

# 'Ewa 'Āina Education Initiative

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

Created by: Kanoelani Gowan

'Ewa 'Āina Site: Loko I'a Pā'ai'au

## Detailed Lesson #3

Lesson Title: Ka Loko I'a 'O Pa'ai'au

Essential Unit Questions Addressed: Wahi a ke kūpuna... (*According to the elders...*)

## Educational Standards that the lesson will help students achieve

CCSS.RL.1.2 - Retell stories (experience), including key details, and demonstrate understanding of their central message or lesson.

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

CCSS.L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

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

This lesson covers all aspects of HĀ. It builds their sense of belonging by allowing them to connect to a piece of 'āina that is near their home or school. They will learn how they are responsible for caring for this land by doing a number of things on their own, at home, at school, or if they are able to come back to the loko i'a on their own. They build a sense of excellence by being challenged to problem-solve and see how the kūpuna problem-solved to ensure their food-source. They learn more about aloha through the ways they learn about people caring for the land, for the ocean, for the fish, for the plants, and for the other kānaka around them. They gain a strengthened sense of Total Well-being through the connection they make to this 'āina as well as learning about other living animals around them that they need to mālama and that rely on them making good decisions. They build a stronger sense of Hawai'i through learning about Hawaiian perspective and the relationship kānaka Hawai'i had and have with the land, sea, and living creatures around them, that everything was in a balance.

## Materials Needed

### Student Assessments and Worksheets

- Labeling Worksheet printed (1 copy per child) - <https://cutt.ly/WKAume7>
- Answer Key for Loko I'a Worksheet - <https://cutt.ly/AKAuWB8>

## Supplies

- Clipboard
- Pencil
- Crayons/Coloring Pencils
- Ho'okupu for the Loko I'a (this is a small gift for the place you are visiting. It could be, but not limited to one of the following: cooked `uala (sweet potato), mai'a (bananas), small plant from your school, cards thanking the site for hosting you).

## Associated media to introduce or guide students

- Wehewehe.org : <https://wehewehe.org/>
- Wehewehe Wikiwiki : <https://hilo.hawaii.edu/wehe/>

## Pedagogy (methods) Used

### Pre Lesson Planning

Reach out to the stewards of Loko I'a Pā`aiāu to see if they may be able to provide an in-person, on-site presentation at the loko as a huaka`i (field experience). Set a date (and back-up dates for inclement weather or other issues).

### Huaka`i Preparation:

- Prepare for logistics utilizing the `Āina Site Visit Logistics and Pre-Planning Guide available via the following URL <https://cutt.ly/ZGNzAxX>
- Prepare students for their visit, learn E Hō Mai - <https://cutt.ly/wJxZUc6> and practice - Oli audio recording - <https://apps.ksbe.edu/kscholars/oli/>
- Collect permission slips and waivers
- Discuss protocols and expectations for behavior on site. Go with an assistant, if possible. (See Ho`okupu, above)

## Lesson Introduction

Field Trip to the Loko I'a 'o Pā`aiāu! What are we going to find?!

## Instructional Sequence

Teacher Does	Students Do
Before disembarking from the bus, please have students look at the map they will label. Point out the different things they will be labeling so that they know what to listen/look for.	Hold on to individual clipboards with the picture map of the Loko I'a ( <b>Label the Loko I'a</b> ) and look at the different blanks they will fill in.
Upon arrival, gather students as a group to say thank you to the site stewards for hosting you.	Choral "thank you for hosting us, we hope you enjoy this ho'okupu we have brought for your 'āina." -Keiki rep to give the Ho'okupu to one of the site stewards.
Remind students that as they are at the Loko I'a to,	Throughout field trip students will:

<p>listen, be respectful, pay attention to how they feel and what they see.</p>	<ul style="list-style-type: none"> <li>-keep their mouths closed (other than to answer a question or ask a question at the appropriate time) so that they can hear the Stewards, the wind, the water, the birds, everything surrounding them. This is the time to “Kilo” - observe their surroundings</li> <li>-look around and take note of what they see</li> <li>-pay attention to their na‘au (their heart/soul), how do they feel in this space?</li> <li>-keep their hands to themselves unless asked to jump in to a task (many things on this site are very sacred, please be mindful of that and do not touch unless asked to).</li> </ul>
<p>Site Stewards will lead the class and talk about the different parts of the Loko l‘a</p>	<p>Listen to each of the places/things around the Loko l‘a. As they learn about each space/item, be sure to label it on their picture map.</p>
<p>When done learning about the different spaces and things, students will find a nice place to sit and complete their map.</p>	<ul style="list-style-type: none"> <li>-Make sure all items in the picture are labeled properly</li> <li>-Draw in items they see that are not already in the picture map (has something new been built? Are there fish? Birds? Other plants?)</li> </ul> <p>Once they have added drawings and details to their maps, they can begin to color in their picture as closely to the actual colors as possible.</p>
<p>When students have completed most or all of their picture maps, gather again to thank the Site Stewards and share the favorite thing that they learned today.</p>	<p>Each student will share one new thing from the day that resonated with them.</p>

**Closure** (Review, formative/summative assessment)  
 Return to school and have students review with a partner what they learned one more time. Students will go home and teach their parents about what they learned at the Loko l‘a today.

**Accommodations for at least 3 types of diverse learners**

Far-to-go Students: Focus on drawing what they see rather than trying to label every single thing in the picture map. The focus for this group is about being present and purposeful with being in the space of the loko i‘a and taking note of the types of things we find at the loko i‘a.

Advanced Students: Encourage them to label each new thing they draw on their picture map. Did they draw a specific type of plant? Do they know what the Hawaiian name for that plant is, if so, label with the Hawaiian name.

Distance Learning Modifications: Follow the Site Stewards through a Zoom call or pre-recorded video taking a tour of the area. Continue to label and draw on the picture map just as it would have been done in person, but do it during the video call/video. Class to send in written thank you notes to site stewards after the virtual field trip.

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

Picture Map of Label the Loko I`a, labeled correctly.  
Students are able to verbalize the things they labeled/drew on the map.

- ★ ME: Student able to complete the assignment
  - At least 6/6 labels are correct.
  - Coloring depicts realistic color scheme
- ★ MP: Student able to complete the assignment
  - At least 4/6 labels are correct.
  - Coloring mostly depicts realistic color scheme
- ★ DP: Student able to complete the assignment
  - At least 3/6 labels are correct.
  - Coloring mostly depicts realistic color scheme
- ★ WB: Student unwilling to complete majority of the assignment or
  - Less than 3/6 labels are correct.
  - Coloring does not depict realistic coloring scheme

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

This lesson gives the students a first hand experience with a vital part of the Ahupua`a system. They are able to see the connection of what happens in the sea to the survival and benefit of not only the people but also the land itself. The loko i`a is a vital part of the community in the wā kahiko and is something that they can look toward helping revitalize in their new community plans.