

# 'Ewa 'Āina Education Initiative

**Unit Plan: Ka Waiwai o Pu'uloa** (Link: <https://drive.google.com/file/d/12-qxH1Uqgjo7W1PY3j5kzcu0out6NnQh/view?usp=sharing>)

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'Ewa 'Āina Site: Loko Pā'aiau

## Detailed Lesson-Project Plan #1

**Descriptive Lesson Title:** Ka Waiwai o Pu'uloa

### Essential Unit Questions Addressed

He aha ka waiwai o Pu'uloa?

### Educational Standards that the lesson will help students achieve:

**2.RI.1** - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**2.RI.4** - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

### HĀ framework and/or Hawaiian Culture integrated into this lesson

HĀ framework is integrated into this lesson through content provided and student reflection. This lesson connects students to Pu'uloa, 'Ewa and builds a foundation of *belonging* while building an awareness for the special place and resources that make up *Hawai'i*.

### Materials needed

#### Videos, Media, Lesson Presentations/Resources - Digital Media and Resources

- [Ka Waiwai o Pu'uloa: bilingual digital book](#)
  - Link: <https://drive.google.com/file/d/1Oe0-we2O5lzmQ9YYu1E26tXyovtkQdBT/view?usp=sharing>

#### Student Assessments and Worksheets

- [Nā Mea Waiwai Ia'u worksheet](#)
  - Link: [https://drive.google.com/file/d/1FKHkwCpvrFkH\\_4G-bpKkBTu1W25SRfyN/view?usp=sharing](https://drive.google.com/file/d/1FKHkwCpvrFkH_4G-bpKkBTu1W25SRfyN/view?usp=sharing)
- [O'ahu Map](#)
  - Link: <https://drive.google.com/file/d/10ZRnKuH3DGOZmZJ1ch5yN4fRCQN8q1sE/view?usp=sharing>

### Supplies

- Learning Target & Success Criteria (for posting)
- Chart paper for closure activity
- Crayons/colored pencils

### Lesson Introduction

**\*\*Whole Group**

- 1) Introduce Learning Target & Success Criteria for unit:
  - a) Learning Target: We are learning to care for the valuable natural resources of Pu'uloa harbor.
  - b) Success Criteria:
    - i) I can explain the value of fishponds in Pu'uloa.
    - ii) I can help restore Loko Pā'aiau.
    - iii) I can identify problems and obstacles at Loko Pā'aiau.
    - iv) I can design a tool to help take care of Loko Pā'aiau.
  
- 2) **Define:**

Teacher will read the definition of waiwai and value to the class, and answer questions as needed from a personal perspective.

**Definition of waiwai:** <https://hilo.hawaii.edu/wehe/?q=waiwai>

**Definition of value:** [Merriam Webster definition, https://www.merriam-webster.com/dictionary/value](https://www.merriam-webster.com/dictionary/value)
  
- 3) **Self reflection:** On the "Nā Mea Waiwai la'u" worksheet, have students draw 1-3 things that they consider valuable, then share. Play Pūpū A'o 'Ewa (located on page 2 of the digital book **Ka Waiwai o Pu'uloa**) while they draw. Explain that the song recalls things that are associated with 'Ewa.
  
- 4) **Turn & Talk:** Once finished, have students turn to a partner and share their drawing. Partners can be pre-assigned or based on their seat location. Give them 2 minutes (1 minute per partner). They should answer the following questions:
  - (1) What did you draw?
  - (2) Why is it valuable to you?
  
- 5) **Share:** As students are talking, strategically choose 3-4 students with differing perspectives to share their work (i.e. material things, natural resources, family, etc). When the 2 minutes are up, ask the chosen students to share their work.
  
- 6) **Connect:** Re-explain the learning target:

*example: "Hawaiians know the value of natural resources, and how important it is for survival. In this unit, we will be learning about and how to care for the valuable resources in Pu'uloa (Pearl Harbor)."*

**Instructional Sequence**

Teacher Does	Students Do
Project <b>Ka Waiwai o Pu'uloa: Digital Book</b> on presentation screen or provide access for students via computer.  Introduce vocabulary words (associated teacher-created hand motions recommended).  Read section 1 of digital book in Hawaiian or English: <b>Ka Waiwai o Pu'uloa: He 'Āina Momona</b>	Students will listen and read along, or take turns reading (at the discretion of the teacher).
Using the O'ahu Map, have students color in the (moku) district of 'Ewa in yellow. Then, as a class, draw the 4 resources (kalo, lo'i	Color 'Ewa district in yellow.  Draw a kalo (taro), a lo'i kalo (terrace for growing

kalo, loko i'a, i'a hāmau leo) mentioned in the reading. (Use the vocabulary page in book for guidance in your drawings).	kalo), a loko i'a (fishpond), and an i'a hāmau leo o 'Ewa (native oyster).
Display the comprehension questions and complete the closing activity.	*See "closure"

**Closure**

*Prior to lesson:* write each comprehension question (in English or Hawaiian) on a piece of chart paper (3 sheets total). Display them in your classroom.

Have students answer at least 1 (1-3, based on your preference) on a post-it note. They should label the post-it note with their name, then place it on the corresponding chart paper. Use your grade level writing expectations with this activity.

**Accommodations for at least 3 types of diverse learners**

- 1) Struggling readers and writers: If a student is a struggling reader, please accommodate by previewing the reading and vocabulary with them beforehand, or partnering them with a peer who is able to read with the student. If a student is a struggling writer, allow students to incorporate drawing and labeling on their post-it response.
- 2) Kinesthetic learners: Add simple hand motions for new vocabulary, especially Hawaiian vocabulary. This will benefit all learners.
- 3) Distance learners: Jamboards can be used in place of post-its. Breakout rooms can be used to facilitate small group discussions.

**Suggested Formative Assessment Method/s For This Lesson**

- Sharing and discussion questions throughout the lesson (found in digital book).
- Student post-its answering the comprehension questions posted on chart paper.

**Explain How This Lesson Relates To the Unit Summative Assessment**

This lesson introduces and connects students to the concept of natural resources being valuable. This is an introduction to basic information and vocabulary pertaining to 'Ewa, which will be needed in the rest of the unit.