



**PERFORMANCE GUIDE**

# **PĀ KA MAKANI**

BY ANNIE LOKOMAIKA'I LIPSCOMB,  
MARQUES HANALEI MARZAN,  
AND ANNIE CUSICK WOOD



[WWW.HTYWEB.ORG](http://WWW.HTYWEB.ORG)

**ALOHA FROM HTY ARTISTIC DIRECTOR,  
ERIC JOHNSON**



**Dear Educator,**

**As a theatre company, we are dedicated to serving Hawai'i's keiki we have several productions in our 71th Season that highlight Hawaiian culture, stories and performance. This particular performance brings together hula, oli and indigenous design in an original production led by HTY company actress Annie Lokomaika'i Lipscomb. We are delighted to support her years of work as a cultural practitioner, dancer, theatre maker, and educator. We are deeply appreciative of the work she has created with a team of collaborators both inside and outside the HTY 'ohana.**

**We hope this guide provides pathways to integrate the performance into your curriculum prior to or following the show! If you would like more information on the company or our work, look us up at [htyweb.org](http://htyweb.org).**

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## PRODUCTION CREDITS

### **Created by**

Annie Lokomaika'i Lipscomb  
Marques Hanalei Marzan  
and Annie Cusick Wood

### **Directed by**

Annie Cusick Wood

### **Set, Costume and Prop Design by**

Marques Hanalei Marzan

### **Projection and Lighting Design by**

Chesley Cannon

### **Sound Design by**

Mattea Mazzella

### **Performed by**

Annie Lokomaika'i Lipscomb

### **Technical Direction**

Eric West

### **Stage Manager**

Sarah Danvers

## ACKNOWLEDGEMENTS

A very special mahalo to Connect Up and TEATRO ELSINORE, Italy.  
This show is produced by Honolulu Theatre for Youth and Elsinor Centra di Produzione Teatrale as part of  
ConnectUp project co-financed by the Creative Europe program of the European Union.

And many thanks to our long-time community partner, The Hawai'i State Deptment of Health.



## ABOUT OUR SHOW

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### SYNOPSIS

Our play is inspired by the mo'olelo of La'amaomao and the Hawaiian practice of naming and identifying the unique winds of each ahupua'a. The show is centered around the relationship and memories of a granddaughter, Āulu, and her grandmother who teaches her through the traditions of hula and oli. In the play, Āulu, learns what it means to find her voice- her leo- and her own connection to her culture through the wisdom shared by her kūpuna.

### INSPIRATION

Hawaiian culture is rooted in a deep and expansive relationship and respect for nature.

#### **Thoughts from co-creator, Annie Lokomaika'i Lipscomb:**

*To understand yourself in relation to nature, to be in relationship with natural elements, and to learn and coexist with them deeply is an indigenous viewpoint that gives context.*

*The show is inspired by the concept of naming the wind which is a foundational element of Hawaiian culture--like names for different currents or knowing your orientation by the stars above you or the water's movements below. Many cultural practices of the Hawaiian people share these same cornerstones and importance in the foundation of our cultural beliefs.*

*To stand in a place, and understand that the shape of the land around you, and how everything combines to create a specific breeze, which may carry a particular flower petal or shape of a raindrop-- this is just one of the rich oral traditions that create the culture of storytelling and the ongoing relationship with nature here in Hawai'i.*

*photos by Mattea Mazzella*

## THE HAWAIIAN PRACTICE OF NAMING

The Hawaiian people, the Kānaka Maoli, have a deep reverence for the natural world. This nuanced understanding of nature and their place in nature is reflected in the practice of naming and identifying elements of the natural world including the wind, often unique to a specific place. Hawaiian people also believe that names carry mana or spiritual power. The Hawaiian language contains hundreds of words to describe specific winds, rain, clouds, water and other natural elements.

Here are a few examples that show the specificity and breadth of Hawaiian terms for nature from Mary Kawena Pukui's *Hawaiian Dictionary* which she co-authored with Samuel Elbert:

- *makani* - general term for wind.
- *Kūkalahale* – name of a rain and wind famous in Honolulu.
- *kili hau* – ice-cold shower, or cold drizzle.
- *Kaiāulu* – name of a gentle trade-wind breeze famous in song at Wai‘anae, O‘ahu.
- *‘Ōlauniu* – name of a wind on Hawai‘i Island. A figurative translation means promiscuous, and a literal translation means coconut-leaf piercing.
- *ao pua‘a* - cumulus clouds of various sizes piled together, like a mother pig with piglets clustered around her.
- *ao pehupehu* - continually growing cumulus typical of summer. Drifting with the tradewinds, these clouds pick up moisture and darken at their base, finally releasing their rain on the windward mountain cliffs.



*Tutu Mary Kawena Pukui, Hawaiian scholar and co-author of the definitive Hawaiian dictionary. Photo courtesy of Bernice Pauahi Bishop Museum.*

## HULA



Hula has been a part of Hawaiian culture since ancient times. Hawaiians used hula as part of their oral history tradition.

It is an art that combines storytelling, dance, oli (chant), mele (song), and instruments. Hula is a way to share and remember stories or to connect with ancestors. It can be used to depict history, genealogy, and to portray both factual and mythical narratives. Metaphors from nature are often used in oli or mele.

*(Check out some of the videos on the history of hula on our Resources page.)*

*Hula Dancer, Malia Kaleikoa.  
Photograph by Frank Davey, circa 1900.  
Source: Hawaii State Archives.*

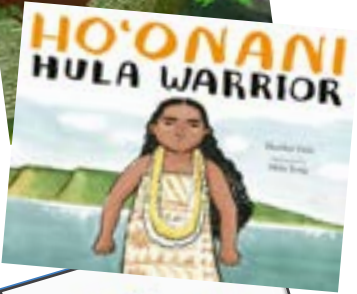
HAWAIIAN TERMS

| <b>Ōlelo Hawai'i</b>        | <b>English Translation</b>  |
|-----------------------------|---|
| <b>Makani</b>               | wind, breeze  |
| <b>Wahi Pana</b>            | A famous or legendary, storied place  |
| <b>Kūpuna (plural)</b>      | The Grandparent Generation, also ancestors  |
| <b>Kuleana</b>              | responsibility, right, privilege  |
| <b>Kāhea</b>                | in hula-- a leading dancer who recites the first lines of a verse to the chanter and other dancers  |
| <b>'Alaka'i</b>             | Leader, director, guide-- In hula, the lead dancer is the 'alaka'i  |
| <b>Pā</b>                   | quality of the wind-- to blow, a breeze that touches  |
| <b>Kumu</b>                 | teacher, also Foundation; the trunk of a tree.<br>Use in hula-- Kumu Hula   |
| <b>Hula</b>                 | ancient form of Hawaiian expression and storytelling through dance, oli, mele, and instrumentation  |
| <b>Hālau</b>                | long house, a clearance of space used as a forum for dance, cultural training and practices, or canoe storage-- where the practice of hula takes place. |
| <b>Pa'a</b>                 | firm, secure, closed  |
| <b>Leo</b>                  | voice, melody; to speak   |
| <b>Ipu</b>                  | typically bottle-shaped gourd used as a container or instrument in hula   |
| <b>Pua</b>                  | flower, blossom   |
| <b>Lani</b>                 | heavens, heavenly   |
| <b>Lewa</b>                 | sky   |
| <b>Ka Makani Hele Ulūlu</b> | hurricane   |
| <b>Kula</b>                 | plains, field, source, container, school  |
| <b>Lū</b>                   | to scatter, to sow, to scatter ashes  |
| <b>Luna</b>                 | above, high, over   |

**BOOKS FOR THE CLASSROOM**



- *The Story of Hula* by Carla Golembe
- *Hi'iaka Battles The Wind* by Gabrielle Ahulii
- *Ho'onani: Hula Warrior* by Heather Gale and Illustrated by Mika Song



- *The Wind Gourd of Laamaomao* by Moses Kuaea Nakuina, Translated by Esther Mookini and Sarah Nakoa from *Moolelo Hawaii o Pakaa a me Ku-a-Pakaa, na Kahu Iwikuamoo o Keawenuiaumi, ke Alii o Hawaii, a o na Moopuna hoi a Laamaomao* (c. 1900) - recommended for older students



- *Hānau ka Ua* by Collette Leimomi Akana with Kiele Gonzalez is a compendium of Hawaiian rain (and wind) names and the tradition of naming-- recommended for older students.

**VIDEOS**

- National Geographic short film on HULA [https://youtu.be/BLjwluzYtM4?si=IJIL9\\_363ef6IjbR](https://youtu.be/BLjwluzYtM4?si=IJIL9_363ef6IjbR)
- *How Hula Dancers Connect Hawaii's Past and Present* produced by PBS in 2021, episode 4 of the series: *If Cities Could Dance* <https://www.pbs.org/video/how-hula-dancers-connect-hawaiis-past-and-present-tvc8q7/>
- *The Hawaiian Story of the Wind Keepers* - Sydney Iaukea  
**TedED** Lesson follows the journey of La'amaomao and her descendants— La'amaomao, Pāka'a and Kūapāka'a—from the text *The Wind Gourd of La'amaomao*. Includes discussion question and video. <https://ed.ted.com/lessons/the-hawaiian-story-of-the-king-s-betrayal-sydney-iaukea>



# POST SHOW DISCUSSION

WHAT IS A KUPUNA?

NAME A KUPUNA IN YOUR LIFE.

WHAT IMPORTANT LESSONS DID ĀULU LEARN FROM HER KUPUNA, HER GRANDMOTHER, IN THE PLAY?

WHAT IMPORTANT LESSONS HAVE YOU LEARNED FROM THE KŪPUNA IN YOUR LIFE?

BASED ON OUR PLAY, DO YOU THINK NATURE IS IMPORTANT TO HAWAIIAN CULTURE? WHY?

WHAT WAS YOUR FAVORITE PART OF OUR PERFORMANCE? AND WHY?

**CREATE YOUR OWN WEATHER REPORT**

In our play, we learn about different winds and Āulu describes their different personalities.

**Lesson Objective**

To foster creative collaboration and teamwork while students create stories around weather and language to describe weather conditions.

**STEP 1**      **Divide the class into small groups of 3 or 4 and watch a local weather report online.**

**Examples:**

<https://www.hawaiinewsnow.com/video/2024/08/26/pretty-scary-tropical-storm-hone-lashes-parts-hawaii-island-cat-1-hurricane/>

**Hurricane Iniki Coverage**

<https://www.youtube.com/watch?v=0BMAPWprgAk>

**STEP 2**      **Have groups meet and choose characters for their report.**

Here are some suggestions

-Weather reporter

-Newsreader

-Special guests or experts such as: Marine Meteorologist; Weather analyst; Weather oceanographer; A member of the public whose life has been impacted by the weather; Hurricane preparedness expert.

**STEP 3**      **Choose your Weather Event**

Decide what weather event you are reporting on. For example: hurricanes, extreme heat. etc. Then, do some research on your event.

Create an original name for your news channel.

Gather some pictures/visuals to help.

Interview someone who has experienced that weather event or is an expert.

**STEP 4**      **Rehearse the Weather Reports**

Give students time to improvise and practice the actions of their characters. Validate and note strong choices made by students as they enact their news report and encourage students to add details and descriptive words about their weather event.

**STEP 5**      **Share and Perform**

Have groups perform their weather reports. Use your phone to film the reports and then, watch all the reports as a class.

## MY KUPUNA

*Ola nā 'iwi -  
The bones live  
Knowledge lives on through our Kūpuna*

*In our play we perpetuate knowledge of Hawaiian culture with our Kūpuna by witnessing Āulu's close relationship with her Tutu. Āulu learns so much from her kupuna. In addition to chant and hula, she learns legends and stories of Hawai'i.*

### Lesson Objective

To generate discussion about the play, reinforce one of the themes of the play, and allow students to respond and connect the theme to their own experiences.

#### STEP 1

##### **Discuss the the meaning of kūpuna.**

- What is a kupuna?
- Ask students to think of kūpuna in their own lives.
- Who is the oldest person who cared for you and is present in your life?
- Is it a grandmother, grandfather, auntie, uncle?

##### **Make a list of fun facts about your kupuna.**

*(Students may need to interview their kupuna or someone who knows them.)*

##### **Prompts for Students:**

- What is their name?
- What does their name mean?
- Where were they born?
- What year were they born?
- What was one major event that year?
- What was the price of a loaf of bread when they were your age?
- What was important to them when they were 8/9?
- What was their favorite toy or game to play?
- Who was their president/prime minister/queen or king?

#### STEP 2

##### **Have students draw their kupuna using the person diagram on the next page.**

Add clothes, hair, features, words, drawing of favorite foods, pets, or other details that make their kūpuna special.

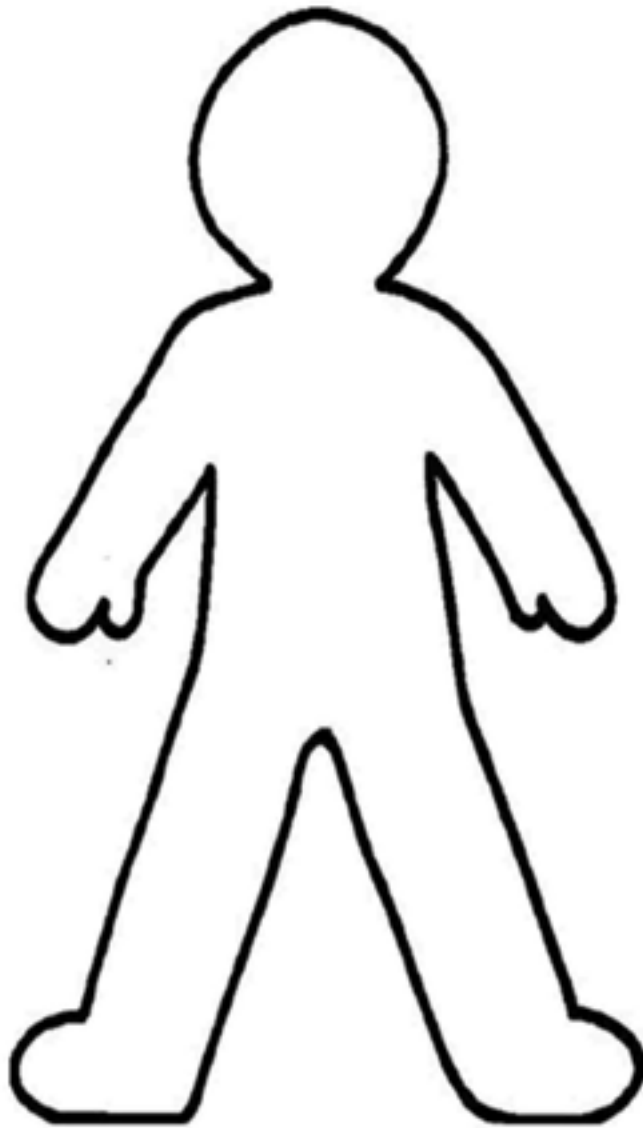
#### STEP 3

##### **Share and discuss the pictures with a partner or the class.**

MY KUPUNA

*My kupuna's name is* \_\_\_\_\_.

Draw a picture of your kupuna.



## HULA AND WELLNESS

In the play, Āulu learns through the hula lessons that her Tūtū provides. The lessons help her to get stronger physically, mentally, and emotionally.

### Lesson Objective

To generate discussion about the play and allow students to respond about cultural connections around hula (or other movement) and overall wellness.

### Background for Teachers

Being healthy includes engaging in physical activity like dance or hula, eating nutritious foods, and maintaining emotional and mental health. Connecting to community and fostering relationships with others are an important part of an individual's emotional health.

Here are some wellness guidelines from The Hawai'i State Department of Health:

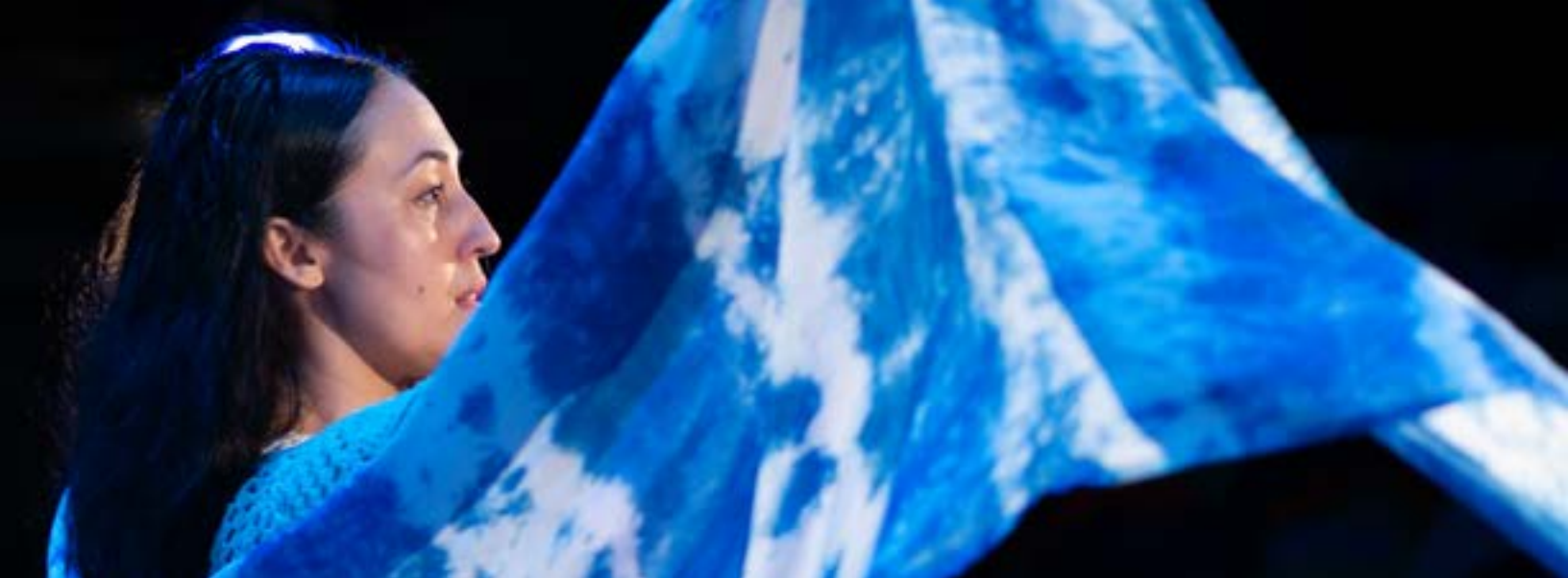
<https://hawaiipublicschools.org/school-services/wellness-guidelines>  
<https://health.hawaii.gov/physical-activity-nutrition/home/school-health/>

In 2017, researchers from the University of Hawai'i-Manoa and kumu hula collaborated on a community-based participatory research trial aimed at reducing cardiovascular disease among Native Hawaiians through a 6-month, **culturally tailored** hula dancing program called the Kā-HOLO Project. Outcomes proved that the cultural approach successfully engaged Native Hawaiian participants and not only improved their physical health, but also deepened their connection to community, formed lasting friendships, and improved their overall mental health and feeling of well-being.

The Kā-HOLO Project: <https://pmc.ncbi.nlm.nih.gov/articles/PMC5392978/>

### Discussion Questions for the Class

- Are there cultural dances that are practiced by your family or community? (examples: Chinese Lion Dance, Japanese Bon Dance, Okinawan Kāchashi)
- What are other ways (besides sports) do people move? (examples: Martial arts, dance)
- Āulu learned to connect to her culture through hula. How do you connect to your culture? (examples: food, music, dance.)
- Are you inspired to learn more about your own culture after watching the show? Discuss.
- Why do you think a person's cultural background is important? Are cultural connections important to overall health? Discuss.



## ABOUT HTY

Honolulu Theatre for Youth (HTY) is a theatre of place, deeply rooted in the cultures and people of the Pacific and dedicated to serving young people, families and educators across the Hawaiian Islands. Founded in 1955, HTY is one of the oldest professional TYA companies in the country and is recognized for its long history of innovative drama education programming and the creation of original theatrical works that celebrate the diverse cultures of Hawai'i. In 2023, HTY was awarded the Orlin Corey Medallion by the Children's Theatre Association of America, the highest honor in the field.

## OUR COMPANY

**Becky Dunning**  
Development

**Stu Hirayama**  
School Reservations

**Brad DeCaires**  
Box Office

**Stephanie Conching**  
House Manager

**Jian Gu**  
Accounting

**Eric Johnson**  
Artistic Director

**Reiko Ho**  
Artistic Associate/Marketing

**Moses Goods**  
Artistic Associate/Actor

**Annie Cusick Wood**  
Artistic Associate

**Artistic Team**  
Jarren Amian  
Chesley Cannon  
Sarah Danvers  
Serina Dunham  
Lokomaika'i Lipscomb  
Mattea Mazzella  
Hermenigildo Tesoro Jr.  
Eric West  
Emily Wright

**Daniel A. Kelin, II**  
Director of Drama Education

**Tamara Smith**  
Drama Ed. Administrator

**Erin O'Hara**  
Teaching Artist

**Ms. Lisa**  
Teaching Artist

**Kirsten Erickson**  
Teaching Artist

**Jill Jackson**  
Teaching Artist