

'Ewa 'Āina Education Initiative

Unit Plan: Plants, Place and Pono
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'Ewa 'Āina Site: Pu'uokapolei

Hawaiian Culture-Based Lens	Cross Cutting Content	Instructional Design
<ul style="list-style-type: none"> ● Piliina Kaiāulu: Community Integration informed by a Hawaiian sense of place ● Mālama 'Āina: Land stewardship focusing on sustainability and a familiar connection ● Ola Pono: Values and life skills that synthesize Hawaiian and global perspectives ● Kōkua Kaiāulu: Community giveback embodying a core Hawaiian value 	<ul style="list-style-type: none"> ● 'Ōlelo Hawai'i ● Human Interaction/Impacts ● Health-Total well-being ● Leadership 	<ul style="list-style-type: none"> ● Stewardship - Sustainability ● Peer/'Ohana/Community Education-Action

Essential Question/s

What is the significance of Pu'u o Kapolei?
 What are the uses of the natural resources in the area?
 What are pono restoration activities that students can do for Pu'uokapolei?

Target grade: 9th-12th grade
Target subject: Plant Systems and 'Ōlelo Hawai'i

Background Information

Detailed 'Āina Site Information available at the following URL: <https://cutt.ly/HKU66DG>

A direct link to Halau o Pu'uoloa: Ewa 'Āina Inventory is available via the following URL:
https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Honouliuli.pdf

Pu'u o Kapolei is located in the ahupua'a of Honouliuli. "As the largest ahupua'a on the island of O'ahu, Honouliuli includes approximately 12 miles of marine coastline from Keahi Point in the east to Pili o Kahe in the west at the boundary with Nānākuli. In addition to its marine shoreline, Honouliuli also has several miles of shoreline along the western margins of Ke-awa-lau-o-Pu'uoloa (Pearl Harbor), the crown jewel of harbors in all of the Hawaiian Islands. Several loko (fishponds) and fish traps are located along this Pu'uoloa coastline in Honouliuli, and these waters are famous for their pipi, or pearl oysters, and a wide variety of fish including deep ocean species (Handy and Handy 1972:469)."

Background Information cont.

Pu`uokapolei (also written as Pu`u o Kapolei) is known for being the home to many legendary Kanaka Maoli such as Kamaulaniho/Kamaunuiho (Kamapua'a grandmother), Kekeleai (older brother to Kamapua'a), Pu`uokapolei (Kapo, sister to Pele), and Nāwhaineokama'oma'o.

Pu'u o Kapolei— pu'u meaning 'hill' and kapo lei meaning 'beloved Kapo' (a sister of Pele).

This is known to have the largest heiau in the ahupua'a of Honouliuli. It was used as a marker for seasons and a navigational site.

Now a registered State of Hawai'i Historical Site - see details online at the following URL:

<https://historichawaii.org/2021/01/06/puu-o-kapolei-fort-barrette/>

Pu`uokapolei is also the site of intense community mālama led by the Ulu A`e Learning Center. It is a public access location open for self-guided tours and educational activities - see details online at the following URL:

<https://uluae.org/puuokapolei/>

Sequential Unit Plan Lesson Outline

Lesson Title (3-5 sentence description for each)	Time Estimate in Hours
<p>What is in a name? The meaning of Kapolei, introduction to site that include Mo'olelo of place, and location</p> <p>Lesson one will be an introduction to the site, people of the site and overall importance of the site. We will look at maps to show the location of the site. Next, we will look at the 'Ewa 'Āina Inventory to get an introduction on the ahupua'a that Pu`u o Kapolei is located in and read the chant that Hi'ikaikapoliopole says to Nāwhaine'ōma'o and Pu`uokapolei (Kapo). This oli references many plants that are within the environment and will eventually be plants we may work with at the site. Afterwards, we will look more closely at the Goddess Kapo and her story. We will look at who she is related to, what special powers she may have and what would be her kinolau, or natural environment embodiment. Lastly, we would do a drawing of each plant that she is associated with and a drawing of her. Hoping to see if we can combine what we learn and create a portrait of her using all of the plants that are connected to her.</p>	<p>1 hour class x's 1 - 2 classes</p>
<p>Restoring Pu`uokapolei - The Role Native Plants Play</p> <p>Students will propagate plants significant to Pu`u o Kapolei based on the explorations in Lesson one. They will create and implement plant care plans and while plants mature, develop scripted activities and detailed plans for leading groups of other students in learning/restoration activities at Pu`u o Kapolei</p>	<p>1 hour class periods x 10 classes (classes maybe back to back and spread out for a duration of time)</p>
<p>Huaka`i to Pu`uokapolei</p> <p>Students will conduct a mock run through of their activities and receive feedback from their peers as well as explore what it means to be an alaka`i (leader).</p> <p>Students will lead activity stations with groups of other students during a field trip to Pu`uokapolei (note that activities might be modified to be conducted on the school campus but a huaka`i is optimal)</p>	<p>1-2 class periods + 1 minimum 4 hour huaka`i</p>

Unit Assessment Plan

Formative Assessment Methods Used On a Regular Basis Throughout Unit

- Think, pair, share
- Journal reflection
- Discussion with both kumu and student prompts
- Questioning (submitted by students)
- Written question/Exercises

Summative Assessment/s (see detailed lesson plans)

Performance based assessments including the propagation of native plants, creating and leading a scripted/detailed activity plan - all of which contribute to the culturally relevant restoration of Pu`uokapolei.