

'Ewa 'Āina Education Initiative

Unit Plan: From Ka'ahupāhau on Campus to Shores of 'Ewa (Link: <https://drive.google.com/file/d/19j5W9YaLPhkiU3e6Tg8j43LLUoDMm68B/view?usp=sharing>)

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'Ewa 'Āina Site: Kalaeloa Heritage Park

Detailed Lesson-Project Plan #3

Descriptive Lesson Title - Hawai'i's First Civilization & Hō'ike/Site Visit to Kalaeloa Heritage Park

Essential Unit Questions Addressed

How has learning about 'Ewa's history helped you understand 'Ewa's cultural and historical significance?
Explain 'Ewa's rich history that isn't taught in schools and why is this history so relevant?

Educational Standards

- Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media Benchmark [WL.IS.Y1.2.1](#) (Critical Listening/ Reading)
- Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture Benchmark [WL.IS.Y1.4.1](#) (Identify tangible and intangible products and practices of the target culture and compare them to other cultures)
- Benchmark [WL.IS.Y1.4.2](#) (Give examples of how significant cultural ideas are reflected in the practices and products of the culture being studied)

HĀ framework and/or Hawaiian Culture integrated into this lesson

Students will learn the incredible history of 'Ewa and how it was home of the first Hawaiian civilization more than a thousand years ago. They will visit Kalaeloa Heritage Park and be able to experience this precious archeological park. This lesson is intended to connect students to the 'āina and broaden their understanding of 'Ewa.

This lesson is centralized around the importance of teaching and learning about Hawaiian cultural values while focusing on the HĀ framework as our academic foundation. These lessons will integrate Hawaiian values, perspectives, knowledge, language, norms, beliefs, experiences, practices while making connections to our own personal beliefs and experiences. These lessons will be done in the target language using cognates and introducing vocabulary to help students acquire the target language. These lessons will be taught using the comprehensible input method in order to facilitate language acquisition and cross interdisciplinary education.

Materials needed

Videos, Media, Lesson Presentations/Resources

- [Ka'ahupāhau Powerpoint](#)

Link:

<https://drive.google.com/file/d/1-SKOzNpdl4bnOVB8ilZ6dafC6vtCI1yN/view?usp=sharing>

- [Kalaeloa Heritage Programs](#)
 - Link: <https://www.khlfoundation.org/wp-content/uploads/2018/04/KHLF-Catalog-of-Programs.pdf>
- [‘Ewa ‘Āina Inventory](#)
 - Link: https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Full-Ewa-Aina-Inventory.pdf
- [Map | The Kalaeloa Heritage and Legacy Foundation](#)
 - Link: <https://www.khlfoundation.org/map/>
- [‘Ewa resources](#)
 - Link: <https://drive.google.com/drive/folders/1R5a-shVlcotgeP9h1Qb02YO1MgX5JVAG>
- [#6 Tahitien - Hawaïien : Les phrases commençant par 'Ua Hawaiian /Yahitian](#)
 - Link: <https://www.youtube.com/watch?v=Ss3z6swFVdA>
- [The Tahitian Language: A Cousin of Hawaiian](#) Cousin language
 - Link: <https://www.youtube.com/watch?v=L55EeAP6cdM&t=1059s>
- Teacher and Student account on [Desmos](#)

Desmos: Is an online platform primarily used for math content. The way I use this platform is I create 10 blank custom questions. Where my students can answer by typing this allows me to see my students completing the task Liv and it also provides me with information about who is participating and who is not. This platform also saves students' answers and work. It can be used for somebody or formative assessments depending on the teachers' necessities. This platform is absolutely engaging because it tracks and allows students to engage in the lessons through various ways.

Student Assessments and Worksheets

- [Oli](#)
 - Link: <https://drive.google.com/file/d/1KsCivZFFO6GUZZeXOx2jZ0JAnuFyKiul/view?usp=sharing>
- [Vocabulary Worksheet](#)
 - Link: https://drive.google.com/file/d/1S9tj8oM9VP1a_e_rhTmebHPHwa0uiGjp/view?usp=sharing
- [Kalaeloa Storyboard](#)
 - Link: <https://drive.google.com/file/d/1oJq9-OayH4kDC7BKvuGPQ9VS6WvP4b9o/view?usp=sharing>

Supplies

- On-site clipboards for students to write on
- Pens/pencils
- Copies of the storyboards for students as well as their vocabulary worksheets
- First aid kit
- Extra water and snacks, sunblock, and other materials needed in order to support our learning on-site during the field trip.

Pedagogy (methods) Used

Lesson Introduction

Information about the similarities between Hawaiian vs. Tahitian language. Watch the two videos.

- #6 Tahitien - Hawaiien : Les phrases commençant par 'Ua
- The Tahitian Language: A Cousin of Hawaiian

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[Huaka'i Checklist](#) (Link:

<https://drive.google.com/file/d/1N3qr9h-Ge9Axn5Mg9-KXIEYNN43QCyBs/view?usp=sharing>)

Instructional Sequence

Day 1- Field trip Prep

Teacher Does	Students Do
<ul style="list-style-type: none">● View <i>Kalaeloa Heritage Park site map</i> and map of 'Ewa 'Āina Inventory.● Review Protocols● Practice Oli using handout.● Introduce new site vocabulary.● Illustrate new vocabulary with digital images.	

Day 2- Hawaiian cultural lens and 'Ewa history

Teacher Does	Students Do
<p>Arriving on site: Site coordinator welcomes us and goes over important site information. Cultural protocol before entering the hale. After the cultural protocol, students will take out their notes and answer the pre-assessment questions.</p> <ul style="list-style-type: none">● Review 'aumākua and Hawaiians' relationship with nature.● Explain what you know about 'Ewa's history?● Where did the first Tahitians land when they discovered Hawai'i?● Why is it important to know the true history of a place?	<ul style="list-style-type: none">● Students brainstorm in groups about their understanding of 'Ewa's history from ancient to present.● Groups share out

Day 3- Site Visit/ Field trip

An hour long, guided walking tour of the interpretive site is provided to visitors on a daily basis during Park hours. Tours start at the kauhale where participants are given an overview of the geological history of the area, ancient legends and stories that tie into the region and other historical events that occurred in and

around the Park. There are also opportunities for service learning in the reforestation and preservation of native plants at Kalaeloa Heritage Park.

25 students per site visit Grades 4 and up 1:20 teacher to student ratio

Teacher Does	Students Do
<ul style="list-style-type: none"> ● Students will find their own rides or transportation to the field trip site. There will be no buses that will transport the students to the site due to scheduling issues. ● Students who are not able to physically visit the site will virtually engage in the activities from home or a computer lab situated on campus. ● Greeting and E Hō Mai protocol with students upon arrival. ● Meet the site host/coordinator and go over expectations/rules. 	<p>Students will answer on Desmos.</p> <p>Students will create a storyboard of 8 squares with illustrations of our site visit with 8 pre-selected elements/cultural components of the site.</p>
<p>We will discuss the results of their answers and we will be able to see a general consensus of what the class feels and understands about the history of ‘Ewa and Hawaiian civilization.</p>	<p>Students will be able to see what their peers have shared and they will be able to gain insight.</p>
<p>Field trip (either virtual or physical): Students will witness a pre-contact archeological site in ‘Ewa while learning about the place and its historical value. I will be taking a tour with a cultural guide. They will be speaking in English while I translate parts in French. We will visit different sites and understand how the first Hawaiian lived.</p>	<p>They will listen with the intent to understand. Students will use their prior knowledge and apply new language structures to help them understand the information being presented by the site host.</p>
<p>Storyboard: Students will be asked to have their storyboard clipped onto their wooden clipboard during this activity. Students will need a pen or pencil to illustrate and take notes. As we tour the site with our host at 8 specific locations on our tour, I will pause and explain the place in French. There are eight selected cultural components of the site that students will have to illustrate and label to show their language acquisition abilities as well as their cultural acquisition. Below are the descriptions of each of these selected sites.</p> <p>#1 Hale site: Tours start at the kauhale where participants are given an overview of the geological history of the area, ancient legends and stories that tie into the region and other historical events that occurred in and around the</p>	

Park (i.e., Navy occupation, aircraft crash site, etc.).	
Storyboard site #2 Home/walls site: Evidence of the first Tahitian settling in Hawai'i.	Students will listen, read, illustrate, and label each component in French that they witness that corresponds to the correctly selected cultural component.
Storyboard site #3 Tea leaf/Kī site:	Students will listen, read, illustrate, and label each component in French that they witness that corresponds to the correctly selected cultural component.
Storyboard site #4 heart/deep sinkholes site:	Students will listen, read, illustrate, and label each component in French that they witness that corresponds to the correctly selected cultural component.
Storyboard site #5 feathers site: Modern methods for creating feather-work pieces types of kāhili (i.e., 'ahu ula, kāhili pa'alima, etc.).	Students will listen, read, illustrate, and label each component in French that they witness that corresponds to the correctly selected cultural component.
Storyboard site #6 'Ohana's/life site:	Students will listen, read, illustrate, and label each component in French that they witness that corresponds to the correctly selected cultural component.
Storyboard site #7 native plants site: Plants such as 'Ewa hinahina, 'āweoweo, naio, 'ulu, 'a'ali'i, maiapilo, and wiliwili – which are raised from seeds offsite –are brought to the Park to be replanted by students.	Students will listen, read, illustrate, and label each component in French that they witness that corresponds to the correctly selected cultural component.
Storyboard #8 spiritual/ sites	Students will listen, read, illustrate, and label each component in French that they witness that corresponds to the correctly selected cultural component.
Conclusion: Students will complete their storyboards by illustrating 8 selected important sites that they were able to visit. By also labeling the sites and providing French translations. <ul style="list-style-type: none"> ● Host - mahalo and closing message and Oli Mahalo or quite a moment of kilo. ● Return to school. 	Students will complete their storyboards by illustrating 8 selected important sites that they were able to visit. By also labeling the sites and providing French translations.

Day 4-Reflection

Teacher Does	Students Do
<ul style="list-style-type: none"> Teacher facilitates field trip reflections with students so they can complete their storyboard with a final square. 	<ul style="list-style-type: none"> Students will reflect on their field trip experience and draw a final square on their storyboard about how they plan to share with their community their newly acquired knowledge about 'Ewa's history. Student's answers will be shared and discussed. Students will pair up and read and share each other's storyboards. Students in pairs will discuss their takeaways from the field trip and their plan to share their knowledge about 'Ewa ancient history and cultural connections.

Day 5- Hō'ike (gallery) Showcase & talk story circle

Teacher Does	Students Do
<ul style="list-style-type: none"> Students' storyboards of our site visitors will be posted around the classroom and be showcased during that week at lunch for their peers and others to visit. This Gallery showcase allows students to learn from each other's illustrations and how they interpreted each physical site. Gives a chance for students to share their art and their knowledge as well as build community. Have students discuss this unit's essential questions in a circle. 	<ul style="list-style-type: none"> During the showcase, students will take notes about how the storyboards helped convey the history of 'Ewa and how each student plans to share their newly acquired knowledge. At the end of the showcase, students will form a circle with the chairs and we will openly discuss the unit's essential questions and have a talk about how these lessons have supported their understanding of 'Ewa's history and their language acquisition .

Closure

A follow up activity could be re-asking the same pre-assessment questions on Desmos and discussing the results of the class as a whole.

Accommodations for at least 3 types of diverse learners

- **Desmos:** When students answer incorrectly they have an opportunity to learn from their mistakes and correct their answers.
- **Multi-media Visuals:** Youtube videos and images will help students visually connect with new vocabulary and the cultural concepts presented.
- **Comprehensible input:** This teaching strategy is used to differentiate instruction to the fullest extent possible. By speaking slowly in the target language providing comprehensible input in the target language throughout any lesson.

Suggested Formative Assessment Method/s For This Lesson

- **Desmos:** Is a platform that allows me to interact and communicate with students in real time. This platform is extremely engaging and allows the teacher to do as many formative checks during their lessons. Students can respond by typing, drawing, answering multiple choices, adding multimedia and more. For world language demos allows me to do comprehension checks as the lesson progresses.
- Pre-assessment individual journaling.
- Write and discuss (A world language strategy to acquire language by writing a text collectively with student's input while the teacher creates a paragraph/s about the information discussed with class) in the target language with illustrations.

Explain How This Lesson Relates To the Unit Summative Assessment

- The Story of `Ewa's history will be represented in our In-person or digital gallery showcase.
- Students will share their storyboards with their Peers and School Community members.
- Student peer gallery walk notes.
- Individual essay answers to Unit Essential Questions with student self-assessment.
- Desmos: This platform can also be used to conduct summative tests.
- Write and discuss in the target language with open-ended questions.
- A personal reflection on their experience and what they have learned throughout the lesson and addressing the essential questions:
 - How has understanding "Ewa ancient history and Hawaiian cultural significance helped you acquire French and has given them a strong sense of place?
 - How can Hawaiian and global perspectives help you acquire the French language and teach us about our multicultural world?
 - How can you use the French language as a tool to help you develop and strengthen your values and life skills?