

'Ewa – A Significant Place on O'ahu (Lesson Plan #3)

Teacher's Name: Ku'uwainani Eaton Intended Grade Level: 2nd Grade

Activity Title: 'Ewa ('Aina – Land)

How long will the activity last (hours/days/weeks?) 1 day (1 hour)

STATE STANDARDS and GLOs in this lesson:

This is the URL to the Hawaii Content and Performance Standards Database:

<http://standardstoolkit.k12.hi.us/index.html>

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action	

Topic	Rights and Responsibilities		
Benchmark SS.2.5.1	Demonstrate own roles and responsibilities in caring for others and the environment		
Sample Performance Assessment (SPA)	The student: Fulfills responsibilities in different classroom situations, such as showing respect to others or cleaning up workstations, and responds to feedback from others about the effects that his or her actions have on others and the classroom environment.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently demonstrate own roles and responsibilities in caring for others and the environment	Usually demonstrate own roles and responsibilities in caring for others and the environment	Sometimes demonstrate own roles and responsibilities in caring for others and the environment	Rarely demonstrate own roles and responsibilities in caring for others and the environment

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic	Environment And Society		
Benchmark SS.2.7.3	Describe a variety of the earth's natural resources (e.g., water, forests, and oil) and ways in which people use them		
Sample Performance Assessment (SPA)	The student: Explains how people across the world use natural resources to meet their needs.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe a variety of the earth's natural resources and give clear and precise details of ways in which people use them	Describe a variety of the earth's natural resources and ways in which people use them	Describe a variety of the earth's natural resources	Name some of the earth's natural resources

Topic	Environment And Society		
Benchmark SS.2.7.4	Analyze and demonstrate ways to protect and preserve the local environment		
Sample Performance Assessment (SPA)	The student: Surveys, creates, and implements a plan to take personal action to sustain and preserve a part of the environment.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze and consistently demonstrate ways to protect and preserve the local environment, with detail	Analyze and usually demonstrate ways to protect and preserve the local environment	Analyze and sometimes demonstrate ways to protect and preserve the local environment, with detail	Ineffectively describe and/or rarely demonstrate ways to protect and preserve the local environment

This is the ULR to the HI DOE GLOs:

http://doe.k12.hi.us/curriculum/GLO_rubric.htm

Community Contributor (The understanding that it is essential for human beings to work together)

Self-directed Learner (The ability to be responsibility for one's own learning)

1. Specific Objective:

a. Instructional (teacher) Objective:

The objective of this lesson is to enable the students to recognize 'Ewa as a district and explore the land of this area. Students will learn through the medium of Mo'olelo (story telling). Students will also discuss their responsibilities in caring for natural resources.

This lesson can be used with integrated curriculum, such as: Language Arts (Reading, writing, and listening: Depending on the story book used and stories shared orally). Science (Animals: The types of plants and animals and their environments). Math (Using a map to find locations) Art (Creating projects that reflect student learning and comprehension).

b. Behavioral (learner) Objective:

1. The student will listen to a mo'olelo (story).
2. The student will identify where 'Ewa (the district) is on a map.
3. The student will gain an understanding about the land of 'Ewa. Students will learn how 'Ewa got its name. Students will hear a story, kinesthetically creating art projects, and verbally saying the Hawaiian words.

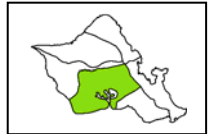
*Assessments can be made and used throughout the lesson. Students are assessed by the project created after the 5th lesson. The hearing of a story and kinesthetic exercise is practice to help students gain understanding.



2. Materials Required:

For this lesson, the teacher would have sufficient content knowledge of the mo'olelo (stories) of 'Ewa.

- Teacher will need the story of the Kane & Kanaloa (Pictures and maps are encouraged).
- Teacher will need chart paper for story, song, and map.
- Teacher will need Pohaku (rocks or coral rocks from the beach).
- Teacher will need models of the Mano (shark) & Naupaka (native species of plant) from lesson #1 & #2.
- Teacher will need Kaula (string) for the activity.
- Teacher will need 'Ukulele (for song).



Vocabulary:

- 'Ewa = Crooked
- Pohaku = Rock
- Kane = Man, god of water
- Kanaloa = god of the ocean



*The Hawaiian dictionary by Mary Kawena Pukui is an excellent resource for Hawaiian words and their meanings.

3. Sequence of Lesson:

Opening – Anticipatory Set.

This anticipatory set is helpful for students that are not familiar with Hawaiian words and sounds. The teacher will introduce the Mele Helu (Number song) to get students excited to learn. These are the words:

<i>'Ekahi, 'Elua, 'Ekolu manamanalima</i>	<i>One, Two, Three fingers</i>
<i>'Eha, 'Elima, 'Eono manamanalima</i>	<i>Four, Five, Six fingers</i>
<i>'Ehiku, 'Ewalu, 'Eiwa manamanalima</i>	<i>Seven, Eight, Nine fingers</i>
<i>'Umi manamanalima</i>	<i>Ten fingers</i>

*Students use their fingers to count along while they sing.

The teacher can also introduce simple introduction statements to help the students to get to know each other. Each week in these 5 lesson plans, the teacher will add another statement to this introduction done in Hawaiian. This is the third addition to the introduction statement.

'O ko'u inoa 'o _____. (My name is _____.)

*Review first statement from lesson #1.

_____ o'u makahiki. (I am _____ years old.)

*Review second statement from lesson #2.

Noho au ma ka mokupuni 'o O'ahu, (I live on the Island of O'ahu,)

***This is an incomplete sentence. The second half will be introduced in lesson #4.**

The teacher says, "Today we are going to continue learning about 'Ewa (the district). We are going to move further inland. We are going to discuss how 'Ewa got its name."

*The teacher can do a KWL (What you know, What you want to learn, & What you learned) chart before starting the lesson to assess the student's prior knowledge.

*Review lesson #1 – Kai and lesson #2 – Mea kanu.

Lesson Sequence:

Then the teacher proceeds with the steps detailed below to conduct the lesson:

Step 1. The teacher points and outlines the district of 'Ewa.

*Review the map of O'ahu.

Step 2. The teacher uses the Kaula (string) to create a big outline of the Island of O'ahu on the carpet. In reviewing the cardinal directions (North, South, East, West), have students sit around the outline of O'ahu as the story is told.

Step 3. Teacher explains: "This is the story of 'Ewa and how 'Ewa got its name."

*As you journey around O'ahu towards 'Ewa, walk around the stringed Island you created on the carpet. This helps the students visualize the story. Make sure you have your Pohaku (rock/coral) ready.

Kane, Kanaloa, a me 'Ewa

Kane and Kanaloa are very famous Hawaiian gods. Kane is known as the god of creation and the god of water, without water there is no life. Kanaloa is known as the god of the ocean. Kane and Kanaloa journey together naming each place and creating water springs that bring life to the land and the people.



Kane and Kanaloa journeyed to the Island of O'ahu, on the East side of the Island near Kailua (stand near the east side when explaining this part). They traveled over the hill now known as "Red Hill" down into Halawa.

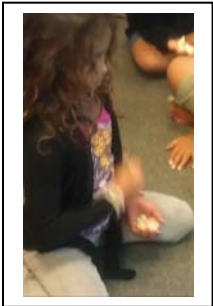
When they looked out they saw a huge expanse of 'aina (land). They decided to throw a Pohaku (rock/stone) and where it landed would be the boundary of that district. When they threw the pohaku it did not go in a straight line, it went "Crooked." Kane and Kanaloa saw this and decided to call this area 'Ewa, which means crooked.

**'Ewa is also known as the largest district on O'ahu.*

**The Sites of O'ahu is a good resource.*

Step 4. Teacher has a class discussion about the story. Questions can be asked at this time. The teacher and students can review the KWL chart and continue filling it out. The teacher can also discuss how the students can malama (take care) of the plants, the animals, the kahakai (beach), and the 'aina (land).

Step 5. Teacher explains how Hawaiians used the Pohaku (rock/coral) in a game called Kimo (similar to the Western game of Jacks).



1. Each student gets 2 pohaku. Students play individually then play in pairs if time permits.
2. Place both rocks on the floor.
3. Pick up 1 rock and throw it up. As it comes down try to catch the rock on the "top" of your hand (not in the palm of your hand).
4. Now try to throw the rock up and flip your hand so you now catch the rock in the palm of your hand.
5. Now try this with 2 rocks.
6. Next the students try this with their left hand (or weaker hand).
7. Next the students try this with both hands (right & left). The student will need 4 rocks. This would be a good time to pair students up. Have one student go at a time.
8. The student that can balance the most rocks on their hands and catch wins.



**Remind students that they are playing this game because it requires them to use a Pohaku (rock/coral). The pohaku relates to the mo'olelo (story) they heard about how 'Ewa got its name.*

Closure.

The teacher reviews the Mo'olelo (story), the characters, and the vocabulary. The teacher reviews the lesson objectives and allows students to share their ideas of how they can relate to what they learned about the naming of 'Ewa. The teacher ends the lesson with the Mele (song) "Pupu a 'o 'Ewa using the 'Ukulele. This song refers to Ka'ahupahau and to the significant area of 'Ewa.

Pupu a 'o 'Ewa

*Nani Ka'ala hemolele i ka malie
Kuahiwi kaulana a o 'Ewa
E ki'i ana i ka makani o ka 'aina
Hea ka moa'e eia au e ke aloha*

Hui (chorus):

*Pupu (a 'o 'Ewa) i ka nu'a (na kanaka)
E naue mai (a e 'ike)
I ka mea hou (o ka 'aina)
A he 'aina (ua kaulana)
Mai na kupuna mai
Alahula Pu'uloa he ala hele no Ka'ahupahau (Ka'ahupahau)
Alahula Pu'uloa he ala hele no Ka'ahupahau*

*He Mele Aloha: "A Hawaiian Songbook" is an excellent resource. It provides Hawaiian songs, the meanings, and the 'Ukulele keys. There is also a 2nd verse to this song. The teacher should introduce sections of this song to the students instead of trying to teach the entire song in one day.

4. Authentic Assessment (checking for understanding):

I did not provide an assessment or rubric. The teacher can create their own assessment and rubric based on the sections of this lesson that they want to emphasize to the students. I included the Hawai'i State Standards and GLOs (General Learner Outcomes) that I thought this lesson addressed. You may think of another way to include a different standard or GLO. Please feel free to do so.

*This is an introductory lesson on which you as a teacher can create an in depth lesson with your students about a significant place on O'ahu. Additional research may be required. Have fun with it!!!

References

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