



## STANDING ABOVE THE CLOUDS ACROSS SUBJECTS

ALL AGES\* (All ages unless indicated otherwise.)



### OVERVIEW

This is a collection of activities and questions that can be adapted for a variety of age levels. They are organized by dominant subject area, however, teachers are encouraged to use an interdisciplinary approach.



### GUIDING/ REFLECTIVE QUESTIONS

What does it mean to call something sacred? Who decides?  
 “They thought they were building a telescope, instead they awoke a nation.” What does Mehana Kihoi mean by that? (*this is a quote from the film*)  
 What is your Mauna Kea?  
 What would you do for that place if it was threatened?



### ACTIVITIES

#### Science

Learn about how Mauna Kea was formed and its connection to the sea.  
 The water cycle (including watersheds and aquifers) and how the mountain protects from storms  
 Inquire into how protecting the mountain can impact the climate as a whole.

#### Science and Social Studies

Introduce the TMT and the issues surrounding it. What are the facts?  
 Make connections between the Mauna Kea protectors and other stands of protest around the world.  
 Why is this mountain the chosen site for these telescopes?  
 There are already 13 telescopes, why does this telescope matter?  
 Research other telescopes around the world. Where are they located? What is their function?



## STANDING ABOVE THE CLOUDS ACROSS SUBJECTS (CONTINUED)



### ACTIVITIES CONT.

#### **Social Studies**

*Gender-* Examine the role of women as protectors on the Mauna.

*Government-* Debate the purpose and role of government (both in general and specific to this case).

*Active Citizenship-* Write your own testimony about an issue you care about and send it to your local, state, or national government.

*History-* Create a timeline of events from the start and how the case is unfolding. What were the significant moments? What made them significant? (All ages)  
Are the arrests justified? (refer to the constitution, local laws, culture, and any other precedent) This is a topic that could be greatly expanded upon to revisit history around Hawai'i as a state and what that means. (MS/HS\*)

*Research-* Make a case with evidence collected about the Mauna. State a claim and support with evidence. (MS/HS\*) Bring in additional articles and apply critical reading strategies.

*Culture-* Connecting the Mauna as a connection to the creator, and the role of hula and chanting



### GLOBAL CONNECTIONS

