

# 'Ewa 'Āina Education Initiative

**Unit Plan Descriptive Title:** Building Empathetic Relationships and Leaders Through 'Āina (link to [Unit Plan](https://cutt.ly/1JkLibP): <https://cutt.ly/1JkLibP>)

**Target grade:** 7 and/or 8

**Target subject:** Student leadership and/or social studies

**'Ewa 'Āina Site:** Kuhiawaho

## Detailed Lesson-Project Plan #1

**Lesson Title:** History of Human Impact on Pu'uloa (Pearl Harbor) and Modeling the Recruitment Service Project Planning Step

### Essential Unit Questions Addressed

- How can we learn from mistakes of the past to create a better future?
- As servant leaders, how can we use our understanding of the 'āina to be better stewards of the land?
- How can we practice empathy to create an effective service project to address a community need?

### Educational Standards

- HCSSS Anchor Standard 5 Taking Informed Action
  - Inquiry Standard SS.9-12.5.1 Identify local, regional and/or global problems or issues by using interdisciplinary lenses
  - Inquiry Standard SS.9-12.5.2 Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
- HCSSS History Anchor Standard 19 Causation and Argumentation
  - Content Standard SS.MHH.1.19.1: Examine the long-term causes and triggering events, people, and ideas behind the overthrow of the Hawaiian monarchy
- HCSSS Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns
  - Content Standard SS.MHH.3.16.1 : Analyze Hawai'i's position in the geopolitics
- NGSS MS-ESS3.C : Human Impact on Earth's Systems

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

In this lesson, students will strengthen their sense of aloha by exploring how to build empathy and relationships with others. Students will respond mindfully to a variety of situations, imagining ways they could make others feel comfortable and supported.

### Materials needed

#### Videos, media, lesson presentations/resources

- [Recruitment Planning for Kuhialoko Huaka'i slideshow](https://cutt.ly/XJkZBva) (link: <https://cutt.ly/XJkZBva>)
- [Kahoot Game](https://create.kahoot.it/details/00d29996-cde7-412f-85ec-7caa9423c37c) "Recruitment Planning Lesson 1 for Empathy Based Service Learning" (link: <https://create.kahoot.it/details/00d29996-cde7-412f-85ec-7caa9423c37c>); created by Elissa Minamishin from Hawai'i Technology Academy

#### Student Assessments and Worksheets

- [3. 2. 1 Reflection Form](https://cutt.ly/tJkGACW) (link: <https://cutt.ly/tJkGACW>)
- [Student Reflection Rubric](https://cutt.ly/VJkVka6) (link: <https://cutt.ly/VJkVka6>)

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

### **Lesson Introduction**

Ecological damage done to the areas surrounding Pu'uloa can be attributed to the great lack of empathy practiced by military leadership when "improving" the area. Introducing students to the idea of empathy as compared to sympathy prior to learning the history of the dredging of Pu'uloa gives the students the opportunity to recognize mistakes of history and understand the importance of not repeating past mistakes and energizing them to prepare for highly empathetic service projects.

See the [Recruitment Planning for Kuhialoko Huaka'i slideshow](https://cutt.ly/XJkZBva) (link: <https://cutt.ly/XJkZBva>) for the lesson.

<b>Teacher Does</b>	<b>Students Do</b>
<i>Class Meeting #1</i> Teacher shares <a href="https://cutt.ly/XJkZBva">Recruitment Planning for Kuhialoko Huaka'i slideshow</a> (link: <a href="https://cutt.ly/XJkZBva">https://cutt.ly/XJkZBva</a> ) on Smart Board or online	Students listen and respond appropriately
<b>Slide 1</b> <b>Teacher</b> reviews class learning targets and the program for the day and asks students if they have any nīnau (questions) or mana'o (suggestions). <b>Teacher</b> responds appropriately to students' responses.	Students listen and respond appropriately
<b>Slide 2</b> <b>Teacher</b> asks 3 students to read aloud questions and asks students to consider the questions as they look at the cartoon.	Students listen and respond appropriately
<b>Teacher</b> asks another student to read the mother's words in the cartoon.	Students listen and respond appropriately
<b>Teacher</b> invites students to share the answers to the questions and any other thoughts or ideas.	Students listen and respond with ideas that the mother cares, but is not offering helpful advice because she does not really understand the son's situation, how hard it is to remove armor, that the armor already blocks the sun ... (not acting out of empathy or an understanding of son's point of view)
<b>Teacher</b> invites students to share about times when their parents/guardians have given them similar types of directions and how it felt.	Students listen and respond appropriately
<b>Teacher</b> acknowledges and appreciates any contributions and transitions to the next slide by asking if anyone can think of times in Hawaiian history when the people with more power gave similar kinds of directions without acting out of empathy. <b>The teacher</b> acknowledges and appreciates any contributions or continues on if no ideas are shared, promising to share about one in the slideshow ahead.	Students listen and respond with ideas from Hawaiian history, if they remember any.
<b>Slide 3</b>	Students listen and respond appropriately.

<p><b>Teacher</b> introduces students to Kuhiawaho, a site where people are trying to restore the 'āina (land) to how it was prior to the development of Pu'uloa, Pearl Harbor. <b>Teacher</b> encourages students to try out pronouncing the Hawaiian place name, Kuhiawaho.</p>	
<p><b>Teacher</b> asks students what they see in this picture, how it might be a "gem,"</p>	<p>Students listen and respond with answers such as lo'i (irrigated farmland usually for taro), loko i'a (fishpond), green natural space</p>
<p><b>Slide 4</b>  <b>Teacher</b> invites students to read aloud information on the slide. <b>Teacher</b> asks a student to point out Pearl Harbor. <b>Teacher</b> asks a student to point out Kuhiawaho. <b>Teacher</b> asks a student to point out Halawa Ahupua'a and where Foster Village is located within it (if students are familiar with that housing area).</p>	<p>Students listen and respond appropriately</p>
<p><b>Slide 5</b>  <b>Teacher</b> invites students to read information on slide aloud, pausing after each image caption to ask students to expand on this information, sharing what they have learned in their Social Studies class or elsewhere <b>Teacher</b> acknowledges and appreciates any contributions.</p>	<p>Students listen and respond appropriately</p>
<p><b>Slide 6</b>  <b>Teacher</b> invites students to read information on slide aloud, pausing after each image caption to ask students to build on the information based on what they have learned in their Social Studies class or elsewhere and discuss the image.  If not shared by a student, <b>Teacher</b> supplies the idea that natural resources of the land and harbor sustained around 150,000 people for hundreds of generations prior to Western contact. <b>Teacher</b> invites students to share about their experiences with the natural resources of Hawai'i (fishing, camping, hiking)</p>	<p>Students listen and respond appropriately</p>
<p><b>Teacher</b> invites students to reflect on the different perspectives of the missionaries turned businessmen, the US military, the native Hawaiian commoners, maka'āinana, and the Hawaiian ali'i, monarchy (particularly King Kalākaua). <b>Teacher</b> acknowledges and appreciates any contributions</p>	<p>Students listen and respond with ideas such as: missionaries/businessmen needed money to support their families and their church work (schools, etc.) to fulfill their purpose, US military needed to protect US West Coast from attack by European powers and were willing to to develop and defend Hawaii to make that happen, the maka'āinana wanted to feed their community, the Hawaiian ali'i, King Kalākaua in particular, wanted to make Hawaii a strong, modern country</p>
<p><b>Slide 7</b></p>	<p>Students listen and respond with ideas such as</p>

<p><b>Teacher</b> invites students to read information on slide aloud, pausing after each image caption to ask students to build on the information based on what they have learned in their Social Studies class or elsewhere and discuss the image. <b>Teacher</b> invites students to reflect on the different perspectives of the missionaries turned businessmen, and the native Hawaiian commoners, maka'āinana. <b>Teacher</b> acknowledges and appreciates all contributions</p>	<p>missionaries/businessmen needed money to support their families and their church work (schools, etc.) to fulfill their purpose and selling sugar was an easy way to make money</p>
<p><b>Slide 8</b>  <b>Teacher</b> invites students to read the information on slide aloud, pausing after each image caption to ask students to build on the information based on what they have learned in their Social Studies class or elsewhere and discuss images. <b>Teacher</b> invites students to reflect on the different perspectives of the US military, the native Hawaiian commoners, maka'āinana, and the Hawaiian ali'i, monarchy (particularly King Kalākaua). <b>Teacher</b> acknowledges and appreciates all contributions and declares that it is time to try observing things about others ourselves.</p>	<p>Students listen and respond with ideas such as King Kalākaua focused on modernizing Hawai'i and welcomed new technologies, unaware of their negative impacts. US military needed to protect US West Coast from attack by European powers and were willing to to develop and defend Hawaii to make that happen, the maka'āinana wanted to feed their community, the Hawaiian ali'i, King Kalākaua in particular, wanted to make Hawaii a strong, modern country</p>
<p><b>Slide 9</b>  <b>Teacher</b> challenges the students to test their own observation skills and explains the challenge to the students. One student, the presenter, will place some or all of their things on the table/desk in front of them. The other student, the observer, will look at the student and their things for 15 seconds and then turn away. The presenting student will make three changes to what has been visible while the other student (the observer) has his/her back turned. Then the observer turns around and makes up to 5 guesses about what is different. The <b>Teacher</b> will allow up to 3 minutes, or however long feels right, for the guessing and then asks the presenter to share what the observer missed. <b>Teacher</b> asks a student to read the steps of the game on board aloud. T acknowledges and appreciates the student and asks students if they have any nīnau (questions) or mana'ō (ideas), responding accordingly.  <b>Teacher</b> directs the students to gather an armload of their things and pair up (<b>Teacher</b> can have students pair up by height or randomly).  <b>Teacher</b> directs the students to stand opposite each other with a table or desk between them.  <b>Teacher</b> directs the students to begin, guiding them through the activity, step by step. When finished with the first round, <b>Teacher</b> directs the students to switch roles and repeat. Afterwards, <b>Teacher</b> asks students to return to their seats and,</p>	<p>Students listen and respond appropriately</p>

<p>when they have settled, to raise their hands if they were able to guess all three correctly.</p>	
<p><b>Teacher</b> asks students to explain what was easy or challenging about this game.</p>	<p>Students listen and respond with ideas like unfamiliarity with things that are not your own, not many things available to change, not a lot of time, etc</p>
<p><b>Teacher</b> asks if the relationship between the presenter and observer made a difference, i.e. would it be easier to notice changes made by someone who was your friend? Why or why not?  <b>Teacher</b> acknowledges and appreciates the students' responses <b>Teacher</b> transitions to slide 10 by asking students to try to imagine what it is like to observe a stranger doing something that you have never seen before. This might have been the perspective of Westerners working with Kalākauka to "improve" Pu'uloa.</p>	<p>Students listen and respond with ideas about how stronger relationships/empathy help build understanding.</p>
<p><b>Slide 10</b>  <b>Teacher</b> asks students to share what they think "Hawaiian Land Management Traditions" might be.  <b>Teacher</b> asks if there are any other nīnau (questions) or mana'o (ideas) and responds accordingly.</p>	<p>Students listen and respond with ideas such as: fresh water not wasted and used more than once, only take what is needed, no pesticides or poisons used, natural fertilizer, etc</p>
<p><b>Slide 11</b>  <b>Teacher</b> T asks a student to read the slide aloud.  <b>Teacher</b> points out the Waiawa Fishery identified on the map (and where Kuliawaho would be on this map - the sun).  <b>Teacher</b> asks if there are any nīnau (questions) or mana'o (ideas) and responds accordingly.</p>	<p>Students listen and respond appropriately</p>
<p><b>Slide 12</b>  <b>Teacher</b> invites students to point out other recognizable landmarks (looking for Ford Island, Arizona Memorial, the Stadium, Pearlridge, etc.)  <b>Teacher</b> asks students what the yellow sun is marking.</p>	<p>Students listen and respond appropriately and answer that the yellow sun marks Kuliawaho</p>
<p><b>Slide 13</b>  <b>Teacher</b> invites students to try out the Hawaiian word, mālama. <b>Teacher</b> asks students to define mālama in their own words, supplying answers if necessary. <b>Teacher</b> invites students to try out the Hawaiian words, 'āina momona. <b>Teacher</b> asks students if anyone knows what each individual word means and supplies answers if necessary.  <b>Teacher</b> asks if there are any nīnau (questions) or</p>	<p>Students listen and respond appropriately.  Students define mālama with ideas such as "to take care of."  Students define 'āina as land and momona as sweet or fat, fertile, rich as in soil.</p>

<p>mana’o (ideas) and responds accordingly.</p>	
<p><b>Slide 14</b>  <b>Teacher</b> asks a student to read the slide aloud. T introduces the Ai ‘ohana pictured in the middle as the site stewards for Kuhiawaho. <b>Teacher</b> asks if there are any nīnau (questions) or mana’o (ideas) and responds accordingly. <b>Teacher</b> transitions to next slide</p>	<p>Students listen and respond appropriately</p>
<p><b>Slide 15</b>  <b>Teacher</b> asks a student to read the slide aloud. <b>Teacher</b> invites students to share if they have ever done any of these activities before. <b>Teacher</b> asks if there are any nīnau (questions) or mana’o (ideas) and responds accordingly.</p>	<p>Students listen and respond appropriately</p>
<p><b>Slide 16</b>  <b>Teacher</b> explains that the previous slides have been part of his/her recruitment step for the service project.</p>	<p>Students listen and respond appropriately</p>
<p><b>Teacher</b> asks student(s) to read the questions on the board (from the Recruitment Planning Doc). After each question, <b>Teacher</b> asks students to share answers for the numbered questions that come from the Recruitment Planning Doc. <b>Teacher</b> acknowledges and appreciates all responses. <b>Teacher</b> asks for any nīnau (questions) or mana’o (ideas) about the recruitment planning step.</p>	<p>Students respond with answers for the numbered questions as follows:</p> <ol style="list-style-type: none"> <li>1. Us, your class,</li> <li>2. Speaking, showing slides with information, passing out papers (permission slips will be coming).</li> <li>3. The damage done in the past, pictures of what it is like now</li> <li>4. At Kuhiawaho, at the end of the quarter, mālama ‘āina, i.e. pulling weeds, picking up trash, the importance of caring for the land</li> </ol>
<p><b>Teacher</b> invites students to brainstorm about how a student-led service project like the one they will be doing next quarter may be different in this step. <b>Teacher</b> acknowledges and appreciates all responses.</p>	<p>Students listen and respond appropriately</p>
<p><b>Slide 17</b>  <b>Teacher</b> invites students to turn and talk with a partner or small group for 3 minutes , sharing one thing that they learned or remembered about anything that was shared today. Students do so and at the end of 3 minutes <b>Teacher</b> calls quiet and invites students to share any questions or big ideas that came up.  <b>Teacher</b> invites students to prepare for a Kahoot</p>	<p>Students listen and respond appropriately</p>

<p>to check for understanding. <a href="#">Kahoot Game</a> “Recruitment Planning Lesson 1 for Empathy Based Service Learning” (link: <a href="https://create.kahoot.it/details/00d29996-cde7-412f-85ec-7caa9423c37c">https://create.kahoot.it/details/00d29996-cde7-412f-85ec-7caa9423c37c</a>). <b>Teacher</b> leads discussion of each question as times allows.</p>	
<p><b>Slide 18</b>  As time allows, T invites students to play by “popping up” in response to the following:  <i>POP UP IF YOU HAVE EVER ...</i>  <i>cut your own hair</i>  <i>traveled by train</i>  <i>made your family dinner</i>  <i>eaten something on a dare</i>  <i>found and returned a lost item</i>  <i>broken a bone</i>  <i>broken a tooth</i>  <i>seen a whale</i>  <i>caught a fish</i>  <i>cleaned a fish</i>  <i>sewn on a button</i>  <i>had a conversation in a language other than English</i>  <i>trained a pet to do a trick</i>  <i>visited a neighbor island</i>  <i>gone surfing</i></p>	<p>Students listen and respond appropriately</p>
<p><b>Slide 19</b>  <b>Teacher</b> invites the students to reflect on the activities for the day; what went well? what was confusing? and what are they looking forward to doing next?  <b>Teacher</b> acknowledges and appreciates all responses.  <b>Teacher</b> asks students to show by thumbs up, thumbs sideways or thumbs down how much they feel that they met the learning targets. <b>Teacher</b> acknowledges and appreciates all responses.  <b>Teacher</b> asks for any nīnau (questions) or mana’o (ideas) and does a temperature check on how students are feeling before dismissing students.  <b>Teacher</b> responds appropriately to students and dismisses students.</p>	<p>Students listen and respond appropriately</p>

**Closure**

**Closing Reflections**

1. End of class reflection as informal formative assessment
2. End of week reflection using this [3, 2, 1 Reflection Form](#) (link: <https://cutt.ly/tJkGACW>) as a formal formative assessment

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

- This lesson presents information in a variety of media (cartoon, print, video, story-telling)
- This lesson offers students opportunities to participate in a variety of ways (interpreting cartoons, comparing and contrasting information, analyzing stories, group discussion, individual reflection)
- This lesson was written to be presented in a distance learning environment and can be easily presented in a face to face instructional setting with appropriate technology.

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

Formative assessments occur during group discussions throughout the lesson. Additionally, the end-of-week reflection ([3, 2, 1 Reflection Form](#); link: <https://cutt.ly/tJkGACW>) can serve as a formal formative assessment. The students' reflections will be assessed using a single point [Student Reflection Rubric](#) (link: <https://cutt.ly/VJkVka6>) of applicable Common Core writing standards. A check for understanding can be accomplished with the [Kahoot Game](#) "Recruitment Planning Lesson 1 for Empathy Based Service Learning" (link: <https://create.kahoot.it/details/00d29996-cde7-412f-85ec-7caa9423c37c>).

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

This unit is a model for the students to emulate as they begin to prepare for their team's service project. The lesson demonstrates the Recruitment Planning steps of the Service Project.