

'Ewa 'Āina Education Initiative

Unit Plan: From Ka'ahupāhau on Campus to Shores of 'Ewa (Link: <https://drive.google.com/file/d/19j5W9YaLPhklU3e6Tq8j43LLUoDMm68B/view?usp=sharing>)

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'Ewa 'Āina Site: Kalaeloa Heritage Park

Detailed Lesson-Project Plan #1

Descriptive Lesson Title - 'Aumākua & Manō in 'Ewa

Essential Unit Questions Addressed

1. What are 'aumākua?
2. Why do 'aumākua try to protect and communicate with their family members?
3. In Hawai'i, we often have trade winds. What's an example the video gave about the difference between a regular breeze and a time when 'aumākua might be trying to communicate?
4. An 'aumakua takes a certain form in nature. If a family's 'aumakua is a loli (sea cucumber), the 'ohana might avoid eating or harming any loli to ensure they don't accidentally harm their 'aumakua. How should you show respect for loli and other creatures such as the pueo (owl) and manō (shark)?
5. What is the oldest animal on our planet/meaning what animal has lived on the earth the longest?
6. What do you know about the Hawaiian historical relationships with sharks?
7. When I say the word "shark" what comes to mind? Have you ever seen a shark?
8. Are you scared of sharks and if so why?

Historically, what was the relationship between the Hawaiian people of 'Ewa and sharks like? How have western cultures influenced our perspective of sharks?

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

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 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 to facilitate language acquisition and cross interdisciplinary education.

This lesson introduces the cultural and ecological importance that sharks play in our community. It will teach students Hawaiian relationships with sharks. Like how historically they took care of sharks and even raced them like horses. This lesson is meant to teach acceptance and demystify the negative culture that the western influence has had on the oldest animal.

Materials needed

Videos, Media, Lesson Presentations/Resources

- [‘Ewa ‘Āina Inventory](#)
 - Link: https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Full-Ewa-Ain-a-Inventory.pdf
- [Hawaiian Spiritual Guardians - 'Aumākua - Trailer](#)
 - Link: <https://www.youtube.com/watch?v=2xLCrDRopHk>
- [‘Aumākua](#)
 - Link: http://www.kumukahi.org/units/ke_ao_akua/akua/aumakua
- [‘Aumakua Described by Elders as Guardian Angels](#)
 - Link: <https://www.youtube.com/watch?v=CTvqlosgOvM>
- [Hawaiian activist Sharon Pomroy discusses the importance of the Aumakua in Hawaiian culture](#)
 - Link: https://www.youtube.com/watch?v=APhxi_GESbk
- [106. Pre-Christian Hawaiian Beliefs: ‘Aumākua](#)
 - Link: <https://www.youtube.com/watch?v=7u7gYs7X-XE>
- [Woman Has Removed Over 300 Hooks From Sharks’ Mouths](#)
 - Link: <https://www.youtube.com/watch?v=G8LmxwOgBhA&t=55s>
- [Puuloa - Modern Day Pearl Harbor Article](#)
 - Link: <https://www.gohawaii.com/stories/puuloa-guardian-sharks-oahu>
- [The Swimming Trails of Pu‘uloa are the Trails Traveled by Ka‘ahupaāhau](#)
 - Link: <http://www.hoakaleifoundation.org/documents/swimming-trails-pu%E2%80%98uloa-are-trails-traveled-ka%E2%80%98ahup%C4%81hau>
- [Ford Island Historical Trail Map](#)
 - Link: https://historichawaii.org/2019/05/22/fordislandtrail/#iLightbox%5Bgallery_image_1%5D/26

Additional Resources:

- [Hawaiians’ Relationships With Sharks](#)
 - Link: <https://dlnr.hawaii.gov/sharks/hawaiian-mythology/hawaiians-relationship-with-sharks/>
- [Sharks as ‘aumakua](#)
 - Link: <https://www.moolelo.com/sharks.html>
- Providing embedded subtitles in French/English when watching multimedia visuals
- Teacher and Student account on [Desmos](#) (Link: <https://www.desmos.com/>)

Student Assessments and Worksheets

- [Ka'ahupāhau Powerpoint](#)
 - Link:
<https://drive.google.com/file/d/1-SKOzNpdI4bnOVB8ilZ6dafC6vtCI1yN/view?usp=sharing>
- [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

Supplies

- Crayons
- Pencils
- Markers

Desmos: Is 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 Live 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

Pedagogy (methods)

I will be using comprehensible input which is a world language strategy and methods to help my students acquire the French language. This natural approach to language acquisition allows students to explore and acquire language in a very low anxiety setting. Students will be acquiring the language as it is presented in different contexts. They will be learning and acquiring new vocabulary words as well as sentence structures. This method is scientifically proven to efficiently facilitate and acquire language. The comprehensible input method is similar to an immersion setting; the difference is it is the teacher's duty to make the language as comprehensible as possible providing students with comprehensible material and language input at their level and beyond. By using this type of method, it allows students to take on learning the language and acquiring the language at their own pace. Students are not pressured into taking tests or exams, but are encouraged to listen with the intent to understand the language as lessons are presented. This language acquisition method is very holistic and flexible allowing students and teachers to explore language with freedom and confidence. Traditional language teaching has sheltered vocabulary and has limited themes, which has not allowed for much cross content exploration. With a comprehensible input pedagogy, it values the learners current ability and nurtures their experience throughout their language acquisition journey within a set classroom. During the course of the lessons the teacher will speak in the target language, which is French. They will speak slowly and use hand gestures and other visuals to help the Learners understand and acquire the French language. The teacher will pause and point at certain visuals and repeat slowly the words. Most of the instruction will be done in French using this method strategy to help engage students in the content.

Day 1 - Unit Intro

Teacher Does	Students Do
<p>Pre-assessment: The teacher will ask questions like:</p> <ol style="list-style-type: none">1. What is a 'aumākua?2. Why are 'aumākua important parts of Hawaiian culture?3. Do you know of any 'aumākua mo'olelo? <ul style="list-style-type: none">● Pre-assessment free-write describing what students know about `Ewa's history, 'aumākua, and sharks.● Watch a video introducing 'Aumākua with subtitles in the target language (French).● Video #1- <i>Hawaiian Spiritual Guardians - 'Aumakua - Trailer</i>● Video #2- <i>'Aumākua</i>● 5-minute journaling/drawing of reaction to the video● Shared highlights from journaling in Desmos● Summary highlights and essential questions on Desmos● Share students answer from Desmos to assess student engagement	<p>Students will answer on Desmos or other forms or online platforms that will save their answers.</p> <ul style="list-style-type: none">● Students will watch the video and pay attention to the subtitles.● Students will journal/draw their reaction to the video on desmos.
<p>Conclusion/ re-visiting the pre-assessment questions.</p>	<p>Students answer in desmos: Why are 'aumākua important parts of Hawaiian culture?</p>

Day 2 - On-Campus Field Trip Prep

Teacher Does	Students Do
<ul style="list-style-type: none">● Explains the on-campus field trip that is planned for next week.● View site map and <i>'Ewa 'Āina Inventory</i> map shows our location. Ask students questions about their experience with oli and how comfortable they are with participating.● Go over Protocols● Practice <i>Oli</i> using handout.● Introduce <i>Vocabulary Worksheet</i>.● Introduce vocabulary list by pointing out Pronunciations, Grammar, gender, similarities, cognates.● Watch video #2 about 'Aumākua with subtitles in the target language (French & Spanish).	<p>Students will answer on Desmos or other forms or online platforms that will save their answers.</p> <ul style="list-style-type: none">● Students will learn oli and go over the French translation and pronunciation.● Illustrate new vocabulary with digital images.● Students will take notes and add translations to designated words.

Day 3 - What is an `Aumakua?

Teacher Does	Students Do
<p>Review questions:</p> <ol style="list-style-type: none">1. What is an ‘aumakua?2. Why are ‘aumākua important parts of Hawaiian culture?3. What do you remember about yesterday's lesson about ‘aumākua and oli?<ul style="list-style-type: none">● Brainstorm and share with class● Watch subtitled videos● Spelling challenge -I will read vocabulary words and students will try their best to spell them correctly. The answer will be shared and then students will correct their mistakes.● Watch video with French subtitles - <i>‘Aumakua Described by Elders as Guardian Angels</i>.● Conclusion: Write and discuss a paragraph about ‘aumākua and Hawaiian relationships with animals and nature.	<p>Students will answer on Desmos or other forms or online platforms that will save their answers.</p> <ul style="list-style-type: none">● Watch and read French subtitles .● Spelling challenge- Students will spell the words being asked to the best of their abilities and then self-assess by correcting their mistakes.● Students provide input about Hawaiians' relationships between nature, animals and aumākua. Students will visually see a photograph being created with the information they provided the teacher and will read out loud as a class with the teacher.

Day 4 and 5 - Hawaiians' Relationship with Sharks

Teacher Does	Students Do
<p>Pre-assessment: The teacher will ask questions like:</p> <ol style="list-style-type: none">1. What is the oldest animal on our planet/meaning what animal has lived on the earth the longest?2. What do you know about the Hawaiian historical relationships with sharks?3. When I say the word “shark” what comes to mind? Have you ever seen a shark?4. Are you scared of sharks and if so why? <p>I will share students' answers to the above questions with the class (students' names will be anonymized/so they can't see who wrote which answer). I will discuss the results of their answers and we will be able to see a consensus of what the class feels and understands about sharks.</p> <ul style="list-style-type: none">● ‘Aumākua and people stories video to watch:<ul style="list-style-type: none">○ <i>Sharon Pomroy Video</i>○ <i>106. Pre-Christian Hawaiian Beliefs:</i>	<p>Students will answer on Desmos or other forms or online platforms that will save their answers.</p> <ul style="list-style-type: none">● Watch and read French subtitles.● Make a list of all the words they recognize while they watch the videos.● Illustrate new vocabulary with digital images.

<p style="text-align: center;"><i>‘Aumākua</i></p> <ul style="list-style-type: none"> ● Show <i>‘Ewa ‘Āina Inventory</i> map- speak about different areas. ● Watch <i>Woman Has Removed Over 300 Hooks From Sharks’ Mouths</i> video. ● Review vocabulary and add new words. 	
<p>(Story telling)- Racing sharks in ‘Ewa Story listening: This is a comprehensible input language acquisition strategy that lets the teacher share stories, ideas or facts while doing so in a very low stress environment. This will allow me to share the historic relationships Hawaiians had with sharks (how they helped raise, feed, clear, care, and race them). I will be doing this by introducing and reviewing vocabulary first. Of the most frequently used verbs and vocabulary. Once the vocabulary is established, I will start the story listening activity. I will explain cultural information about sharks while writing on the board and drawing to communicate meaning in the target language. Students are to listen with the intent to understand.</p>	<p>They will listen with the intent to understand. They will use their prior knowledge and apply new language structures to help them understand the information being presented. They will use the newly presented vocabulary to help guide their comprehension.</p>
<p>Check for comprehension: I will check for understanding by using the A-B-C language acquisition assessment. In order for students to demonstrate their understanding, they will provide evidence of the following. They will answer to these following prompts. Their response in English shows us their comprehension in the target language.</p> <ul style="list-style-type: none"> A) In English, provide the main idea of the presentation. B) In English, provide 6 details of the story. C) Translate 6 words into English that you understand. 	<p>One desmos, students will provide these answers.</p>
<p>Recap everything in English. The cultural and ecological importance that sharks play in our community. The Hawaiian relationships with sharks and how historically they took care of sharks and even raced them like horses. This lesson is meant to teach acceptance and demystify the negative culture that the western influence has had on the oldest animal.</p> <p>Reference :</p>	<p>Students are able to cross check their understanding.</p>

<https://dlnr.hawaii.gov/sharks/hawaiian-mythology/hawaiians-relationship-with-sharks/>

Day 6 - Ka'ahupāhau presence in Pu'uloa (Pearl harbor)

Teacher Does	Students Do
<p>Pre-assessment: The teacher will ask questions like:</p> <ol style="list-style-type: none"> 1. Why do you think sharks have had such a bad reputation when more people die from dog attacks than shark attacks? 2. What do you know about Ka'ahupāhau? <ul style="list-style-type: none"> • Ka'ahupāhau (from 'Ewa 'Āina Inventory) 'Ewa overview and Honouliuli ahupua'a • Review the following two articles: <ul style="list-style-type: none"> ◦ <i>Puuloa - Modern Day Pearl Harbor</i> ◦ <i>The Swimming Trails of Pu'uloa are the Trails Traveled by Ka'ahupāhau</i> • Practice <i>Oli</i> using handout. • Read infographic on the <i>Ford Island Historical Trail Map</i>. • Write and discuss/draw a map of the cave. Teachers create a map on their whiteboard as an example. 	<p>Students will answer on Desmos or other forms or online platforms that will save their answers.</p> <ul style="list-style-type: none"> • Students provide input about the Pearl Harbor military legend about Ka'ahupāhau. Students will visually see a paragraph being created with the information they provided the teacher and will read out loud as a class with the teacher. • Students will replicate the map of 'Ewa and Pu'uloa including where they think the Ka'ahupāhau cave was and draw a representation of the legend.
<p>Conclusion: What were your takeaways from today's lesson? Students will be instructed to write in English the knowledge gained from today's lesson.</p>	<p>They will write a small reflection in English on their takeaways of the lesson in desmos.</p>

Closure

-Summative: Flipgrid- Students will introduce this cultural insight about sharks. Students will explain the Hawaiian relationships with sharks. They will explain how historically they took care of sharks, Ka'ahupāhau legend and even raced them. Then share their perspective and how it has changed because of this new acquired knowledge. The video will be done in ¼ in English and ¾ in French .

In their video: Student will say:

1. (En français) Les requins sont sacrés et respectés par les hawaïens.
2. (En français) Ils ont de nombreuses croyances spirituelles autour des requins.
3. (In French) Les Hawaïens s'occupaient des requins comme nous le faisons aux chiens.
4. (In English- Students will comment and share about their experience and about Hawaiian cultural insight about (sharks, 'aumakua) and what you have learned.)

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.
- **Flipgrid:** This summative allows students to orally present their information that they learned and acquired in an oral format. This allows students with reading difficulties such as dyslexia to engage in sharing their knowledge orally versus writing.
- **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. This strategy allows students of all backgrounds and levels in different intellectual capabilities to engage in language acquisition.

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, desmos allows me to do comprehension checks as the lesson progresses.
- Student individual illustrations of new vocabulary with digital images.
- Spelling challenge reviewing vocabulary and oli.
- Write and discuss/draw with their map of the cave and Pu'uloa

Explain How This Lesson Relates To the Unit Summative Assessment

Flipgrid: Educational video recording platform that helps differentiate instruction and gives students the opportunity to share their insight and interact with others. This video will help support students' language acquisition in French as well as provide them with a foundation of Hawaiian cultural values and ideas. This summative will support their unit summative assessment by providing them with this background knowledge.