

'Ewa 'Āina Education Initiative

Unit Plan: 'O wai wau (Who Am I?) (Link to Unit Plan: <https://cutt.ly/gJZQq7M>)

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'Ewa 'Āina Site: Pu'uokapolei

Detailed Lesson-Project Plan #2

Lesson Title: Integrating the performance arts, ELA, and culture

Essential Unit Questions Addressed

- How are the core values of Old Hawaii present today?
- Why is having a sense of place important for our identity?

Educational Standards

Fine Arts:

- FA.1.4.4 (scaffold) Repeat a simple movement sequence by imitation.
- FA.1.4.3 (scaffold) Apply the element of energy – smooth/sharp (attack), heavy/light (weight), tight/loose (flow) – to create simple movement sequences.
- FA.3.4.1 (scaffold) Apply dance elements to create a simple movement sequence.
- FA.4.4.2 Create simple dances that communicate abstract ideas or feelings.

Social Studies:

- SS.4.7.2 Explain how core values of the early Hawaiians are applicable to modern-day Hawai'i.

Common Core ELA:

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 (partial) Determine a theme of a story, drama, or poem from details in the text; summarize the text.

HĀ framework and/or Hawaiian Culture integrated into this lesson

HĀ framework - Strengthened Sense of **Hawaii** ('O Hawai'i ku'u 'āina kilohana * - Hawai'i is my prized place)

- According to the framework, students will demonstrate this in the lesson by:
 - 6b. Use Hawaiian words appropriate to their task (ex. Hawaiian core values in 'Ōlelo Hawai'i)
 - 6c. Learn the names, stories, special characteristics and the importance of places in Hawai'i
 - 6d. Learn and apply Hawaiian traditional world view and knowledge in contemporary settings
 - 6h. Call Hawai'i home

Students will learn to understand the Hawaiian core values through stories and explore how they are present in Hawai'i today, through text-to-self or text-to-world (Hawai'i) connection

Materials needed

Videos, Media, Lesson Presentations/Resources

- ["Introduction to creative movement"](https://cutt.ly/tHqW02v) (<https://cutt.ly/tHqW02v>) lesson
- Anchor chart - [Elements of Dance: B.E.S.T.](https://cutt.ly/lHqmmli) (<https://cutt.ly/lHqmmli>) handout
- Video: [No Ke Kumu 'Ulu](https://www.youtube.com/watch?v=cW25cd-WMc0) (<https://www.youtube.com/watch?v=cW25cd-WMc0>)

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

Lesson Introduction

*NOTE: Prior to doing this lesson, do [“Introduction to creative movement”](https://cutt.ly/tHqW02v) (<https://cutt.ly/tHqW02v>) to build a foundation for movement.

Pose question to students, *How do people tell stories through creative movement or dance?* Have students think about the question and discuss it with a partner/small group. Elicit student responses in a whole-class discussion. Mention hula if not brought up by students. Briefly explain that hula today is very different from its practice in old Hawai‘i. Hula was usually part of a religious program or for entertainment. Many hula told stories about the akua, early Hawaiians, and nature (including animals).

Instructional Sequence

Teacher Does (anything the teacher says is in blue)	Students Do
<p>Aloha haumāna! Today we are going to learn a “mo‘olelo” or “story” and create a dance to go along with it. Yesterday, we learned where “Pu‘uokapolei” is relative to our school and that Pu‘uokapolei is a wahi pana. One reason Pu‘uokapolei is known as a “wahi pana” or “sacred place” is because it was a place where people would come to perform their special dance (a.k.a. hula) for sacred ceremonies.</p> <p>Warm up with I Move, You Move. Model a range of different energies from the BEST chart (https://cutt.ly/lHqmmli) (sharp/smooth, tight/loose, heavy/light) and also from Laban (press, flick, dab, glide, float, thrust, wring, slash).</p> <p>We’re going to warm up our bodies with something called <i>I Move, You Move</i>. First, I will make a movement for a couple of seconds while you watch. When I stop, it’s your turn to copy whatever I did. For example, if I wiggle, then you wiggle. Then I will make a different movement for you to copy.</p> <p>Before we start, you must first mark your spot on the floor with an imaginary “X”. All your dancing today will be on this spot. Don’t leave your “X”!</p> <p>Move and say “I move”. Then, immediately after say, “You move” and give students the opportunity to move. Do a variety of movements. If students are comfortable, elicit student volunteers to lead a few movements.</p> <ul style="list-style-type: none">■NOTE: Limit movement to one or two motions so that it’s easy to remember. Nothing too complex.■NOTE: This is a warmup and not a moment to teach specific movement elements.	<p>Students move as observed by the leader, whether it is a teacher or other student.</p>

<p>Focused attention to “E” (energy) in B.E.S.T.</p> <ul style="list-style-type: none">● (Refer to chart) The “E” is “Energy”. Our bodies can express energy in different ways: tight/loose, smooth/sharp, and heavy/light.● Explore these energies with the help of imagery<ul style="list-style-type: none">○ Make your whole body loose, like slime as it falls to the table from a hand○ Make your whole body tight, like your corn kernel about to pop○ Let your arms float lightly, like steam rising from a pot of boiling water○ Make your whole body heavy, like an anchor sinking into the water○ Make your arms and legs sharp, like a robot without oil○ Let your upper body move smoothly, like your moving through jello	<p>Students move as described.</p>
<p>Sequence of verbs - flutter, ooze, burst</p> <ul style="list-style-type: none">● Explore each verb in isolation to give students an opportunity to be comfortable with the movements prior to moving in a sequence.● Memorize this sequence: flutter, ooze, burst. Perform the 3 verbs without stopping, four counts each. Freeze on count 12. (repeat twice)● Now let’s try 2 counts each. (repeat twice)● Finally try 1 count each(repeat twice)	<p>Students move as described.</p>

Explore Non-Locomotor Movements [NLMs] in story

Watch and listen to the story, No Ke Kumu 'Ulu (<https://www.youtube.com/watch?v=cW25cd-WMc0>). Allow students to support understanding of the plot using the story movements table to the right.

Students will then create a story dance focusing on the key events in the plot. Utilize similar steps as "Sequence of verbs" above, but adding a frozen shape in between for the noun/adjective

- Beginning
 - wither (verb)
 - starving keiki (noun/adjective)
- Middle
 - descend (verb)
 - grieving wahine/wife (noun/adjective)
- End
 - develop/grow (verb)
 - sturdy 'ulu tree (noun/adjective)

Story movements for No Ke Kumu 'Ulu

Text from Video	Description to elicit movement
1. "...things began to change. ...land became arid. ...water from underground stopped gurgling and the springs became dry. All the plants withered."	Start in the shape of a gurgling spring and slowly transform into a dry and arid place —shriveling, shrinking, withering.
2. "and descended into the honua."	Imagine you are ku as he descended into the honua. Move from high to low level as you move down feeling the heaviness of each part of your body increase the closer you get to the honua.
3. "...the waimaka from her eyes trickled down, watering the dirt below."	Imagine you are tears filling the cracks in the earth. Imagine you are squeezing through narrow spaces filling as much of the spaces as possible in different directions.
4. "...in the exact spot where Ku had disappeared, a small la'au was growing!"	Start in the shape of a seed below the surface of the land and imagine yourself slowly growing. First just the stalk and then leaves begin to form.
5. "If someone else tried to pick an 'ulu...the whole kumu 'ulu would shrink back into the honua."	Start in the shape of a large kumu ulu and suddenly someone tried to pick off a part of you. In response you quickly shrink into the honua. Imagine each time you grow, a different part of you is picked causing

	you to shrink back into the ground
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Students create a story dance based on the key details/events from the story. Perform in groups if time allows.

Making connection to the Hawaiian core values

Students will complete a Learning Log using an insert from the story. On one side is a text dependent question (TEXT/STORY INSERT) and on the other is a text-to-self connection (YOU). Students will address the following prompts:

- What is the central message, or theme, of No Ke Kumu ‘Ulu? Include at least one Hawaiian core value in your response and support with text evidence.
 - Possible core values are: kuleana, ‘ohana, or lōkahi
- Describe how this core value(s) is present in your life or a present day situation you may have observed.

After listening, students will reflect on the mo’olelo by answering related questions. Students have an opportunity to add an illustration or sketches to support their written responses. Learning log below can be written on binder paper:

Text	You
What is the central message, or theme, of <u>No Ke Kumu ‘Ulu</u> ? Include at least one Hawaiian core value in your response and support with text evidence.	Describe how this core value(s) is present in your life living in Hawai‘i or a present day situation you may have observed in the community.

Closure (Review, formative/summative assessment)

Students will reflect on the process by discussing the question: *How did the creative movements dance help to support your understanding of the text?* Students will solo think before sharing their ideas with a partner.

Accommodations for at least 3 types of diverse learners

- English Language Learners: When assessing understanding, modifying the learning log to meet WIDA proficiency level. Examples below.
 - ELP Level 1 Entering: Providing yes or no statements. Ex: Does the story talk about kuleana? (teacher asks while including a gesture to support the idea of responsibility)
 - ELP Level 2 Emerging: Providing opportunities to point to an idea in a word bank and then fill in the blank. Teacher says: “Point to a core value in the word bank that is described in the story. Write the name of the value in the blank.” (_____ is described in the story.)
 - ELP Level 3 Developing: Provide sentence frames/starters. Ex: _____ is a core value described in the story. One example, is...
 - ELP Level 4 Expanding: Provide paragraph frames for describing connection to mo’olelo.
- Special Education
 - Provide word banks and sentence frames throughout the lesson in addition to the sentence frames already provided
 - Provide picture file cards or realia to support understanding of the content
 - Post images from the stories with labels to support comprehension
- Distance Learning
 - Provide access to video of No Ke Kumu ‘Ulu.
 - Present sentence frames so that students are able to share ideas in the chat box or on a Jamboard.

- Place students in breakout rooms for partner or small group discussions.

Suggested Formative Assessment Method/s For This Lesson

Learning log can be used as a formative assessment:

- Text (left side) - addresses reading comprehension for RL.4.1 and RL.4.2 (partial). Students will not be summarizing, which is why RL.4.2 is addressed partially.
- You (right side) - gives students the opportunity to explain how core values of the early Hawaiians are applicable to modern-day Hawai'i (SS.4.7.2)

Explain How This Lesson Relates To the Unit Summative Assessment

This lesson supports the understanding of how the Hawaiian core values are present in the central message, or theme, of stories. Stories like No Ke Kumu 'Ulu provide life lessons and students are able to make text-to-self or text-to-world (Hawai'i) connections that build on the importance of a sense of place. Stories and the act of storytelling is a part of who we are. Thus, this lesson provides additional opportunities to interact with the Hawaiian core values in a meaningful way, which will eventually transfer to the summative.