

ʻEwa Āina Education Initiative

Unit Plan: Sustainability and Stewardship in Honouliuli

Created by Kaylie Breaux

ʻĀina Site: Puʻuokapolei

Curriculum Planning Menu

Hawaiian Culture-Based Lens	Cross Cutting Content	Instructional Design
<ul style="list-style-type: none"> ● Pilina Kaiāulu: Community Integration informed by a Hawaiian sense of place ● Mālama ʻĀina: Land stewardship focusing on sustainability and a familiar connection ● Ola Pono: Values and life skills that synthesize Hawaiian and global perspectives ● Kōkua Kaiāulu: Community giveback embodying a core Hawaiian value ● Haku: Original composition/creation imbued with a person's experiences and spirit ● Hōʻike: Performance requiring multi-level demonstrations of knowledge and/or skills 	<ul style="list-style-type: none"> ● Geography ● Civics (policy, engagement) ● Human Interaction/Impacts ● Single social Issue (racism, colonialism, poverty, etc) ● Science of their ahupua'a 	<ul style="list-style-type: none"> ● Historical Inquiry ● Stewardship - Sustainability ● Oral Presentation ● Essay ● Peer/ʻOhana/Community Education-Action ● Original Art/Graphic Design ● Media production

Essential Question/s

1. What is Honouliuli?
2. Is it important/beneficial to be self-sustaining?
3. How can the people of Honouliuli become more self-sustaining and better stewards of our ahupua'a?
4. Why is Puʻuokapolei an important place (and wahi pana) within the Honouliuli ahupua'a?

Target grade: 7th

Target subject: Social studies

Background Information

- Detailed ʻĀina Site Information available at the following URL: <https://cutt.ly/iKlqfIZ>
- A direct link to Halau o Puʻuloa: Ewa ʻĀina Inventory is available via the following URL: https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Honouliuli.pdf

Background Information Cont.

- Pu'u o Kapolei is located in the ahupua'a of Honouliuli. "As the largest ahupua'a on the island of O'ahu, Honouliuli includes approximately 12 miles of marine coastline from Keahi Point in the east to Pili o Kahe in the west at the boundary with Nānākuli. In addition to its marine shoreline, Honouliuli also has several miles of shoreline along the western margins of Ke-awa-lau-o-Pu'uloa (Pearl Harbor), the crown jewel of harbors in all of the Hawaiian Islands. Several loko (fishponds) and fish traps are located along this Pu'uloa coastline in Honouliuli, and these waters are famous for their pipi, or pearl oysters, and a wide variety of fish including deep ocean species (Handy and Handy 1972:469)."
- Pu'uokapolei (also written as Pu`u o Kapolei) is known for being the home to many legendary Kanaka Maoli such as Kamaulaniho/Kamaunuiho (Kamapua'a grandmother), Kekeleaiiku (older brother to Kamapua'a), Pu'uokapolei (Kapo, sister to Pele), and Nāwhaineokama'oma'o.
- Pu'u o Kapolei— pu'u meaning 'hill' and kapo lei meaning 'beloved Kapo' (a sister of Pele).
- This is known to have the largest heiau in the ahupua'a of Honouliuli. It was used as a marker for seasons and a navigational site.
- Now a registered State of Hawai'i Historical Site - see details online at the following URL: <https://historichawaii.org/2021/01/06/puu-o-kapolei-fort-barrette/>
- Pu`uokapolei is also the site of intense community mālama led by the Ulu A`e Learning Center. It is a public access location open for **self-guided tours and educational activities** - see details online at the following URL: <https://uluae.org/puuokapolei/>
- It is highly recommended that teachers consult with Mikiala Lidstone of the Ulu A`e Learning Center before bringing their haumana to Pu`uokapolei and allow plenty of time to schedule the consultation. Contact email: info@uluae.org

Sequential Unit Plan Lesson Outline

(Lessons with Bold-faced titles available)

Lesson Title	Time Estimate in Hours
<u>Introduction Day 1:</u> Students will discuss current knowledge of Honouliuli as a class and create a classwide padlet to be used as initial knowledge check. Once finished, the teacher will introduce the essential questions we will discuss for the unit and also the summative projects of the unit. Students are assigned to ask the question to two adults outside of this school and record the answer in bullet points to bring into class the next day.	1
<u>Introduction Day 2:</u> Students will discuss the responses they received to their homework assignment in groups of 3. After they share, the group will evaluate whether or not people know or have understanding of what Honouliuli is and if they do, does it seem they have a deep level of understanding or simple/surface level understanding. Students will independently record a video of themselves (using ipad/phone/laptop and uploading to Google Drive) for unit checkpoints...available via the following URL: https://cutt.ly/YKlwqnE 1. The teacher will pass out a unit informational flyer for students to share with parents including the mentioning of the individual field trip and the class field trip (asking for chaperones).	2

Sequential Unit Plan Lesson Outline Continued
(Lessons with Bold-faced titles available)

Lesson Title	Time Estimate in Hours
<p><u>Mo'olelo of Honouliuli</u> The class will read the mo'olelo of Honouliuli. The teacher will have laminated names of the characters for students to wear around their necks as they act out the story while the class reads together. After the story, students will complete a quick bullet-pointed retell of the story in their interactive notebook summarizing the major events in sequential order. Next, students will create a comic strip reflecting the problem and solution of the mo'olelo. The comic strip will be saved in their notebook. Example mo'olelo teaching tool for the mo'olelo of the `Ānaeholo (traveling mullet) available via the following URL: https://cutt.ly/ZKlq2tm</p>	2
<p><u>Unit Vocabulary</u> The teacher will give students their materials for this unit's interactive notebook activities. Students will cut the segments out and glue according to teacher directions. To prepare for the unit, students will learn essential vocabulary prior to reading. In small groups, students will be assigned 1 of the first set of vocabulary words - <i>Ahupua'a</i>, <i>Moku</i>, <i>Inhabitants</i>, <i>Steward</i>, and <i>Self-Sustaining</i>. They will find the official definition given by the teacher, but then put it into their own words as a small group. They will then come up with hand gestures to represent the meaning. Students will copy down the definitions on the Vocab flips for notebook, create image visuals, and glue into notebook.</p>	1
<p><u>Ahupua'a Life</u> Students will watch Kumu Kahi's introduction video to life in the ahupua'a. The class will summarize the main idea of the video. Then the teacher will read the Vocabulary story available via the following URL: https://cutt.ly/LKlwsJP . As the teacher reads, all of the students will stand up and when they hear one of their vocabulary words read, they will perform the motion they made up as a class.</p>	1
<p><u>Exploring Geography - Detailed Lesson Plan Available</u> Students will explore the 'Ewa Moku and Honouliuli GIS maps created by Nohopapa (available in Halau o Pu`uloa: `Ewa `Āina Inventory and separately via the following URL: https://cutt.ly/lKleokR . They will also explore the interactive GIS map to make observations about their ahupua'a - interactive map available via the following URL: https://arcg.is/1XKLyH0...Google Maps (including the satellite view) is another tool to use to explore the Honouliuli Ahup Students will look for the natural resources they notice in our own ahupua'a while referencing the types they read about in the article from the lesson before. They will also identify the major cities in our own ahupua'a. Next teacher will assign the individual field trip activity to a significant Hawaiian cultural and/or natural resource, allowing students to pick their location off of the GIS maps or Google Earth.</p>	1
<p><u>Geographical Resources</u> Students will rotate in groups of 2 through the gallery walk stations discussing la'au lapa'au, loko'ia, and Kalo/plants filling out their gallery walk activity sheet.</p>	2

<p><u>Self-Sustaining Part 1 - Detailed Lesson Plan Available</u></p> <p>Teacher will play the video, “Where you are,” from Moana (available via the following URL: https://www.youtube.com/watch?v=RTWhvp_OD6s) and discuss: 1. How the video relates to self-sustenance, 2. What kinds of things do people need to be self-sustaining? (make a list as a class). The class will evaluate together how self-sustained our ahupua’a is now. Then the class will complete an activity surrounding the question, “Is it good to be self-sustaining?” The groups will decide on their opinions and the teacher will allow groups to share what they came up with for each major category. Then students will write a rough draft short paragraph response on their own stating their opinion in regards to this question and why.</p>	1.5
<p><u>Self-Sustaining Part 2</u></p> <p>The teacher will pass out the permission slips along with the safety procedures to the students to bring home to their parents. Teachers will share a couple of students' examples from the day before and evaluate as a class based on the RACE strategy. Students will have 12 minutes to revise their writing, 7 min to peer review each other's, and 10 minutes to correct based on feedback to finalize their writing. They will submit their final writing to the teacher for a formative assessment. Next, the students will watch a video about a local farm to table restaurant and discuss how this relates to self-sustaining. They will also discuss other local businesses they know of and how they can support them.</p> <p>Students will also complete the unit checkpoint #2 by verbally answering, including reading their writing aloud.</p>	2 hr
<p><u>Hawaiian Government Fostering Self-Sustaining Life-</u></p> <p>Teacher will open the lesson by discussing students' prior knowledge of “kapu.” After, the teacher will indicate that kapu played a significant role in self-sustaining the ahupua’a. Then students will watch Kumu Kahi's kapu video. The class will discuss, “do we have a modern version of kapu?” Then students will read about the ancient Hawaiian government to define the vocabulary <i>Kapu, Mokupuni, Ali'i Nui, Ali'i, Konohiki, and Kuleana</i> on their vocabulary flips and glue into their notebooks. The lesson will end with the class discussion about how the ahupua’a government supported the ancient Hawaiians ability to be self-sustaining.</p>	1.5
<p><u>Self-Sustaining, Today's Government, and Stewardship</u></p> <p>Teacher will open up the class by playing 1 student's video from the day before to refresh the class on what they learned. Then the teacher will ask the students, “Who was responsible for stewarding the land: the government or the people?” The class will discuss preliminary thoughts. The teacher will then show a video about the Scottsdale residents influencing government regulations to allow for them to better steward their own land. The class will discuss the following questions in think-pair-share format: 1. What did these people do for their aina? 2. Why would this be important to them? 3. Who took responsibility for stewarding the 'āina--the government or the people. 4. What would have happened if the people did not take stewardship responsibility? Then the class will watch a video about a German farmer suing the government for not regulating carbon emissions. The class will discuss in a “mingler” format with Hawaiian music playing (when the music stops, they partner with the person nearest to them). They will discuss the following questions: 1. Who was in charge of stewarding the German land and environment? The government or the people? 2. What impact was the lack of stewarding having on the farmer? 3. By taking action against the government, could that be the farmer's way of stewarding the land? Explain your opinion. The class will discuss and then end in a discussion of how people can steward their 'āina and people.</p>	2

<p><u>Stewarding and the HĀ Framework - Detailed Lesson Plan Available</u></p> <p>Teacher will open the lesson by asking students to watch the video of local people of Hawai'i and be ready to answer how they are practicing "stewarding." The class will discuss and then the teacher will ask students to read and explore the following `āina-based programs in `Ewa by visiting their websites - map with links available via the following URL: https://www.ewaainaed.org/aina-sites</p> <p>Students are to find out 1. What are they doing? and 2. How are they "stewarding"? The class will discuss how taking care of people and local needs is also an important form of stewarding....and how "stewarding" related to the HĀ framework. Additional programs to consider reviewing include Ma`o Farms, Kāko`o `Ō`iwi and Kahumana Farms.</p> <p>Students will summarize their findings on a class "Individual Field Trip" Google slideshow and share their findings with the class. The teacher will ensure that each of the `āina sites is explored by at least one student.</p>	1
<p><u>Individual Field Trip Share Out:</u></p> <p>Students will take turns presenting their slide for 5 minutes each to the rest of the class. As students listen, they will complete a reflection assignment including the following questions:</p> <ol style="list-style-type: none"> 1. Which 2 sites would you like to visit? Explain. 2. Which site were you surprised by? Explain. 3. Which one site do you feel would need the most stewardship? How can you tell? 	1
<p><u>Current Honouliuli Stewardship Efforts - Detailed Lesson Plan Available</u></p> <p>The teacher will provide students with a copy of https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Honouliuli.pdf pp 251-280, detailing current community groups in Honouliuli. The students will get into groups of 3 and claim a group.</p> <p>Students will be invited to visit the website or just use the information on the document to create a 45 second timed "pitch" for the rest of the class including the following questions:</p> <ol style="list-style-type: none"> 1. What is the name of the group? 2. What are some of the services and opportunities they offer? 3. Why should students get involved in THIS specific group? 4. How can they get involved? <p>The groups will take turns doing their pitch.</p> <p>At the end of class, the students will vote on which group they would want to be a part of and share why?</p> <p>Students will complete unit Checkpoint #2 available via the following URL: https://cutt.ly/YKlwgqE</p>	2

<p><u>Modern History of Honouliuli</u></p> <p>The teacher will collect student knowledge of the modern history of Honouliuli. Then the teacher will ask about the students' knowledge of WWII Internment camps for Japanese individuals. The students will contribute their knowledge. Next, the teacher will show a short documentary on the Honouliuli Internment Camp available via the following URL (and recommended by the Honouliuli National Monument) https://www.youtube.com/watch?v=2uJTPirx-Go . Next the class will discuss the plantation district and what they know about plantations in Honouliuli. Students will explore this topic via a curated Google Search - recommended resources include the following:</p> <ul style="list-style-type: none"> • Civil Beat Article https://www.civilbeat.org/2021/09/can-the-rich-history-of-ewa-villages-spark-a-new-sense-of-community/ • Library of Congress Life on a Hawai'i Plantation https://www.loc.gov/classroom-materials/immigration/japanese/hawaii-life-in-a-plantation-society/ • `Ewa Plantation - via the Hoakalei Cultural Foundation http://www.hoakaleifoundation.org/documents/ewa-plantation-1891-overview-new-plantation-operations-and-railroad-access • The Plantation Era - UHWO https://www.uhwestoahuonlineexhibitshonouliuli.com/plantation-era <p>Students will finish the class by discussing how these two things affect the identity of Honouliuli.</p>	2
<p><u>What is Honouliuli?</u></p> <p>The teacher will get students warmed up for their project assessment by doing a Word-Storming Activity. "Using the discussion and students' thoughts from the first day when discussing how we can inform a population of people about what Honouliuli is. Students will readdress this challenge as a class. They will decide on the target audience and format of the project. The class will complete the questions/planning sheet together. From there, the students will come up with roles, action steps, materials needed, phases, and a timeline together. Students will complete the project accordingly with the estimated time needed being 1-2 weeks.</p> <p>After the project, the students will complete their Checkpoint #3 as their reflection available via the following URL: https://cutt.ly/YKlwqnE .</p>	5+
<p><u>Preparing for Huaka'i 1: 'Oli</u></p> <p>Now that the students know about Honouliuli and the richness inside, the students will now apply what they learned about stewardship to give back the Honouliuli. The teacher will explain that we will be taking our field trip to Pu'ukapolei. Since it is a sacred site, we will need to know how to enter in an honorable and Hawaiian cultural way. What is an 'oli? The class will discuss what an 'oli is by watching the video and reviewing the following handout about oli on a huaka'i available via the following URL: https://cutt.ly/AKlu23o . The teacher will discuss behavior protocol and how to begin the 'oli. Then students will listen to "E Hō Mai" and students will read through each line's translation. The class will listen a second time and the teacher will ask students to paint a picture in their minds with what is happening in the 'oli. Students will listen to "Oli Mahalo" doing the same. Then the students will sketch a picture on paper showing what they envisioned picking either the first or second 'Oli. Teachers will inform students that class will begin by practicing an 'oli the next day.</p>	1

<p><u>Preparing for Huaka'i 2: Oli and Background</u></p> <p>Class will practice the oli E Ho Mai and Oli Mahalo - a link to words and recordings that may be projected in the classroom available via the following URL: https://apps.ksbe.edu/kscholars/oli/ To start students will practice an aloha circle and each student stating their name, where they are from, and which ancestor they would like to honor. Then the teacher will lead the 'oli. The teacher will evaluate whether their behavior is appropriate and up to expectation for the trip tomorrow.</p> <p>Next, the teacher will pre-assess by gathering student knowledge about Pu'uokapolei and any predictions they may have. The teacher will then review safety procedures, the sequence of events, the behavior contract for students to sign, and then designate student roles on the field trip (attendance, photographer, videographer, etc.).</p> <p>Students will be asked to explore Ulu A`e's Pu'uokapolei website page (available via the following URL: https://uluae.org/puuokapolei/) to learn important basic information about the site. The teacher will also inform the students that there will be a simple quiz following the Huaka'i. Students will complete checkpoint 3 for the unit available via the following URL: https://cutt.ly/YKlwqnE .</p> <p>It is recommended that teachers review and address the huaka`i (field trip) prep recommendations, available via the following ULR: https://cutt.ly/XKli3PN at least one month in advance.</p>	2
<p>Huaka'i to Pu'uokapolei - Detailed Lesson Plan Available</p> <p>The students will go by bus with adult chaperones and school personnel to visit Pu'uokapolei. The class will perform an 'oli, and go on a guided walk to make and record observations using their phone cameras and notebooks. Light hana will be completed including picking up any opala, watering native plants and pulling small weeds.</p> <p>Students will complete unit checkpoint #4 available via the following URL: https://cutt.ly/YKlwqnE</p>	3.5
<p>Action Plan:</p> <p>The class will create an action plan based on the ideas for service to Pu'uokapolei based on their huaka'i observations. Then the class will make a list of "to-dos" in terms of preparation for the students. The class will assign those roles and actions to each student or small group to be completed as well as a timeline as when it will all happen. The teacher will also respond with preparing students in both content knowledge and other needs in order to effectively perform the service project. Service project ideas will be shared with Kumu Mikiala Lidstone and Uncle Shad Kane for review.</p>	5
<p>Service Project</p> <p>Students will complete the planned service project. The chosen project will likely require a second huaka'i but may also be conducted with student 'ohana or community partner assistance. The service project will be documented by kumu, chaperones and students to create a digital storytelling project and shared on the school's website and social media to inspire others.</p>	2
<p>Service Project Reflection (Summative Assessment)</p> <p>Students will complete the checkpoint 5 (available via the following URL https://cutt.ly/YKlwqnE) video of the unit for the teacher to assess their learning. It is suggested teachers create a unit Flipgrid to easily capture videos. Students will collaboratively create a</p>	3

classroom newsletter about their class experience (some can create a video to insert, conduct further interviews/quotes, write their own experience, etc.) to share with the school members and their parents/families.	
Final Reflection Students will complete checkpoint 6 as their final reflection available via the following URL: https://cutt.ly/YKlwqnE	.75

Unit Assessment Plan
Formative Assessment Methods Used On a Regular Basis Throughout Unit <ul style="list-style-type: none"> - Student activity submissions in notebook (teacher-created) - Checkpoints 1-6 - Class/Small group discussion
Summative Assessment/s The summative project for the 3 essential questions will be a combination between the “What is Honouliuli?” Project and the Service Project Reflection.

Detailed Lesson-Project Plan #1

Lesson Title Honouliuli Geography

Essential Unit Questions Addressed What is Honouliuli?

Educational Standards that the lesson will help students achieve

(Include standard set title, reference number and completely worded standard)

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Explain how the [HĀ framework](#) and/or Hawaiian Culture (values, perspectives, knowledge, language, norms, beliefs, experiences, practices) is integrated into this lesson

([explore foundational Hawaiian Culture-based Educational references](#))

This lesson fosters students' sense of belonging as they learn about their ahupua'a and the history (where I come from, where I am). It also strengthens the sense of Hawaii by learning the names within their ahupua'a and stories from ancient and modern history in Hawaii (ie. Honouliuli/Ewa)

Materials needed

(You may include links to videos and websites - include copies of specific student worksheets if merited)

[Interactive notebook foldable](#)

[GIS Map](#)

[Interactive GIS Map](#)

[Individual Field Trip Activity Assignment](#)

[Google Earth](#)

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

(written in enough detail for another teacher to be able to implement it)

Lesson Introduction (Engagement, Attention Getter, Bell-ringer, Anchoring Phenomenon, etc)

If you were to guess, what would you think the most important locations (both natural and man-made) would be in our ahupua'a (or area)? *Teacher lists on board*

Instructional Sequence

Teacher Does	Students Do
The teacher explains that students will be asked to go on an individual field trip as an assignment and as they complete the following activity, they need to be thinking about which significant Hawaiian cultural and/or natural resource they would like to visit for their assignment (3rd map in packet). The teacher will then demonstrate the use of foldable QR codes, maps, and which questions to answer (gives short examples of answers to questions)	Students work in pairs to scan links in their interactive notebook foldable, explore maps, and answer associated questions (What natural resources you read about before do you see in <u>OUR</u> Ahupua'a? 2. What are some of the major cities in our ahupua'a?)
Teacher shows how to use Google Earth and how to locate the same locations the students saw on the GIS Map	Students explore the ahupua'a area using Google Earth and visiting some of the geographical features within that they noticed on the GIS map
Teacher explains the Individual Field Trip assignments and shows the example slide. The teacher also gives examples of what's a geographical feature and what is not a geographical feature.	Students ask questions about the assignment and complete as homework (allowed 2 weekends to complete)

Closure (Review, formative/summative assessment)

The teacher shares a Google Form asking the students to submit which feature was their first choice and which could be a backup.

Accommodations for at least 3 types of diverse learners

- We recommend that you include distance learning modifications here
- **Students with learning disabilities:** Examples of resources on page visible next to the questions, list of geographical feature examples on board (mountain, gulches, streams, beaches, etc)
- **New to Hawaii:** Translations on board (ie. Pu'u, loko'ia, heiau, etc)
- **Intervention students:** Small group led by Educational Assistant while navigating
- **Distance Learners:** Live Streaming of Lesson and screen sharing as teacher demonstrates

Associated media to introduce or guide students if referenced.

- Links to online videos and websites must be included
- Please submit teacher created media as a separate file and list here. Titles used here must match those used on file names
- Required formats: PDF for slideshows, Quicktime for video, Screenshots for online surveys and games - [for any other media consult the program leaders.](#)

Files are up in the materials section

Required student worksheets should be included here.

- Links and screenshots of materials created by others may be included if complete MLA citations are included
- Please submit teacher created “paper” materials as a separate file and listed here. Please list titles here that match those used on file names
- Required formats: PDF for “paper” based worksheets or Google docs.

[Interactive notebook foldable](#)
[Survey Form](#)

Formative Assessment Method/s For This Lesson

Evaluate answers from above Interactive Foldable Answers and Survey Form

Explain How This Lesson Relates To the Unit Summative Assessment

Students will learn about Honouliuli ahupua’a geographically and culturally in order to contribute to the “What is Honouliuli” project. It will also build on their understanding of the ahupua’a boundaries and lay the groundwork for further historical and current life in the ahupua’a.

ʻEwa Āina Education Initiative

Curriculum Template - Unit Plan

Notes:

- A detailed lesson may describe a multi-day project.
- Please base at least one lesson on [ʻāina site visit and include required elements](#).
- You are welcome to review [a sample Unit Plan using this template created by Sandy Ward](#)
- Please strive to use accurate ʻŌlelo Hawaiʻi (Hawaiian language) diacritical markings in the curriculum you create. We recommend the following online ʻŌlelo Hawaiʻi resource: [Ulukau Hawaiian Electronic Library](#); [Wehewehe Wikiwiki](#)
- The “menu” below was provided to serve as a helpful planning tool.

Curriculum Planning Menu

Hawaiian Culture-Based Lens	Cross Cutting Content	Instructional Design
<ul style="list-style-type: none"> • Pilina Kaiāulu: Community Integration informed by a Hawaiian sense of place • Mālama ʻĀina: Land stewardship focusing on sustainability and a familiar connection • Ola Pono: Values and life skills that synthesize Hawaiian and global perspectives • Kōkua Kaiāulu: Community giveback embodying a core Hawaiian value • Haku: Original composition/creation imbued with a person’s experiences and spirit • Hōʻike: Performance requiring multi-level demonstrations of knowledge and/or skills <p><i>Kamehameha Schools Research and Evaluation Division</i></p>	<ul style="list-style-type: none"> • Geography • Civics (policy, engagement) • Human Interaction/Impacts • Single social Issue (racism, colonialism, poverty, etc) • Science of their ahupua’a 	<ul style="list-style-type: none"> • Historical Inquiry • Stewardship - Sustainability • Oral Presentation • Essay • Peer/ʻOhana/Community Education-Action • Original Art/Graphic Design • Media production

Essential Question/s (3 max) that unit will address

5. What is Honouliuli?
6. Is it important/beneficial to be self-sustaining?
7. How can the people of Honouliuli become more self-sustaining and better stewards of our ahupua’a?

Target grade: 7th
Target subject: Social studies

Background Information

- History of 'Ewa Moku and Honouliuli Ahupua'a
- Geographical borders and significant places in Honouliuli Ahupua'a
- Loko 'ia in ancient Hawaii as well as important plants in the Ahupua'a
- Mo'olelo of Honouliuli
- Input from Miki'ala Lidstone about Pu'uokapolei
- Input from local governmental leader about current issues

Sequential Unit Plan Lesson Outline

(please bold face the titles of the 3 lessons that are to be detailed)

Lesson Title (3-5 sentence description for each)	Time Estimate in Hours
Introduction Day 1: Students will discuss current knowledge of Honouliuli as a class and create a classwide padlet to be used as initial knowledge check. Once finished, the teacher will introduce the essential questions we will discuss for the unit and also the summative projects of the unit. Students are assigned to ask the question to two adults outside of this school and record the answer in bullet points to bring into class the next day.	1
Introduction Day 2: Students will discuss the responses they received to their homework assignment in groups of 3. After they share, the group will evaluate whether or not people know or have understanding of what Honouliuli is and if they do, does it seem they have a deep level of understanding or simple/surface level understanding. Students will independently record a video of themselves (using ipad/phone/laptop and uploading to Google Drive) for unit checkpoint 1. The teacher will pass out a unit informational flyer for students to share with parents including the mentioning of the individual field trip and the class field trip (asking for chaperones).	2
Mo'olelo of Honouliuli The class will read the mo'olelo of Honouliuli . The teacher will have laminated names of the characters for students to wear around their necks as they act out the story while the class reads together. After the story, students will complete a quick bullet-pointed retell of the story in their interactive notebook summarizing the major events in sequential order. Next, students will create a comic strip reflecting the problem and solution of the mo'olelo. The comic strip will be saved in their notebook.	2

<p>Unit Vocabulary</p> <p>The teacher will give students their materials for this unit's interactive notebook activities. Students will cut the segments out and glue according to teacher directions. To prepare for the unit, students will learn essential vocabulary prior to reading. In small groups, students will be assigned 1 of the first set of vocabulary words - <i>Ahupua'a</i>, <i>Moku</i>, <i>Inhabitants</i>, <i>Steward</i>, and <i>Self-Sustaining</i>. They will find the official definition given by the teacher, but then put it into their own words as a small group. They will then come up with hand gestures to represent the meaning. Students will copy down the definitions on the Vocab flips for notebook, create image visuals, and glue into notebook.</p>	1
<p>Ahupua'a Life</p> <p>Students will watch Kumu Kahi's introduction video to life in the ahupua'a. The class will summarize the main idea of the video. Then the teacher will read the Vocabulary story. As the teacher reads, all of the students will stand up and when they hear one of their vocabulary words read, they will perform the motion they made up as a class. After this activity, the students will get into small groups and begin reading the article from Kumukahi about the ahupua'a. Before reading, the teacher will model how to fill out the differences and activity boxes in their interactive notebook by using the example of a difference, "Historic ahupua'a relied on plants for much of their food. Today's ahupua'a does not have much agriculture." They will list out the resources they notice in the ahupua'a and then fill out the differences and similarities as a group.</p>	2
<p>Exploring Geography</p> <p>Students will explore the 'Ewa Moku and Honouliuli GIS maps created by Kamehameha Schools. They will also explore the interactive GIS map to make observations about their ahupua'a. They will look for the natural resources they notice in our own ahupua'a while referencing the types they read about in the article from the lesson before. They will also identify the major cities in our own ahupua'a. Next teacher will assign the individual field trip activity to a significant Hawaiian cultural and/or natural resource, allowing students to pick their location off of the GIS maps or Google Earth.</p>	1
<p>Geographical Resources</p> <p>Students will rotate in groups of 2 through the gallery walk stations discussing la'au lapa'au, loko'ia, and Kalo/plants filling out their activity sheet.</p>	2
<p>Self-Sustaining 1</p> <p>Teacher will play the video, "Where you are," from Moana</p>	1.5

<p>and discuss: 1. How the video relates to self-sustenance, 2. What kinds of things do people need to be self-sustaining? (make a list as a class). The class will evaluate together how self-sustained our ahupua'a is now. Then the class will complete an activity surrounding the question, "Is it good to be self-sustaining?" The groups will decide on their opinions and the teacher will allow groups to share what they came up with for each major category. Then students will write a rough draft short paragraph response on their own stating their opinion in regards to this question and why.</p>	
<p>Self-Sustaining 2 The teacher will pass out the permission slips along with the safety procedures to the students to bring home to their parents. Teachers will share a couple of students' examples from the day before and evaluate as a class based on the RACE strategy. Students will have 12 minutes to revise their writing, 7 min to peer review each other's, and 10 minutes to correct based on feedback to finalize their writing. They will submit their final writing to the teacher for a formative assessment. Next, the students will watch a video about a local farm to table restaurant and discuss how this relates to self-sustaining. They will also discuss other local businesses they know of and how they can support them. Students will also complete the unit checkpoint #2 by verbally answering, including reading their writing aloud.</p>	2 hr
<p>Optional: (based on student interests) Students will make a poster to hang around campus (or even around Honouliuli locations) advertising local businesses.</p>	2.5
<p>Hawaiian Government Fostering Self-Sustaining Life- Teacher will open the lesson by discussing students' prior knowledge of "kapu." After, the teacher will indicate that kapu played a significant role in self-sustaining the ahupua'a. Then students will watch Kumu Kahi's kapu video. The class will discuss, "do we have a modern version of kapu?" Then students will read about the ancient Hawaiian government to define the vocabulary <i>Kapu, Mokupuni, Ali'i Nui, Ali'i, Konohiki, and Kuleana</i> on their vocabulary flips and glue into their notebooks. The lesson will end with the class discussion about how the ahupua'a government supported the ancient Hawaiian's ability to be self-sustaining.</p>	1.5
<p>Self-Sustaining, Today's Government, and Stewardship Teacher will open up the class by playing 1 student's video from the day before to refresh the class on what they learned. Then the teacher will ask the students, "Who was responsible for stewarding the land: the government or the people?" The</p>	2

<p>class will discuss preliminary thoughts. The teacher will then show a video about the Scottsdale residents influencing government regulations to allow for them to better steward their own land. The class will discuss the following questions in think-pair-share format: 1. What did these people do for their aina? 2. Why would this be important to them? 3. Who took responsibility for stewarding the ‘āina--the government or the people. 4. What would have happened if the people did not take stewardship responsibility? Then the class will watch a video about a German farmer suing the government for not regulating carbon emissions. The class will discuss in a “mingler” format with Hawaiian music playing (when the music stops, they partner with the person nearest to them). They will discuss the following questions: 1. Who was in charge of stewarding the German land and environment? The government or the people? 2. What impact was the lack of stewarding having on the farmer? 3. By taking action against the government, could that be the farmer’s way of stewarding the land? Explain your opinion. The class will discuss and then end in a discussion of how people can steward their ‘āina and people.</p>	
<p>Stewarding Teacher will open the lesson by asking students to watch the video of local people of Hawai’i and be ready to answer how they are practicing “stewarding.” The class will discuss and then the teacher will ask students to read and explore the River of Life Mission website to find out 1. What are they doing? and 2. How could this be a form of stewarding? The class will discuss how taking care of people and local needs is also an important form of stewarding. The students will be given the rest of the time to complete their Individual Field Trip Assignment to be ready to share for the next day. The teacher will talk about important public speaking skills to help their presentation tomorrow.</p>	1
<p>Individual Field Trip Share Out: Students will take turns presenting their slide for 5 minutes each to the rest of the class. As students listen, they will complete a reflection assignment including the following questions: 1. Which 2 sites would you like to visit? Explain. 2. Which site were you surprised by? Explain. 3. Which one site do you feel would need the most stewardship to beautify and care for? How can you tell? Then the class will end by volunteers sharing their answers to those questions. The Teacher will also ask if anyone saw a kapu sign at their site. If they did, the class will discuss why they think it would be there</p>	1

<p>Current Honouliuli Stewardship Efforts</p> <p>The teacher will provide students with the document created by Kamehameha containing current community groups in Honouliuli. The students will get into groups of 3 and claim a group. Students will be invited to visit the website or just use the information on the document to create a 45 second timed “pitch” for the rest of the class including the following questions:</p> <ol style="list-style-type: none"> 5. What is the name of the group? 6. What are some of the services and opportunities they offer? 7. Why should students get involved in THIS specific group? 8. How can they get involved? <p>The groups will take turns doing their pitch. At the end of class, the students will vote on which group they would want to be a part of and share why?</p>	<p>1</p>
<p>Modern History of Honouliuli</p> <p>The teacher will collect student knowledge of the modern history of Honouliuli. Then the teacher will ask about the students’ knowledge of WWII Internment camps for Japanese individuals. The students will contribute their knowledge. Next, the teacher will show a short documentary on the Honouliuli Internment Camp. Next the class will discuss the plantation district and what they know about plantations in Honouliuli. The teacher will show a different short documentary of the plantations in ‘Ewa. Students will finish the class by discussing how these two things affect the identity of Honouliuli.</p>	<p>.5</p>
<p>What is Honouliuli?</p> <p>The teacher will get students warmed up for their project assessment by doing a Word-Storming Activity. “Using the discussion and students’ thoughts from the first day when discussing how we can inform a population of people about what Honouliuli is. Students will readdress this challenge as a class. They will decide on the target audience and format of the project. The class will complete the questions/planning sheet together. From there, the students will come up with roles, action steps, materials needed, phases, and a timeline together. Students will complete the project accordingly with the estimated time needed being 1-2 weeks. After the project, the students will complete their Checkpoint #3 as their reflection.</p>	<p>5+</p>
<p>Preparing for Huaka’i 1: ‘Oli</p> <p>Now that the students know about Honouliuli and the richness inside, the students will now apply what they learned about stewardship to give back the Honouliuli. The teacher will explain that we will be taking our field trip to Pu’ukapolei.</p>	<p>1</p>

<p>Since it is a sacred site, we will need to know how to enter in an honorable and Hawaiian cultural way. What is an 'oli? The class will discuss what an 'oli is by watching the video and reading the Kumu Kahi article. The teacher will discuss behavior protocol and how to begin the 'oli. Then students will listen to "E Hō Mai" and students will read through each line's translation. The class will listen a second time and the teacher will ask students to paint a picture in their minds with what is happening in the 'oli. Students will listen to "Oli Mahalo" doing the same. Then the students will sketch a picture on paper showing what they envisioned picking either the first or second 'Oli. Teachers will inform students that class will begin by practicing an 'oli the next day.</p>	
<p>Preparing for Huaka'i 2: Class will practice an 'oli together by each student stating their name, where they are from, and which ancestor they would like to honor. Then the teacher will lead the 'oli. The teacher will evaluate whether their behavior is appropriate and up to expectation for the trip tomorrow. Next, the teacher will pre-assess by gathering student knowledge about Pu'uokapolei and any predictions they may have. The teacher will then review safety procedures, the sequence of events, the behavior contract for students to sign, and then designate student roles on the field trip (attendance, photographer, videographer, etc.). The teacher will also ask the students to listen to Mikiala Lidstone the next day as she gives them a tour. They will be listening for ways she is leading stewardship at the site as well as what further stewardship the site needs. The teacher will also inform the students that there will be a simple quiz following the Huaka'i. Students will complete checkpoint 3 for the unit.</p>	2
<p>Huaka'i: The students will go by bus with adult chaperones and school personnel to visit Pu'uokapolei. The class will perform an 'oli and they will follow Mikiala as she shares about the site history and current conditions of Pu'uokapolei.</p>	2
<p>Debrief The students will take a simple quiz about Pu'uokapolei. The teacher will talk to the students about the two questions they were to be looking for during the field trip as well as any other reflection/reaction. The class will discuss what aspects of stewardship they would like to address in a return service project to Pu'uokapolei and brainstorm ideas of how to do this. They will finish the hour by creating thank you cards for Kumu Miki.</p>	1

<p>Action Plan: The class will create an action plan based on the ideas for service to Pu'uokapolei from the day before. Then the class will make a list of "to-dos" in terms of preparation for the students. The class will assign those roles and actions to each student or small group to be completed as well as a timeline as when it will all happen. The teacher will also respond with preparing students in both content knowledge and other needs in order to effectively perform the service project.</p>	5
<p>Service Project Students will complete the planned service project. Teachers, chaperones, and students will take pictures and conduct interviews as the project is completed.</p>	2
<p>Service Project Reflection (Summative Assessment) Students will complete the checkpoint 5 video of the unit for the teacher to assess their learning. Students will collaboratively create a classroom newsletter about their class experience (some can create a video to insert, conduct further interviews/quotes, write their own experience, etc.) to share with the school members and their parents/families.</p>	3
<p>Final Reflection Students will complete checkpoint 6 as their final reflection.</p>	.75

<p>Unit Assessment Plan</p>
<p>Formative Assessment Methods Used On a Regular Basis Throughout Unit</p> <ul style="list-style-type: none"> - Student activity submissions in notebook (teacher-created) - Checkpoints 1-6 - Quiz on Pu'uokapolei - Class/Small group discussion
<p>Summative Assessment/s (Include assessment evaluation criteria: checklists, rubrics, test/key, reflection prompts)</p> <ul style="list-style-type: none"> ● It is highly recommended that summative assessment is project based. ● Copy and paste entire document/s and/or screenshots in this section. ● Links to exemplars may be included and please submit the associated files. Consult program managers for required formatting <p>The summative project for the 3 essential questions will be a combination between the "What is Honouliuli?" Project and the Service Project Reflection.</p>

Detailed Lesson-Project Plan #2

Lesson Title Huaka'i to Pu'uokapolei

Essential Unit Questions Addressed How can the people of Honouliuli become more self-sustaining and better stewards of our ahupua'a?

Educational Standards that the lesson will help students achieve

(Include standard set title, reference number and completely worded standard)

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Explain how the [HĀ framework](#) and/or Hawaiian Culture (values, perspectives, knowledge, language, norms, beliefs, experiences, practices) is integrated into this lesson

([explore foundational Hawaiian Culture-based Educational references](#))

Sense of belonging by exploring historical place in community

Total well being by being in nature and observing

Sense of Hawai'i - exploring culturally significant place

Materials needed

(You may include links to videos and websites - include copies of specific student worksheets if merited)

[Huaka'i Plan](#)

Ipad for notes and videos/pictures

Water Bottle

Hats

Bus

Chaser Car for emergencies

First Aid Kit

Parent Chaperones

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

(written in enough detail for another teacher to be able to implement it)

Lesson Introduction (Engagement, Attention Getter, Bell-ringer, Anchoring Phenomenon, etc)

The class will exit the bus and perform the oli with Mikiala Lidstone before entering the site.

Instructional Sequence

Teacher Does	Students Do
Teacher will lead the oli.	Students will join the oli
Teacher will allow Mikiala to show the students around the site and explain the different pieces of the site. She will also talk about the history, current issues being faced at the park, and she will explain the current efforts to help with the issues.	Students will listen, photograph, video, ask questions, and pay close attention for ways Kumu Miki is leading stewardship at the site as well as what further stewardship the site needs

Closure (Review, formative/summative assessment)

The class will express gratitude to Kumu Mikiala. The class will also take a simple quiz upon returning and the class will discuss the answers to the two driving questions. They will also discuss other reactions, emotions, thoughts, and wonderings together. Finally, students will discuss options for how they can assist Kumu Mikiala in stewarding the site for the upcoming service project.

Accommodations for at least 3 types of diverse learners

- We recommend that you include distance learning modifications here

-Students with behavior struggles: Divided into smaller groups and separated from each others, behavior plan in place

-Struggling writers/typers: Allowed to verbally record thoughts on iPad throughout the field trip

-Distance Learners: Recorded field trip to upload for later viewing

Associated media to introduce or guide students if referenced.

??

Required student worksheets should be included here.

[Checkpoint 4](#)

Formative Assessment Method/s For This Lesson

-Pu'uokapolei Quiz: Will be created by teacher after field trip based on specific content covered

-Checkpoint 4

Explain How This Lesson Relates To the Unit Summative Assessment

This information will inform students of the current site efforts as well as the issues the site is facing so the class can plan and complete the service project. The project and reflection evaluates their understanding of stewardship.

ʻEwa Āina Education Initiative

Curriculum Template - Unit Plan

Notes:

- A detailed lesson may describe a multi-day project.
- Please base at least one lesson on [ʻāina site visit and include required elements](#).
- You are welcome to review [a sample Unit Plan using this template created by Sandy Ward](#)
- Please strive to use accurate ʻŌlelo Hawaiʻi (Hawaiian language) diacritical markings in the curriculum you create. We recommend the following online ʻŌlelo Hawaiʻi resource: [Ulukau Hawaiian Electronic Library](#); [Wehewehe Wikiwiki](#)
- The “menu” below was provided to serve as a helpful planning tool.

Curriculum Planning Menu

Hawaiian Culture-Based Lens	Cross Cutting Content	Instructional Design
<ul style="list-style-type: none"> • Pilina Kaiāulu: Community Integration informed by a Hawaiian sense of place • Mālama ʻĀina: Land stewardship focusing on sustainability and a familiar connection • Ola Pono: Values and life skills that synthesize Hawaiian and global perspectives • Kōkua Kaiāulu: Community giveback embodying a core Hawaiian value • Haku: Original composition/creation imbued with a person’s experiences and spirit • Hōʻike: Performance requiring multi-level demonstrations of knowledge and/or skills <p><i>Kamehameha Schools Research and Evaluation Division</i></p>	<ul style="list-style-type: none"> • Geography • Civics (policy, engagement) • Human Interaction/Impacts • Single social Issue (racism, colonialism, poverty, etc) • Science of their ahupua’a 	<ul style="list-style-type: none"> • Historical Inquiry • Stewardship - Sustainability • Oral Presentation • Essay • Peer/’ Ohana/Community Education-Action • Original Art/Graphic Design • Media production

Essential Question/s (3 max) that unit will address

8. What is Honouliuli?
9. Is it important/beneficial to be self-sustaining?
10. How can the people of Honouliuli become more self-sustaining and better stewards of our ahupua’a?

Target grade: 7th
Target subject: Social studies

Background Information

- History of 'Ewa Moku and Honouliuli Ahupua'a
- Geographical borders and significant places in Honouliuli Ahupua'a
- Loko 'ia in ancient Hawaii as well as important plants in the Ahupua'a
- Mo'olelo of Honouliuli
- Input from Miki'ala Lidstone about Pu'uokapolei
- Input from local governmental leader about current issues

Sequential Unit Plan Lesson Outline

(please bold face the titles of the 3 lessons that are to be detailed)

Lesson Title (3-5 sentence description for each)	Time Estimate in Hours
Introduction Day 1: Students will discuss current knowledge of Honouliuli as a class and create a classwide padlet to be used as initial knowledge check. Once finished, the teacher will introduce the essential questions we will discuss for the unit and also the summative projects of the unit. Students are assigned to ask the question to two adults outside of this school and record the answer in bullet points to bring into class the next day.	1
Introduction Day 2: Students will discuss the responses they received to their homework assignment in groups of 3. After they share, the group will evaluate whether or not people know or have understanding of what Honouliuli is and if they do, does it seem they have a deep level of understanding or simple/surface level understanding. Students will independently record a video of themselves (using ipad/phone/laptop and uploading to Google Drive) for unit checkpoint 1. The teacher will pass out a unit informational flyer for students to share with parents including the mentioning of the individual field trip and the class field trip (asking for chaperones).	2
Mo'olelo of Honouliuli The class will read the mo'olelo of Honouliuli . The teacher will have laminated names of the characters for students to wear around their necks as they act out the story while the class reads together. After the story, students will complete a quick bullet-pointed retell of the story in their interactive notebook summarizing the major events in sequential order. Next, students will create a comic strip reflecting the problem and solution of the mo'olelo. The comic strip will be saved in their notebook.	2

<p>Unit Vocabulary The teacher will give students their materials for this unit's interactive notebook activities. Students will cut the segments out and glue according to teacher directions. To prepare for the unit, students will learn essential vocabulary prior to reading. In small groups, students will be assigned 1 of the first set of vocabulary words - <i>Ahupua'a</i>, <i>Moku</i>, <i>Inhabitants</i>, <i>Steward</i>, and <i>Self-Sustaining</i>. They will find the official definition given by the teacher, but then put it into their own words as a small group. They will then come up with hand gestures to represent the meaning. Students will copy down the definitions on the Vocab flips for notebook, create image visuals, and glue into notebook.</p>	1
<p>Ahupua'a Life Students will watch Kumu Kahi's introduction video to life in the ahupua'a. The class will summarize the main idea of the video. Then the teacher will read the Vocabulary story. As the teacher reads, all of the students will stand up and when they hear one of their vocabulary words read, they will perform the motion they made up as a class. After this activity, the students will get into small groups and begin reading the article from Kumukahi about the ahupua'a. Before reading, the teacher will model how to fill out the differences and activity boxes in their interactive notebook by using the example of a difference, "Historic ahupua'a relied on plants for much of their food. Today's ahupua'a does not have much agriculture." They will list out the resources they notice in the ahupua'a and then fill out the differences and similarities as a group.</p>	2
<p>Exploring Geography Students will explore the 'Ewa Moku and Honouliuli GIS maps created by Kamehameha Schools. They will also explore the interactive GIS map to make observations about their ahupua'a. They will look for the natural resources they notice in our own ahupua'a while referencing the types they read about in the article from the lesson before. They will also identify the major cities in our own ahupua'a. Next teacher will assign the individual field trip activity to a significant Hawaiian cultural and/or natural resource, allowing students to pick their location off of the GIS maps or Google Earth.</p>	1
<p>Geographical Resources Students will rotate in groups of 2 through the gallery walk stations discussing la'au lapa'au, loko'ia, and Kalo/plants filling out their activity sheet.</p>	2
<p>Self-Sustaining 1 Teacher will play the video, "Where you are," from Moana</p>	1.5

<p>and discuss: 1. How the video relates to self-sustenance, 2. What kinds of things do people need to be self-sustaining? (make a list as a class). The class will evaluate together how self-sustained our ahupua'a is now. Then the class will complete an activity surrounding the question, "Is it good to be self-sustaining?" The groups will decide on their opinions and the teacher will allow groups to share what they came up with for each major category. Then students will write a rough draft short paragraph response on their own stating their opinion in regards to this question and why.</p>	
<p>Self-Sustaining 2 The teacher will pass out the permission slips along with the safety procedures to the students to bring home to their parents. Teachers will share a couple of students' examples from the day before and evaluate as a class based on the RACE strategy. Students will have 12 minutes to revise their writing, 7 min to peer review each other's, and 10 minutes to correct based on feedback to finalize their writing. They will submit their final writing to the teacher for a formative assessment. Next, the students will watch a video about a local farm to table restaurant and discuss how this relates to self-sustaining. They will also discuss other local businesses they know of and how they can support them. Students will also complete the unit checkpoint #2 by verbally answering, including reading their writing aloud.</p>	2 hr
<p>Optional: (based on student interests) Students will make a poster to hang around campus (or even around Honouliuli locations) advertising local businesses.</p>	2.5
<p>Hawaiian Government Fostering Self-Sustaining Life- Teacher will open the lesson by discussing students' prior knowledge of "kapu." After, the teacher will indicate that kapu played a significant role in self-sustaining the ahupua'a. Then students will watch Kumu Kahi's kapu video. The class will discuss, "do we have a modern version of kapu?" Then students will read about the ancient Hawaiian government to define the vocabulary <i>Kapu, Mokupuni, Ali'i Nui, Ali'i, Konohiki, and Kuleana</i> on their vocabulary flips and glue into their notebooks. The lesson will end with the class discussion about how the ahupua'a government supported the ancient Hawaiian's ability to be self-sustaining.</p>	1.5
<p>Self-Sustaining, Today's Government, and Stewardship Teacher will open up the class by playing 1 student's video from the day before to refresh the class on what they learned. Then the teacher will ask the students, "Who was responsible for stewarding the land: the government or the people?" The</p>	2

<p>class will discuss preliminary thoughts. The teacher will then show a video about the Scottsdale residents influencing government regulations to allow for them to better steward their own land. The class will discuss the following questions in think-pair-share format: 1. What did these people do for their aina? 2. Why would this be important to them? 3. Who took responsibility for stewarding the ‘āina--the government or the people. 4. What would have happened if the people did not take stewardship responsibility? Then the class will watch a video about a German farmer suing the government for not regulating carbon emissions. The class will discuss in a “mingler” format with Hawaiian music playing (when the music stops, they partner with the person nearest to them). They will discuss the following questions: 1. Who was in charge of stewarding the German land and environment? The government or the people? 2. What impact was the lack of stewarding having on the farmer? 3. By taking action against the government, could that be the farmer’s way of stewarding the land? Explain your opinion. The class will discuss and then end in a discussion of how people can steward their ‘āina and people.</p>	
<p>Stewarding Teacher will open the lesson by asking students to watch the video of local people of Hawai’i and be ready to answer how they are practicing “stewarding.” The class will discuss and then the teacher will ask students to read and explore the River of Life Mission website to find out 1. What are they doing? and 2. How could this be a form of stewarding? The class will discuss how taking care of people and local needs is also an important form of stewarding. The students will be given the rest of the time to complete their Individual Field Trip Assignment to be ready to share for the next day. The teacher will talk about important public speaking skills to help their presentation tomorrow.</p>	1
<p>Individual Field Trip Share Out: Students will take turns presenting their slide for 5 minutes each to the rest of the class. As students listen, they will complete a reflection assignment including the following questions: 1. Which 2 sites would you like to visit? Explain. 2. Which site were you surprised by? Explain. 3. Which one site do you feel would need the most stewardship to beautify and care for? How can you tell? Then the class will end by volunteers sharing their answers to those questions. The Teacher will also ask if anyone saw a kapu sign at their site. If they did, the class will discuss why they think it would be there</p>	1

<p>Current Honouliuli Stewardship Efforts</p> <p>The teacher will provide students with the document created by Kamehameha containing current community groups in Honouliuli. The students will get into groups of 3 and claim a group. Students will be invited to visit the website or just use the information on the document to create a 45 second timed “pitch” for the rest of the class including the following questions:</p> <ol style="list-style-type: none"> 9. What is the name of the group? 10. What are some of the services and opportunities they offer? 11. Why should students get involved in THIS specific group? 12. How can they get involved? <p>The groups will take turns doing their pitch. At the end of class, the students will vote on which group they would want to be a part of and share why?</p>	1
<p>Modern History of Honouliuli</p> <p>The teacher will collect student knowledge of the modern history of Honouliuli. Then the teacher will ask about the students’ knowledge of WWII Internment camps for Japanese individuals. The students will contribute their knowledge. Next, the teacher will show a short documentary on the Honouliuli Internment Camp. Next the class will discuss the plantation district and what they know about plantations in Honouliuli. The teacher will show a different short documentary of the plantations in ‘Ewa. Students will finish the class by discussing how these two things affect the identity of Honouliuli.</p>	.5
<p>What is Honouliuli?</p> <p>The teacher will get students warmed up for their project assessment by doing a Word-Storming Activity. “Using the discussion and students’ thoughts from the first day when discussing how we can inform a population of people about what Honouliuli is. Students will readdress this challenge as a class. They will decide on the target audience and format of the project. The class will complete the questions/planning sheet together. From there, the students will come up with roles, action steps, materials needed, phases, and a timeline together. Students will complete the project accordingly with the estimated time needed being 1-2 weeks. After the project, the students will complete their Checkpoint #3 as their reflection.</p>	5+
<p>Preparing for Huaka’i 1: ‘Oli</p> <p>Now that the students know about Honouliuli and the richness inside, the students will now apply what they learned about stewardship to give back the Honouliuli. The teacher will explain that we will be taking our field trip to Pu’ukapolei.</p>	1

<p>Since it is a sacred site, we will need to know how to enter in an honorable and Hawaiian cultural way. What is an 'oli? The class will discuss what an 'oli is by watching the video and reading the Kumu Kahi article. The teacher will discuss behavior protocol and how to begin the 'oli. Then students will listen to "E Hō Mai" and students will read through each line's translation. The class will listen a second time and the teacher will ask students to paint a picture in their minds with what is happening in the 'oli. Students will listen to "Oli Mahalo" doing the same. Then the students will sketch a picture on paper showing what they envisioned picking either the first or second 'Oli. Teachers will inform students that class will begin by practicing an 'oli the next day.</p>	
<p>Preparing for Huaka'i 2: Class will practice an 'oli together by each student stating their name, where they are from, and which ancestor they would like to honor. Then the teacher will lead the 'oli. The teacher will evaluate whether their behavior is appropriate and up to expectation for the trip tomorrow. Next, the teacher will pre-assess by gathering student knowledge about Pu'uokapolei and any predictions they may have. The teacher will then review safety procedures, the sequence of events, the behavior contract for students to sign, and then designate student roles on the field trip (attendance, photographer, videographer, etc.). The teacher will also ask the students to listen to Mikiala Lidstone the next day as she gives them a tour. They will be listening for ways she is leading stewardship at the site as well as what further stewardship the site needs. The teacher will also inform the students that there will be a simple quiz following the Huaka'i. Students will complete checkpoint 3 for the unit.</p>	2
<p>Huaka'i: The students will go by bus with adult chaperones and school personnel to visit Pu'uokapolei. The class will perform an 'oli and they will follow Mikiala as she shares about the site history and current conditions of Pu'uokapolei.</p>	2
<p>Debrief The students will take a simple quiz about Pu'uokapolei. The teacher will talk to the students about the two questions they were to be looking for during the field trip as well as any other reflection/reaction. The class will discuss what aspects of stewardship they would like to address in a return service project to Pu'uokapolei and brainstorm ideas of how to do this. They will finish the hour by creating thank you cards for Kumu Miki.</p>	1

<p>Action Plan: The class will create an action plan based on the ideas for service to Pu'uokapolei from the day before. Then the class will make a list of "to-dos" in terms of preparation for the students. The class will assign those roles and actions to each student or small group to be completed as well as a timeline as when it will all happen. The teacher will also respond with preparing students in both content knowledge and other needs in order to effectively perform the service project.</p>	5
<p>Service Project Students will complete the planned service project. Teachers, chaperones, and students will take pictures and conduct interviews as the project is completed.</p>	2
<p>Service Project Reflection (Summative Assessment) Students will complete the checkpoint 5 video of the unit for the teacher to assess their learning. Students will collaboratively create a classroom newsletter about their class experience (some can create a video to insert, conduct further interviews/quotes, write their own experience, etc.) to share with the school members and their parents/families.</p>	3
<p>Final Reflection Students will complete checkpoint 6 as their final reflection.</p>	.75

<p>Unit Assessment Plan</p>	
<p>Formative Assessment Methods Used On a Regular Basis Throughout Unit</p> <ul style="list-style-type: none"> - Student activity submissions in notebook (teacher-created) - Checkpoints 1-6 - Quiz on Pu'uokapolei - Class/Small group discussion 	
<p>Summative Assessment/s (Include assessment evaluation criteria: checklists, rubrics, test/key, reflection prompts)</p> <ul style="list-style-type: none"> ● It is highly recommended that summative assessment is project based. ● Copy and paste entire document/s and/or screenshots in this section. ● Links to exemplars may be included and please submit the associated files. Consult program managers for required formatting <p>The summative project for the 3 essential questions will be a combination between the "What is Honouliuli?" Project and the Service Project Reflection.</p>	

Detailed Lesson-Project Plan #3

Lesson Title Self-Sustaining 1

Essential Unit Questions Addressed

Is it important/beneficial to be self-sustaining?

Educational Standards that the lesson will help students achieve

(Include standard set title, reference number and completely worded standard)

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Explain how the [HĀ framework](#) and/or Hawaiian Culture (values, perspectives, knowledge, language, norms, beliefs, experiences, practices) is integrated into this lesson

([explore foundational Hawaiian Culture-based Educational references](#))

Evaluating the benefits of self-sustenance strengthens students' sense of responsibility as they see we must take care of our people and our own ahupua'a/state.

The Hawaiian cultures operated and believed in self-sustenance even within their small ahupua'a. The students will see the value in these beliefs as they complete the lesson.

Materials needed

(You may include links to videos and websites - include copies of specific student worksheets if merited)

[Pros and Cons Activity](#) (cut out)

[Modified Writing Graphic Organizer](#)

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

(written in enough detail for another teacher to be able to implement it)

Lesson Introduction (Engagement, Attention Getter, Bell-ringer, Anchoring Phenomenon, etc)

Teacher will play, "Where You Are" from the movie Moana. Students will be asked to listen to lyrics and discuss how this song relates to self-sustaining.

Instructional Sequence

Teacher Does	Students Do
The teacher will ask, "What does a community need to be self-sustaining?" The teacher will give an example from the video, "People need to be able to make clothing, so they will need both plants and the skills to do so."	Students will offer suggestions about what a community needs to be self-sustaining (food, fresh water, medical professionals and medications, means of cooking, etc.)
Teacher will ask, "Do you think our ahupua'a today relies mostly on itself OR outside resources/help? How do you know?"	Students will answer with their observations and thoughts to identify how self-sustaining our ahupua'a is now.

<p>The teacher will give directions for the Pros and Cons Activity. The students will break into groups of 4 to complete the activity, sorting each card into the “pro” side and the “con” side.</p>	<p>The students will complete the activity together in the group and decide where to finally place the grey cards (overall aspects) -- pro or con?</p>
<p>The teacher leads a discussion with the class getting input for each grey card from the groups and why they placed it in the column they did. Teacher pushes students to explain their thought process as they made their decisions.</p>	<p>Student spokesmen from groups will share where they placed their final cards and why.</p>
<p>The teacher asks the groups if they had more pros or cons overall. Then, the teacher prompts the groups to discuss which is the better option for a community -- trading outside of our community or being self-sustaining? The teacher asks a few groups to share their reasoning.</p>	<p>The students analyze if they have more pros or cons as a group. The students discuss what they believe about outside training vs. self-sustenance.</p>
<p>The teacher gives students directions to write a rough draft of their opinion in a short paragraph--is it important for a community to be self-sustaining? Teacher will remind students of RACE strategy.</p>	<p>Students will complete the writing using the cards and any notes they took during the discussion.</p>

Closure (Review, formative/summative assessment)

Student writing piece - is it important for a community to be self-sustaining?

Accommodations for at least 3 types of diverse learners

- We recommend that you include distance learning modifications here
- **Struggling writers:** sentence starters for writing and simple graphic organizer
- **Distance learners:** Movable pieces on slideshow (can do virtually)
- **Struggling readers:** Group members read cards aloud

Associated media to introduce or guide students if referenced.

[Where You Are - Moana](#)

Required student worksheets should be included here.

Formative Assessment Method/s For This Lesson

Teachers will read the students’ opinion paper and determine their understanding of what self-sustenance is and if they understand the positives and negatives of relying on others outside of one’s community.

Explain How This Lesson Relates To the Unit Summative Assessment

Through this lesson, the students will learn the importance of self-sustenance. Through this learning, students will connect stewardship as essential to the survival and success of our community. This leads them to demonstrate their learning through their Service Project.