

# 'Ewa 'Āina Education Initiative

Unit Plan: 'O Wai 'O Waiiau?  
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 'Ewa 'Āina Site: Loko I`a Pā`aiiau  
 Ahupua`a: Kalauao

## Curriculum Planning Menu

Hawaiian Culture-Based Lens	Cross Cutting Content	Instructional Design
<ul style="list-style-type: none"> <li>• Pilina Kaiāulu: Community Integration informed by a Hawaiian sense of place</li> <li>• Mālama `Āina: Land stewardship focusing on sustainability and a familiar connection</li> <li>• Ola Pono: Values and life skills that synthesize Hawaiian and global perspectives</li> <li>• Pilina `Ohana: Family integration where parents/'ohana are seen as a child's first teachers</li> <li>• Hō`ike: Performance requiring multi-level demonstrations of knowledge and/or skills</li> </ul>	<ul style="list-style-type: none"> <li>• `Ōlelo Hawai`i</li> <li>• Geography</li> <li>• Watersheds</li> <li>• Mathematics (Comm. Core Thread)</li> <li>• Human Interaction/Impacts</li> <li>• Food production</li> <li>• Health-Total well-being</li> <li>• Networked systems - finding or creating connections</li> </ul>	<ul style="list-style-type: none"> <li>• Historical Inquiry</li> <li>• Stewardship - Sustainability</li> <li>• Oral Presentation</li> <li>• Peer/'Ohana/Community Education-Action</li> <li>• Original Art/Graphic Design</li> </ul>

### Essential Question/s

- 'O wai au? / 'O Waiiau? (Who am I/ am Waiiau?) \*Play on words in 'ōlelo Hawai`i, doesn't translate well to English
- Wahi a ke kūpuna...? (According to Kūpuna...?)
- Waiwai 'o Waiiau? (Is Waiiau valuable?)

**Target grade:** First or Second Grade

**Target subject:** General Education

### Background Information

See Loko I`a `Āina Site Background Information - <https://cutt.ly/1KAexP8>

Cultural-Historical Summary of the 'Ewa Moku (From Hālau o Pu'uloa 'Ewa 'Āina Inventory):  
[https://www.ksbe.edu/assets/site/special\\_section/](https://www.ksbe.edu/assets/site/special_section/)

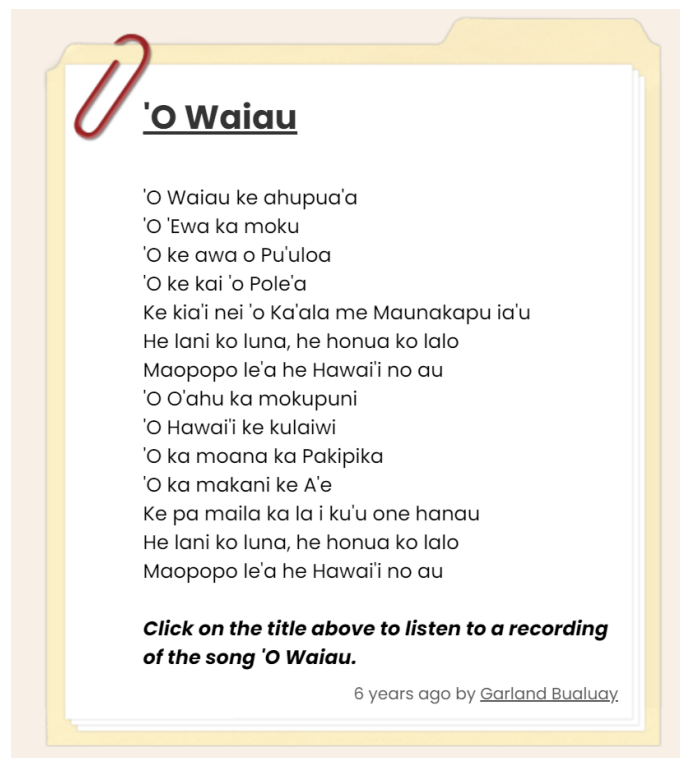
[regions/ewa/Halau\\_o\\_Puuloa\\_Cultural-Historical-Summary.pdf](#)

For more information on the Kalauao ahupua`a, please visit

[https://www.ksbe.edu/assets/site/special\\_section/regions/ewa/Halau\\_o\\_Puuloa\\_Kalauao.pdf](https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Kalauao.pdf)

Aspect/s of Hawaiian cultural significance (mo`olelo (Honokawailani), resource production (creation of class map), wahi pana (from inventory), meaning of place name (from inventory and `ike from kumu Kaiapuni ma Waiau).

- Waiau chapter from Inventory
  - Ke Ki`owai `O Honokawailani
  - Link to `Ewa `Āina Inventory:  
[https://www.ksbe.edu/assets/site/special\\_section/regions/ewa/Halau\\_o\\_Puuloa\\_Introduction.pdf](https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Introduction.pdf)
  - <https://cutt.ly/EKAyppD>
- Mele: `O Waiau, Composed by Kalani Akana:  
[https://www.waiauelementary.org/apps/pages/index.jsp?uREC\\_ID=415978&type=u&pREC\\_ID=activity&postid=473546](https://www.waiauelementary.org/apps/pages/index.jsp?uREC_ID=415978&type=u&pREC_ID=activity&postid=473546)
- Music: <https://cutt.ly/IKArRDp>



**'O Waiau**

'O Waiau ke ahupua`a  
'O Ewa ka moku  
'O ke awa o Pu`uloa  
'O ke kai `o Pole`a  
Ke kiai nei `o Ka`ala me Maunakapu ia`u  
He lani ko luna, he honua ko lalo  
Maopopo le`a he Hawai`i no au  
'O O`ahu ka mokupuni  
'O Hawai`i ke kula`iwi  
'O ka moana ka Pakipika  
'O ka makani ke A`e  
Ke pa maila ka la i ku`u one hanau  
He lani ko luna, he honua ko lalo  
Maopopo le`a he Hawai`i no au

**Click on the title above to listen to a recording of the song 'O Waiau.**

6 years ago by [Garland Bualuay](#)

- Ke Ki`owai `O Honokawailani, As re-told by the students of Ke Kula Kaiapuni `o Waiau (Mentioned in `Ewa `Āina Inventory, Waiau Chapter)

### Sequential Unit Plan Lesson Outline

Lesson Title	Time Estimate in Hours
'O Waiau	3 hours

<ul style="list-style-type: none"> <li>● Introduce unit with learning and dissecting the mele “O Waiau” <ul style="list-style-type: none"> <li>○ Mokupuni: O‘ahu</li> <li>○ Moku: ‘Ewa</li> <li>○ Ahupua‘a: Waiau</li> <li>○ Virtual Huaka‘i of each of the things listed above **Use Inventory maps for this</li> </ul> </li> <li>● Mana‘o of Waiau (Wai Au - Swirling waters) <ul style="list-style-type: none"> <li>○ Pre-Assess: Why is Waiau named for swirling waters?</li> <li>○ Do we see any swirling waters in Waiau today? *Use maps for this inquiry</li> </ul> </li> <li>● ‘O wai ‘o Waiau i kēia lā (Who is Waiau now? What do we see in our community today?) <ul style="list-style-type: none"> <li>○ What do we have in our community?</li> <li>○ What does a community need to survive/thrive? <ul style="list-style-type: none"> <li>■ Mea ‘Ai (Groceries/Food)</li> <li>■ Hale ‘Āina (Food Establishments)</li> <li>■ Māka‘i (Police)</li> <li>■ Kinai Ahi (Firefighters)</li> <li>■ Kula (school)</li> <li>■ Kauka/Lau‘ai (Doctor/medicine)</li> <li>■ ‘Ōpala (Garbage Management)</li> </ul> </li> </ul> </li> </ul>	
<p>Waiwai ka wai (Is water valuable? Important?)</p> <ul style="list-style-type: none"> <li>● Mele: Hawaiian Water Cycle (Lā ‘Ōpua Ua)</li> <li>● Do we need wai? How so? <ul style="list-style-type: none"> <li>○ Deeper look into water cycle mele</li> </ul> </li> <li>● Path of wai from lani to kai <ul style="list-style-type: none"> <li>○ Talk about each stopping point in mele AND <ul style="list-style-type: none"> <li>■ Lo‘i Kalo <ul style="list-style-type: none"> <li>● Also touch on DryLand Kalo</li> </ul> </li> <li>■ Loko l‘a</li> <li>■ Honokawailani</li> </ul> </li> </ul> </li> <li>● Class Map of Old Ahupua‘a with water flow and wahi pana <ul style="list-style-type: none"> <li>○ Include community necessities <ul style="list-style-type: none"> <li>■ Mea ‘ai (food)</li> <li>■ Lā‘au lapa‘au (medicine)</li> <li>■ Lole (clothing)</li> <li>■ Hale (shelter)</li> <li>■ Alaka‘i/Māka‘i/Kinai ahi (leadership/police/firefighters)</li> </ul> </li> </ul> </li> </ul>	<b>4 hours</b>
<p><b>‘O Honokawailani</b></p> <ul style="list-style-type: none"> <li>● Start by reading <i>Ke Ki‘owai ‘o Honokawailani</i> <ul style="list-style-type: none"> <li>○ Ka Wahi: Setting (Time and place)</li> <li>○ Nā Hāme‘e: Characters</li> <li>○ Ka Hihia: The problem</li> <li>○ Ka Hopena: The result/ending</li> </ul> </li> <li>● Science: Pua Līlialanawai <ul style="list-style-type: none"> <li>○ Where does it grow?</li> <li>○ What does it look like? <ul style="list-style-type: none"> <li>■ Pua Līlialanawai Craft (make out of construction paper)</li> </ul> </li> <li>○ Waves and Sound NGSS <ul style="list-style-type: none"> <li>■ Place mini Pua Līlialanawai in water, watch keep still</li> </ul> </li> </ul> </li> </ul>	<b>3 hours</b>

<ul style="list-style-type: none"> <li>■ Put tuning fork in water</li> <li>■ Oli to make the flowers move</li> <li>■ Sing to make flowers move</li> <li>■ Notate observations</li> </ul>	
<p><b>Loko I'a 'o Pa'aiiau</b></p> <ul style="list-style-type: none"> <li>● What is a loko i'a?</li> <li>● Visit Loko I'a 'O Pā'aiiau <ul style="list-style-type: none"> <li>○ What is at the Loko I'a?</li> <li>○ How do we feel at the loko i'a?</li> <li>○ What do we notice/see?</li> <li>○ He ali'i ka 'āina, he kauwā ke kānaka <ul style="list-style-type: none"> <li>■ How do we serve the loko i'a?</li> </ul> </li> <li>○ New vocab to add to word wall at school: kuapā, ahū, kai, mea kanu, hale, lepo</li> </ul> </li> <li>● Lilo i kumu (become the teacher!) <ul style="list-style-type: none"> <li>○ Go home and teach your family about what you learned at the loko i'a!</li> </ul> </li> </ul>	<b>3 hours</b>
<p><b>Nā I'a Hāmau Leo</b></p> <ul style="list-style-type: none"> <li>● Mele: <i>Pūpū A 'O 'Ewa</i></li> <li>● Learn about I'a Hāmau Leo <ul style="list-style-type: none"> <li>○ Ke 'Ano: Features <ul style="list-style-type: none"> <li>■ CRAFT by Lalepa Koga *Make I'a Hāmau Leo out of paper plates, paint, and pipe cleaners</li> </ul> </li> <li>○ Ka Wahi Noho: Habitat</li> <li>○ Ka 'Ai: Food</li> </ul> </li> <li>● Science: NGSS Heredity <ul style="list-style-type: none"> <li>○ Observations of young pūpū and mākuā pūpū</li> </ul> </li> </ul>	<b>3 hours</b>
<p><b>Hō'ola Lāhui</b></p> <ul style="list-style-type: none"> <li>● Revisit parts of a community Palapala 'Āina (Map) we made in the first lesson.</li> <li>● Class discussion and brainstorming a new class Palapala 'Āina that incorporates ways to sustain a community using 'ike kūpuna *COMMUNITY PROPOSAL <ul style="list-style-type: none"> <li>○ Lo'i Kalo</li> <li>○ Loko I'a</li> <li>○ Hale (shelter)</li> <li>○ Lole (clothing)</li> </ul> </li> </ul>	<b>4 - 12 hours</b> (depending on depth of community proposal and committees made within classroom)
<p><b>Hō'ike Kaiāulu</b></p> <ul style="list-style-type: none"> <li>● Present the new community plan to community members <ul style="list-style-type: none"> <li>○ Present all three Palapala 'Āina of Waiau (Now, Before, Proposed)</li> <li>○ Ha'i 'Ōlelo (Speeches) explaining each version</li> <li>○ Proposal to the community of ways to sustain living in a more kū Hawai'i way.</li> </ul> </li> <li>● Perform all Mele and Hula that they learned throughout the unit.</li> </ul>	<b>1 hour</b>

## Unit Assessment Plan

### Formative Assessment Methods Used On a Regular Basis Throughout Unit

- Mele and participation throughout unit
- Individual and Class Palapala 'Āina throughout unit

- Each craft done throughout unit
- Pre survey/questionnaire done by keiki
- Kaiāulu Venn Diagram of Ka Wā Ma Mua (Before) vs. I Kēia Lā (Today)
- Various drafts of Ha'i 'Ōlelo

### Summative Assessment/s

- Hō'ike Kaiāulu (Community Showcase)
  - Ha'i 'Ōlelo
    - Parts of a community (Today)
    - Ka wā ma mua (The ahupua'a in the wā kahiko)
    - Proposed community plan
      - Proposed changes/new areas
      - Job description/Kuleana for each proposed space
  - Hō'ike Mele (Music showcase)
    - Keiki perform 'O *Waiau*
    - Keiki teach mākua/audience *Lā 'Ōpua Ua Mele*
    - Keiki perform all Honokawailani mele
- Audience Feedback
  - What did you learn?
  - What surprised you most?
  - Are you open to making any of the proposed changes? Why or why not?
  - What did you need more of?
- Peer review feedback
  - What did you like about \_\_\_ group?
  - What would you like to learn more about from \_\_\_\_ group?
- Student self reflection
  - What is the most interesting thing I learned?
  - What am I most proud of?
  - What do I want to work more on?