

# ‘Ewa ‘Āina Education Initiative

Unit Plan: Pu`uokapolei Through a Creative Lens - <https://cutt.ly/CKPzatd>

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‘Ewa ‘Āina Site: Pu`uokapolei

## Detailed Lesson #2

### Lesson Title: Native Hawaiian Plant Identification

**Essential Question:** In what ways can student leaders of today share their stories and sense of place through nature and hana no‘eau?

### Educational Standards

Topic	How the Arts are Organized		
Benchmark <a href="#">FA.6-8.1.2</a>	Apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art		
Sample Performance Assessment (SPA)	The student: Selects and uses specific elements or principles of art and design to communicate a particular idea, message, or opinion (e.g., Picasso used blue to express feeling).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art	Usually apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art	Sometimes apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art	Rarely apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art

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

Students will be able to identify and name (in ‘Ōlelo Hawai‘i) Native Hawaiian plants, and understand the cultural uses and mo‘olelo of each plant.

### Materials needed

### Videos, Media, Lesson Presentations/Resources

#### Video

How to draw a realistic tree. <https://youtu.be/uaiJNV4hz6s>

Video about young students taking care of plants at Pu`uokapolei

[https://youtu.be/-rtM1\\_niJT4](https://youtu.be/-rtM1_niJT4)

#### Books

The following are student-friendly resources on identifying native Hawaiian plants. If you are not able to purchase them, check your school or public library.

- Ethnobotanical Guide to Native Hawaiian Plants  
<https://shop.hawaiipacificparks.org/collections/plants-and-animals/products/native-hawaiian-plnt>

- Plants in Hawaiian Culture  
<https://shop.hawaiipacificparks.org/collections/plants-and-animals/products/plants-in-hawaiian-culture>
- A Pocket Guide to Hawaii's Trees and Shrubs  
<https://shop.hawaiipacificparks.org/collections/plants-and-animals/products/pocket-trees-shrubs>

#### Websites

Hui Kū Maoli Ola has a great website on native Hawaiian plants that they grow and sell. They often include mo'olelo about the plants. <http://hawaiiannativeplants.com/ourplants/>

#### Supplies

- sketching paper
- cardstock paper
- pencils
- colors (could be color pencils, watercolor, markers, etc.)
- scissors and thick paper(to make viewfinder)

A viewfinder can be a piece of paper with a square or rectangle cut out of the center. If you would like to purchase a more durable one, see this link as an example: <https://www.dickblick.com/products/viewcatcher/>

#### Pedagogy (methods) Used

##### Pre-lesson Preparation

Make or purchase viewfinders for each student. Students may be able to assist with this simple task.

If they have not watched the video already, play the Ulu A'e Learning Center's video about students taking care of plants at Pu'uokapolei - [https://youtu.be/-rtM1\\_niJT4](https://youtu.be/-rtM1_niJT4).

##### Huaka'i Preparation:

- Prepare for logistics utilizing the `Āina Site Visit Logistics and Pre-Planning Guide available via the following URL <https://cutt.ly/ZGNzAxX>
- Prepare students for their visit, learn E Hō Mai - <https://cutt.ly/wJxZUc6> and practice - Oli audio recording - <https://apps.ksbe.edu/kscholars/oli/>
- Collect permission slips and waivers
- Discuss protocols and expectations for behavior on site. Go with an assistant, if possible.

Students will walk around Pu'uokapolei and choose a native plant. After students find the correct identification of the plant, they will research what their plant was used for or the mo'olelo & mana'o. Students will create 3 sketches & capture 3 images of the plant from far, up-close, and of any particular aspect of the plant that is of significance [in la'aulapa'au, mo'olelo, etc]. While returning back to the classroom, students will finish coloring the plant identification cards - each class will create 3 full sets of cards consisting of 12+ different plants. Consider using these cards as a fundraiser for Pu'uokapolei.

#### Lesson Introduction

##### Instructional Sequence

Teacher Does	Students Do
At the site, ask students how many plants they can identify in the area and what they are used for.	Students raise hand/go to plant.
Ask students to find a native plant they like.	Students will walk around Pu'uokapolei and select a native plant.
Teacher goes around giving them a view finder,	Students create 3 completed sketches on three

paper, and pencil. Teach students how to create 3 different types of sketches (from far, up-close, and of any particular aspect of the plant that is of significance (in lā'au lapa'au, mo'olelo, etc). Teacher will also help them identify the plant and what its uses are.	pieces of paper. & take pictures of the plant
Returning to the classroom, teacher demonstrates how to accurately color and complete their sketches. Teacher shares resources on native Hawaiian plant identification.	Finish coloring 3 plant identification cards. Type up information researched (name, scientific name, native/indigenous/endangered), cultural/medicinal uses, etc., and glue on back of the card.
Assessment Presentation	Students present their findings and plants to the class.
Teacher compiles 3 sets of cards. One set remains a classroom set/resources, and the other two can be sold to raise money for Pu'uokapolei or given to Ulu A'e Learning Center as a teaching resource for other students..	Students sign names on cards.

### **Closure**

End of Day (EOD) reflections/exit passes:

- What are the reasons you chose this plant? What did you learn?
- In what ways was this plant used in cultural practices?

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

1. You can use leaf pressings instead of a drawing.
2. You can use photography instead of drawing.
3. You can produce media, music, or dance to represent your plant instead of the card.

### **Formative Assessment Methods For This Lesson**

Composition: Is the drawing/image of my plant quality produced and completed (color, facts, etc.)?

- 1 - No, not really
- 2 - I completed it, but could have done better.
- 3 - YES, I finished this to the best of my ability.

Technique: Does my drawing and its colors accurately reflect/capture the plant?

- 1 - No
- 2 - A bit, but not some parts do not
- 3 - YES, all materials/colors were done as accurately as possible

Sharing: Am I able to articulate the cultural uses and significance of the plant?

- 1 - I could not explain my work of art at all.
- 2 - I can explain my work, but could use improvement.
- 3 - I am able to articulate my message clearly and confidently.

Ask students to write an artist statement behind their work and explain how their work directly relates to Pu'uokapolei.

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

This lesson relates to the summative assessment because students will be aware of the important cultural uses and significance of at least 12 different plants.

**Extension activity**

Students enjoy the game Kahoot.it! Consider making a quiz based on the plants that they learned about. You can test their new vocabulary and recollection of names of plants, functions, and cultural significance.