

'Ewa 'Āina Education Initiative

Unit Plan: Ka Waiwai o Pu'uloa
 Created by: Kanoelani Rosenberg
 'Ewa 'Āina Site: Loko Pā'āiau

Hawaiian Culture-Based Lens	Cross Cutting Content	Instructional Design
<ul style="list-style-type: none"> • Mālama 'Āina: Land stewardship focusing on sustainability and a familiar connection • Kōkua Kaiāulu: Community giveback embodying a core Hawaiian value • Haku: Original composition/creation imbued with a person's experiences and spirit • Hō'ike: Performance requiring multi-level demonstrations of knowledge and/or skills 	<ul style="list-style-type: none"> • 'Ōlelo Hawai'i • Geography • Human Interaction/Impacts 	<ul style="list-style-type: none"> • Historical Inquiry • Stewardship - Sustainability • Oral Presentation

Essential Questions

He aha ka waiwai o Pu'uloa? (What is the value of Pu'uloa?)

Pehea e ho'iho'i ai i ka waiwai o Pu'uloa? (How can we restore the wealth of Pu'uloa?)

Unit Plan Descriptive Title: Ka Waiwai o Pu'uloa

Target grade: 2

Target subject: Hawaiian Studies, Science: Engineering & Design

Background Information that includes cited use of the 'Ewa 'Āina Inventory

'Ewa 'Āina Inventory; pp 20-27, 103-104, 109 (pictures), 115-117

- Ahupua'a and Hawaiian place names utilized
- Map of loko i'a of 'Ewa

Mana'o from Āina Site Steward

- Kalanimanuia Mo'i Ali'i information from Kehaulani Lum and Aunty Verna of Loko Pā'āiau shared in EAEI Virtual Training #2 & Site visit

Puke 'Ōlelo No'eau

Supplementary video and text resources:

- [Loko I'a: Kumukahi.org](http://www.kumukahi.org)
 - Overview of Loko I'a in English and Hawaiian in the form of short cohesive articles. Short video about a Loko I'a in Kalāhuipua'a, Hawai'i island.
 - Link: http://www.kumukahi.org/units/ka_honua/onaepuni/loko_ia
- [Interactive Ahupua'a Map \(KS\)](#)

- Link: http://ksdl2.ksbe.edu/ahupuuaa/story_html5.html
- Kai Piha: Nā Loko I'a (video)
 - Link: <https://vimeo.com/560224107>
 - Note: Loko Pā'aiau at 23:43

[Loko Pā'aiau Site Background](https://drive.google.com/file/d/1N5mtlhHC7_Zqs3wBTIMkybQle1XSZcE/view?usp=sharing) (Link: https://drive.google.com/file/d/1N5mtlhHC7_Zqs3wBTIMkybQle1XSZcE/view?usp=sharing)

Sequential Unit Plan Lesson Outline

Lesson Title	Time Estimate in Hours
<p>He aha ka waiwai o Pu'uloa? (What is the value of Pu'uloa?)</p> <ul style="list-style-type: none"> - Students will connect their ideas of “value” with the Hawaiian word “waiwai.” - In this lesson, students will learn about the value of 'Ewa, and gain foundational knowledge necessary for this unit. 	1
<p>Nā Loko I'a o Pu'uloa (The fishponds of Pu'uloa)</p> <ul style="list-style-type: none"> - Students will continue to build foundational knowledge, focusing on the fish ponds of Pu'uloa. Students will look at maps, gather information, and learn about the importance of fishponds. Students will also learn about Loko Pā'aiau, the site that they will visit, and begin to identify restoration activities of the Ali'i Pauahi Hawaiian Civic Club. 	2
<p>Huaka'i i Loko Pā'aiau (Field trip to Loko Pā'aiau)</p> <ul style="list-style-type: none"> - On this site visit, students will experience the restoration efforts of Loko Pā'aiau. Led by 'āina stewards, keiki will participate in need-based mālama 'āina activities (as designated by the site stewards). - Students will have the chance to see problem solving & restoration work in action. - Prior to field trip, students will watch a short video about the Hōkūle'a and its visit to Pā'aiau: https://youtu.be/eecZ9hbRi_k - After the visit, students will be able to add to their bank of knowledge, which they will then use to design a water/'āina restoration tool. 	4

<p>Pehea e ho'ihoi ai i ka waiwai o Pu'uloa? (How can we restore the riches of Pu'uloa?)</p> <ul style="list-style-type: none"> - After the field trip to Loko Pā'aiau and the completion of the brainstorming worksheets, students will contemplate their kuleana (responsibility) to the land. - Read the final section of Ka Waiwai o Pu'uloa: Bilingual Digital Book (Link: https://drive.google.com/file/d/1Oe0-we2O5lzmQ9YYu1E26tXyovtkQdBT/view?usp=sharing). The student directions for the project are located on the last page. - This can be a group project or an individual project. - Planning and collaboration can take 3-5 days. <ul style="list-style-type: none"> - Use student checklists and rubrics for tool design and presentation planning. - NGSS Standard, K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. 	<p>3-5 (1 hour per day); shorten or expand as needed</p>
<p>Ka Lā Hō'ike'ike (Presentation day)</p> <ul style="list-style-type: none"> - Students will present their tool to the class. Rubrics and student checklists will be provided for student planning and evaluation. Student presentations will address the learning target for the unit. 	<p>varies</p>

<p>Unit Assessment Plan</p>	
<p>Formative Assessment Methods Used On a Regular Basis Throughout Unit</p> <ul style="list-style-type: none"> - Group discussions (questions found in digital book) - Supplementary worksheets (listed under materials) 	
<p>Summative Assessment/s</p> <ul style="list-style-type: none"> - Tool Design & Explanation <ul style="list-style-type: none"> - The facilitating teacher can determine the student presentation medium. Teachers can require students to build a physical tool and create a poster, a Google Slides presentation, a brochure/pamphlet, etc. The provided rubric can apply to any student presentation medium. - Restoration Tool Rubric & Student Checklist (Link: https://drive.google.com/file/d/1hLkZD5kMDSZQn0l0KZ27lhzGp5Djg74/view?usp=sharing) 	