

'Ewa 'Āina Education Initiative

Unit Plan: What stories do *limu* tell? A mini unit of 'Ewa limu (link to Unit Plan: <https://cutt.ly/wJmwdbH>)

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'Ewa 'Āina Site: 'Ewa Limu Project

Detailed Lesson-Project Plan #2: Limu Stories

Essential Unit Questions Addressed

1. What stories do *limu* tell?
2. How does the structure of various *limu* help them to survive?
3. How do we decide if *limu* is worth fighting for?

Educational Standards

W.4.1 Writing: Text Types and Purposes

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information

HĀ framework and/or Hawaiian Culture integrated into this lesson

Strengthened sense of Hawaii:

- Learn and apply Hawaiian traditional world view and knowledge in contemporary settings
- Share the histories, stories, cultures, and languages of Hawai'i
- Compare and contrast different points of view, cultures and their contributions
- Treat Hawai'i with pride and respect

Materials needed

Videos, Media, Lesson Presentations/Resources

- "The Limu Hui | KUA" website link: <http://kuahawaii.org/limu-hui/>
- "Living Limu Traditions 2014" video link: <https://vimeo.com/105535805>
- "Limu Hui: Aunty Vivian Ainoa on Outside Hawai'i" video link: <https://vimeo.com/169775341>

Student Assessments and Worksheets

- [Comprehension Questions](#).pdf (link: <https://cutt.ly/SJn49tH>) for Limu Hui video with Aunty Vivian Ainoa and Uncle Wally Ito
- [DLIQ reflection](#) (link: <https://cutt.ly/iJnNKJK>)
- [Jamboard](#) (link: <https://cutt.ly/qJn5TrB>) or Chart paper "exit ticket" students add to after each lesson - *What is limu? Limu is...*
 - Student devices if using jamboard
 - Sticky notes, large chart paper or butcher paper, and pens or pencils

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

Lesson Introduction

Whole Group Introduction: 10 - 20 minutes

Play the [video about Living Limu Traditions 2014](#) as an attention getter. Pause at ~2:40 for the first talking point. You may choose to continue the next part of the video that features still images of cultural practitioners during their event. Or, fast forward to ~4:54 to hear Uncle Henry Chang Wo share his *'ike*, or knowledge, about limu. Remind students to listen carefully to his words and his message. After the video plays, ask students about what they learned. Help them to understand the importance of limu as food and medicine because it has essential vitamins.

Sample talking point questions:

What is limu?

What happened to the limu?

What was Uncle Henry's message?

Have students listen to the video and write a thought-sentence at each talking point in a student notebook or journal. Have an open class discussion helping students make connections to their own life experience and background knowledge.

Instructional Sequence

Teacher Does	Students Do
<p><u>Whole Group Activity: 30 minutes</u></p> <p>Display video, "Limu Hui: Aunty Vivian Ainoa on Outside Hawai'i" for the whole group to watch.</p> <p>Pause at ~0:55 for the first brief talking point about Native Hawaiian ethnobotanist, Dr. Isabella Abbott. Help students to understand that there was an abundance of limu, but changes happened that caused the population of limu to rapidly decline.</p> <p>Continue the video and pause at ~1:58 for talking points about the water cycle and its importance to limu. Help students to understand the connection between the mountains and the sea.</p> <p>Pause the video at ~3:24, after aunty talks about how it is good to share. Use this as a talking point with students.</p> <p>Then continue the video to listen to Aunty Vivian talk about harvesting and cleaning limu. Pause at ~4:29 for another talking point.</p> <p>Finally, distribute the Comprehension Questions.pdf (link: https://cutt.ly/SJn49tH) for Limu Hui with Aunty Vivian Ainoa & Uncle Wally Ito to students to complete individually.</p>	<ul style="list-style-type: none">● Listen attentively to the video to complete comprehension questions about "Limu Hui: Aunty Vivian Ainoa on Outside Hawai'i."● Understand the importance of the role of limu in the marine ecosystem.● Ask questions and participate in discussion.● Make connections to their own life experiences and background knowledge.
<p><u>Closing: 15 - 30 minutes</u></p> <p><u>Wala'au (Talk Story) Circle:</u> Instruct students to sit in a circle. Use any of the essential questions and assignment questions to prompt students to share. This activity works once a healthy classroom environment and relationship has been established in order to share and communicate respectfully. A "talking stick" may be used and passed to each student.</p>	<ul style="list-style-type: none">● Arrange themselves to sit in a circle.● Refer to questions displayed or written on the board as needed.● Share thoughts on their turn, or respectfully pass (encourage students to share at least 1 thought during wala'au circle and to not "pass" every opportunity to voice their opinion)

Display/write questions on the board as a reference for students. Sample questions:

- *What stories do limu tell?*
- *Is limu worth fighting for? Why or why not?*
- *What have you learned about yourself? About Hawaiian culture?*

- Ask clarifying questions.
- Complete DLIQ reflection with quality.

Closure

Finally, instruct students to complete the [DLIQ reflection](#). Remind students to include details from their experience and the readings to support their answers. Edit the doc to have more writing space if you will print copies for students to complete. Or, students can complete the doc by typing, or copying the questions into their notebook and then writing on paper.

Accommodations for at least 3 types of diverse learners

Virtual Learning:

- Use editing software such as iMovie or the website edpuzzle.org to “cut” the video parts or add “talking points”
- If those tools are unavailable, create an audio file of directions or of the questions you want students to focus on (ie. the unit essential questions)
- In Google Classroom or similar platform, have students post comments to the essential questions or comprehension questions that were assigned or discussed.

SpEd:

- Refer to individual IEPs for specific accommodations and modifications of the student.

EL:

- One essential question at a time, have student read out loud and dictate their thoughts. Provide sentence starters as needed. Give students extra time to rewrite sentences properly.
- Have student draw or sketch understanding first, then work to label each part of sketch and include a caption showing their learning/understanding.

Suggested Formative Assessment Method/s For This Lesson

- Comprehension questions for Limu Hui with Aunty Vivian Ainoa & Uncle Wally Ito
- Jamboard/chart paper as an “exit ticket” or homework assignment at the end of each lesson. Students add to jamboard to answer the question, “What is limu?”
- [DLIQ reflection](#) (link: <https://cutt.ly/iJnNKJK>) “exit ticket” or homework assignment at the end of each lesson.

Explain How This Lesson Relates To the Unit Summative Assessment

This lesson gives students an opportunity to hear from *kupuna*, or elders, about limu and learn their stories. The importance of limu is expressed through these *kupuna*. Students practice their communication skills through listening, reading, writing, and speaking their thoughts, opinions, and inquiries. This relates to the final project because students work to answer the unit’s essential questions and they practice sharing their thoughts orally.