

Teacher's Timeline

Events in blue underlined text are key events not found in the exhibition text.

| YEAR | EVENT(S) <i>What Happened?</i> | CONSEQUENCE(S) <i>What was the result?</i> | WHO <i>Who did it?</i> | POSSIBLE PURPOSE(S) <i>Why might they have done it?</i> |
|-------------|--|---|--|--|
| <u>1778</u> | <ul style="list-style-type: none"> • <u>First contact with Europeans when explorer Captain James Cook arrives</u> | <ul style="list-style-type: none"> • <u>Beginning of Western influence</u> • <u>Decimation of population by disease</u> | <ul style="list-style-type: none"> • <u>Europeans (British)</u> | <ul style="list-style-type: none"> • <u>Exploration, scientific discovery, conquest</u> |
| 1793 | <ul style="list-style-type: none"> • <i>Goats presented as a gift from British naval captain George Vancouver</i> | <ul style="list-style-type: none"> • <i>Rise of goat population to around 40,000, combined with cattle and sheep from ranchers</i> • <i>Ecological balance undermined</i> • <i>Massive soil erosion from overgrazing</i> | <ul style="list-style-type: none"> • <i>Europeans (British)</i> | <ul style="list-style-type: none"> • <i>Introduction of Western-style economy</i> |
| <u>1810</u> | <ul style="list-style-type: none"> • <u>Hawaiian Islands all united as Kingdom of Hawai'i under King Kamehameha</u> | <ul style="list-style-type: none"> • <u>Creation of sovereign nation</u> | <ul style="list-style-type: none"> • <u>Hawaiians</u> | <ul style="list-style-type: none"> • <u>Unified control over the islands</u> |
| 1893 | <ul style="list-style-type: none"> • <i>U.S. Naval forces overthrow Hawaiian monarchy</i> | <ul style="list-style-type: none"> • <i>Loss of Native Hawaiian control</i> | <ul style="list-style-type: none"> • <i>U.S. government</i> | <ul style="list-style-type: none"> • <i>Control of Hawaiian resources and economy</i> |

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| 1898 | <ul style="list-style-type: none"> • <i>Annexation of Hawai'i by the U.S. government (found in photo caption)</i> | <ul style="list-style-type: none"> • <i>Valuable knowledge of voyaging lost because traditional ways were suppressed</i> • <i>Propety seized and people banished from sacred lands</i> | <ul style="list-style-type: none"> • <i>U.S. government</i> | <ul style="list-style-type: none"> • <i>Control of Hawaiian resources and economy</i> |
| <u>1900</u> | <ul style="list-style-type: none"> • <u>Hawai'i declared a U.S. territory</u> | <ul style="list-style-type: none"> • <u>Further loss of native control</u> | <ul style="list-style-type: none"> • <u>U.S. government</u> | <ul style="list-style-type: none"> • <u>Control of Hawaiian resources and economy</u> |
| 1941 | <ul style="list-style-type: none"> • <i>Declaration of martial law by U.S. government after Pearl Harbor; Kanaloa Kaho'olawe seized for bombing and military training exercises</i> | <ul style="list-style-type: none"> • <i>Ancient petroglyphs and sacred sites damaged</i> • <i>Unexploded ordnance left on island</i> | <ul style="list-style-type: none"> • <i>U.S. government</i> | <ul style="list-style-type: none"> • <i>Use of strategic military location during wartime</i> |
| <u>1959</u> | <ul style="list-style-type: none"> • <u>Hawai'i admitted into the union as the 50th state</u> | <ul style="list-style-type: none"> • <u>Further loss of native control</u> | <ul style="list-style-type: none"> • <u>U.S. government</u> | <ul style="list-style-type: none"> • <u>U.S. government</u> |

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|------|---|--|--|--|
| 1976 | <ul style="list-style-type: none"> • <i>Native Hawaiians stage occupation of Kanaloa Kaho'olawe</i> • <i>Nainoa Thompson begins effort to reintroduce art of native voyaging</i> | <ul style="list-style-type: none"> • <i>"Protect Kaho'olawe 'Ohana" formed to campaign against bombing and military exercises</i> | <ul style="list-style-type: none"> • <i>Hawaiians</i> | <ul style="list-style-type: none"> • <i>Draw national attention to injustices</i> • <i>Revive native voyaging</i> |
| 1980 | <ul style="list-style-type: none"> • <i>"Protect Kaoh'olawe 'Ohana" settles civil suit with U.S. Navy</i> • <i>Nainoa Thompson, first Hawaiian since the 14th century to practice wayfinding, travels from Hawaii to Tahiti back to Hawai'i</i> | <ul style="list-style-type: none"> • <i>Navy mandated to survey and protect historic and cultural sites; clear surface ordnance; limit ordnance impact area to central third of island; begin soil conservation and re-vegetation; allow regular visits for cultural, religious, educational, scientific purposes</i> • <i>Catalyst of Native Hawaiian cultural renaissance; Aloha 'Āina as cultural and spiritual practice</i> • <i>Schools of dance and chant (hālau hula) and traditional herbal and spiritual healing practices (lā'au lapa'au) revived</i> • <i>Native Hawaiians organized for self-determination and self-governance</i> • <i>Revival of traditional voyaging arts throughout Pacific</i> | <ul style="list-style-type: none"> • <i>Hawaiians and U.S. government</i> | <ul style="list-style-type: none"> • <i>Reverse damage done to the island</i> • <i>Restore connection between the land and the people</i> • <i>Improve health of Native Hawaiians through cultural traditions</i> |

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|------|--|---|--|---|
| 1981 | <ul style="list-style-type: none"> • <u>"Protect Kaoh'olawe 'Ohana" revives renewal of the earth ceremony</u> | <ul style="list-style-type: none"> • <i>Elders impart knowledge and help younger members to forge connections to traditions</i> | <ul style="list-style-type: none"> • <i>Hawaiians</i> | <ul style="list-style-type: none"> • <i>Effort to heal the island and the soul of the people</i> |
| 1990 | <ul style="list-style-type: none"> • <i>Use of Kanaloa Kaho'olawe as a weapons ranged discontinued</i> | <ul style="list-style-type: none"> • <i>Further degradation of the island halted</i> | <ul style="list-style-type: none"> • <i>U.S. government</i> | <ul style="list-style-type: none"> • <i>Effort to heal the island and the soul of the people</i> |
| 1993 | <ul style="list-style-type: none"> • <i>Cleanup begins (through 2003)</i> | <ul style="list-style-type: none"> • <i>68% of island cleared of surface ordnance; 9 % cleared to depth of 4 feet</i> | <ul style="list-style-type: none"> • <i>U.S. government</i> | <ul style="list-style-type: none"> • <i>Effort to heal the island and the soul of the people</i> |
| 1994 | <ul style="list-style-type: none"> • <i>Title to Kanaloa Kaho'olawe turned over to Hawai'i</i> | <ul style="list-style-type: none"> • <i>Island managed by state as a cultural reserve for perpetuation of Native Hawaiian cultural, religious, and subsistence practices</i> | <ul style="list-style-type: none"> • <i>Hawaiians</i> | <ul style="list-style-type: none"> • <i>Effort to heal the island and the soul of the people</i> |
| 2004 | <ul style="list-style-type: none"> • <i>Navigators' observation platform dedicated (found in photo caption)</i> | <ul style="list-style-type: none"> • <i>Hökūle'a and sister vessels to circumnavigate the globe in journey of learning and message of mālama honua, to care for Island Earth</i> | <ul style="list-style-type: none"> • <i>Hawaiians</i> | <ul style="list-style-type: none"> • <i>Mālama honua, to care for Island Earth</i> |

Timeline: Group 1 Activity Cards

| YEAR | EVENT(S) <i>What Happened?</i> | CONSEQUENCE(S) <i>What was the result?</i> | WHO <i>Who did it?</i> | POSSIBLE PURPOSE(S) <i>Why might they have done it?</i> |
|------|-----------------------------------|---|---------------------------|--|
| 1778 | | | | |
| 1893 | | | | |
| 1989 | | | | |

Timeline: Group 2 Activity Cards

| YEAR | EVENT(S) <i>What Happened?</i> | CONSEQUENCE(S) <i>What was the result?</i> | WHO <i>Who did it?</i> | POSSIBLE PURPOSE(S) <i>Why might they have done it?</i> |
|------|-----------------------------------|---|---------------------------|--|
| 1941 | | | | |
| 1976 | | | | |

Timeline: Group 3 Activity Cards

| YEAR | EVENT(S) <i>What Happened?</i> | CONSEQUENCE(S) <i>What was the result?</i> | WHO <i>Who did it?</i> | POSSIBLE PURPOSE(S) <i>Why might they have done it?</i> |
|-------------|--|--|----------------------------------|---|
| 1980 | | | | |

Timeline: Group 4 Activity Cards

| YEAR | EVENT(S) <i>What Happened?</i> | CONSEQUENCE(S) <i>What was the result?</i> | WHO <i>Who did it?</i> | POSSIBLE PURPOSE(S) <i>Why might they have done it?</i> |
|-------------|--|--|----------------------------------|---|
| 1990 | | | | |
| 1993 | | | | |
| 1994 | | | | |
| 2004 | | | | |