

'Ewa – A Significant Place on O'ahu (Lesson Plan #2)

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

Activity Title: 'Ewa (Mea kanu – Plants)

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)

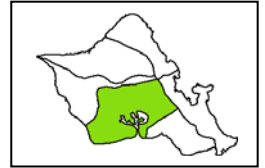
Self-directed Learner (The ability to be responsibility for one's own learning)

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 plant life 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:

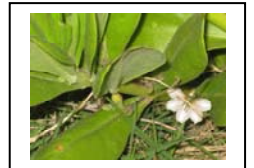
- 1.The student will listen to a mo'olelo (story).
- 2.The student will identify where 'Ewa (the district) is on a map.
- 3.The student will gain an understanding about the plant life environment of 'Ewa by hearing a story, kinesthetically creating art projects, and verbally saying the Hawaiian words.

*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 the 'Ama'ama (Pictures and maps are encouraged).
- Teacher will need chart paper for story, song, and map.
- Teacher will need models of the Naupaka Kahakai (plant-for the visual learner).
- Teacher will need index cards (that are glued from the previous lesson #1).
- Teacher will need paper (for rubbing).
- Teacher will need crayons.
- Teacher will need pencils.
- Teacher will need 'Ukulele (for song).



Vocabulary:

- I'a = Fish
- 'Ama'ama = Mullet
- Mea kanu = Plant
- Naupaka (Kahakai & Kuahiwi)= Native species and shrub

*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 Kala (Color song) to get students excited to learn. These are the words:

<i>‘Ula‘ula, Melemele</i>	<i>Red, Yellow</i>
<i>Poni, Polu, ‘Ele‘ele</i>	<i>Purple, Blue, Black</i>
<i>‘Akala, Alani, Ke‘oke‘o</i>	<i>Pink, Orange, White</i>
<i>Ahinahina, ‘Oma‘oma‘o</i>	<i>Gray, Green</i>
<i>(Repeat)</i>	

*At the end of the second time singing, students say the last color which is *Maku‘e (Brown)*. The teacher can have the students refer to these colors 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. This is the second 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.)

***Introduce second statement.**

The teacher says, “Today we are going to continue learning about ‘Ewa (the district). We are going to start moving from the ocean to the plant life environment of ‘Ewa. We are moving inland.”

*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 Sequence:

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

Step 1. The teacher points to Ke awa lau ‘o Pu‘uloa (the many channels or lochs of Pu‘uloa.

*Review the map of O‘ahu.

Step 2. Teacher explains: “This is the shoreline area of ‘Ewa and this is a Naupaka Kahakai (a plant that can be found on the shoreline of ‘Ewa). This is the mo‘olelo (story) about the Naupaka.”

Naupaka Kahakai me Naupaka Kuahiwi

There once lived a beautiful woman and a very handsome man. They cared for each other and loved each other very much. They shared Aloha (love). They did everything together.

One day the handsome man was walking by himself along the sea shore and came across another beautiful woman. She was different from the woman he loved because this woman seemed bold and unafraid. They spoke to each other for a little while. This bold woman liked this handsome man very much and began to aloha (love) him. This woman asked him to stay with her but he remembered the aloha he felt for his wahine (woman). He decided to leave quickly and return to the woman he loved.

Little did this man know that the woman he refused was Pele (the fire goddess). She had a short temper and always got her way. She searched for the handsome man and saw him on the sea shore. As she got closer she realized that he was with another woman who was very beautiful. Pele was so furious that she used her magical powers and turned the beautiful woman and the handsome man into the Naupaka plant.

Pele knew that this man and woman were inseparable in life. So she turned them into a plant that has flowers that only have half of the flower. Pele made sure that even as a plant with flowers, the handsome man and woman would never be together.

Today, one half of the flower can be found on the sea shore. This is the handsome man, which is also known as the Naupaka kahakai (Naupaka found on the beach). The other half of the flower can be found in the mountains. This is the beautiful woman, which is also known as the Naupaka kuahiwi (Naupaka found in the mountains). It is said that if you put these two halves together, it means that you are reuniting the handsome man and the beautiful woman who he loved.

**The Sites of O'ahu is a good resource. There are other stories similar to this one with Pele and other plants.*

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. The teacher can also discuss how students can malama (take care) of the plants and animals that live on the kahakai (beach).

Step 4. Teacher reviews the Ki'i Pohaku (Petroglyph) art project. The teacher says, "Remember how we learned about the ocean in 'Ewa yesterday? This is an interesting fact about the 'Ama'ama fish from ke awa lau 'o Pu'u'loa."

Ka 'Ama'ama

The early Hawaiians who lived in 'Ewa knew that the 'Ama'ama fish lived in ke awa lau 'o Pu'u'loa (Pearl Harbor). Every year schools of 'Ama'ama fish swim around the Island of O'ahu all the way back to ke awa lau 'o Pu'u'loa.

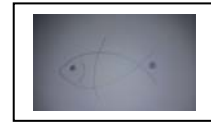
**The action in Pearl Harbor and the water pollution has greatly affected the 'Ama'ama fish and their home. Students can discuss ways they can care for the water or discuss as a class about organizations that help animal species or environments.*

**There is a story that is tied to the 'Ama'ama but it is encouraged to incorporate this story with the previous lesson #1 with Ka'ahupahau.*



Step 5. Teacher and students complete the project from lesson #1:

1. Each student gets their index card. The glue is now dry.
2. Each student gets a plain white paper (no lines).
3. Students place the plain white paper on top of the index card.
4. Students hold paper firmly and use the crayon to make a “rubbing.” This is an effect created by the raised glue beneath the paper.
5. Students can do more than one rubbing. Students can also use more than one color.



*Students can create cards (letters) using this art project.

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 Naupaka (Kahakai & Kuahiwi). 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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