkahi (unity) &amp; kuleana (responsibility). Everyone helps clean up.</td>
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Lesson #2  Hawaii’s Ethnic Groups (continued)

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| **V. Evaluation and Review/Next Time** | 5 min. | A. Leader asks youth to state:  
1. Rights and Responsibilities  
2. Their countries of origin.  
3. Meaning of: *laulima, kuleana, lōkahi and mālama i ke ʻoia kino.*  
B. State "Next time we will be learning about the first Polynesian settlers in Hawaiʻi and the foods they ate." |  
Prior to next class Kupuna or Teacher could review the origins of the Early Hawaiians with the class. |

These lessons have been piloted at the following elementary schools on Oʻahu: Kapunahala, Kuhio, Palolo, Pope, Pūʻūhala and Waimanalo. Lesson materials have been revised with the cooperation of the Department of Education, Windward Hawaiian Studies Program.

For more information please contact the Expanded Food and Nutrition Education Program (EFNEP) at 956-8161. EFNEP is a part of the Cooperative Extension Service, College of Tropical Agriculture and Human Resources, University of Hawaiʻi at Manoa, USDA Cooperating.

1991
History of Some Fruits of Hawaii

Sources: (1) Miller, Bazore, and Bates; Fruits of Hawai`i. University of Hawai`i Press, Honolulu, Hawaii, 1965
(2) E.S. Craighill Handy and Elizabeth Green Handy, Native Planters in Old Hawaii. Their Life, Lore, and Environment. Bernice P. Bishop Museum Bulletin 233, 1972

Acerola - Was probably introduced into Hawai`i in 1946 by the Hawaiian Sugar Planters' Experiment Station. The fruit is of Spanish origin and a native of tropical and subtropical America.

Apple - Historians believed that there are archeological evidence that the origin of apples were known to ancient cave dwellers. Apples received its introduction to the western world when seeds were brought over from Europe by the first colonist.

Avocado - All types of avocado are natives of tropical America, where they have been cultivated for centuries. Don Francisco de Paula Marín, the Spanish horticulturist who introduced many valuable plants into Hawaii, is credited with having started the first avocado trees in Hawai`i before 1825. These first fruits were of poor quality so the avocado did not become popular until later varieties were grown. In 1895, Admiral Beardslee brought three Guatemalan seedlings from which many of the present varieties have been developed.

Banana - is one of the best known fruits throughout the world. The word “banana” seems to have been used originally for only those varieties which were eaten raw, and the term “plantain” for those which were eaten only after cooking.

Most Polynesians brought banana plants with them when they migrated to Hawaii. Most of these bananas were of the cooking variety. The Brazilian and Chinese varieties were not introduced until the 19th century. The Bluefield banana was not introduced until 1903.

Breadfruit - Trees were brought to Hawai`i from Tahiti by early Polynesians. However, the breadfruit has never been an important article of diet as in Tahiti and other South Pacific islands.

Carambola (Star Fruit) - Believed to be a native to the Malayan archipelago. The history of its introduction into Hawai`i is not known, but the tree may have been brought from Southern China by early Chinese immigrants or by sandalwood traders.

Cherry - Believed to be domesticated in China 4000 years ago. It was introduced to America from Europe during the establishment of English, French, and Dutch.

Coconut - Was brought to Hawai`i by early Polynesian settlers. These early varieties were small and of inferior quality by today’s standards. Most varieties of coconuts growing in Hawai`i at present were introduced within the last century.
**Grapes** - Were introduced in Hawai‘i at an early date. Captain George Vancouver spoke of leaving grapevine plants in 1792. Don Marin wrote of his vineyard in his diary in 1815. Because grapes were grown largely by the Portuguese in Hawai‘i, they were sometimes called “Portuguese or European grapes.” However this “Portuguese” grape was believed to have been introduced to Hawai‘i from the U.S. Mainland, not Portugal.

**Grapefruit** - The term pomelo is sometimes used instead of grapefruit. The term “grapefruit” originated because the fruit grows in clusters somewhat like grapes. Pummelo (distinct from pomelo) is the name given the extremely large, coarse, and sometimes almost inedible form of this species (also called shaddock). Grapefruit were introduced into Hawai‘i at an early, unknown date.

**Guava (Strawberry)** - A native of Brazil, the strawberry guava has been carried to all parts of the world. It was brought to Hawai‘i from England in 1825. It was introduced to Europe by way of China so is sometimes called the “Chinese Guava.”

**Guava (Common)** - Is the most common wild fruit in the islands today. It grows well under conditions unfavorable for many plants and in some places has become a pest. Though a native of tropical America, it reportedly was brought to Hawai‘i from Australia and was being cultivated here (became wild later) in the 14th century.

**Lemon and Lime** - Natives of Southern Asia. Introduced in Hawai‘i in the early 19th century. Both flourish in Hawai‘i. The lime, however, seems the most adaptable, of the citrus fruits, to island conditions.

**Lychee** - Native of Southern China. Brought to Hawai‘i in 1873.

**Mango** - Indigenous of Southern Asia. Believed brought to Hawai‘i from Manila by Captain John Meek. Other varieties were introduced later including a variety imported from Jamaica in 1885 by Joseph Marsden.

**Mountain Apple** - Native of the Malayan Archipelago. Brought to Hawai‘i by the early Hawaiians.

**‘Ōhelo Berry** - One of the few truly native fruits of Hawai‘i. Found only on the island of Hawai‘i and on East Maui where it thrives on the less weathered lava flows and bed of volcanic ashes and cinders.

**Hawaiian Orange** - The Hawai‘i variety of orange has been developed by a long period of cultivation. One of the original orange trees was left in Hawai‘i by Captain George Vancouver in 1792 in the Kona district on the Big Island. The orange was one of the first fruits to be cultivated commercially in Hawai‘i and at one time was the leading export from Kona. The districts of Waialua on Oahu and Waimea on Kauai were also well known for their oranges.
**Papaya** - Believed to have been introduced by Don Marin prior to 1823 from the Marquesas islands. Solo papaya was introduced in 1919 by Hawai‘i Agricultural Experiment Station (CES).

**Passion Fruit** - Native of Brazil. Brought to Hawai‘i from Australia by Eugene Delemar in about 1880. The first seeds (purple variety) were planted in the district of Lilikoi on East Maui (thus, the name lilikoi). The yellow passion fruit was introduced by the Hawai‘i Agricultural Experiment Station in 1923.

**Peach** - Believed to be an origin of China. It is known as “The Queen of Fruit” because it is favored wherever they have been produced. The Roman referred to it as “Persian Apple” since it was believed to have received from Persia.

**Pineapple** - A native of South America, the history of the introduction of the pineapple is not known, but it is generally believed that the fruit was brought to Hawai‘i by some Spaniard who had previously touched the coast of South America. Don Marin recorded in his diary in 1813 that he had pineapple growing in his garden. However, it is believed that pineapple were first planted on the island of Hawai‘i where they now grow wild. A pineapple similar to the Wild Kailua pineapple also grows in Guam, Formosa, and the Philippine Islands. The pineapple variety known as hala kea, which is plain green when unripe and ripens yellow, and the hala ʻula, of which the unripe fruit and the leaves have a reddish tinge, are distinguished from the introduced commercial varieties by having thorns (kuku) along the edges of the leaves, and by spreading over the ground like a vine.

**Plum** - Believed to have originated in Western Asia in the region south of the Caucasus Mountain. There are over 2000 varieties. However, Methley plum is one of the variety grown extensively at higher elevation in Hawai‘i. Methley plum was received by the Experiment Station of the Hawaiian Sugar Planter Association. The first planting was made at Nauchi Gulch on the windward slope of Maunakea at an elevation of 5100 feet.

**Poha** - A native of Brazil, was probably brought to Hawai‘i early in the 19th century.

**Soursop** - Native of the West Indies and probably more popular today in Cuba than in any other place. The history of its introduction into Hawai‘i is unknown.

**Strawberry** - Believed to be a native of North and South America. There are varieties of strawberry native to widely separated section of the world. These vary in size, shape, color, and flavor. Many varieties have been developed under cultivation. A white strawberry indigenous to the Hawaiian Islands was at one time fairly abundant on the island of Hawaii and Kauai.

**Surinam Cherry** - A native of Brazil where it grows wild along the banks of the streams and edges of the forests. It is also an important cultivated fruit of that region. The date of its introduction to Hawai‘i is unknown.

**Tamarind** - Believed to be a native of tropical Africa and perhaps southern Asia. It was earlier introduced to tropical America and from there was probably brought to
Hawai'i. One of the first tamarind trees in Hawai'i was planted in 1797 by Don Marin in Pauoa Valley, Oahu. It was a favorite tree of the early settlers and is found on many of the old homesteads.

**Tangerine** - Is thought to have originated in China. Sometimes called the mandarin orange - so called because of its resemblance in color, shape, and size to the large button worn on the hat of high officials (mandarin's) during the Ching Dynasty. It has also been suggested that the fruit may have been given this name because of its similarity in color to the brilliant yellow or orange of the silk robes those officials wore. The satsuma variety was taken from Japan to the U.S. in 1876. The Hawai'i Agriculture Experiment Station first introduced budded (mandarin) plants of four varieties from California in 1906.

**Watermelon** - Is a native of Africa but has spread throughout the world. Although in Hawai'i a large supply of melons has been grown only during the last few years, some have been grown here continuously since the first seeds were left by Captain James Cook in 1779.
INTRODUCTION OF FRUIT TO HAWAI'I
AFTER 1778

1779  -  Watermelon -- Native of Africa
1792  -  Grapes from North America
        -  Orange by Captain George Vancouver from Capetown, South Africa
1797  -  Tamarind - Native of Tropical Africa and possibly Southern Asia.
Early
1800's  -  Poha -- from Brazil
        -  Grapefruit -- from West Indies
        -  Starfruit -- possibly by early Chinese immigrants
        -  Lemon/Lime -- Southern Asia
1813  -  Pineapple -- before 1813 from South America
1823  -  Papaya -- before 1823 from the Marquesas by Don Marin
1824  -  Mango -- by Captain John Meek from Manila
1825  -  Strawberry Guava -- from England about 1825
1825  -  Avocado - before 1825 from tropical America.
1873  -  Lychee from Southern China
1880  -  Passion Fruit from Australia -- Native of Brazil
1906  -  Tangerine (Mandarin Orange) -- California
        Varieties introduced in 1906 -- originally from China

Dates
Unknown  -  Soursop -- from the West Indies
        -  Surinam Cherry -- from Brazil
1946  -  Acerola -- from Spain

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EFNEP, Foods of Hawai‘i. Lesson #2
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Fruit Salad

Ingredients:

1/2 pineapple
1 orange
1 banana
1 papaya or mango
1 apple

Optional Ingredients: raisins, shredded coconut,
chopped nuts,
1 cup plain or flavored yogurt

Method:

1. Peel, core or seed fruit and cut into bite sized pieces. Toss together in a large bowl. Add optional ingredients, if desired.

2. Serve chilled.

Hints:

1. Use two or more fruits to make tasty salads for family meals.

2. For holiday meals, try adding additional ingredients. Yogurt tossed lightly with fruit is tasty and nutritious.

3. Oranges, mango and papaya are good sources of Vitamin C. Mango and papaya are high in Vitamin A, too.
INDIVIDUAL RIGHTS

Youth and Leaders will:

1. Enjoy learning together.

2. Be prepared and on time.

3. Treat others as you would like to be treated.

4. Listen and pay attention (*Ho`olohe*).