

# 'Ewa 'Āina Education Initiative

Unit Plan: Pu`uokapolei Through a Creative Lens - <https://cutt.ly/CKPzatd>

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'Ewa 'Āina Site: Pu`uokapolei

## Detailed Lesson #3

### Lesson Title: Traditional and Contemporary Lei Making

**Essential Question:** How do traditional practices of gift-giving in Hawai'i differ from our practices now?

### Educational Standards

<b>Topic</b>	How the Arts Shape and Reflect Culture		
<b>Benchmark</b> <a href="#">FA.6-8.1.7</a>	Compare the characteristics of artwork from various historical periods and/or cultures		
<b>Sample Performance Assessment (SPA)</b>	The student: Analyzes artworks from at least two different historical periods or cultures to describe their similarities and their differences.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Compare, in great detail, the characteristics of artwork from various historical periods and/or cultures	Compare, in detail, the characteristics of artwork from various historical periods and/or cultures	Compare, in some detail, the characteristics of artwork from various historical periods and/or cultures	Compare, in minimal detail, the characteristics of artwork from various historical periods and/or cultures

<b>Topic</b>	How the Arts Shape and Reflect Culture		
<b>Benchmark</b> <a href="#">FA.6-8.1.9</a>	Analyze, using evidence, why specific works of art were created		
<b>Sample Performance Assessment (SPA)</b>	The student: Analyzes why a specific work of art was created, supporting personal opinions or intuitions with evidence from the work and with research.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Analyze, using evidence and great detail, why specific works of art were created	Analyze, using evidence and detail, why specific works of art were created	Analyze, using some evidence and detail, why specific works of art were created	Analyze, using minimal evidence and detail, why specific works of art were created

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

This lesson will review the historical context and origin of lei. Students will be asked to explain what their own thoughts and definition is behind lei and lei giving. Students will explore, properly gather, and produce their own lei.

### Materials needed

### Videos, Media, Lesson Presentations/Resources

## Flowers of Aloha video (on lei making)

<https://youtu.be/kFcw1nG5djk>

### Supplies

1. Thin string or crochet yarn
2. Newspaper
3. Color paper
4. Lei needles (made of metal, usually about 12-18 inches long with a small hook at one end)
5. Tooth picks
6. Miscellaneous recycled items

### Pedagogy (methods) Used

#### Traditional and Contemporary Lei Making

**Part I:** In class students will learn about different types of lei and the meaning and history behind lei. Show students the history of lei video. Students will be given a task: to create the ultimate lei using only the supplies given (newspaper, construction paper, string, recycled supplies on hand). Then there will be voting and prizes for most “name of school” (school-themed/mascot/colors) lei, creative lei, and traditional lei.

**Part II:** Students will go to Pu’uokapolei to learn more about the plants there and how we can create lei using nature and the significance of the meaning behind the plants used. Students will create their own lei on the spot. To complete the project, students will have to give their lei away, capture an image, and share to UNRULR (digital app) explaining what they chose to do with the lei after.

#### Pre-lesson preparation

Show students the video: Flowers of Aloha video (on lei making)

<https://youtu.be/kFcw1nG5djk>

Huaka`i Preparation:

- Prepare for logistics utilizing the `Āina Site Visit Logistics and Pre-Planning Guide available via the following URL <https://cutt.ly/ZGNzAxX>
- Prepare students for their visit, learn E Hō Mai - <https://cutt.ly/wJxZUc6> and practice - Oli audio recording - <https://apps.ksbe.edu/kscholars/oli/>
- Collect permission slips and waivers
- Discuss protocols and expectations for behavior on site. Go with an assistant, if possible.

#### Lesson Introduction

Students write down what experiences they have seen or been through when people used “lei.”

Discuss and share out loud in small groups, then together as a whole class.

We will watch a short video together on the history of lei.

#### Instructional Sequence

Teacher Does	Students Do
Contemporary lei making: Collect and bring supplies to students (newspaper, construction paper, string, recycled supplies on hand).	Students create the ultimate lei, using only the supplies given.
Introduce competition category. Suggestions include most “name of school” (school-themed/mascot/colors) lei, creative lei, and traditional lei.	Students vote on the winners.

Lead closing discussions: In what ways did a lei stand out? Why are we creating lei from everyday materials?	Students exit pass (write, pair-share, whole group share).
At Pu'uokapolei (more traditional lei making): Opening formative assessment, go around the circle and name one person/place/thing or what they have in mind for the lei. (Who do you want to make lei for? Where will you put the lei? Set intentions of the day.)	Students will share and reflect on their intentions for lei making.
Share information about the plants there and how we can create lei using nature and the significance of the meaning behind the plants used. Also oli, ask for permission before harvesting.	Students will gather found materials, and create their own lei on the spot.
	To complete the project, students will give their lei away, capture an image of where the lei ended up, and share to UNRULR explaining what they chose to do with the lei after.

### **Closure**

1. To complete the project, students will give their lei away
2. Students capture an image of where the lei ended up, and
3. Students share to UNRULR explaining what they chose to do with the lei after.

Students will also fill out a self-reflection:

Technique: Is the lei quality produced and functional?

- 1 - not really
- 2 - kind of
- 3 - YES. The lei is complete, and is put together well.

Composition: Is the lei cohesive (has a pattern, sense of uniformity or intentional asymmetry)?

- 1 - No, not really
- 2 - I completed it, but could have done better
- 3 - YES, I finished this to the best of my ability

Sharing: I am able to articulate the meaning, intentionality, and significance of the lei I created

- 1 - I could not explain my work of art at all.
- 2 - I can explain my work, but could use improvement
- 3 - I am able to articulate my message clearly and confidently

Ask students to write an artist statement behind work and explain how their work relates to Pu'uokapolei:

Ask students to upload an image of their lei.

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

1. Distance Learning - students create lei from found materials around their house. You may cut the lesson in half so there is only one part for those who cannot make it to the pu'u.
2. Students can make anything wearable using found objects.
3. Students can be taught to use different lei making techniques (e.g., hilo, twist, braid) using natural or man-made fibers.

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

- End of Day (EOD) reflections and discussions
- opening prompts and questions (found in instructional sequence)

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

This lesson relates to the summative assessment because students will be able to share and articulate their ideas and findings from Pu'uokapolei in an original work of art.