

# 'Ewa 'Āina Education Initiative

**Unit Plan:** Aloha 'Āina Ahupua'a: 'O ka Loina a me ka Lawena - Hawaiian Cultural Edicts, Mannerisms, & Practices at Loko I'a Pā'aiau (link to Unit Plan: <https://cutt.ly/GJZUmVI>)

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**'Ewa 'Āina Site:** Loko Pā'aiau

## Detailed Lesson-Project Plan #3

**Lesson Title:** Akamai nui loa - End Smart

Applying Loina and Lawena Outside of the Classroom

### Essential Unit Questions Addressed:

- Explain, recognize, & apply loina & lawena at Loko Pā'aiau (or, another wahi pana cultural site)

### Educational Standards

- WL.IS.3 Standard 3:  
PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- WL.IS.4 Standard 4:  
CULTURES: Understand relationships among perspectives, products, and practices of target culture

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

"What makes Hawai'i, Hawai'i - a place unlike anywhere else - are the unique values and qualities of the indigenous language and culture."

- This unit lesson plan is centered on Hawaiian language & culture incorporating Hawaiian values & qualities, Loina & Lawena.
- The overarching HĀ Statement is a Strengthened Sense of Excellence demonstrated by a love for learning and the pursuit of skills, knowledge and behaviors to reach my potential.

### Materials needed

#### Videos, Media, Lesson Presentations/Resources

- ['Ewa 'Āina Initiative Unit Lesson Plan Assessment Activity\\_Start Smart, Get Smarter, & End Smart.docx](#) (link: <https://cutt.ly/sJZUuMm>)

#### Huaka'i Planning Resources

- Prepare for logistics utilizing the 'Āina Site Visit Logistics and Pre-Planning Guide available via the following URL <https://cutt.ly/ZGNzAxX>
- Permission slips - each teacher needs to supply based on his/her school's guidelines

#### Supplies

- Student's artistic depiction representing Piko, Pā'aiau, and Kalanimanuia (to give to Loko Pā'aiau)

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

#### **Huaka`i Prep Reminders:**

- Prepare for logistics utilizing the 'Āina Site Visit Logistics and Pre-Planning Guide available via the following URL <https://cutt.ly/ZGNzAxX>
- Collect permission slips and waivers

### **Lesson Introduction**

A'a i ka hula, waiho ka hilahila i ka hale "dare to dance, leave the shyness at home."  
With excellence participate in protocol at Pā'aiau.

*Protocol at site, Pā'aiau Loko l'a, oli, mele, gift, and self - introduction*

### **Instructional Sequence**

Teacher Does	Students Do
Site visit huaka'i to Pā'aiau	Site visit huaka'i to Pā'aiau
Introduce students to the 'Ōlelo No'eau of the day: A'a i ka hula, waiho ka hilahila i ka hale "dare to dance, leave the shyness at home." With excellence participate in protocol at Pā'aiau.	Students share some of their thoughts.
Teacher Assists Loko Pā'aiau site stewards as they take a tour of the site and introduce the hana (work) of the day. Make sure to go over safety protocol with students prior to them beginning any hana.	Students listen and ask questions if they have any.
Teacher and students help site with whatever hana (work) they need done.	Teacher and students help site with whatever hana (work) they need done.
At the end of the day, the teacher will ask the students to share some of the lōina and lawena practices that they have learned in class with the site hosts.	Students will perform/share the following things that they have learned: <ul style="list-style-type: none"><li>● <b>'Ōlelo Hawai'i</b> Hawaiian Language</li><li>● <b>Oli</b> Chants</li><li>● <b>Mele</b> Songs</li><li>● <b>'Ōlelo No'eau</b> - Proverb/ Traditional Saying</li><li>● <b>Mo'olelo</b> - Historical Background and Stories</li></ul>
At the end of the day, have students mahalo the site hosts.	Students mahalo site host.

### **Closure**

Two weeks after the visit, share the student's artistic depiction representing Piko, Pā'aiau, and Kalanimanuia.

For homework, have students answer the following questions:

- What is a loko i'a?
- Are there different types of loko i'a?
- Why build a loko i'a?
- What is the purpose of loko i'a?
- What is Pā'aiau loko i'a?
- Where is Pā'aiau loko i'a located?
- Why is Pā'aiau Loko l'a special?

### **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.

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

Hō'ike, masterfully display, with excellence, of talent

['Ewa 'Āina Initiative Unit Lesson Plan Assessment Activity Start Smart, Get Smarter, & End Smart.docx](#)

(link: <https://cutt.ly/sJZUuMm>)

Formative Assessment Questions #3:

- What is a loko i'a?
- Are there different types of loko i'a?
- Why build a loko i'a?
- What is the purpose of loko i'a?
- What is Pā'aiau loko i'a?
- Where is Pā'aiau loko i'a located?
- Why is Pā'aiau Loko i'a special?

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

Summative assessment is the practice of 'Aha Piko at Pā'aiau Loko i'a during the huaka'i site visit. Students will display Ioina and Lawena during the practice of 'Aha Piko. 'Aha Piko at Pā'aiau Loko i'a is the hō'ike, an event students masterfully display, with excellence, their collective talents of Ioina and Lawena which students have learned during the course of this unit lesson.