

'Ewa 'Āina Education Initiative

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

Created by: AnaLisa Hennessey

'Ewa 'Āina Site: Pu'uokapolei

Detailed Lesson-Project Plan #1

Lesson Title: 'O wai kou inoa (Who is your name?)

Essential Unit Questions Addressed:

- Why is having a sense of place important for our identity?

Educational Standards

Social Studies (HCSSS)

- SS.4.2.13.1 Identify major geographic characteristics of the Hawaiian archipelago, including its relative location to other land masses. ***Note: This lesson begins to develop this standard and is not addressed fully in this lesson.**
- SS.4.4.7.2 Explain how the core values of the early Hawaiians shared in the texts are applicable to modern-day Hawai'i ***Note: This lesson is a scaffold and builds background for the standard. Lesson does not directly address the standard.**

Common Core ELA

- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

HĀ framework and/or Hawaiian Culture integrated into this lesson

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

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

Students will explore the ideology that Hawaiians have a deep connection to place (from Hūlulu Journal). As stated, in the text:

Indigenous ideas about land, community, and language are like the fine ribbons of makaloa that come together to make up a beautiful sleeping mat. Each ribbon is significant and vital in its own right, but when woven together create a masterpiece to be treasured for generations....Each component must work in conjunction with the other in a relationship of reciprocity.

Students will explore and interact with the maps found in the **'Ewa 'Āina Inventory** (<https://cutt.ly/5Hqx1J3>) focusing specifically on the **Honouliuli** (<https://cutt.ly/qHqx7ps>) ahupua'a.

Students will learn to understand the Hawaiian core values and explore how they are present in Hawai'i today, including the ways in which Hawai'i interacts with the world (such as the **Hōkūle'a**:

<http://www.hokulea.com/moananuiakea/>)

Materials needed

Videos, Media, Lesson Presentations/Resources

- “[Navigating Your Ahupua‘a](https://cutt.ly/6HqcyWA)” (<https://cutt.ly/6HqcyWA>) from Mālama Pu‘uloa
- Teacher created slides - overview of ‘Ewa moku and ahupua‘a where the school site is located (Information for the slides can be accessed using <https://cutt.ly/uHqb64x> to overview and the ‘Ewa Āina Inventory (<https://cutt.ly/tHqnhc5>) for specific ahupua‘a chapter if being adapted.)
 - Link: <https://cutt.ly/bHqnmhQ> to GIS map for exploration of Hawaii → ‘Ewa moku → ahupua‘a
 - Collection of printed/digital map PDF (<https://cutt.ly/jHqnR6p>): world, Hawai‘i, O‘ahu (showing mokus), and ahupua‘a (based on school site)
 - Sentence frames for discussing relative location (printed or digital)
 - Mo‘olelo, or story, unique to the ahupua‘a

Supplies

- Strips of sturdy paper, like construction or cardstock for makaloa mat

Pedagogy (methods) Used

Lesson Introduction

Makaloa mat - Students see images of makaloa mats and explore its uses in the life of early Hawaiians. Share the idea that the mats are symbolic of who we are. Our land, community, and language are like the ribbons that come together to create who we are individually and as a people. Students create a mat-like piece in which they write ideas about themselves in reference to their land, community, and language. *NOTE: Throughout the lesson, students are given time to add ideas to their strips as they acquire more information. At the end of the first half of the lesson, these strips are taken home and completed with family. Strips are returned to school and are woven together to create a mat about themselves. Students share and discuss their mats with others. They may continue to add to their mat throughout the unit.

Instructional Sequence

Teacher Does	Students Do
<p><u>Cardinal directions (‘ōlelo Hawai‘i)</u></p> <p>Lead students to orient themselves by first understanding the cardinal directions. (This part of the lesson should be done outside to build a better sense of place. In addition, the following is taken from the lesson “Navigating Your Ahupua‘a” (https://cutt.ly/6HqcyWA) from <i>Mālama Pu‘uloa</i>.</p> <ol style="list-style-type: none">1. Help students orient their bodies to the west and point out the Wai‘anae Mountain and remind them this is where the sun sets. Have them learn that this direction is called komohana. Have students repeat the phrase “komohana is west”.2. Help students orient their bodies to the east, remind them that this is where the sun rises and show point out the Ko‘olau Mountain. Have them learn that this direction is called hikina. Have students repeat the phrase “hikina is east”.3. Help students orient their bodies to the south and point out any particular landmarks unique to the ahupua‘a or school site. Help them learn that this direction is called hema by repeating the	<p>Students orient their bodies and repeat the phrases presented.</p>

phrase “hema is south”.

4. Help students orient their bodies to the north and point out any particular landmarks unique to the ahupua’a or school site. Help them learn that this direction is called **akau**. Have students repeat the phrase “akau is north”.

Return to class and begin exploring maps of the area using the [GIS link \(https://cutt.ly/bHqnmhQ\)](https://cutt.ly/bHqnmhQ). First teacher model exploring before giving students the opportunity to freely explore. Provide students with printed maps for them to document during this exploration process.

These printed maps should be:

1. Map of the world
2. Map of Hawai’i
3. Map of O’ahu showing the different mokus
4. Map of ahupua’a (based on school site)

Key things to explore while viewing GIS map whole group:

- Zoom out to view the world map and refer to their copy of the world map. Students label the continents and oceans. Discuss the relative location to the continents using the cardinal directions discussed earlier.
- Zoom in to Hawaiian archipelago. Be sure to note that the archipelago is made up of the major islands, several atolls, numerous smaller islets, and seamounts in the North Pacific Ocean, extending some 1,500 miles from the island of Hawai’i in the south to northernmost Kure Atoll.
- Zoom in to the “major” islands of Hawai’i and refer to their copy of the map of Hawai’i. Invite students to label their printed map with the major Hawaiian islands.
- Zoom in to the island of O’ahu and refer to their copy of the map. Invite students to label their printed map with the names of the different mokus.
- Zoom in to the ‘Ewa moku and then to the ahupua’a that contains the school. Invite students to label their printed map with the name of their ahupua’a in the ‘Ewa moku. Students identify where the school is in the ahupua’a.

Find Pu’uokapolei (Kapolei Regional Park; 91-1049 Kamaaha Loop, Kapolei HI 96707) and identify where the school is relative to this wahi pana. Explain to the students that a “wahi pana” is a “legendary” or “sacred” place. Pu’uokapolei is a wahi pana that was an important place for celestial navigation and ceremony.

Mention to students that they will take these maps home and they will have a conversation with their family on where they are from in the world. They will note where their family is from on the maps and return to school ready to share with the class.

Students document their learning on digital or printed maps by labeling the parts.

Students describe the relative location of Hawai’i to other major land masses by focusing on direction using the following sentence frames:

- Hawai’i is located (direction) of (continent).
- (continent) is (direction) of Hawai’i.

Students describe the location of the Hawaiian islands by focusing on direction using the following sentence frames:

- (Island) is located (direction) of (another island).
- (Island) is (direction) of (another island).

Students describe the mokus focusing on direction.

- (Moku) is located (direction) of (another moku).
- (Moku) is (direction) of (another moku).
- (Moku) is located on the (direction) side of O’ahu.

Students take home maps and label where their family is from.

	<p>Upon returning to school, students will:</p> <ul style="list-style-type: none"> ● Discuss where they are from with others. ● Identify and label these places on the class maps. ● Record this information on their strips for their makaloa mat.
<p><u>'Ewa 'Āina Inventory overviews</u></p> <p>Using teacher created slides, students will learn about the cultural-historical overview of 'Ewa and Pu'uloa. Students will also deepen their understanding of their specific ahupua'a. <i>(Teacher to determine the information to be shared with students.)</i></p> <p>Encourage students to share out their 3-2-1 reflection ideas via "mingle to the music". Using teacher selected music, students move about the learning space and stop to share when music stops. Teacher provides focus for discussion, such as "Share with your partner at least one interesting fact that you learned." After having time to share and discuss, repeat the process focusing on different parts each time.</p>	<p>On binder paper, connect to information using 3-2-1 reflection. As information is presented, students will record:</p> <ul style="list-style-type: none"> ● 3 interesting facts/ideas ● 2 questions or wonderings ● 1 idea for next steps <p>Students "mingle to the music" and share their ideas with others. Students share until the music starts again.</p>
<p><u>Connecting to Place and Core Values through Mo'olelo</u></p> <p>To wrap up the lesson, students will listen to a mo'olelo, or story, that is unique to the ahupua'a. Possibilities for this part of the lesson could be to invite a guest speaker to share a mo'olelo or teacher may share story. Weather permitting, this mo'olelo should be shared outside and told orally so that students get a sense of what it was like during the time of early Hawaiians. After listening to the mo'olelo, teacher provides students with an opportunity to reflect on the story by having students respond to questions in writing. These questions could be:</p> <ul style="list-style-type: none"> ● What is the central message, or theme, of the mo'olelo? ● Which Hawaiian core values are addressed in this mo'olelo? Give examples. ● How does the mo'olelo help you to understand our ahupua'a? 	<p>After listening to the mo'olelo, students will reflect on the mo'olelo by answering related questions provided by the teacher. Students have an opportunity to add an illustration or sketches to support their written responses.</p>
<p>Closure</p> <p>Students will assess their understanding of their sense of place by completing a formative assessment and reflection.</p> <ul style="list-style-type: none"> ● Providing at least three examples of relative locations and include the directions in 'ōlelo Hawai'i. <ol style="list-style-type: none"> 1. Hawai'i to a continent 2. O'ahu to another island 3. Ahupua'a to another ahupua'a or moku. ● Describing how the mo'olelo helps them to connect to their ahupua'a and/or themselves. <p>Create a digital or illustrated visual that describes themselves by referencing place. (Ex. I am from...)</p>	
<p>Accommodations for at least 3 types of diverse learners</p>	

- English Language Learners: When assessing understanding, modifying the assessment/reflection to meet WIDA proficiency level. Examples below.
 - ELP Level 1 Entering: Providing yes or no statements. Ex: Is Hawai'i east of North America on this map? (teacher asks while pointing to compass)
 - ELP Level 2 Emerging: Providing opportunities to point and then fill in the blank. Teacher says: "Point to a continent that is east of Hawai'i. Write the name of the continent in the blank." (_____ is east of Hawai'i.)
 - ELP Level 3 Developing: Provide sentence frames. Ex: _____ is located (direction) of _____.
 - ELP Level 4 Expanding: Provide paragraph frames for describing connection to mo'olelo.
- Special Education
 - Provide word banks and sentence frames throughout the lesson in addition to the sentence frames already provided
 - Provide picture file cards or realia to support understanding of the content
- Distance Learning
 - Provide access to maps digitally using presentation slides, such as Google Slides. Students are given the ability to notate/label the maps using text boxes.
 - Present sentence frames so that students are able to share ideas of relative location in the chat box.¹
 - Inviting speakers to join the virtual meeting.

Suggested Formative Assessment Method/s For This Lesson

- Written and oral assessment. Students will provide at least three examples of relative locations and include the directions in 'ōlelo Hawai'i. They will then read their statements of relative location with a partner. In addition, teacher will listen to and grade at least one example from each student paying attention to accurate use of the cardinal direction and attempt at saying the direction in 'ōlelo Hawai'i.
 - Hawai'i to a continent
 - O'ahu to another island
 - Ahupua'a to another ahupua'a or moku.

Explain How This Lesson Relates To the Unit Summative Assessment

This lesson builds on the importance of a sense of place, which is connected to understanding Hawaiian core values.