

'Ewa – A Significant Place on O'ahu (Lesson Plan #4)

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

Activity Title: 'Ewa [Moku (district)]

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:



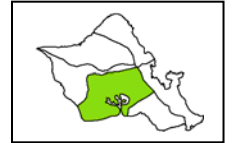
a. Instructional (teacher) Objective:

The objective of this lesson is to enable the student to recognize 'Ewa as a district and explore the Mokupuni (Island) of O'ahu in which 'Ewa is found. 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 district of 'Ewa. Students will learn about 'Ewa and the characteristics of the people of 'Ewa. 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 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 Pele, Hi'iaka, and Lohi'au (Pictures and maps are encouraged).
- Teacher will need chart paper for story, song, and map.
- Teacher will need Limu Kala (a type of sea weed from the beach).
- Teacher will need models of the Mano (shark) & Naupaka (native species of plant), and Pohaku (rocks or coral rocks from the beach) from lessons #1-3.
- Teacher will need O'ahu Island map (found in "Sites of O'ahu"), enough copies for each student.
- Teacher will need cardboards for each student to create their Island project (8 ½ x 11 size cardboards is sufficient-can be cut from cardboard boxes).
- Teacher will need pencils or crayons to outline the Island of O'ahu.
- Students will need scissors.
- Teacher will need 'Ukulele (for song).



Vocabulary:

- Hi'iaka = Pele's younger sister (favorite sister)
- Lei = Garland (*bring a lei to class)
- Moku = District
- Mokupuni = Island

*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 Pi'apa (Hawaiian alphabet song-focusing on the vowels) to get students excited to learn. These are the words:

<i>A – Alapi'i A</i>	<i>A (Alapi'i is ladder in Hawaiian) A</i>
<i>E – Elepani o ke kai E</i>	<i>E (Elephant of the sea-Elephant seal) E</i>
<i>I – Ipuhao keleawe I</i>	<i>I (Iron pot-Metal) I</i>
<i>O – 'O'o mahi'ai O</i>	<i>O (Digging stick-Farmer) O</i>
<i>U – 'Upa makani U</i>	<i>U (Bellows) U</i>

*Students use their hands to do the motions 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 fourth and last 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,)*

ma ka moku 'o 'Ewa.* *(in the district of 'Ewa.)

***This is the complete sentence:**

Noho au ma ka mokupuni 'o O'ahu, ma ka moku 'o 'Ewa.

The teacher says, "Today we are going to continue learning about 'Ewa (the moku or district) but also learn about O'ahu (the mokupuni or Island). I am going to share a story about the people 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.

*Review lesson #1 – Kai, lesson #2 – Mea kanu, and lesson #3 – 'Aina.

Lesson Sequence:

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


Step 1. The teacher points to the Island of O'ahu and points to the district of 'Ewa.

*Review the map of O'ahu.

Step 2. Teacher explains: "This is the story about Pele, Hi'iaka, and Lohi'au."

*Have the Lei (garland) and Limu Kala (type of sea weed) ready.

Pele, Hi'iaka a me Lohi'au



Pele is known to the Hawaiian people as the fire goddess. She had many brothers and sisters but her favorite sister was her youngest sister. Her name was Hi'iaka. Pele and Hi'iaka loved each other very much. This is just one mo'olelo (story) about Pele and Hi'iaka.

One night Pele had a dream. She dreamt about a handsome man named Lohi'au. In her dream she and Lohi'au share aloha (love) for each other. When Pele awoke she knew that she and Lohi'au were meant to be with each other. She knew through her dream that Lohi'au lived far away on the Island of Kaua'i, while she lived on the Island of Hawai'i (Big Island). She could not get Lohi'au herself because she was in spirit form. She could not make the long journey. Pele asked her sister, Hi'iaka to make this journey for her. Hi'iaka loved her older sister and so she agreed to go on this journey to bring back Lohi'au for Pele.

*[*There are many adventures that Hi'iaka encounters on each Island, which makes the complete story really long. For the purpose of this lesson I will only share one of the stories about Hi'iaka on the moku (Island) of O'ahu as she passes through the moku (district) of 'Ewa].*

Hi'iaka reached the Island of Kaua'i and found Lohi'au. She knew that her older sister, Pele was waiting eagerly for her return. On her way back to Hawai'i, she came to the moku (district) of 'Ewa. She did not want any harm to come to Lohi'au before getting back to Pele, so she sent him by wa'a (canoe) while she traveled on land.

As she journeyed through 'Ewa, she saw three young women making lei (garlands). She was curious as to how these women would treat her so she went down to meet them. Hi'iaka approached the three women and they greeted her kindly saying, "Aloha, join us." They did not recognize her as Hi'iaka (a goddess). To them she was just another beautiful woman.

As the women finished making their lei (garlands), Hi'iaka asked them if she could have a lei (garland). She was testing them to see if they were kind people. One of the women said, "Here is a lei for you, a beautiful woman." Hi'iaka was touched by the aloha (love) and kindness that these women showed her. She revealed who she really was to them. They treated her with respect. Hi'iaka blessed them for their kindness and continued on her journey.

**Some places could be known for its people and how cruel they were. It is an interesting note that this story shares how kind these three women from 'Ewa were.*

**When sharing about the lei (garlands) that the women made in the mo'olelo (story), show the limu Kala (a type of seaweed that is found in 'Ewa). Lei (garlands) can also be made out of limu (seaweed).*

**The Sites of O'ahu is a good resource. The story book of Hi'iaka and Pele is also an excellent 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 begins Ka Hana Moku (Island project) with the students.

1. Pass out Island worksheets (1 per child).
2. Students outline the moku (district) of 'Ewa with a pencil/pen.
3. Students cut out the moku (island) of O'ahu.
4. Pass out card boards (1 per child). Card board should be bigger than the Island cut-outs.
5. Students place the O'ahu Island cut-outs in the center of the cardboard.
6. Students use the Island cut-out like a stencil and traces the outline of O'ahu on the card board.
7. Students tape the O'ahu Island cut-out on the back of the card board.
8. Students write their name and date on the back of the card board.

9. Collect the card boards from the students.

*Tell the students that they will continue their Island projects during the next lesson (lesson #5).

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 moku (district) and its people. 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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