

# 'Ewa 'Āina Education Initiative

**Unit Plan: Aloha Kuhialoko.** Link to full unit plan available via the following URL: <https://cutt.ly/xKU0ST1>

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**'Āina site: Kuhialoko**

**Target Grades: 9-12**

**Target Subjects: Hawaiian Studies, 'Ōlelo Hawai'i**

## Detailed Lesson-Project Plan #1

**Lesson Title: 'Āina Momona and Kuhialoko**

### Essential Unit Questions Addressed:

**What is the meaning of 'āina momona and what is the significance of this for your community?**

**What is the purpose of huaka'i to Kuhialoko?**

### Educational Standards (Hawaiian Language)

Standard 1: INTERPERSONAL\_Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture

Topic Cultural Comparisons Benchmark WL.IS.Y2.4.1 Describe the impact of own culture and target culture on each other Sample Performance Assessment (SPA) The student: Explains the effect that major contributions (fine arts, fashion, literature, values) of each culture has had on the other culture (e.g., effects on economics, religion, traditional beliefs) through discussion, by listening to and reading personal narratives, by contacting and questioning peers in the culture being studied.

### Explain how the [HĀ framework](#) and/or Hawaiian Culture:

By counting the invasive species, investigating, observing and concluding both their negative and positive effects and potential uses; sharing out, and participating in discussions, the students will exhibit the following aspects of the HĀ framework.

#### **1. Strengthened Sense of Belonging:**

- a. Know who I am and where I am from
- b. Know about the place I live and go to school
- c. Build relationships with many diverse people
- d. Care about my relationships with others
- e. Am open to new ideas and different ways of doing things
- f. Communicate with clarity and confidence
- g. Understand how actions affect others
- h. Actively participate in school and communities

#### **6. Strengthened Sense of Hawai'i:**

- a. Pronounce and understand Hawaiian everyday conversational words
- b. Use Hawaiian words appropriate to their task
- c. Learn the names, stories, special characteristics and the importance of places in Hawai'i
- d. Learn and apply Hawaiian traditional world view and knowledge in contemporary settings
- e. Share the histories, stories, cultures and languages of Hawai'i
- f. Compare and contrast different points of views, cultures and their contributions
- g. Treat Hawai'i with pride and respect
- h. Call Hawai'i home

## Materials needed

Note:

- Teachers should contact the Kuhialoko `āina site steward at least one month in advance and discuss logistics with him: Ali`i Miner.
- Teachers should also prepare for huaka`i (field trip) logistics and it is recommended that they refer to a huaka`i preparation resources available via the following URL: <https://cutt.ly/WKnPwNs>

Videos, Media, Lesson Presentations/Resources - Digital Media and Resources

Huaka`i Preparation slideshow available via the following link

[https://drive.google.com/file/d/1cx4\\_bWM3aDX1j8\\_v8gtKnyZw0DXxN6ft/view?usp=sharing](https://drive.google.com/file/d/1cx4_bWM3aDX1j8_v8gtKnyZw0DXxN6ft/view?usp=sharing)

### Supplies

Lei making materials and at least 6 potted native plants that have been propagated by students (each group can determine what makana they will bring to say mahalo to their `āina site host).

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

### Lesson Introduction

Use the Huaka`i Preparation slideshow and pause after showing slides #1-5...ask students to reflect on how the upcoming huaka`i to Kuhialoko provides opportunities for their growth.

### Instructional Sequence

Teacher Does	Students Do
Teacher uses the Huaka`i Preparation slideshow to introduce and present aspects of `āina momona (slides #5-8)	Students share what they saw and heard from the slideshow that are support the idea that `Ewa was and is `āina momona.
Teacher prompts discussion of the the following questions (slide #9): <ul style="list-style-type: none"><li>• What makana should we bring - we need to prepare it today!</li><li>• What are the entrance protocol for Kuhialoko?</li><li>• How will we demonstrate ho`ihi? Kuleana?</li><li>• How will we integrate the `Ōlelo Hawai`i we've been learning?</li></ul>	Students answer each question in pair-share/pair square format...then answers are shared with the entire class
The teacher summarizes answers to each of the above questions and prompts students to prepare makana (lei and 6 native plants from the school shade house)	Students prepare makana

### Closure

Teacher will review what to wear, what to bring and where to meet the bus for the huaka`i and check for student understanding.

### Accommodations for diverse learners

- Collaborative groups will allow for peer assistance
- Teacher to provide frequent checks for understanding and additional coaching as needed.