

# `Ewa Āina Education Initiative

**Unit Plan: Loko Pā`aiāu** (Link:

[https://drive.google.com/file/d/1oMcMc12CD5nvhpR\\_reAlqipPrv9raOgq/view?usp=sharing](https://drive.google.com/file/d/1oMcMc12CD5nvhpR_reAlqipPrv9raOgq/view?usp=sharing))

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**'Ewa 'Āina Site: Loko Pā`aiāu**

## Detailed Lesson-Project Plan #3

**Descriptive Lesson Title: History of Loko Pā`aiāu + Huaka`i Site Visit**

### Essential Unit Questions Addressed

What are the kuleana of kia`i loko i`a (fishpond caretakers/guardians)? How can you be a community contributor for Loko Pā`aiāu and beyond?

### Educational Standards

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### HĀ framework and/or Hawaiian Culture integrated into this lesson

- Strengthened Sense of Belonging
- Strengthened Sense of Responsibility
- Strengthened Sense of Aloha
- Strengthened Sense of Hawai`i

### Materials needed

#### Videos, Media, Lesson Presentations/Resources

- [Video of Loko Paaiau \(KHON\)](https://www.khon2.com/military-matters/military-matters-loko-paaiau-fishpond/) (Link: <https://www.khon2.com/military-matters/military-matters-loko-paaiau-fishpond/>)
- [Presentation Slide](https://drive.google.com/file/d/1QYXFK0DfhLPeUCpAdmfu6sm-PLZfGTbo/view?usp=sharing) (Link: <https://drive.google.com/file/d/1QYXFK0DfhLPeUCpAdmfu6sm-PLZfGTbo/view?usp=sharing>)
- [Hālāu o Pu`uloa Community-Ahupua`a](https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Full-Ewa-Aina-Inventory.pdf) (Link: [https://www.ksbe.edu/assets/site/special\\_section/regions/ewa/Halau\\_o\\_Puuloa\\_Full-Ewa-Aina-Inventory.pdf](https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Full-Ewa-Aina-Inventory.pdf))
  - Pu`uloa-p.21-30
  - Loko I`a of Pu`uloa Map/Image Compilation (Hālāu o Pu`uloa\_Community p.21)
- [Loko I`a Pā`aiāu website](https://paaiau.org/visit) (Link: <https://paaiau.org/visit>)
- [LOKO I`A A Manual on Hawaiian Fishpond Restoration and Management](https://www.ctahr.hawaii.edu/oc/freepubs/pdf/Loko%20I%27a%20Full%20Publication.pdf) (Link: <https://www.ctahr.hawaii.edu/oc/freepubs/pdf/Loko%20I%27a%20Full%20Publication.pdf>)

### Student Assessments and Worksheets

- [Reflection worksheet on HĀ](https://drive.google.com/file/d/1EXwqZFO2wlanOlpmrO2NT9m_gd0CSFKe/view?usp=sharing) (Link: [https://drive.google.com/file/d/1EXwqZFO2wlanOlpmrO2NT9m\\_gd0CSFKe/view?usp=sharing](https://drive.google.com/file/d/1EXwqZFO2wlanOlpmrO2NT9m_gd0CSFKe/view?usp=sharing))
- Journal Entry on GLO #2 (Community Contributor)

- [E Hō Mai Oli](https://www.youtube.com/watch?v=32vcntOp0i4) (Link: <https://www.youtube.com/watch?v=32vcntOp0i4>)
- [Oli Mahalo](https://www.youtube.com/watch?v=V9RR1GMrFul) (Link: <https://www.youtube.com/watch?v=V9RR1GMrFul>)

**Supplies**

- Notepaper
- Pen/pencil

**Pedagogy (methods) Used**

**Lesson Introduction**

Video of Loko Pā`aiau

Discussion: If anyone knew there are only 3 fishponds in Hawai'i that still existed, the importance of kuleana (responsibility). They will conduct a self assessment on how full their breath of HĀ is currently. Will conduct the same survey at the end of the project.

[Huaka'i Checklist](https://drive.google.com/file/d/1N3qr9h-Ge9Axn5Mg9-KXIEYNN43QCyBs/view?usp=sharing) (Link: <https://drive.google.com/file/d/1N3qr9h-Ge9Axn5Mg9-KXIEYNN43QCyBs/view?usp=sharing>)

**Instructional Sequence**

Teacher will...	Students will...
Play video of Loko Pā`aiau (KHON).	Watch video.
Pass out Reflection worksheet on HĀ.	Fill out reflection worksheet.
Go over Presentation Slide.	Take notes and have a discussion on, "Why were there traditionally more fishponds (loko i'a) in the Pu`uloa area than anywhere else?"
<p>Prep students for site visit to Loko Pā`aiau (refer to Huaka'i Checklist for more details).</p> <p>Share E Hō Mai and Oli Mahalo videos.</p> <p>Huaka'i Site Visit Prep</p> <ul style="list-style-type: none"> <li>-Reach out to the site host to coordinate a good date and time to visit Loko Pā`aiau as well as learning objectives for this huaka'i.</li> <li>-Coordinate transportation to the site.</li> <li>-Send home permission forms and waivers.</li> <li>-Prep students on what to bring/wear and appropriate behavior when visiting cultural sites.</li> </ul>	Practice E Hō Mai and Oli Mahalo together.
<p>Huaka'i Site Visit</p> <ul style="list-style-type: none"> <li>-At Loko Pā`aiau, students will learn about the history of this loko i'a, how it was built/constructed, observe its shape, practice measuring various areas/objects around the loko i'a using Hawaiian measurements, and contribute some hana (work) to this site.</li> </ul>	<p>Go on a huaka'i to Loko Pā`aiau.</p> <p>Take notes on the environmental and cultural significance of this loko i'a and how it was built/constructed.</p> <p>Ask the site hosts what their kuleana entails in taking care of the loko i'a.</p>

Kilo (observe) the shape of the loko i'a.

Practice measuring various objects in and around the loko i'a using Hawaiian unit of measurements.

Contribute some hana (work) at the site helping the site host with some of their needs.

Exit Pass: Journal on GLO #2 using these questions:  
What are the kuleana of the kia'i loko i'a at Loko Pā'aiau?  
How can you be a community contributor for Loko Pā'aiau and beyond?

Reflect on how you can be a community contributor for Loko Pā'aiau and beyond?

**Closure**

Journal: What are their kuleana at Loko Pā`aiau? How can you be a community contributor for Loko Pā`aiau and beyond?

**Accommodations for at least 3 of diverse learners**

- ELL students provide or assistance with understanding vocabulary words
  - **kuleana** - responsibility
- Kinesthetic Learners Site visit to Loko Pā`aiau educational Hawaiian history about Loko Pā`aiau
- Distance Learning Modifications:
  - Google Meeting interview with Steward, Kehaulani Lum, from Loko Pā`aiau

**Suggested Formative Assessment Method/s For This Lesson**

Journal: What are their kuleana at Loko Pā`aiau? How can you be a community contributor for Loko Pā`aiau and beyond?

**Explain How This Lesson Relates To the Unit Summative Assessment**

Through their new found sense of belonging to the 'Ewa Region, students will reflect on their BREATH of HĀ. Students will build their kuleana (responsibility) to become better community contributors for the Loko Pā`aiau.