

'Ewa 'Āina Education Initiative

Unit Plan: 'O Wai 'O Waiiau? - <https://cutt.ly/GKAiz7g>

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'Ewa 'Āina Site: Loko I`a Pā`aiiau

Detailed Lesson #1

Lesson Title: 'O Waiiau?

Essential Unit Questions Addressed: 'O Wai au, 'O Waiiau? (*Who am I/ Who is Waiiau?*)

Educational Standards

CCSS.SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

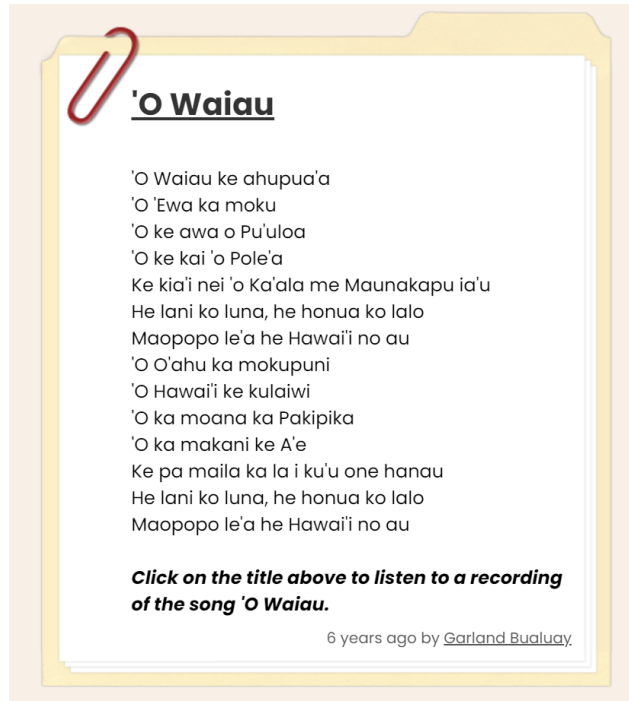
CCSS.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

HĀ framework and/or Hawaiian Culture integrated into this lesson

This lesson is an introduction into the keiki building their sense of Belonging as well as getting them started with a strengthened sense of Hawai'i. By starting with the question of "Who is Waiiau?" but also "Who am I?", the students are able to begin to see a connection between themselves and the community they live in. They understand that all people have an important role in society and that we need to be careful to choose how to 'auamo kuleana (carry the responsibility) in the most responsible way possible.

Materials needed

- Lyrics and link to: 'O Waiiau by Kalani Akana:
https://www.waiiauelementary.org/apps/pages/index.jsp?uREC_ID=415978&type=u&pREC_ID=activity&postid=473546
Music: <https://cutt.ly/IKArRDp>



'O Waiiau

'O Waiiau ke ahupua'a
 'O 'Ewa ka moku
 'O ke awa o Pu'uloa
 'O ke kai 'o Pole'a
 Ke kia'i nei 'o Ka'ala me Maunakapu ia'u
 He lani ko luna, he honua ko lalo
 Maopopo le'a he Hawai'i no au
 'O O'ahu ka moku puni
 'O Hawai'i ke kulaiwi
 'O ka moana ka Pakipika
 'O ka makani ke A'e
 Ke pa maila ka la i ku'u one hanau
 He lani ko luna, he honua ko lalo
 Maopopo le'a he Hawai'i no au

Click on the title above to listen to a recording of the song 'O Waiiau.

6 years ago by [Garland Bualuay](#).

- Map of the Moku 'o 'Ewa with the Ahupua'a : https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Introduction.pdf
- 2 large maps of the Ahupua'a of Waiiau **Or the Ahupua'a your school is in
 - I traced the map using a projector to project the outline onto the large poster paper onto the wall and then traced the outline using the projection.
 - https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Waiiau.pdf
- Google Earth : <https://www.google.com/earth/>

Pedagogy (methods) Used

'O wai au? (Who am I?) Who are we and how do we contribute or participate in our community?
 Look at the community (by ahupua'a) and list some of the things we have in the community that we need (police, firefighters, hospitals/doctors offices, grocery stores, etc.) Why do we need these? Is this what a community looked like before? Why or why not?

Lesson Introduction

Class listens to the song 'O Waiiau one time through.

Instructional Sequence

Teacher Does	Students Do
Replay the song one line at a time, stop after each line to allow keiki time to draw.	Draw what they feel when they hear that line, what do they think it is

	about, what is that line teaching us/talking about?
Talk about how an ahupua'a was a form of a community pre-contact. What kinds of things do we have in our community today?	Brainstorm and list things that they find in their community.
Take the class on a virtual field trip using Google Earth projected onto a screen of their community. What do they see?	Add new things they see on the field trip to their list of things in the community.
Which of these things in a community are "Wants", which are "Needs"?	Students collaborate to sort into "Vital for the Community," and "Nice to have"
Show the class the big ahupua'a map, talk about that being a community, what kinds of things do we need in our ahupua'a, today?	Students revise the "Vital" list.
Put the keiki into groups according to the amount of "Vital for the community" items the class has decided on. (ex. Fire Station group, Police station group, Grocery Store group, etc.)	Each group will draw a picture of their "Vital" part of the community and talk about where it needs to be placed on the map. (*Does it need to be close to water? Close to homes? Near the ocean? etc.)
Let's arrange our community!	Students place their picture where they agreed it belongs on the map and tell why they chose that spot.

Closure (Review, formative/summative assessment)

What do they notice about their community? In what ways do they participate in their community? Write a journal entry about how they are a part of their community now and what part they would like to play when they grow up.

Accommodations for at least 3 types of diverse learners

Far-to-go Students: Use a picture of an existing place to draw their "Vital" (ex. trace or copy a picture of a fire station)

Advanced Students: Add details to their "Vital" like ways to improve the community beyond the basic scope of responsibilities of that place (ex. create a grocery store with an extension that provides meals for financially challenged families)

Distance learners: Create their picture on a shared Google Slide and work simultaneously during a Google Meets as a group.

Formative Assessment Method/s For This Lesson

Participation in "Vital" location and reasoning

- ★ ME: Student able to choose appropriate spot for "Vital" and provide clear justification for spot.

- ★ MP: Student places “vital” in a reasonable space and is able to give at least one reason why it should be there
- ★ DP: Student able to find a spot for their chosen “vital” but
 - unable to communicate why it belongs there or
 - Places vital in an inappropriate space
 - Ex: doctors office in the ocean (if student is able to justify why they did so, teacher may use discretion for appropriateness of location)
- ★ WB: Student unwilling to participate or find a location somewhere on the map for “Vital”

Journal Entry Prompts:

How do I help my community now?

When I become an adult, I would like to help my community by...

How This Lesson Relates To the Unit Summative Assessment

Students need to understand the necessities of a community in order to create a plan on how to revamp their community to incorporate more items and systems from their ‘ike kūpuna. Without understanding what aspects of a community are necessary for it to function, they will not be able to successfully embark on community planning for the final project.