

'Ewa 'Āina Education Initiative

Unit Plan: From Ka'ahupāhau on Campus to Shores of 'Ewa (Link: <https://drive.google.com/file/d/19j5W9YaLPhklU3e6Tg8j43LLUoDMm68B/view?usp=sharing>)

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'Ewa 'Āina Site: Kalaeloa Heritage Park

Detailed Lesson-Project Plan #2

Descriptive Lesson Title - Ka'ahupāhau Protector of 'Ewa

Essential Unit Questions Addressed

What does the legend of Ka'ahupāhau teach us about the historic relationship between the Hawaiian people and sharks? Explain the connection between our school statue of Ka'ahupāhau and 'Ewa?

Educational Standards

- Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media Benchmark WL.IS.Y1.2.1 (Critical Listening/ Reading)
- Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture Benchmark WL.IS.Y1.4.1 (Identify tangible and intangible products and practices of the target culture and compare them to other cultures)
- Benchmark WL.IS.Y1.4.2 (Give examples of how significant cultural ideas are reflected in the practices and products of the culture being studied)

HĀ framework and/or Hawaiian Culture integrated into this lesson

This lesson is centralized around the importance of teaching and learning about Hawaiian cultural values while focusing on the HĀ framework as our academic foundation. These lessons will integrate Hawaiian values, perspectives, knowledge, language, norms, beliefs, experiences, practices while making connections to our own personal beliefs and experiences. These lessons will be done in the target language using cognates and introducing vocabulary to help students acquire the target language. These lessons will be taught using the comprehensible input method in order to facilitate language acquisition and cross interdisciplinary education.

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, and understand the historical and cultural connections to 'Ewa.

Materials needed

Videos, Media, Lesson Presentations/Resources

- [Ka'ahupāhau Powerpoint](#)
Link: <https://drive.google.com/file/d/1-SKOzNpdI4bnOVB8iIZ6dafC6vtCl1yN/view?usp=sharing>
- [The Deep End Episode 7: Shark Spirits. Hawaiian Legends](#)
 - Link: <https://www.youtube.com/watch?v=2GVhZ9-9fRc&t=447s>

Additional Resources:

- [The Swimming Trails of Pu'uoloa Are the Trails Traveled by Ka'ahupāhau | Hoakalei Cultural Foundation](#)
 - Link: <http://www.hoakaleifoundation.org/documents/swimming-trails-pu%E2%80%98uloa-are-trails-traveled-ka%E2%80%98ahup%C4%81hau>
- [Ulukau: HAWAIIAN MYTHOLOGY](#)
 - Link: <http://www.ulukau.org/elib/cgi-bin/library?e=d-0beckwit1-000Sec--11haw-50-20-frameset-book--1-010escapewin&a=d&d=D0.11&toc=0>
- [Island Stories: The Guardian Sharks of Puuloa on Oahu | Go Hawaii](#)
 - Link: <https://www.gohawaii.com/stories/puuloa-guardian-sharks-oahu>
- [HAWAIIAN SHARK AUMAKUA](#)
 - Link: <https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/aa.1917.19.4.02a00060>
- [Public Figures](#)
 - <https://hanahou.com/7.2/public-figures>
- <https://www.newspapers.com/clip/22128292/shark-story-riding-sharks-1931/> - Shark ride article
- [Sharks and their 'olelo hawai'i \(Hawaiian language\)-Blog-One Ocean](#)
 - Link: <https://oneoceanhawaii.com/blog-one-ocean/2017/1/11/sharks-and-their-olelo-hawaii-hawaiian-language>
- [Lawai'a by Brandon Kurisu - Issuu](#) - main article riding
 - Link: https://issuu.com/lawaia/docs/lawaia_issue3/39
- Youtube videos: ["Dakuwaqa" El Pez Guardian espanol dios](#)
 - Link: <https://www.youtube.com/watch?v=AWL1VP1jMxo>
- [6 FALSOS MITOS DE LOS TIBURONES que te has CREÍDO TODA TU VIDA](#) Mitos
 - Link: <https://www.youtube.com/watch?v=TZI9QwjEuCA>
- [Une gigantesque femelle requin blanc repérée au large d'Hawaï](#) En francais info
 - Link: <https://www.youtube.com/watch?v=KMRK0sDhmi0>
- [Visite guidée de Bora Bora : tour en vélo, requins et lagon de FOLIE. Polynésie Française](#) Vie Tahiti
 - Link: <https://www.youtube.com/watch?v=Vtq-GZHsH4o>
- [Histoires d'îles - Tahiti \(Polynésie Française\) - Culture Tahiti](#)
 - Link: <https://www.youtube.com/watch?v=PByGOqkGENs>
- [Ocean : l'importance des requins expliquée aux enfants](#) Important requin
 - Link: <https://www.youtube.com/watch?v=icvcWm31s9Q>

Student Assessments and Worksheets

- [Oli](#)
 - Link: <https://drive.google.com/file/d/1KsCivZFFO6GUZZeXOx2jZ0JAnuFyKiul/view?usp=sharing>
- [Vocabulary Worksheet](#)

- Link:

https://drive.google.com/file/d/1S9tj8oM9VP1a_e_rhTmebHPHwa0uiGjp/view?usp=sharing

Supplies

- Paper
- Crayons
- Pencils
- Markers

Pedagogy (methods)

I will be using comprehensible input which is a world language strategy and methods to help my students acquire the French language. This natural approach to language acquisition allows students to explore and acquire language in a very low anxiety setting. Students will be acquiring the language as it is presented in different contexts. They will be learning and acquiring new vocabulary words as well as sentence structures. This method is scientifically proven to efficiently facilitate and acquire language. The comprehensible input method is similar to an immersion setting; the difference is it is the teacher's duty is to make the language as comprehensible as possible providing students with comprehensible material and language input at their level and beyond. By using this type of method it allows students to take on learning the language and acquiring the language at their own pace. Students are not pressured into taking tests or exams but are encouraged to listen with the intent to understand the language as lessons are presented. This language acquisition method is very holistic and flexible allowing students and teachers to explore language with freedom and confidence. Traditional language teaching has sheltered vocabulary and has limited themes which has not allowed for much cross content exploration. With a comprehensible input pedagogy it values the learners current ability and nurtures their experience throughout their language acquisition journey within a set classroom. During the course of the lessons the teacher will speak in the target language which is French. They will speak slowly and use hand gestures and other visuals to help the Learners understand and acquire the French language. The teacher will pause and point at certain visuals and repeat slowly the words. Most of the instruction will be done in French using this method strategy to help engage students in the content.

Instructional Sequence

Day 1- Mo'olelo of Ka'ahupāhau

Teacher Does	Students Do
<p>Pre-assessment: Teacher will ask questions like: Day 1</p> <ul style="list-style-type: none"> ● Who is Ka'ahupāhau and what is her story? ● What do you know about the Hawaiian historical relationships with sharks? ● Do you know of any Hawai'i legends, if so which ones? ● On our campus, we have 2 representations of Ka'ahupāhau, where/ what are they? ● 'Ewa waters are protected by a shark goddess. Why do you think this is relevant to where we live? 	<p>Students will answer on Desmos.</p> <ul style="list-style-type: none"> ● Students read and participate in choral reading. ● Illustrate new vocabulary with digital images. ● Read subtitles in video. ● Identify recognizable words and patterns.

<ul style="list-style-type: none"> ● Share/show her Powerpoint story <i>Ka'ahupahau Powerpoint</i>. ● Review vocabulary and add new words. ● Understand her cultural significance and story. ● Watch the video <i>The Deep End Episode 7: Shark Spirits, Hawaiian Legends</i> with French subtitles. 	
<ul style="list-style-type: none"> ● I will share students' answers to the above questions with the class (students' names will be anonymous/so they can't see who wrote which answer). I will discuss the results of their answers and we will be able to see a general consensus of what the class feels and understands about sharks. ● Introduce new vocabulary, writing on the board and drawing to communicate meaning in the target language. 	<p>They will be able to see what their peers have shared and they will be able to gain insight.</p>

Day 2- On-campus field trip

Teacher Does	Students Do
<p>Teacher-led activity (Visiting Ka'ahupāhau brass statue and mural)</p> <ul style="list-style-type: none"> ● Go over expectations of our campus tour. ● Take attendance and prepare the necessary materials. ● Students will walk to the entrance of J. Campbell High School or visit a similar Hawaiian cultural landmark on their campus. ● We will gather in a circle formation around the brass statue. ● Greeting and E Hō Mai protocol with students upon arrival at the brass statue. ● Re-tell the mo'olelo of Ka'ahupāhau. ● Host - mahalo and closing message and Oli Mahalo or quite a moment of kilo. ● Return to class. ● Campus tour while student story listen (a comprehensible input strategy that lets the teacher share stories, ideas or facts while doing so in a very low stress environment). I will review and share with the class the historic relationships Hawaiians had with 	<p>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).</p> <p>Students will be asked to create illustrations of the school statue and mural and label it with vocabulary shared on the vocabulary worksheet.</p>

- sharks, especially here in 'Ewa.
- In the target language (French), I will be sharing the story of Ka'ahupāhau.
- I will share the mo'olelo of Ka'ahupāhau and how important she is to 'Ewa. I will be doing this by introducing vocabulary, writing on a paper/board and drawing on a mini white board to communicate meaning in the target language.

Day 3 -Reflection

Teacher Does	Students Do
<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. ● Spelling challenge on powerpoint vocabulary. Choose 10 sentences from powerpoint and narrate to students as they listen and try to spell the sentence. ● Show sentences and students will correct their mistakes. ● Partner discussion with prompts (pair square if time): <ul style="list-style-type: none"> ○ What are the two most important things you learned this week? ○ What are the key things you think everyone should know about Ka'ahupāhau? 	<p>Students will answer on Desmos.</p> <ul style="list-style-type: none"> ● Listen and write the sentence as it is narrated. ● Self-correct spelling mistakes on desmos. ● Talk with your partner about the prompt.

Accommodations for at least 3 types of diverse learners

- We recommend that you include distance learning modifications here
- **Desmos:** When students answer incorrectly they have an opportunity to learn from their mistakes and correct their answers.
- **Multi-media visuals:** Youtube videos and images will help students visually connect with new vocabulary and the cultural concepts presented.
- **Flipgrid:** This summative allows students to orally present their information that they learned and acquired.
- **Comprehensible input:** This teaching strategy is used to differentiate instruction to the fullest extent possible. By speaking slowly in the target language providing comprehensible input in the target language throughout any lesson.

Suggested Formative Assessment Method/s For This Lesson

Desmos: 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, desmos allows me to do comprehension checks as the lesson progresses.

Explain How This Lesson Relates To the Unit Summative Assessment

The detailed labeled illustrations of our statue and mural of Ka'ahupāhau helps differentiate instruction and gives students the opportunity to share their insight and interact creatively with content. This activity will help support students' language acquisition in French as well as provide them with a foundation of Hawaiian cultural values and ideas. It will also help connect them with a sense of place and possibly have more of a connection with our campus. This summative will support their unit summative assessment by providing them with this background knowledge and has a similar outline to the unit summative.