

# BIG IDEA #2

**The study of place requires the combination of intellect and experience.**

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**‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi.  
*All knowledge is not learned in just one school*  
– Hawai‘i ‘Ōlelo No‘eau**

**Ang hindi marunong lumingon sa pinanggalingan ay hindi makakarating sa paroroonan.  
*The one who does not know how to look back at where one came from will not be able to reach the destination!*  
– Philippines National Proverb**

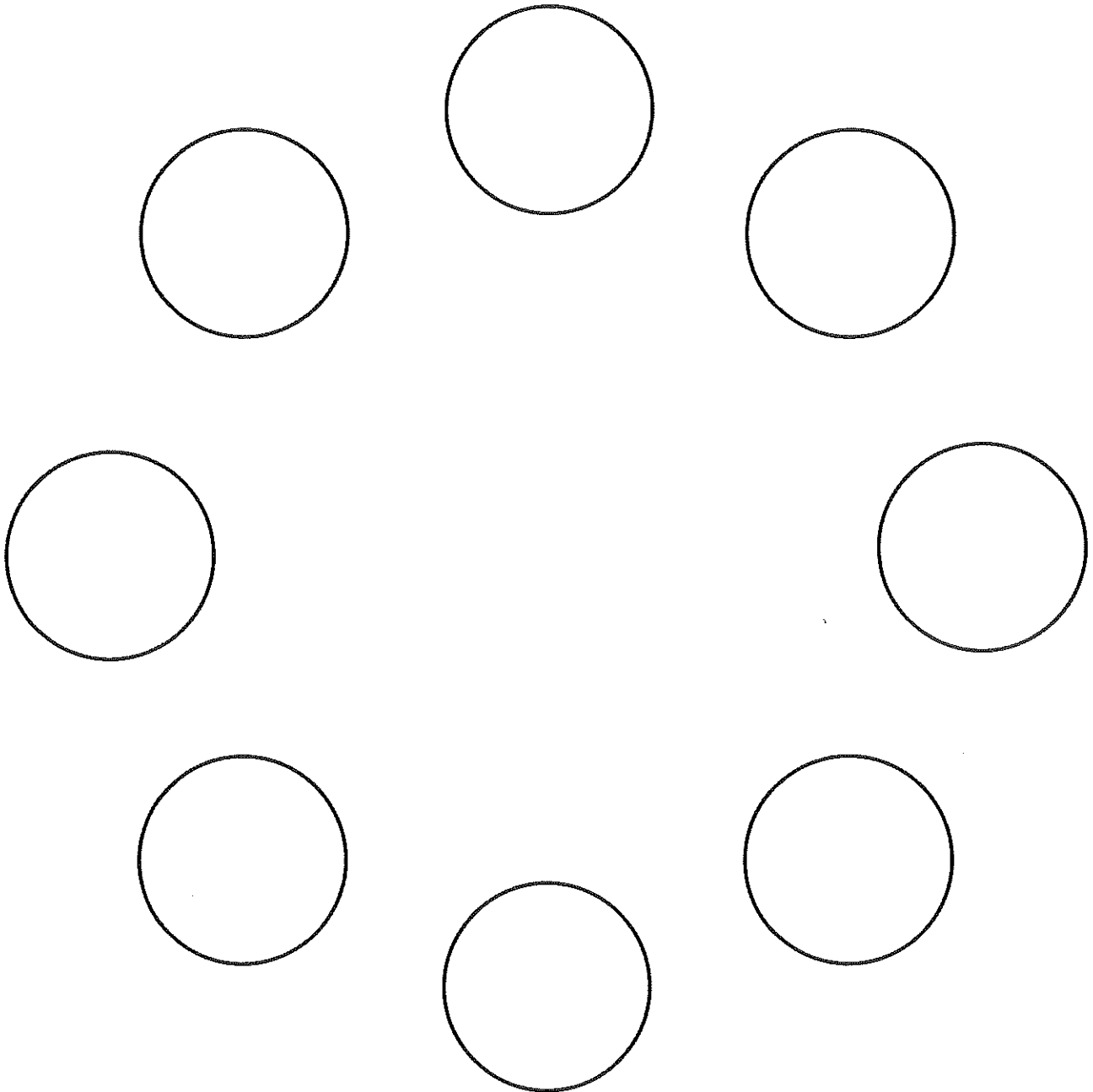
For us to develop a sense of our place, we need to engage in multiple ways of learning – including observation, experimentation, and opportunities to apply new knowledge (Orr, 1992). This approach allows us to access different sources of knowledge and then create local solutions for local issues, especially when we can rely on experts and elders in our own community, as well as information from the global community.

Several communities, for example, are living and reviving the art of traditional navigation. Apprentices learn by watching and studying master navigators as they read the movements of the waves, birds, and stars. Only after observing can apprentices begin practicing their new skills with the help of a master navigator. Transmission of knowledge in this way has been going on for generations. But recently, communities like Waan Aelōñ in Majel (Marshall Islands) and the Polynesian Voyaging Society (Hawai‘i) are using traditional navigation and canoe building to address contemporary community needs: providing life skills for youth, perpetuating cultural practices, and bringing attention to our global need for sustainability.

In class, when learning about our place starts with local – our history, economy, environment, culture, and art. We can invite community experts to partner with teachers and students. And for learners, observing, experimenting, and experiencing is critical because it encourages us to pay attention to changes. We can see patterns, and then sense and respond to issues affecting our place, its people and environment. In this way, we are honoring the past, and utilizing the potential of our place to transform our future.

## Activity: Connect Your Circles of Knowledge Resources

In each empty circle write or draw the different knowledge resources of your community. Then, connect these circles to each other. Look for patterns of connectivity. Where are there strong connections? Where are there weak ones?



## Reflect again on the activity: Connect your circle of knowledge resources.

Use the following questions to guide your reflection.

### Essential questions

1. How does knowing about the different knowledge resources provide different ways to experience your place?

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2. How do these different experiences contribute to developing different ways of thinking?

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3. How do these different ways of thinking contribute to developing sustainable practices? What resources need to be preserved? What needs to be transformed?

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### What do you want to know about your students' learning?

Here is space for you to develop **guiding questions** to use with in your teaching. A guiding question is a more specific question that supports inquiry into the essential questions and big idea.

Example: What are the stories of our place? What lessons are these stories teaching?

### Standards

Identify which of your standards apply to this idea about place.

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