

'Ewa 'Āina Education Initiative

Unit Plan: The HĀ of Kalaeloa

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'Ewa 'Āina Site: Kalaeloa Heritage Park

Unit Plan Title: The HĀ of Kalaeloa - link to unit plan available via the following URL

<https://cutt.ly/6KlthnC>

Detailed Lesson-Project Plan #3

High School Natural Resources/Science

Lesson Title: What's in a Name?

Essential Unit Questions Addressed: How do you measure your value and connection to the 'aina?

Educational Standards that the lesson will help students achieve

This lesson addresses the DOE HĀ framework which is to be integrated into every K-12 course. See diagram below.



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

Students will be able to answer the question "What do I know about the place that I live" and reflect on the HĀ framework in relation to it (Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i)

Materials needed

Media

1. Teacher will project an image of the Honouliuli Ahupua`a: the map from the Halau o Pu`uloa: 'Ewa 'Āina Inventory p. 243 available via the following URL is recommended
https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Honouliuli.pdf
2. Teacher will create a list of significant places in the Honouliuli ahupua`a and assign them to individual or pairs of students as their location to research: suggested locations include the following: Pu`uloa, Makakilo, Hāpapa, Kānehoa, Pālehua, Pōhakea, Pālailai, Palikea, Kahe, and Kalaleo. It is recommended that this be incorporated into projected slides used in the introductory activity described in the next section.

Materials needed cont.

Media

3. Chromebooks or devices connected to the internet and a shared link to the slideshow **Honouliuli Wahi Pana Directions and Example** available via the following URL: <https://cutt.ly/FG7rSxT>
4. (Optional but recommended) Briefly show an example of a the Honouliuli Wahi Pana slideshow completed by this lesson creator's students - recommended that this example not be posted as it's likely to limit student creativity and motivation to research - available via the following URL: https://drive.google.com/file/d/1QMZgVNVuMRon_sq0_QPMBXi6UyStykiM/view?usp=sharing

Supplies

5. Paper and writing utensil for each student

Pedagogy (methods) Used

Collaboration and Exploration into the past to help us understand basic characteristics of places of the now and the future.

Lesson Introduction

Bell ringer (Can be a think-pair-share or a Jamboard discussion): Does a person/place make its name or does the name make the person/place? Give an example/ explanation.

Open task: Each individual will write a response to the prompt above and after 3 minutes will share via the think-pair-share or Jamboard facilitated discussion in groups determined by the teachers.

Collaboration task: Students will work in pairs to research the history of a location within Honouliuli. Students will annotate text found/given about the different areas. Students will be looking for characteristics that answer one of the following questions: 1. How does this palace thrive/sustain itself? 2. Why is this important in Honouliuli (our area)? 3. What is the historical significance of the place?

Individual task: Students will create an [ACROSTIC](#) that describes the place that was given.

Instructional Sequence

Teacher Does	Students Do
Ask students to create a personal ACROSTIC from their given name (each letter in their name will describe a characteristic of themselves.) The teacher should have a completed example using their own name to show the class.	Students complete the ACROSTIC of their name and choose a partner to show it to.
Teacher will project questions to discuss with a partner and the 6 aspects of the HĀ framework. Do the HĀ components relate to the characteristics you used to describe yourself? Use your name ACROSTIC (one characteristic) and explain how it relates to one HĀ component. It is recommended that the teacher provide one example from their own name ACROSTIC.	Students will discuss the relationship of their name ACROSTIC to the HĀ framework.
Teacher will project an image of the Honouliuli Ahupua`a and a list of significant places within it: Pu`uloa, Makakilo, Hāpapa, Kānehoa, Pālehua, Pōhakea, Pālailai, Palikeya, Kahe, and Kalaleo. Student pairs will be assigned to research one of the above locations.	Students will organize chomebooks/internet access devices, annotation preference.

Teacher Does	Students Do
<p>The teacher will project a list of questions about each site that students are to answer.</p> <ul style="list-style-type: none"> ● What is the meaning of the place name? ● How does mo`olelo describe this place? ● How did this place relate to sustainability? To thriving lands, thriving people? 	<p>Students will annotate their findings about an assigned location within the Honouliuli Ahupua`a</p>
<p>The teacher will share the link to the Honouliuli Wahi Pana slideshow to provide students an initial introduction to each of the assigned locations</p>	<p>Students will take notes about their assigned location from the Honouliuli Wahi Pana slideshow and use Google internet searches to find additional information that allows them to address the assigned questions.</p>
<p>The teacher will direct student pairs to create an ACROSTIC using the name of their assigned location that describes key findings from their research on chart pack or poster paper.</p>	<p>Student pairs will use scratch paper to compose their place name ACROSTIC and create poster-sized versions of their final composition.</p>
<p>Closure (Review, formative/summative assessment)</p> <ol style="list-style-type: none"> 1. Students are to share their place name ACROSTIC poster with the class and one finding from their research that they feel is the most important for everyone to know. 2. Students will answer the following individual reflection questions after viewing all the place name ACROSTICS and hearing place name mana`o from their peers: <ol style="list-style-type: none"> a. Do you think it's important to know your ahupua`a and the significant places within it? Explain why or why not. b. Why do the meanings of place names matter? c. Explain the connections of the HĀ Framework to the mana`o shared about places in Honouliuli today? Address at least 2 aspects of the HĀ Framework. 	
<p>Accommodations for diverse learners</p> <ol style="list-style-type: none"> 1. Collaborative learning pairs 2. Examples, visuals and initial place name information provided and projected by the teacher 	
<p>Formative Assessment Method/s For This Lesson</p> <p>The teacher will circulate and review student annotated findings, coaching and providing Google query suggestions as needed to help students access additional information about their assigned place.</p>	
<p>Explain How This Lesson Relates To the Unit Summative Assessment</p> <p>Students will collaboratively examine the connections between names, places and the HĀ framework - providing a means to develop a deeper understanding of these connections.</p>	