

# 'Ewa 'Āina Education Initiative

**Unit Plan:** What stories do *limu* tell? A mini unit of 'Ewa limu (link to Unit Plan: <https://cutt.ly/wJmwdbH>)

**Created by:** Samoana McAngus

**'Ewa 'Āina Site:** 'Ewa Limu Project

**Detailed Lesson-Project Plan #3:** Advocacy Project: How do we mālama limu?

## Essential Unit Questions Addressed

1. How do we mālama limu?
2. How do we decide if *limu* is worth fighting for?

## Educational Standards

### 4-LS1: From Molecules to Organisms: Structures & Processes

- **LS1.A: Structure and Function** - Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.

### RI.4.1 Reading: Informational text: Key Ideas and Details

- 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

### W.4.1 Writing: Text Types and Purposes

- 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

Or

### SS.4.7.3: Geography

- Use geographic representations to organize and present information on people, places, and environments and understand the nature of geographic regions of societies around the world
- Environment & Society:
  - Analyze the consequences of human modification of the physical environment in Hawaii using geographic representations

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

### Strengthened sense of Responsibility

- Students will be responsible for creating an advocacy project around limu; students will take pride in their project and how they can mālama limu.

## Materials needed

### Supplies

- Poster boards (example poster boards can be helpful)
- Pens/Crayons
- Laptops/Access to Internet (for research)

## Student Assessments and Worksheets

- [DLIQ reflection](https://cutt.ly/iJnNKJK) (link: <https://cutt.ly/iJnNKJK>)

## Pedagogy (methods) Used to introduce, teach and close/review lesson

### **Lesson Introduction**

Have students participate in an open discussion on the following questions;

1. What is mālama 'āina?
2. What is community?

### **Instructional Sequence**

Teacher Does	Students Do
<p><u>Whole Class Attention Getter/Introduction: 10-15 minutes</u></p> <p>Explain to students that they will create a project to advocate for the protection, care, and restoration of our <i>limu</i>.</p> <p>Students will create a poster board and give an oral presentation about <i>limu</i> and what they have learned about its significance in Hawaiian culture and role in the marine ecosystem. Instruct students to reread prior reflections and assignments to collect information. Guide them through research via the school library, online resources, etc.</p> <p>Show an example of project boards (if you have)</p> <p>Work periods may vary. Depending on your group of students, the timeline for final project due dates can be adjusted.</p> <p>Work Period 1: Brainstorm/Plan project. Outline information.</p> <p>Work Period 2: Rough draft of information, begin diorama/model of coastline using recyclable materials, etc.</p> <p>Work Period 3: Continue working on project</p> <p>Work Period 4: Edit/Revise written information. Complete diorama/model. Practice oral presentation.</p> <p>Work Period 5: Present projects.</p>	<ul style="list-style-type: none"><li>● Reread past lesson resources, exit ticket jamboards, and DLIQ reflections to collect information.</li><li>● Research information via school library, or online tools</li></ul>
<p><u>Closing: 15 - 20 minutes</u></p> <p>Bring back all students to whole group instruction. Have students reflect on their learning and share with the group.</p> <p>Review essential questions: <i>What stories do limu tell? How do the structures of various limu help it to survive?</i> Have students share their thoughts and experiences from the readings and exploration</p>	<p>Share new understandings with the group.</p>

activities.

### **Closure**

Instruct students to complete [DLIQ reflection](https://cutt.ly/iJnNKJK) (link: <https://cutt.ly/iJnNKJK>). Remind students to include details from their experience and the readings to support their answers. Edit the doc to have more writing space if you will print copies for students to complete. Or, students can complete the doc by typing, or copying the questions into their notebook and then answering the questions.

1. *What is limu?*
2. *What stories do limu tell?*

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

- Collaborative groups will allow for peer assistance
- Allow access to voice-print software with spelling and grammar assistance for students who need help with formal written documents
- Teacher to provide frequent checks for understanding and additional coaching as needed.

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

- [DLIQ reflection](https://cutt.ly/iJnNKJK) (link: <https://cutt.ly/iJnNKJK>) “exit ticket” or homework assignment at the end of each lesson.

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

This culminating lesson has students advocate for healthier environments in order to preserve *limu* food chains and ecosystems. Students advocate for mālama ‘āina through their opinion writing piece and creative project.