

# 'Ewa 'Āina Education Initiative

**Unit Plan: 'Ewa Quest** (Link:

<https://drive.google.com/file/d/1KcDFBbV5MfelEQfcw5ClxqoYxvVSade5/view?usp=sharing>)

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**'Ewa 'Āina Site: Kalaeloa Heritage Park**

## Detailed Lesson-Project Plan #1

**Descriptive Lesson Title- 'Ewa Quest: The Past**

### Essential Unit Questions Addressed

1. Why is 'Ewa important?
2. What was it like to live and work on a plantation?
3. What kind of impact did James Campbell have on 'Ewa/ Ewa Beach?
4. How did the Sugar Industry have a part in the Overthrow of the Hawaiian Kingdom?

### Educational Standards

#### Content Standards:

##### **SS.7HHK.3.15.1**

Analyze the causes and impacts of immigration of various ethnic groups for plantation labor

##### **SS.7HHK.3.8.2**

Explain the processes, ideas, and people's roles involved in the transition from absolute monarchy to constitutional monarchy

##### **SS.7HHK.3.11.3**

Evaluate the impact of changing land tenure on Hawaiians

#### Anchor Inquiry Standards:

##### **Inquiry Standard SS.6-8.2.2**

Gather relevant information from credible sources representing a wide range of views.

##### **Inquiry Standard SS.6-8.3.2**

Identify specific evidence that supports the claim.

### **HĀ framework and/or Hawaiian Culture integrated into this lesson**

- Students will watch various videos about Hawaiian History and Culture.
- 'Ōlelo Hawai'i- There is a Hawaiian word of the day. Students learn Hawaiian language and culture through learning about the Hawaiian word of the day.
- There are [Hawaiian Guidelines](https://drive.google.com/file/d/1XcnIsCcNyhO9zdAhnlQckthmrDLm3-v0/view?usp=sharing) (Link: <https://drive.google.com/file/d/1XcnIsCcNyhO9zdAhnlQckthmrDLm3-v0/view?usp=sharing>) in class instead of Classroom rules.
- Students will learn about a Hawaiian Mele that was sung in the Old Plantation Days Pua Mana No

(Sure a Poor Man).

## Materials needed

### Videos, Media, Lesson Presentations/Resources

- Video: The Picture Bride
- PDF: [Halau o Pu`uloa](https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Cultural-Historical-Summary.pdf) (Link: [https://www.ksbe.edu/assets/site/special\\_section/regions/ewa/Halau\\_o\\_Puuloa\\_Cultural-Historical-Summary.pdf](https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Cultural-Historical-Summary.pdf))
- Book: The Water of Kane
- [Sugar Google Slides](https://drive.google.com/file/d/1yXsrwgg86NNJGawmsxoQjv5tINiEK8Av/view?usp=sharing) (Link: <https://drive.google.com/file/d/1yXsrwgg86NNJGawmsxoQjv5tINiEK8Av/view?usp=sharing>)
- [`Ewa Quest Project](https://drive.google.com/file/d/1NMjIMYNSEfGeunRaWmVznaFSf2S4T4aG/view?usp=sharing) (Link: <https://drive.google.com/file/d/1NMjIMYNSEfGeunRaWmVznaFSf2S4T4aG/view?usp=sharing>)
- [APA instructions for citing a source for online research](https://drive.google.com/file/d/1VXhr-TbQ8XUDumO99kblsfQ9ZxGTBIMX/view?usp=sharing) (Link: <https://drive.google.com/file/d/1VXhr-TbQ8XUDumO99kblsfQ9ZxGTBIMX/view?usp=sharing>)
- Documentary: Hawai'i's Last Queen and Conquest of Hawai'i

### Student Assessments and Worksheets

- [Sugar Cornell Notes](https://drive.google.com/file/d/1M7pvGRkNDP_joidcx4MaOO7ICXTOKbms/view?usp=sharing) (Link: [https://drive.google.com/file/d/1M7pvGRkNDP\\_joidcx4MaOO7ICXTOKbms/view?usp=sharing](https://drive.google.com/file/d/1M7pvGRkNDP_joidcx4MaOO7ICXTOKbms/view?usp=sharing))
- [Westward Expansion Article and CER lesson](https://drive.google.com/file/d/1TYas76_sxiWhBs6z2Zy3gLpYAYsJrHwZ/view?usp=sharing) (Link: [https://drive.google.com/file/d/1TYas76\\_sxiWhBs6z2Zy3gLpYAYsJrHwZ/view?usp=sharing](https://drive.google.com/file/d/1TYas76_sxiWhBs6z2Zy3gLpYAYsJrHwZ/view?usp=sharing))
- [Research Slides Rubric](https://drive.google.com/file/d/1JFwquGbmek-VW2Vad68ZMGYpOe4JOoY-/view?usp=sharing) (Link: <https://drive.google.com/file/d/1JFwquGbmek-VW2Vad68ZMGYpOe4JOoY-/view?usp=sharing>)
- [Immigration Plantation Experience in `Ewa](https://drive.google.com/file/d/1HTfh3gEEY9oAEBSLKooCu2_nDQITohVN/view?usp=sharing) (Link: [https://drive.google.com/file/d/1HTfh3gEEY9oAEBSLKooCu2\\_nDQITohVN/view?usp=sharing](https://drive.google.com/file/d/1HTfh3gEEY9oAEBSLKooCu2_nDQITohVN/view?usp=sharing))
- [Hawai'i Land of Many Article](https://drive.google.com/file/d/1oq55CMNLW8yQcFzOimz1uJGH-sd9vB_L/view?usp=sharing) (Link: [https://drive.google.com/file/d/1oq55CMNLW8yQcFzOimz1uJGH-sd9vB\\_L/view?usp=sharing](https://drive.google.com/file/d/1oq55CMNLW8yQcFzOimz1uJGH-sd9vB_L/view?usp=sharing))

### **Pedagogy (methods) Used** to introduce, teach and close/review lesson

Students will listen to mo'olelo of `Ewa and Pu'uloa. They will watch a movie called The Picture Bride. They will discuss what it was like to live and work on the sugar plantation. The teacher will go over the Sugar google slides while the students take Cornell Notes. Students will do research on `Ewa and how the sugar industry was connected to the overthrow of the Hawaiian Kingdom. They will look at old Hawaiian newspapers that were translated to English. They will read the Westward Expansion article and have a small group discussion on how the sugar industry was connected to the Overthrow. Students will complete 8 google slides of research and link the resources used on each slide. They will also use the APA style of citing their sources.

### **Lesson Introduction**

Students will look at pictures of old maps of `Ewa and we will have a "Let's Talk Story" storytelling under the Hau Trees outside of our class. Students will hear mo'olelo of the area and maybe one ghost story (teacher will determine if it is appropriate for each class).

Students will watch the movie: The Picture Bride. They will see what it was like to live and work on a plantation.

### **Instructional Sequence**

Teacher Does	Students Do
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<p>The teacher will share some Mo'olelo of Pu'uloa. Use the PDF "<b>Hālau o Pu'uloa</b>" resource. Choose a few of the mo'olelo to share and talk about in class. Examples: Pipi of Pu'uloa, Kāne and Kanaloa, Ka'ahupāhau the shark goddess... Teach students how to write a Haiku poem of 3 lines with 5-7-5 syllables. Pass out blank index cards and folder paper- rough draft on folder paper, final on index card. Have students decorate the border of the index card with colored pencils.</p>	<p>Students will write a Haiku about their favorite Mo'olelo. Three lines of 5-7-5 syllables. Students will write their poem on a blank index card and they will use colored pencils to decorate the border of the index card. The poem will be centered and written in black ink in their best handwriting.</p>
<p>Shows video: <i>The Picture Bride</i></p>	<p>Watch the video <i>The Picture Bride</i> and will have a small group discussion about what it was like to live and work on the plantation.</p>
<p>Go over the <b>Sugar Google Slides</b>.</p>	<p>Students will take Cornell notes.</p>
<p>Teach students how to find credible resources online for the 8 research slides on the <b>'Ewa Quest Project google slides</b>. Each student will be assigned their own copy on Google Classroom. All resources will be linked in the instructions on Google Classroom. Teacher will do the Hawaiian Newspaper slide together with the class as a sample- Look at old Hawaiian Newspapers that are translated to English. Show students how to use the Nupepa website and how to look for an article on 'Ewa before the Overthrow of 1893.</p>	<p>Students will do their own 8 research slides on the 'Ewa Quest project. The instructions are on their 'Ewa Quest Project.</p>
<p>Show students how to cite their sources using <b>APA style</b>.</p>	<p>Students will cite all of the online resources used for their 8 research slides.</p>
<p>Show students the short videos on the <b>Westward Expansion CER lesson</b>.</p>	<p>Students will work in small groups and take turns reading each paragraph aloud. Students will discuss the thought question and do the CER (Claim, Evidence, and Reasoning) assignment together.</p>
<p>The teacher will give students time to work on their 8 research slides and will help students find credible resources and answer any questions that come up in their research.</p>	<p>Students will work independently to finish their 8 research slides on their 'Ewa Quest google slides.</p>
<p><b>Closure</b>  Class discussion- Why is 'Ewa/'Ewa Beach important? List some historical events and explain how the events of the past have shaped 'Ewa Beach the way it is today.</p> <p>Students will post their responses on the chart paper or on Padlet.</p>	
<p><b>Accommodations for at least 3 types of diverse learners</b></p> <ul style="list-style-type: none"> <li>• Videos for auditory, visual, and English language learners.</li> <li>• All links are provided on the Assignment or the Google Slides for students who need extra time to complete the assignments or for special education students that also work with a special education</li> </ul>	

teacher or educational assistant. They will have access to all resources that were covered in class.

- All lessons are designed to be taught in person or online.

### **Suggested Formative Assessment Method/s For This Lesson**

- Group discussion
- Cornell Notes
- Haiku Poem of favorite Mo`olelo of `Ewa or Pu`uloa
- 8 Research google slides
- Claim Evidence Reasoning lesson
- Citing Resources using APA style

### **Explain How This Lesson Relates To the Unit Summative Assessment**

The 8 research slides are part of the `Ewa Quest Project summative assessment. Each student will submit their own `Ewa Quest google slides presentation and it will be submitted at the end of the unit.

- **Ewa Quest Project Google Slides-** Students will be completing the “Past” slides (9-19) on the `Ewa Quest Project.