

'Ewa 'Āina Education Initiative

Unit Plan: 'O wai wau (Who Am I?)

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'Ewa 'Āina Site: Pu'uokapolei

Hawaiian Culture-Based Lens	Cross Cutting Content	Instructional Design
<ul style="list-style-type: none"> Pilina Kaiāulu: Community Integration informed by a Hawaiian sense of place Kōkua Kaiāulu: Community giveback embodying a core Hawaiian value 	<ul style="list-style-type: none"> Civics (policy, engagement) Human Interaction/Impacts Networked systems - finding or creating connections 	<ul style="list-style-type: none"> Debate/Perspective Oral Presentation Essay Peer/' Ohana/Community Education-Action Media production Dramatic performance

Essential Question/s (3 max) that unit will address

For help and information on the creation of essential questions directly from Jay McTighe and Grant Wiggins click on the following URL
<https://cutt.ly/cfRqzXy>

- How are the core values of traditional Hawai'i present today?
- How is having a sense of place (knowing our place) connected to our identity?
- How could issues impacting our community be addressed through digital citizenship?

Unit Plan Title: 'O wai wau (Who Am I?)

Target grade: 4th grade

Target subject: Social Studies (Theme 4 of HCSSS)

Background Information

Unit Overview and Purpose

"Who Am I?" was created with the intention of creating a foundation for students to begin the school year. Hawai'i is a beautiful place with a rich history and a culture based on enduring core values. This unit brings these core values to the forefront and begins the conversation of identity in relation to having a strong sense of place. All of the lessons are meant to guide students to seeing how these core values were present during pre-Western explorers and how they guide society in present-day Hawai'i. More importantly, this unit is meant to provide students with an opportunity to connect the Hawaiian core values to their own lives and specifically to the community of Kapolei. The unit culminates in a Webquest that integrates a huaka'i (or field trip) to Pu'uokapolei. Students will apply their understanding of the Hawaiian core values as it is present in this special place by creating a digital project.

Detailed 'Āina Site Information available at the following URL:

<https://drive.google.com/file/d/1wxhIbKc3VIn7w1w-KoZZcjQ0dO0Qzinn/view?usp=sharing>

A direct link to Halau o Pu`uloa: Ewa `Āina Inventory is available via the following URL:

https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Honouliuli.pdf

Hawaiian Culture-based resources:

- Mana`o (thoughts and ideas) from Āina Site Steward and contact for huaka`i (field trip):
 - Information from Mikiala Lidstone (uluaelearningcenter@gmail.com) - contact for planning huaka`i (field trip), stories, history, and current community outreach at Pu`uokapolei
 - www.uluae.org - "Our mission is to empower and enrich lives through programs that develop skills, build confidence and promote healthy relationships based on the values and customs of our kūpuna."
- Resources for the Hawaiian core values:
 - <https://bit.ly/Corevalues-ulukau> (Ulukau: excerpt from "Imi Ike - Systems and the Ahupua`a")
 - <https://www.hookuaaina.org/find-a-program/resources/hawaiian-values-based-lessons/> (Ho`okua`āina)
 - Hawaiians of Old —Nā Kānaka Maoli o ka Wā Kahiko (textbook published by Bess Press)

Sequential Unit Plan Lesson Outline	
Lesson Title	Time Estimate
<p>Introduction to the core values of traditional Hawai`i: cooperation (kōkua), family (‘ohana), harmony (lōkahi), importance of responsibility (kuleana), righteousness (pono), spirituality (pili ‘uhane/ho‘omana), stewardship (mālama)</p> <p>*NOTE for teacher: The above-mentioned core values should be reviewed to deepen understanding prior to starting the unit. It is imperative to understand these core values in the context of early Hawaiians and present-day Hawai`i. Links to a few resources are located in the background section. The following is an excerpt from <u>Hawaiians of Old —Nā Kānaka Maoli o ka Wā Kahiko</u> (textbook published by Bess Press):</p> <p><i>Hawaiians thought all people should have jobs and work hard at them. If they did well at their jobs, that was good. If they did well but did not share, that was bad. The akua (gods) would not be happy and society would fall apart. Hawaiians believed in sharing, and they shared what they had. They looked down on lazy people. They thought stingy people were even worse.</i></p> <p><i>Hawaiians also did not like people who told bad stories about others. They did not like people who ate more than their share. They believed people should stick to their work and not go from job to job or place to place. They believed people should remember their akua and pray to them.</i></p> <ul style="list-style-type: none"> • Build interest through Observations charts. Observation charts are a collection of images and/or realia depicting different core values. In partnerships, students will record thoughts based on the ideas presented. Students will discuss and document observations, predictions, and questions. Provide sentence frames for additional support: <ol style="list-style-type: none"> I observed... I noticed... This looks like... This appears to be... By looking at this picture, I predict... Who...? What...? When...? Where...? Why...? How...? • Introduce the core values in ‘ōlelo Hawa`ii and English. Review pronunciation using "Hakalama" practice (https://bit.ly/Hakalama). Create chant or poetry to capture the core values for students to use as a reference throughout the unit. After reviewing chant/poem as a class, give students a chance to reflect on and share their prior knowledge of core values to establish relevance. • Students do a quick write of a personal narrative involving at least one of the core 	<p>1 hour</p>

<p>values of traditional Hawai'i.</p>	
<p><i>Building a sense of place: Connecting sense of place and core values</i></p> <ul style="list-style-type: none"> ● Makaloa mat - Students see images of makaloa mats and explore its uses in the life of early Hawaiians. Share the idea that the mats are symbolic of who we are. Our land, community, and language are like the ribbons that come together to create who we are individually and as a people. Students create a mat-like piece in which they write ideas about themselves in reference to their land, community, and language. <ul style="list-style-type: none"> *NOTE: Throughout the lesson, students are given time to add ideas to their strips as they acquire more information. At the end of the first half of the lesson, these strips are taken home and completed with family. Strips are returned to school and are woven together to create a mat about themselves. Students share and discuss their mats with others. They may continue to add to their mat throughout the unit. ● Building a sense of place using 'Ewa Āina Inventory maps and overviews: Review maps for Ahupua`a and Hawaiian place names utilized (specific attention given to map of Honouliuli); <ul style="list-style-type: none"> a. provide rationale that having a sense of place is equally important as core values b. Many core values come out of the place and the environment ● Create a class map of both Hawai'i and world map. Students identify where they are on the maps in terms of where they live currently. ● HOMEWORK Connect to family: Take the maps and identify where family comes from. → Students to share out and add to class map. In addition, add ideas to strips for makaloa mat. ● Sharing a mo'olelo, or story, unique to the ahupua'a. 	<p>1 ½ hours</p> <p>(2 learning days due to part of assignment being done as homework with family)</p>
<p><i>Integrating the performance arts, ELA, and culture</i></p> <ul style="list-style-type: none"> ● Introduction to dance - Lesson that introduces the BEST elements – body, energy, space, time. (NOTE: Lesson to be done if not already addressed by the time this unit is taught) ● Supporting understanding of a story through dance. Listening comprehension, integrate dance, and connect to text: <ul style="list-style-type: none"> a. Teacher reads a text that addresses the core values b. Students create movements that connect to the text read aloud c. Students answer comprehension question(s) and make a connection to the text. Questions should align with reading standards in addition to addressing the core values. ● Storytelling time with Mikiala Lidstone (in-person or virtual) - share mo'olelo about Kapolei and share info about Pu'uokapolei (possibly introduce what huaka'i may look like) 	<p>1-1 ½ hours</p> <p>(NOTE: Time depends on whether intro to creative movement is taught prior to lesson)</p>

<p><i>Core values through the power of stories and storytelling:</i></p> <ul style="list-style-type: none"> ● Through a variety of texts (printed and digital), students build a better understanding of the core values. <ul style="list-style-type: none"> a. These texts can encompass Hawaiian stories as well as stories around the world. Process will build a strong sense of respect for the Hawaiian culture and to see similarities and differences across cultures. (Address Cultural anthropology HCPSIII standards not currently addressed in HCSSS standards) b. Integrate common core ELA standards ● With each text, students will: <ul style="list-style-type: none"> a. Ask and answer questions to support understanding of what is read b. Participate in collaborative conversations with peers to support understanding and to make various connections (text-to-self, text-to-text, and text-to-world) c. Build upon previous knowledge and understanding of the core values ● Integrate across content areas: ● Arts: Students could create visual representations of the text or participate in performance art that aligns with the various texts and supports comprehension of both the literary and cultural aspects <ul style="list-style-type: none"> a. Writing: Create narratives that focus on the core values b. Science: Making connections to the organisms mentioned in the stories with a focus on plants and animals endemic to Hawai'i; address importance of these plants and animals to the success of an ahupua'a 	<p>4-5 hours (time will vary due to degree of integration with other content areas)</p>
<p>Huaka'i to Pu'uokapolei</p> <p>Students will gain a better understanding of this 'Ewa 'āina site and how it connects to our community; make connections between the core values and this site.</p> <p>Prepare for logistics utilizing the `Āina Site Visit Logistics and Pre-Planning Guide available via the following URL https://cutt.ly/ZGNzAxX</p> <p>Pre-huaka'i:</p> <ul style="list-style-type: none"> ● Conduct a Webquest to learn more about Pu'uokapolei and Ulu A'e ● Develop wonderings or questions about the site <ul style="list-style-type: none"> ○ Build on science ideas of natural resources (preview possible plants and animals located at site); discuss native versus non-native ● Review protocol for entering and sharing our gratitude; create something that could be given back to nature and placed at the site (such as a ti leaf lei) <p>During:</p> <ul style="list-style-type: none"> ● Host greeting, intro to Pu'uokapolei and E Hō Mai protocol ● Participate in activity stations to gain a better understanding of the place and its significance. In addition, be given time to discuss and reflect on the activities in relation to the core values 	<p>5-6 hours (to include pre-/post-huaka'i)</p>

<ul style="list-style-type: none"> • Host - mahalo and closing message, Oli Mahalo <p>Post-huaka'i</p> <ul style="list-style-type: none"> • Reflect on the experience - personal connections • Discuss ways in which the core values were experienced on the huaka'i 	
<p><i>Role of digital citizenship in addressing the core values and connecting to an Ewa aina site</i> →</p> <ul style="list-style-type: none"> • Introduction to digital citizenship: (May utilize lessons on Common Sense Education) <ul style="list-style-type: none"> a. Students explore what digital citizenship is/isn't b. Discover ways in which children around the world have used their knowledge of digital citizenship to be positive agents for change c. Review different ways students can share information or encourage action by others through digital content. This can include, but is not limited to: creating a blog/vlog submission, record a song and/or music video, digital brochure, create a public-service announcement. (Link: https://cutt.ly/hHqxWle to possible ways to create digital content). d. Students will begin to brainstorm ideas for their end of unit performance task. They will be thinking of possibilities for bettering their community, specifically connecting to an 'Ewa 'āina site through creating digital content. Students will need to decide if they want to: share information with others or encourage community action. Students will need to identify the core value(s) that will be the foundation for their project. <p>For example, students may want to <u>encourage community action</u> by creating a <u>public service announcement</u> that teaches others how to <u>mālama</u> the community, specifically <u>Pu'uokapolei</u>.</p>	<p>1-2 hours</p>
<p><i>Summative project and presentation</i></p> <ul style="list-style-type: none"> • Students will work in teams to create an Action Plan. This Action Plan will identify: problem, possible causes, possible solutions with a digital citizenship lens (with pros and cons for each), and choose one solution to follow-through with. • Once a solution is determined by the team, everyone will work together to create, and revise/edit digital project. Prior to starting the project, teacher and students to create a rubric together of what key pieces need to be addressed in the digital content. If not suggested by students, be sure to help students consider Hawaiian core value, purpose, overall content, visuals, and connection to 'Ewa 'āina site. <i>*Note: Teacher may want to determine which types of digital content students will create. This may be done by using a choice board.</i> • When completed, students will share with another team to get feedback. Team to then revise/edit based on feedback. • Present final project to class and, if possible, a representative from the ewa aina site being addressed. 	<p>5-6 hours</p>
<p style="text-align: right;"><i>TOTAL HOURS</i></p>	<p>18-23 hrs</p>

Unit Assessment Plan

Formative Assessment Methods Used On a Regular Basis Throughout Unit

Social Studies formative assessments:

- Learning logs: Through the text-to-self connections, students will:
 - Explain how the core values of the early Hawaiians shared in the texts are applicable to modern-day Hawai'i (**SS.4.4.7.2**)
 - Describe the roles of gods in early Hawaiian society (**SS.4.5.6.1**)

ELA assessments:

- Comprehension questions for read-alouds and printed/digital texts (**RL.4.1, RL.4.2, RL.4.9**)
- Determine the meaning of unfamiliar words used in texts (**L.4.4**)
- Teacher observations of collaborative conversations about the topic and texts (**SL.4.1, SL.4.6**)

Summative Assessment/s

Digital citizenship project that strengthens the community through a focus on Hawaiian core values:

- Students will publish a digital project that includes clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (**W.4.4-4.6**)
- Students will explain how the core values of the early Hawaiians are applicable to modern-day Hawai'i (**SS.4.4.7.2**)
- Project will connect to Pu'uokapolei and the efforts made to support and meet the needs of the community

Additional content specific summative assessments addressed in unit:

- **ELA Summative Assessment(s):**
 - Write a narrative - students extend a text already shared and includes a different core value(s) in the plot (**W.4.3**)
 - Reading fluency of a text that is focused on a core value (**RF.4.4**)
- **Arts assessment(s):**
 - Art analysis - Students will view a piece of art that depicts core values of the Hawaiian culture and explain how the piece reflects life, culture, attitudes, and beliefs of the artist (**FA.4.1.4**)
 - Dance - Students will create a simple dance with a partner or small group based on a story or core value that combines dance elements (**FA.4.4.1, FA.4.4.2**)
- **Science assessment(s):**
 - Teacher or a program created assessment that addresses **4.LS.1.1, 4.LS.1.2**

For detailed Summative Assessment questions, please refer to the Sequential Unit Plan Lesson Outline.