

'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 #3

Descriptive Lesson Title: `Ewa Beach Passion Project EPIC Speech

Essential Unit Questions Addressed

- **What kind of legacy do you want to leave behind in `Ewa Beach?**
 - How will you make this place better?
 - What types of problems do you see in our community?
 - What kind of change would you like to see in our community?
 - What kind of solutions can you come up with to better our community?
 - What type of positive change or influence will you act upon to make a difference in our 'Ewa Beach community?

Educational Standards

Social Studies 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.

Inquiry Standard SS.6-8.5.4

Create an action plan to address a solution to the problem or issue and demonstrate evidence of implementation.

HĀ framework and/or Hawaiian Culture integrated into this lesson

- '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 and various words throughout this unit.
- Hawaiian Pidgin English- students will learn words and phrases.
- There are [Hawaiian Guidelines](https://drive.google.com/file/d/1XcnlsCcNyhO9zdAhnlQckthmrDLm3-v0/view?usp=sharing) (Link: <https://drive.google.com/file/d/1XcnlsCcNyhO9zdAhnlQckthmrDLm3-v0/view?usp=sharing>) in class instead of Classroom rules.

Materials needed

Videos, Media, Lesson Presentations/Resources

- [Ewa Quest Project Google Slides](https://drive.google.com/file/d/1NMjIMYNSEfGeunRaWmVznaFSf2S4T4aG/view?usp=sharing) (Link: <https://drive.google.com/file/d/1NMjIMYNSEfGeunRaWmVznaFSf2S4T4aG/view?usp=sharing>)
- [Dear Thalia](https://youtu.be/KuUquQWRvT8) (Link: <https://youtu.be/KuUquQWRvT8>)

Student Assessments and Worksheets

- [Problem/Solution 2 Column Chart](https://drive.google.com/file/d/1KHF9jY9aXvqpSIKISXDk3-ml2mEsJgrv/view?usp=sharing) (Link: <https://drive.google.com/file/d/1KHF9jY9aXvqpSIKISXDk3-ml2mEsJgrv/view?usp=sharing>)
- [EPIC Speech Rubric](https://drive.google.com/file/d/19XY8dPzBr2HWJ-2TdRdup1X9VutkR6yW/view?usp=sharing) (Link: <https://drive.google.com/file/d/19XY8dPzBr2HWJ-2TdRdup1X9VutkR6yW/view?usp=sharing>)
- [Hawaiian Pidgin English Phrases and Words](https://drive.google.com/file/d/1A2qtlyPQH2O8Wk2FaFr_PY0TpBu-9BHR/view?usp=sharing) (Link: https://drive.google.com/file/d/1A2qtlyPQH2O8Wk2FaFr_PY0TpBu-9BHR/view?usp=sharing)
- [Hawaii and Pidgin Article](https://drive.google.com/file/d/1TV0HuvHmjdHJwsD1RFotYHw9ZMqEkwTN/view?usp=sharing) (Link: <https://drive.google.com/file/d/1TV0HuvHmjdHJwsD1RFotYHw9ZMqEkwTN/view?usp=sharing>)

Supplies

- Paper/notebook for taking notes
- Pen/pencil

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

Lesson Introduction

Students will watch a documentary called “Dear Thalia”- We will look at one of the issues that Hawai’i is facing- homelessness.

Instructional Sequence

Teacher Does	Students Do
Teacher will show a clip of the documentary called Dear Thalia . This documentary highlights the issues with homelessness in Hawai’i.	Students will discuss the issues that we face in `Ewa Beach. We will add to our 2 Column note chart of problems and possible solutions.
The Teacher will go over the EPIC Speech Rubric for the `Ewa Beach Passion Project EPIC Elevator Speech. This EPIC elevator speech is a strategy that politicians use to get their point across or to share their platform. The teacher will give students time to break into groups to discuss their ideas for what they want their Passion Project to be about.	Students will break into groups (in person or online). They will share their ideas on what they are passionate about and how their ideas can make our `Ewa Beach community a better place. They will brainstorm ways to help each other solve the problems in the community. Students will write their EPIC Elevator speech on slides #27 and #28 on the `Ewa Quest Project google slides.
The teacher will give students class time to share their EPIC speeches to a small group and will guide students how to give feedback to each other in their small group. The teacher will have students give each other “Two pluses and a wish” type of feedback.	Students will break into groups and share their EPIC speeches with each other. Students will give peer feedback using the “Two pluses and a wish” type of feedback. Students will take notes on what type of feedback is given so that they can make changes if needed to their speech. Students will use the rubric to help them give good feedback or tell each other what part they are missing from the rubric. Students will also time each other to make

	sure that the speech is not over a minute.
The teacher will set aside some time for Oral Presentations of the EPIC speeches. The teacher will keep a timer to herself. The teacher can have the students stand in a circle and give their speeches one at a time.	Students will follow the protocols of being a good listener while students give their oral presentation of their EPIC Speeches. Students will stand in a circle to face each other. They will give their speeches one at a time. (A timer will only be used for the teacher's grading purpose and should not go off during a speech).
The teacher will have the students vote on which problem they like the best and they could see themselves carrying out the project. Depending on time and the project- it would be great to see one of the passion projects through.	Students will vote on their favorite speech that they could see the class actually doing in the near future.
Teacher will have students discuss and answer the essential question. What happens when cultures collide?	Students will have a discussion answering the essential question. Students will write a reflection answering the essential question in 3-5 complete sentences on their `Ewa Quest Project google slides #30.
The teacher will go over the learning intention and success criteria for the end of unit reflection; it will be written in Hawaiian Pidgin English. The teacher will teach students some background information about pidgin in the plantation days and how it evolved over time. The teacher will teach students some of the words and phrases that they could use in their reflection.	The students will write their end of unit reflection in Hawaiian Pidgin English. They will follow the rubric and they will do slides #32-35. The rubric link is also on the `Ewa Quest google slides. Students can help each other out if they understand or speak pidgin.

Closure

Discussion before doing the end of unit reflection- What kind of legacy do you want to leave behind in our `Ewa Beach community? Students can sit casually under the tree outside to have this conversation or in a circle in the class. This would be a whole class discussion if it is online only.

Accommodations for at least 3 types of diverse learners

- Videos for auditory, visual, and English language learners.
- 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 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.
- Students that do not want to give their speech in class can make a video of their speech as long as the video is of their face doing their EPIC speech.

Suggested Formative Assessment Method/s For This Lesson

- EPIC speech written on the `Ewa Quest Project google slides #28 & 29
- EPIC speech oral presentation
- Reflection- Answer the essential question
- Reflection in Hawaiian Pidgin English for the end of the `Ewa Quest Unit.

Explain How This Lesson Relates To the Unit Summative Assessment

- **Ewa Quest Project Google Slides-** Students will be completing the “Future” slides (#25-37) on the ‘Ewa Quest Project.

The “Future” 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. The grading and points breakdown for the project are on slide #36.