

'Ewa – A Significant Place on O'ahu (Lesson Plan #5)

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

Activity Title: 'Ewa [Mokupuni (O'ahu) – Island]

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

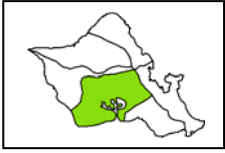
This is the ULR to the HI DOE GLOs:

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 moku (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:

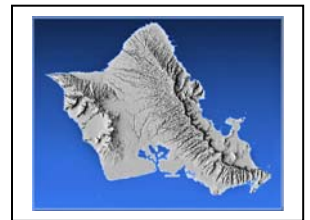
- 1.The student will listen to a mo'olelo (story).
- 2.The student will identify where 'Ewa (the district) is on a map.
- 3.The student will gain an understanding about the district of 'Ewa. Students will learn about the Mokupuni (Island) of O'ahu. Students will hear a story, kinesthetically creating 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 basic information about the Mokupuni (Island) of O'ahu (Pictures and maps are encouraged).
- Teacher will need chart paper for story, song, and map.
- Teacher will need models of the Mano (shark) & Naupaka (native species of plant), Pohaku (rocks or coral rocks from the beach), and Limu Kala (type of sea weed from the beach) from lessons #1-4.
- Teacher will need clay to build the mountain ranges for the Island project.
- Teacher will need 2 colors of spray paint (yellow & blue).
- Teacher will need 'Ukulele (for song).



Vocabulary:

- Review all of the vocabulary from lessons #1-4. Explain to the students that on day 6 they will play a game that requires them to know the vocabulary from each mo'olelo (story) they heard about 'Ewa.

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

3. Sequence of Lesson:

Opening – Anticipatory Set.

*Open with the mele (song) “Pupu a ‘o ‘Ewa” – Practice singing for the last lesson on day 6.

The teacher can also introduce simple introduction statements to help the students to get to know each other. Today students can practice saying the entire introduction statement. Have students work in pairs to practice saying their introduction statement. Students will need to introduce themselves on day 6.

***Aloha,
'O ko'u inoa 'o _____.
_____ o'u makahiki.
Noho au ma ka mokupuni 'o O'ahu, ma ka moku 'o 'Ewa.***

*Aloha,
My name is _____.
I am _____ years old.
I live on the Island of O'ahu, in the district of 'Ewa.*

The teacher says, “Today we are going to continue learning about 'Ewa and the mokupuni (Island) of O'ahu. I am going to share some interesting information about O'ahu that you might not have known.”

*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, lesson #3 – 'Aina, and lesson #4 - Moku.

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. The teacher also outlines the entire Island of O'ahu.

*Review the map of O'ahu.

Step 2. Teacher explains: “Here's some interesting facts about O'ahu, the Mokupuni (Island) you live on.”

O'ahu

- O'ahu's Island color is yellow (more specifically-golden rod).
- O'ahu's Island flower is the 'Ilima, which is also a golden rod color.
- O'ahu is also known as the “Gathering Place.” In old Hawai'i, the people use to gather here on O'ahu. *It is interesting that O'ahu is sort of in the middle of all the other Hawaiian Islands. May be that's why O'ahu today has the most people compared to the other Hawaiian Islands.
- In old Hawai'i there were significant rulers or Mo'i (Kings) that ruled each main Hawaiian Island. The names of these rulers were passed down through Mo'olelo (stories), Oli (chants), and Mele (songs). One of the main rulers of O'ahu was: **Kakuhihewa**. It was also said that Kakuhihewa was very fond of 'Ewa and its people.
- It is said that 'Ewa was also known for its Limu (sea weed), also called “The House of the Limu.” The smell of the Limu was so strong that people could smell it from out in the ocean as they paddled by in their wa'a (canoes). Even the people traveling on land, passing 'Ewa could smell the limu.



**Explain to the students that they live in a special place, a place that needs everyone's help to Malama (take care) it.*

Step 4. Teacher has a class discussion about the interesting facts about O'ahu. 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 continues Ka Hana Mokupuni (Island project) with the students.

1. Pass out the O'ahu Island projects that the students started during lesson #4.
2. Show the map of O'ahu that show the Wai'anae (west side) mountain range and the Ko'olau (east side) mountain range.
3. Students draw the Wai'anae and Ko'olau mountain ranges on to their O'ahu Island on the card board.
4. Pass out 2 pieces of clay (2 per child). The clay pieces should be big enough to cover the mountain ranges that the students made.
5. Students mold the clay pieces into the shape of the Wai'anae and Ko'olau mountain ranges on to their O'ahu Island project.
6. After all the students complete their Islands, the teacher should spray paint the Islands yellow. Once the Islands are dry, spray paint the surrounding ocean blue.
7. Once all the Island projects are complete collect them and set aside to let dry.

**Tell the students that they will present their Island projects during the next lesson (lesson #6). Lesson #6 is the culminating lesson of everything the students learned. The students will showcase their O'ahu Island projects, practice their introduction statements in Hawaiian, sing the "Pupu a 'o 'Ewa" song, and play an end of the unit game about 'Ewa (similar to Bingo).*

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 Mokupuni (Island) of O'ahu. 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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