

'Ewa 'Āina Education Initiative

From Ka'ahupāhau on Campus to Shores of 'Ewa
 Created By: Melisange Ouellet-Beaucaire
 'Ewa 'Āina Site: Kalaeloa Heritage Park

Hawaiian Culture-Based Lens	Cross-Cutting Content	Instructional Design
<ul style="list-style-type: none"> • Ola Pono: Values and life skills that synthesize Hawaiian and global perspectives. • Pilina Kaiāulu: Community Integration informed by a Hawaiian sense of place • Hō'ike: Performance requiring multi-level demonstrations of knowledge and/or skills 	<ul style="list-style-type: none"> • Geography <ul style="list-style-type: none"> ○ Human Interaction/Impacts ○ Health-Total well-being • `Ōlelo Hawai`i 	<ul style="list-style-type: none"> • Historical Inquiry • Peer/'Ohana/Community Education-Action • Original Art/Graphic Design

Essential Question/s (3 max) that unit will address

1. How can understanding 'Ewa's ancient history and Hawaiian cultural significance help students acquire world language and give them a strong sense of place?
2. How can Hawaiian and global perspectives help us acquire the target language and teach us about our multicultural world?
3. How can we use language acquisition as a tool to help us develop and strengthen our values and life skills?

Unit Plan Descriptive Title: From Ka'ahupāhau on Campus to Shores of 'Ewa

Target grade: 9-12

Target subject: World Languages and ELL. (or general)

Background Information

'Ewa 'Āina Inventory pg.25 (Link:

https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Full-Ewa-Aina-Inventory.pdf)

Mana`o from 'Āina Site Steward

[Hawaiian Dictionary](https://wehewehe.org/) (Link: <https://wehewehe.org/>)

[Kalaeloa Heritage Park Site Background](https://drive.google.com/file/d/1Ls63LhPOQkwtPf-GiSF9eP2UIBvVeqVd/view?usp=sharing) (Link:

<https://drive.google.com/file/d/1Ls63LhPOQkwtPf-GiSF9eP2UIBvVeqVd/view?usp=sharing>)

Sequential Unit Plan Lesson Outline	
<p>Lesson #1 -‘Aumākua & Manō in ‘Ewa 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.</p>	<p>Time Estimate in Days (lesson Time: 80 min.)</p>
<p>Unit Intro:</p> <ul style="list-style-type: none"> • Pre-assessment free-write describing what students know about `Ewa’s history, ‘aumakua and sharks. • Watch a video introducing ‘aumakua • 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>1</p>
<p>On-Campus Field trip Prep</p> <ul style="list-style-type: none"> • View site map • Protocols • Practice <i>Oli</i> • Introduce vocabulary • Illustrate new vocabulary with digital images 	<p>1</p>
<p>What is an `aumakua?</p> <ul style="list-style-type: none"> • Brainstorm and share. • Watch videos • Spelling challenge reviewing vocabulary and oli. 	<p>1</p>
<p>Hawaiian relationship with sharks</p> <ul style="list-style-type: none"> • ‘Aumakua and people stories • Shark racing • Protectors • 300 fishing hooks removed from sharks video. • Review vocabulary and add new words 	<p>2</p>
<p>Ka’ahupāhau presence in Pu’uloa (Pearl Harbor)</p> <ul style="list-style-type: none"> • Military story/legend • Ka’ahupāhau (from `Ewa `Āina Inventory) • Write and discuss/draw a map of the cave • Flipgrid summative video 	<p>2</p>
<p>Lesson #2 -Ka’ahupāhau Protector of ‘Ewa Students will learn about the cultural significance and historical perspective of the shark goddess Ka’ahupāhau. Students will visit our school’s beautiful brass statue of her and a mural we have on campus.</p>	

<p>Mo'olelo of Ka'ahupāhau</p> <ul style="list-style-type: none"> ● Powerpoint story ● Review vocabulary and add new words. ● Illustrate new vocabulary with digital images ● Understand her cultural significance and story. ● Watch video 	1
<p>On-campus field trip- Teacher-led activity (Visiting Ka'ahupāhau brass statue and mural)</p> <ul style="list-style-type: none"> ● Greeting and E Hō Mai protocol with students upon arrival at the brass statue. ● Re-tell the mo'olelo of Ka'ahupāhau ● Students will create sketches and illustrate the statue and the mural that represents Ka'ahupāhau on our campus located in front of the office (right side). ● Host - mahalo and closing message and Oli Mahalo or quite a moment of kilo. ● Return to class. 	1
<p>Reflection</p> <ul style="list-style-type: none"> ● Ask follow-up questions about the mo'olelo of Ka'ahupāhau. ● Review vocabulary pronunciation, grammar, and structure. ● Students will complete their illustrations and add familiar vocabulary. ● Partner discussion with prompts (pair square if time): <ul style="list-style-type: none"> ○ What are the two most important things you learned yesterday? ○ What are the key things you think everyone should know about Ka'ahupāhau? 	1
<p>Lesson #3 - Hawai'i's first civilization & Hō'ike/site visit to Kalaeloa Heritage Park Students will learn the incredible history of 'Ewa and how it was home to the first Hawaiian civilization more than a thousand years ago. They will visit Kalaeloa Heritage Park and be able to experience this precious archeological park. This lesson is intended to connect students to the 'āina and broaden their understanding of 'Ewa.</p>	
<p>Field trip Prep</p> <ul style="list-style-type: none"> ● View Kalaeloa Heritage Park site map and map of `Ewa `Āina Inventory. ● Review Protocols ● Practice <u>Oli</u> ● Introduce new about the site vocabulary ● Illustrate new vocabulary with digital images 	1
<p>Hawaiian cultural lens and 'Ewa history</p> <ul style="list-style-type: none"> ● Review 'aumakua and Hawaiians' relationship with nature. ● Students brainstorm in groups about their understanding of 'Ewa's history from ancient to present. ● Groups share out 	
<p>Site Visit/ Field trip</p> <ul style="list-style-type: none"> ● Greeting and E Hō Mai protocol with students upon arrival. 	1

<ul style="list-style-type: none"> ● Meet site host/coordinator and go over expectations/rules ● Students will create a storyboard of 8 squares with illustrations of our site visit with 8 pre-selected elements/cultural components of the site. ● Host - mahalo and closing message and Oli Mahalo or a quiet moment of kilo. ● Return to school. 	
<p>Reflection</p> <ul style="list-style-type: none"> ● Students will reflect on their field trip experience and draw a final square on their storyboard about how they plan to share with their community their newly acquired knowledge about 'Ewa's history. ● Student's answers will be shared and discussed. ● Students will pair up and read and share each other's storyboards. ● Students in pairs will discuss their takeaways from the field trip and their plan to share their knowledge about 'Ewa ancient history and cultural connections. 	1
<p>Gallery Showcase</p> <ul style="list-style-type: none"> ● Students' storyboards of our site visitors will be posted around the classroom and be showcased during that week at lunch for their peers and others to visit. ● During the showcase, students will take notes about how the storyboards helped convey the history of 'Ewa and how each student plans to share their newly acquired knowledge. 	
TOTAL	18 days

Unit Assessment Plan	
<p>Formative Assessment Methods Used Regularly Throughout Unit</p> <ul style="list-style-type: none"> ● HĀ student self-assessment completed weekly via google forms ● Pre-assessment individual journaling ● The first draft of answers to unit essential questions (submitted via Google Classroom) ● Desmos: This 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 demos allows me to do comprehension checks as the lesson progresses. ● Write and discuss (A world language strategy to acquire language by writing a text collectively with student's input while the teacher creates a paragraph/s about the information discussed with class) s in the target language with illustrations. 	
<p>Summative Assessment/s</p> <ul style="list-style-type: none"> ● The Story of `Ewa's history will be represented in our In-person or digital gallery showcase. ● Students will share their storyboards with their Peers and School Community members. ● Student peer gallery walk notes ● Individual essay answers to Unit Essential Questions with student self-assessment ● Desmos: This platform can also be used to conduct summative tests. ● Write and discuss in the target language with open-ended questions. 	

- A personal reflection on their experience and what they have learned throughout the lesson and addressing the essential questions:
 - How has understanding 'Ewa ancient history and Hawaiian cultural significance helped you acquire French and has given them a strong sense of place?
 - How can Hawaiian and global perspectives help you acquire the French language and teach us about our multicultural world?
 - How can you use the French language as a tool to help you develop and strengthen your values and life skills?