

'Ewa 'Āina Education Initiative

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

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'Ewa 'Āina Site: Pu`uokapolei

Detailed Lesson #1

Lesson Title: Weaving Through Mo`olelo

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 Communicate		
Benchmark FA.6-8.1.5	Describe how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas		
Sample Performance Assessment (SPA)	The student: Explains selected elements and principles of art and design or style by describing his or her intentions and/or goals for the artwork.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, in great detail, how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas	Describe, in detail, how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas	Describe, in some detail, how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas	Describe, in minimal detail, how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas

HĀ framework and/or Hawaiian Culture integrated into this lesson

This lesson integrates the HĀ framework because students will have to create an original work of art based off of the materials found specifically at Pu`uokapolei. This will not only create a sense of physical sense of belonging, but also integrate their own presence and thoughts in a culturally rich and significant environment. By incorporating site specific materials and tactile learning, students will have a strengthened sense of Hawai'i.

Materials needed

Videos, Media, Lesson Presentations/Resources

Mo`olelo related to Pu`uokapolei

https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Honouliuli.pdf

Pages 238 - 241

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

https://youtu.be/-rtM1_niJT4

Video on weaving or starting a loom that can be brought to site, classroom, or made from home.

Weaving on a Cardboard Loom

<https://youtu.be/5ul2PjhNdnQ>

Supplies

- card board soda box
- yarn
- cardboard
- scissors
- elements/things gathered from site

Pedagogy (methods) Used

Pre-lesson Preparation

Ask students what it means to be respectful of a place. Explain that they are going to a very special site: Pu`uokapolei that has a lot of cultural history and modern day mana`o.. Show the video by Ulu A'e LearningCenter: https://youtu.be/-rtM1_niJT4

Make the cardboard loom and bring it to the huaka`i.

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.

Upon visiting the site, students will listen to the mo`olelo of `Ewa and Pu`uokapolei. Then, they will be prompted to gather materials that they think embody the mo`olelo such as color samples, leaves, and branches from the area. Students will take the items gathered, and create their own weaving - integrating found objects at Pu`uokapolei. After completing their weaving, students will write an artist statement and share it with the class.

Lesson Introduction

Instructional Sequence

Teacher Does	Students Do
Tells mo`olelo of Pu`uokapolei and `Ewa. (See Materials list)	Listen to mo`olelo and take notes
Prompt students to gather materials they think describe and embody the mo`olelo. Explain that they should do it respectfully and without harming the plants. Guide them to pick things already on the ground and if on the plant, not repeatedly from the same plant.	Gather materials that interest them such as color samples, leaves, and branches from the area. They gather respectfully without harming the plants and taking leaves and branches on the ground.
Gather materials and using the cardboard loom, demonstrate how to weave, step by step. https://www.youtube.com/watch?v=5ul2PjhNdnQ	Students will take the items gathered, and create their own weaving - integrating found objects at Pu`uokapolei.
Ask students to create a sample artist statement based upon their example created.	After completing their weaving, students will write an artist statement and share it with the class.

Help students post & share photo with Ulu A`e Learning Center for social media sharing.

Take photos and share with Ulu A`e Learning Center so that they can post it on social media.

Closure

Weaving Through Mo`olelo

End of Day Reflections

Ask students to answer the following:

- What mo`olelo stood out to you the most today & why?
- In what ways can mo`olelo translate culture and history?
- In what ways can art show or represent culture and history?

Accommodations for at least 3 types of diverse learners

1. Students can use whatever materials they find around them in their environment.
2. Students can create a paper weaving of images/clips.
3. Students can create a digital piece/musical/documentary of explaining their interpretation of mo`olelo

Formative Assessment Methods For This Lesson Self Grade & Summative Assessment Rubric

Composition: Do the materials and colors accurately reflect/capture my artist statement?

- 1 - No
- 2 - A bit, but some parts were random and meaningless
- 3 - YES, all materials/colors were intentionally placed

Technique: Is the weaving physically woven well?

- 1 - not really
- 2 - kind of
- 3 - YES. It has good form, and is woven well.

Sharing: Am I able to articulate messages and symbols included in my weaving?

- 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:

Ask students to upload an image of their weaving

How This Lesson Relates To the Unit Summative Assessment

This lesson relates to the summative assessment because students are reflecting upon their original works of art as well as their relation to a specific `āina site.