

'Ewa 'Āina Education Initiative

Unit Plan: The HĀ of Kalaeloa

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'Ewa 'Āina Site: Kalaeloa Heritage Park

Unit Plan Title: The HĀ of Kalaeloa - link to unit plan available via the following URL

<https://cutt.ly/6KlthnC>

Detailed Lesson-Project Plan #2

High School Natural Resources/Science

Lesson Title: The HĀ of Kalaeloa

Essential Unit Questions Addressed: How can you measure something you can't see?

Educational Standards that the lesson will help students achieve

This lesson addresses the DOE HĀ framework which is to be integrated into every K-12 course. See diagram below:



HĀ framework and/or Hawaiian Culture integrated into this lesson

HĀ is the basis of this lesson. With knowing your own HĀ (knowing who and why you are), you are able to connect to the 'āina at which you live on and play in. Students will use the site Kalaeloa to help build a relationship with the 'āina and measure something you can't see.

Students will also explore how their personal actions reflect on the 'āina that they live in and these explorations can create a bridge to several aspects of the HĀ framework including: Aloha, Responsibility, Total Well-Being and Sense of Hawai'i.

Teacher Advance Prep (recommended minimum 2 months in advance planning):

Contact the Kalaeloa Heritage Park site stewards and arrange huaka'i date/times

School required field trip forms

Make a bus reservation

Prepare for logistics utilizing the `Āina Site Visit Logistics and Pre-Planning Guide available via the following URL <https://cutt.ly/ZGNzAxX>

Materials needed

For Field Trip

- Additional water bottles and sunblock for students who do not come prepared
- First Aid Kit
- Extra pencils/small pencil sharpener
- Charged mobile phone

Student Handouts (for 2 day introductory lessons)

- Copies for each students of p.2 of the HĀ framework details available via the following URL <https://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf>
- Copies for each student of the HĀ self-assessment available via the following URL https://drive.google.com/file/d/1SGrWezZGyEPegYq4LAoBDrNcxfoQDT_z/view?usp=sharing
- Copies for each pair of students of He Wahi Mo`olelo No Honouliuli, Moku o `Ewa available via the following URL http://www.hoakaleifoundation.org/sites/default/files/images/Honouliuli_Historical_Background_Maly_-Hoakalei_06052012_r.pdf
- [Cultural Kapolei \(pages 93 - 104\)](#) excerpt available via the following URL <https://drive.google.com/file/d/1oZLNzXNfXwaQipyKWEosAOnnrslj7FrY/view?usp=sharing>
 - Note teachers can consider utilizing the KAMI app <https://www.kamiapp.com/> (This assignment can be made into a KAMI assignment to allow students add their annotations digitally and collaboratively)
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Pedagogy (methods) Used: Self-assessment, collaborative reading/annotation/discussion activity

Lesson Introduction Day One

Bell ringer activity: How do I rate my HĀ? Are there places within my HĀ I need help developing? Components I can help someone else develop? Using the HĀ framework handout and HĀ Wheel handout, each student will self-assess their level of development in the 6 aspects of HĀ.

Instructional Sequence - Classroom field trip preparation (2 class periods)

Teacher Does	Students Do
Distribute copies of all handouts, have students pair up and share the task. As students are reading and annotating “He Wahi Mo`olelo No Honouliuli , Moku o `Ewa” and except from “Cultural Kapolei” they are to look for and cite evidence to support different parts of HĀ (Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i)	Complete annotations and cite evidence of the HĀ from the readings in collaborative pairs After students work on the task for 15-20 minutes at their own pace, ask them to pair-square and compare/share/add annotations working with another pair of students. Repeat this step throughout the class period and allow for students to complete the reading and annotations at home
Read aloud the first portion of “He Wahi Mo`olelo No Honouliuli , Moku o `Ewa” and point out suggested evidence of HĀ to provide 2-3 examples of the annotation task	

Closure day one: Discussion question for the final pair-square group of 4 - Do you think a visit to Kalaeloa can help you develop any aspect of the HĀ framework? Explain your answer to the peers in your group of 4.

Introduction day two: Have students share the annotations they made from the readings on their own at home in groups of 4. Allow students to discuss/add/edit their annotations for at least 20 minutes.

Teacher Does

Students Do

Share discussion prompt for small groups: Did you find any additional evidence that a visit to Kalaeloa Heritage Park will help you develop any aspect of the HĀ framework? Explain your answer to the peers in your group

Students discuss answers to the discussion question

Teacher will share that although students may be at different points in their belief that a visit to the Kalaeloa Heritage Park will help them develop aspects of the HĀ framework, that a site visit is scheduled for the following week. Teacher will share permission forms, site preparation and behavior expectations.

Students will create a “to do” list to prepare for the field trip to the Kalaeloa Heritage Park and staple it to the field trip permission forms to show to their parents.

- Students will need sun protection, a water bottle a composition book/writing utensil and comfortable walking shoes
- Students are to practice attentive listening to the `āina site hosts
- Students are allowed to utilize their phones only to take photos
- Students must stay together and on the designated walkways at the `āina site.

Instructional Sequence: Field Trip to Kalaeloa Heritage Park

Before students enter the bus to the `āina site, check for water (provide bottles if needed), sun protection (provide if needed) and review behavior expectations.

Teacher Does

Students Do

Before students exit the bus at the `āina site let them know they are to use their visit to look for evidence of any aspect of the HĀ framework and record it using their composition notebooks and/or the camera on their phones.

Students will listen to the `āina site hosts and record evidence.

- It is recommended that the `āina site host is aware of the student task and that it is discussed in advance of the visit.
- It is also recommended that the `āina site hosts are aware that with a raised hand, the teacher might point out some 1-2 pieces of evidence of

Examples:
Responsibility: the site hosts and volunteers continually clear weeds from the site and restore native plants

Excellence/Sense of Hawaii: the archeological sites at Kalaeloa Heritage Park show evidence of innovative food production in a place with little available fresh water

<p>the site's HĀ to the group</p> <p><i>Continues on next page</i></p>	
<p>Teacher Does</p>	<p>Students Do</p>
<p>After returning to the school (approximately lunch time), students will be asked to individual respond to the following reflection prompts in writing</p> <ol style="list-style-type: none"> 1. What does Kalaeloa's HĀ look like? 2. What evidence did you find in Kalaeloa that represents each component of HĀ? (Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i) 3. How can you measure something you can't see? 4. How did the `āina site visit impact your personal development of 6 aspects of the HĀ framework? 	<p>Students will work on individual reflections and complete them at home if additional time is needed.</p>
<p>Closure: Students will share their reflections (even if partially completed) in groups of 4 as the teacher circulates</p>	
<p>Accommodations for at least 3 types of diverse learners</p> <ul style="list-style-type: none"> ● Collaborative discussions in small peer groups ● Teacher may provide tablets to take photographs for students who do not have cell phones ● Teacher will participate in the evidence gathering and create notes and photos and share via Google Classroom for students to consider as they complete their reflections at home - note that teachers can create this resource via an advance site visit to the Kalaeloa Heritage Park. 	
<p>Formative Assessment Method/s For This Lesson Student self assessment, reading annotations and final reflection</p>	
<p>Explain How This Lesson Relates To the Unit Summative Assessment Students will be able to identify both positive and negative practices for water management and a sustainable future in Honouliuli. Students will be able see examples in themselves, their peers, in history, and at the Kalaeloa Heritage Park of pathways to a preferred future for the ahupua`a - all related to the HĀ framework ((Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i). Students will have opportunities to learn what makes Kalaeloa region of the Honouliuli Ahupua`a special, why it is deserving of care and ways in which traditional knowledge can help create a thriving future.</p>	