

'Ewa 'Āina Education Initiative

Unit Plan: Plants, Place and Pono
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'Ewa 'Āina Site: Pu'uokapolei

Unit Plan: Plants, Place and Pono, link to unit plan available via the following URL:

<https://cutt.ly/GKlqyfQ>

Detailed Lesson-Project Plan #1

Target grade: 9th-12th grade

Target subject: Plant Systems and 'Ōlelo Hawai'i

Lesson Title: What is in a name? The meaning of Kapolei, introduction to site that include Mo'olelo of place, and location

Essential Unit Questions Addressed:

What is the significance of Pu'uokapolei?

What are the uses of the natural resources in the area?

Educational Standards

Next Generation Science - Physical Science, Standard 5 – PS1 5.0 - Communication in PS Production
Interpret, exchange, and transfer information to support PS production.

NLP 5.1 Interpret a variety of PS production work-related documents to acquire pertinent technical information and/or carry out tasks.

Decode work-related technical materials, charts, tables, and diagrams to transfer information. For example: informational materials and resources from traditional and technological sources

HĀ framework and/or Hawaiian Culture integrated into this lesson

This lesson connects to the following portions of the HĀ framework:

- Belonging - Students learn the story of their school name and what and who is associated with it.
- Sense of Hawai'i - The use and understanding of Hawaiian words throughout the lesson.

Materials needed

- Copies of the 'Ewa 'Āina Inventory document pp 237-243 available via the following URL: https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Honouliuli.pdf highlighting the oli from Hi'iaka to Kapolei and Kamaulaniho/Kamaunuaiho, the Honouliuli ahupua'a information, and GIS map. (students to annotate and take notes on article)
- Copies of the Kapolulukina`u and Kino lau Student Reading available via the following URL: https://drive.google.com/file/d/1QCa5gZ3x8lzF7X_dwjllx6siWYazTNsj/view?usp=sharing
- Paper for pictures
- Crayons
- Makers
- Colored pencils
- Digital Image of Soloman Enos portrait of Kapo available via the following URL: <https://cutt.ly/aHqx6oV>

Pedagogy (methods) Used:

Lesson Introduction



solomonenos • Following
Honolulu, Hawaii

...



What do you see? What do you feel? Who do you think this is? Does this image connect to you?

Instructional Sequence

Teacher Does	Students Do
Opening questions with picture of Kapo`ulakīna`u shown above, created by Hawaiian artist Solomon Enos - image file also available via the following URL: https://cutt.ly/aHqx6oV	Students spend time looking, discussing, and writing down their answers.
Introduce 'Ewa 'Āina Inventory reading selection (see materials)	Students are to popcorn read and/or read on their own and work through annotations as class, pairs, or as individuals. Students MUST highlight and list all plants mentioned in the article.
Recap on the article with follow up questions and list down what plants were mentioned in the article. Teacher will put answers on the whiteboard.	Students share their answers to questions asked by the teacher.
Combined reading on Kapoulakīnau and Kino lau (see materials) - available via the following link: https://drive.google.com/file/d/1QCa5gZ3x8lzF7X_dwjllx6siWYazTNsj/view?usp=sharing	Students are to read on their own, annotate main ideas and discuss in groups of 4 - allow 20 minutes.

Teacher Does	Students Do
Recap on article with follow up questions and list down what information was given on Kapo and her gifts, familial relationships, and kinolau that were mentioned in the article. Teacher will put answers on the whiteboard.	Students share their answers to questions asked by the teacher.
Teacher will provide the following discussion prompt: What are the connections between Pu`uokapolei, kino lau, and the plants that we choose to propagate and outplant there?	Students will discuss their answers in groups of 4 and share out with the entire class (allow 5-10 minutes)
<p>Teacher will ask students to develop their own 8 x 11 inch illustration and caption/narrative that shows the connections discussed (between Pu`uokapolei, kino lau and the plants chosen to propagate and outplant at that site)</p> <ul style="list-style-type: none"> ● Share a “must have” list for students that includes: <ul style="list-style-type: none"> ○ Colored illustration ○ At least one Hawaiian deity ○ At least 1 example of kino lau ○ A paraphrased description of the meaning of and importance of kino lau 	Students are allowed time to create illustrations and discuss their work with peers as they work if they prefer to.
<p>Closure (Day One)</p> <p>Formative assessment: a individually written exit pass/jornal reflection with the following prompt: when you learn more about a place through mo`olelo and readings do you feel a greater sense of belonging and sense of Hawai`i? Do you think what you explored today relates to other components of HĀ? Explain your answer.</p>	
<p>Lesson Introduction (Day Two)</p> <p>Teacher will ask students to respond on a scale of 1-3 with a show of fingers: 1 indicates they are not sure how to progress with the illustration and narrative, 2 indicates they would like a bit of help, 3 indicates they are ready to roll and get back to working on their illustration and narrative.</p> <ul style="list-style-type: none"> ● Teacher will huddle with all students who indicated a 1 or 2 and conduct a quick review of the big ideas and the task...asking students to share some examples of what they understand so far. ● Students who indicated a 2 will then be excused from the huddle to work on their own or with peers ● Students who indicated a 1 will then be invited to do an informal gallery walk and see how their peers are progressing and then be allowed to work on their own or with peers 	
Teacher Does	Students Do
Let students know they need to be done with their task at halfway through the class period and help students keep track of time, circulating around the room to remind students of the “must have” list.	Students work to complete the task and periodically check the “must have” list to add required components to their illustration and narrative.
Teachers briefly remind students about being supportive/respectful of others interpretations and art. Check to see if students are comfortable sharing their illustrations with the whole class and/or posting them in the classroom	<p>Allow students who are willing to share their illustrations and post them in the classroom.</p> <p>Students who are not comfortable with sharing their work may keep it in their class notebooks.</p>

Closure: Teachers share the prompt: “Would you be comfortable explaining the connection between Pu`uokapolei, kino lau and the plants we will propagate/outplant at the site? Students are to respond to the prompt with fingers on the following scale: 1 indicates “no, still confused”, 2 indicates “I can explain some of the connections but might need help or a partner”, 3 indicates “I’m confident that I can”

Summative assessment will be their ability to check off all listed items on the “must have” checklist.

Accommodations for at least 3 types of diverse learners

Reading ability - Students at different reading levels will be able to read and work on their article to what they need, or are capable of doing. Students that need assistance can read in a group/pair setting. Students that are able to read on their own have that opportunity.

Teachers can create (in advance) 1-5 copies of the readings with main ideas already highlighted to help students identify the main ideas

Extended time will be given upon students advocacy and IEP

Explain How This Lesson Relates To the Unit Summative Assessment

Summative assessment will be their ability to check off all listed items on the “must have” checklist. The lesson relates to the summative assessment by checking if students were able to better understand the Hawaiian perspective on caring for a specific place. Knowing the people and plants of Pu`u o Kapolei grounds us in knowing our school/home/community more extensively, and in return strengthening the feeling belonging to our place.