

'Ewa – A Significant Place on O'ahu (Lesson Plan #1)

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

Activity Title: 'Ewa (Kai – The Ocean)

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:

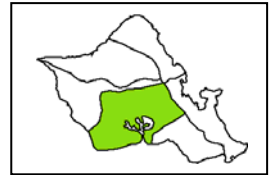
a. Instructional (teacher) Objective:

The objective of this lesson is to enable the students to recognize 'Ewa as a district and explore the ocean environment 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 ocean environment of 'Ewa by hearing 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 helps 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 Ka'ahupahau (Pictures and maps are encouraged).
- Teacher will need chart paper for story, song, and map.
- Teacher will need models of the Mano (shark toy-for the visual learner).
- Teacher will need index cards.
- Teacher will need glue (elmers).
- Teacher will need pencils.
- Teacher will need 'Ukulele (for song).

Vocabulary:

- Ke awa lau 'o Pu'uloa = Pearl Harbor
- Ka'ahupahau = The striped, flat fish cloak
- Kahi'uka = Striking tail
- Ki'i pohaku = Petroglyph

*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 Kino (Body song) to get students excited to learn. These are the words:

*Po’o, Maka, Ihu, Waha
Pepeiao, Lima, Manamanalima
Kuli, Wawae, Manamanawawae
A me ku’u Po’ohiwi.*

*Head, Eye, Nose, Mouth
Ear, Hand, Fingers
Knee, Foot, Toes
And my shoulder.*

*The students move and point to these parts of their body while they sing.

The teacher can also introduce simple introduction statements to help the students to get to know each other. This is an ideal time for the teacher to use this Hawaiian introduction to introduce themselves to the students. Each week in this 5 lesson plan, the teacher will add another statement to this introduction done in Hawaiian.

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

*Name tags can also be made during this time.

The teacher says, “Today we are going to learn about ‘Ewa (the district). We are going to start with the ocean environment of ‘Ewa.”

*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.

Lesson Sequence:

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

Step 1. Teacher shows a map of O’ahu and shows the district of ‘Ewa. The teacher points to Ke awa lau ‘o Pu’uloa (the many channels or lochs of Pu’uloa).

Step 2. Teacher explains: “This is the Kai (ocean) area of ‘Ewa. This is where our mo’olelo (story) begins.”

Ka Mo’olelo ‘o Ka’ahupahau

There were many Hawaiians who lived along the banks of ke awa lau ‘o Pu’uloa (Pearl Harbor). The Hawaiians fished, swam, surfed, and took care of their Loko l’a (fish ponds). One day a young girl, Ka’ahupahau and her younger brother, Kahi’uka went swimming in one of the ponds in ke awa lau ‘o Pu’uloa. As they swam, they were unaware of the magical Mano (shark) watching them. This magical Mano enjoyed watching them so much that he turned Ka’ahupahau and her brother into sharks.

The whole day went by and the parents of Ka’ahupahau and Kahi’uka began to worry. They searched up and down the banks, checking each pond but could not find their children. All they found were two small sharks swimming in one of the ponds. Suddenly, the Wahine (woman) looked at the sharks and realized that here were her daughter and her son. She and her husband were very sad but knew that nothing could be done. All they could do was to take care of them.

The entire village helped to take care of Ka’ahupahau and Kahi’uka. The people fed them ‘Awa (a certain type of plant). Soon the sharks became too big for the small ponds and lived in the harbor of Pu’uloa. Ka’ahupahau and Kahi’uka loved the people of ‘Ewa and the people loved Ka’ahupahu and Kahi’uka.

One day a shark named Mikololou and his gang of man-eating sharks visited O'ahu. They saw that there were many people in 'Ewa. They decided to hunt the people for food. Some of the people told Ka'ahupahau and Kahi'uka of Mikololou's evil plan. Ka'ahupahau, Kahi'uka, and the people of 'Ewa quickly made a plan.

Their plan worked! Mikololou and his gang was lured into ke awa 'o Pu'uloa while the people closed the opening to the harbor. When Mikololou and his gang realized that they were trapped, it was too late. Ka'ahupahau and Kahi'uka were too strong. They destroyed Mikololou and his gang.

The people of 'Ewa were safe. From that day on, Ka'ahupahau made a promise to protect the people of 'Ewa from harm. According to legend, Ka'ahupahau has been the protector of 'Ewa ever since.

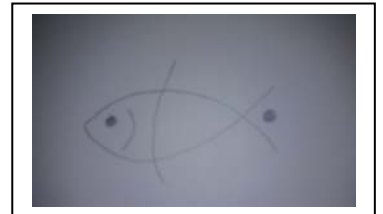
*The Sites of O'ahu is a good resource. There are some aspects of this story that were not included. My main focus was Malama (taking care). Ka'ahupahau took care of the people, in return we as the people need to take care of our resources.

Step 3. 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.

Step 4. Teacher introduces the Ki'i Pohaku (Petroglyph) art project. The teacher explains, "Ewa was known for a certain type of I'a (fish), the 'Ama'ama. During our next lesson I will share a story about this fish."

Step 5. Teacher and students begin the project:

1. Each student gets a plain, white index card (no lines).
2. Each student uses a pencil to write their name & date on the back of the index card.
3. Students use the pencil to draw the petroglyph of a I'a (fish).
4. Students use the glue (elmers) to outline the fish that they drew.
5. Let the glue dry (1 day).
6. The "Rubbing" will take place during lesson #2.



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 Ka'ahupahau. 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

- Hawaii State Department of Education. (n.d.). *General learner outcomes (GLOs) rubrics*. Retrieved from http://doe.k12.hi.us/curriculum/GLO_rubric.htm
- Hawaii State Department of Education. (2011). *Hawaii content and performance standards III database*. Retrieved from <http://standardstoolkit.k12.hi.us/index.html>
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- Traditions of O'ahu: Stories of an Ancient Island. (2010). *Kapi'olani Community College (APDL)*. Retrieved from <http://apdl.kcc.hawaii.edu>
- Wilcox, C., Hussey, K., Hollinger, V., & Nogelmeier, P. (2003). *He Mele Aloha A Hawaiian Songbook*. Honolulu, Hawai'i: 'Oli'oli Productions, L.L.C.