

## **Unit Title: E Ho'i Mau: Honoring the Past, Caring for the Present, Journeying to the Future<sup>1</sup>**

**By Sara Seman, Anna Lum, and Stephanie Hurder**

**Purpose/Essential Question: Why Should You Care?**

**Audience (*in Hawaii*):** Children from first to third grade from all different cultural backgrounds including Japanese, Tongan, Samoan, Chinese, Hawaiian, Korean, Filipino, Portuguese, and Caucasian.

**Audience (*for Voyage*):** Curriculum will reach children all over the world, especially the ports at which the *Hōkūle'a* docks.

**Polynesian Voyaging Society (PVS) Guiding Values our Universal Standards:**

- Mālama: *To care for*
- Aloha: *To love*
- 'Imi 'Ike: *To seek knowledge*
- Lokomaika'i: *To share with each other*
- Na'au Pono: *To nurture a deep sense of justice*
- Olakino Maika'i: *To live healthy*

**Hawaii based General Learner Outcomes:**

- **Self-directed Learner** : The ability to be responsible for one's own learning
- **Community Contributor** : The understanding that it is essential for human beings to work together
- **Complex Thinker**: The ability to demonstrate critical thinking and problem solving
- **Quality Producer**: The ability to recognize and produce quality performance and quality products
- **Effective Communicator**: The ability to communicate effectively
- **Effective and Ethical User of Technology** : The ability to use a variety of technologies effectively and ethically

**Hawaii Content Performance Standards (HCPS) III Standards:**

Language Arts:

- LA.1.1.12: Use new grade- appropriate vocabulary introduced in stories and informational texts
- LA.1.1.13: Use previous experiences to understand words in texts
- LA.1.2.2: Make and confirm predictions about what will happen next or what will be learned from a text by previewing key words and illustrations
- LA.1.2.3: Use previous experiences to understand topics and concepts in texts
- LA.1.2.4: Restate important information or ideas from a variety of texts

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<sup>1</sup> Title from Thompson, Nainoa (2007). *Hūlili: Multidisciplinary Research on Hawaiian Well-Being* Vol.4 No.1, Kamehameha Schools, 9-34.

- LA.1.2.5: Ask and answer who, what, when, why, where, and how questions about what is read
- LA.1.3.1: Identify the basic story elements of character and setting
- LA.1.3.2: Relate personal experiences to what was read
- LA.1.4.1: Write in a variety of grade-appropriate formats for a variety of purposes and audiences
- LA.1.5.1: Focus on a single topic in a piece of writing
- LA.1.5.4: Use descriptive words when writing about people, places, things, or events

#### Social Studies

- SS.1.1.1: Distinguish temporal structures (i.e. beginning, middle, and end) in stories and historical narratives
- SS.1.2.1: Use a variety of primary sources (e.g. artifacts, letters, photographs) to gain an understanding of historical events
- SS.1.3.1: Compare own life with those of children in history
- SS.1.3.2: Describe the lives of people who significantly impacted American history
- SS.1.5.1: Identify rights and responsibilities of community leaders
- SS.1.6.1: Describe ways in which own and other cultures express cultural beliefs and practices through stories and/or legends
- SS.1.8.1: Compare needs and wants

#### Science:

- SC.1.1.1: Collect, record, and organize data using simple tools, equipment, and techniques safely
- SC.1.1.2: Explain the results of an investigation to an audience using simple data organizers (e.g. charts, graphs, pictures)
- SC.1.2.2: Describe a variety of changes that occur in nature
- SC.1.3.1: Identify the requirements of plants and animals to survive (e.g. food, air, light, water)
- SC.1.4.1: Describe how living things have structures that help them to survive
- SC.1.5.1: Identify ways in which the same kinds of plants and animals differ
- SC.1.5.2: Describe the physical characteristics of living things that enable them to live in their environment
- SC.1.8.1: Describe that the sun warms the land, air, and water

#### Math:

- MA.1.1.2: Identify representation of simple fractions
- MA.1.1.3: Represents whole numbers up to 100 in flexible ways
- MA.1.3.1: Recall single digit addition facts
- MA.1.4.1: Measures with multiple copies of standard
- MA.1.4.3: Tell time to half hour and quarter hour
- MA.1.4.4: Identify measurement tools that could be used to measure length, capacity, and weight

- MA.1.9.1: Extend, create, and describe repeating patterns
- MA.1.11.1: Collect and organize information using concrete objects and pictures
- MA.1.12.1: Interpret language using simple language

**Fine Arts:**

- FA.1.1.1: Use variety types of art media
- FA.1.1.2: Use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums
- FA.1.1.5: Use familiar subjects and experiences to create original works of art
- FA.1.1.6: Compare artwork from various cultures that have similar themes and subject matter
- FA.1.2.8: Compare music used for special occasions from various cultures
- FA.1.3.2: Adapt and dramatize a familiar story

**National Council for Social Studies (NCSS) Themes**

- Culture
- Time, Continuity, and Change
- People, Places, and Environment
- Global Connections

**Ten Themes for Education from PVS:**

1. Vision
2. Our Sacred Earth
3. Exploration
4. Our History & Heritage, Our Traditions & Culture
5. Our Pacific 'Ohana
6. Our Kupuna and 'Opio
7. Family
8. Education
9. The Health & Education of Our First People
10. Our Special Multi-ethnic Community and Culture

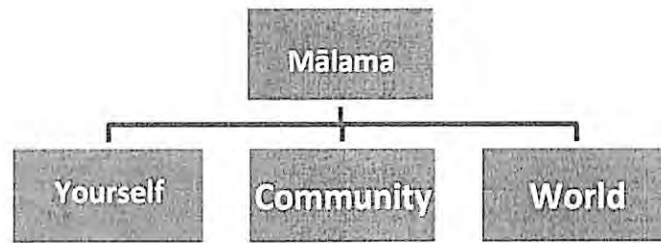
**Essential Understandings:**

- Relationships are everywhere.
- We are all interconnected to our honua (world).
- The values of caring (malama) encompasses our social and physical world.

**Driving Questions:**

- How do you affect the world?
- How does the world affect you?
- What does it mean to care?
- What does caring look like?
- Why should we care?

## OVERVIEW:



This curriculum plan was designed to teach young children about caring. Caring for themselves in the choices they make, their friends and family, the community they come from and ultimately the world in which we all live. As the Hōkūle`a begins to set sail on her voyage around the world, it is important that we support her on the journey she is about to embark. A journey described as,

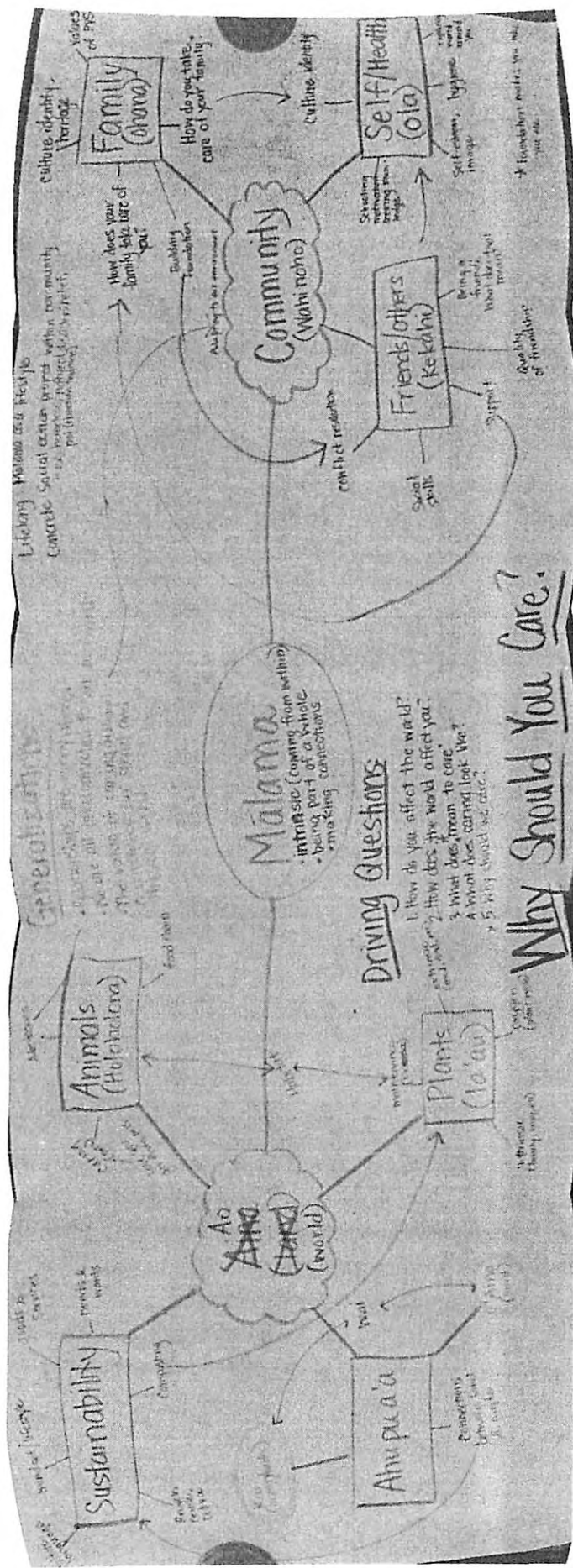
“ a new course toward sustainability that Hawai`i and the world urgently need. Currently, our compass – and indeed the world’s – points toward an unsustainable future. However, as on a canoe, our ability to survive is directly dependant on our ability to help each other...If we view our Earth as an island, our only voyaging canoe in the sea of space, it becomes apparent that we must change course to ensure a healthy, sustainable world.”

-Polynesian Voyaging Society

We are all a part of this world. We are all connected. By caring for one another we can build stronger connections around the world.

We’ve divided our curriculum into three sections. Students will explore how to take care of themselves, their community, and the world around them. The first part focuses on “Malama Yourself”. The second part grows outward to focus on “Malama Our Community” and the final part focuses on “Malama Our World.”

All of the sections include elements of standards-based education: Building/ Activating the Background, Deepening the Understanding and Applying the Learning. Each section begin with a tangible experience with the concept as it relates to students and immediate surroundings. With this given experience, elementary students can then compare their experiences to the voyage of the Hōkūle`a. This will allow them to transfer what they learn to an unfamiliar example or place. Each section concludes with challenging students to apply what they learned through a social action project and enrichment activities.



## *Mālama Yourself:*

### Lesson 1: What do you care about?

Starter Activity: Students will be asked to bring in several artifacts (picture, poem, etc.) of things they care about in their lives. Students will present artifacts to class and share. Discussion will lead to categorizing their one most important artifact to see what matters most to them. T-chart of wants and needs will be completed with the artifacts that were brought in.

- Integration: Needs and wants with artifacts (social studies)
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Title of Lesson: What Do You Care About?

#### I. AUDIENCE/ CONTEXT

##### Brief overview of learner.

- First grade students (ages 6-7)
- 50% boys and 50% girls
- Variety of ethnicities: Micronesian, Hawaiian, Tongan, Samoan, Japanese, Chinese, Korean, Caucasian
- Introduction for Malama Yourself Section

##### HCPS III:

- SS.1.8.1: Compare needs and wants
- LA.1.4.1: Write in a variety of grade-appropriate formats for a variety of purposes and audiences
- LA.1.5.1: Focus on a single topic in a piece of writing

##### NCSS Themes

- People, Places, and Environment
- Culture

##### PURPOSE

###### Overview:

The purpose of this lesson is to introduce the value of caring. We will be activating children's prior knowledge and connecting the content to their personal lives. Students will be able to share what they care about most in their lives.

###### Instructional Objectives

- Values: Caring, Compassion, Malama
- Skills: Categorizing, sorting
- Knowledge: New vocabulary, Needs and Wants

### III. ASSESSMENT

#### Product and/or Process Task

Students will bring in an item from home that represents something/someone that means the most to them. They will share their most prized possessions with the class and explain why it is so important. Students will then categorize their items into needs or wants using a T-chart.

#### Criteria (i.e. checklist, questions, description of performance)

Students will be able to share their items. Students will be able to fill in a T-chart.

### IV. LEARNING OPPORTUNITIES

#### Time/Period

45 – 60 minutes

#### Resources

- Teacher: White board (demonstrating the use of a T-chart)
- Student: T-chart handout, personal possession, pencils

#### Procedures

- Students will gather on the rug to share their personal items. Teacher will share her personal item first to model how the sharing will go. Remind students of the importance of being a great audience member.
- Class discussion: Have a class discussion on the items that were brought in. Are there any overall themes or commonalities that came about? What did most of the students bring in? Students will share their observations on what they observed throughout the presentations.
- Students will return to their desks with the T-chart handout. Teacher will model how to label each side of the T-chart “wants” and “needs”.
- Students will then categorize each student’s items in either category (want or need). Items should be displayed at the front of the class. (Modification: if students have difficulty, have them work in pairs or groups.
- Teacher will discuss each item and go over the T-chart as a whole class. Students will contribute and discuss the reason why each item goes in each category. Students will turn in their t-chart for assessment.

**Lesson 2: How can you take better care of yourself?** Students will be asked to think about the choices they make on a daily basis, create a data table, and record the choices they make over one week. In class students will compile data and look for trends. Students will then be asked to brainstorm ways to improve their lifestyle and make healthier choices for themselves and the environment. With this new information students can test out their ideas for one week and see if they felt better after making healthier choices.

- Integration: Personal hygiene, healthy habits, nutrition, exercise, sustainable living, conflict resolution, personal pastimes etc.

### Time/Period

Duration: 14-16 days

### Resources

### Procedures

#### Creating a data table and collecting data

**Duration: One day to create table and one week to gather data**

One week prior to this activity, students will be asked to brainstorm the decisions they make on a daily basis pertaining to their personal hygiene and health. As a class, students will create a data sheet to complete recording their daily choices for one week (see example data sheet 1).

#### Compiling data and looking for trends

**Duration: one to two days, one week to complete post-data**

Once students have collected data as individuals, compile all the data into one large set of data. This data can be used to create bar graphs, data tables, and other visuals in order to look for trends in the choices students make.

In small groups, have students reflect and discuss their daily choices in terms of healthy choices and non-healthy choices classifying their choices into each of these categories. Have students reflect on *why it is important to stay healthy? How do you benefit from being healthy and how does the rest of the community/world benefit also?*

As a class, ask students to discuss ways in which they can improve their daily choices to promote living happier, longer lives. *What are some choices they can make that are good for their health and for the environment? After discussing, have students track their daily choices for one week post-lesson to see if they were able to make some healthy changes to their lifestyle. Did they feel any difference after making healthier choices?*

**Topics incorporate:** personal hygiene, healthy habits, nutrition, exercise, sustainable living, conflict resolution, personal pastimes etc.



**Extension Activity/ Social Action Project Ideas:**

- Students can start an awareness campaign at their school or within their community to promote healthy lifestyle choices to others.
- Students could take a look at all the garbage their choices generate. Certain food choices and other activities generate more trash than others. Have students find ways to minimize the trash they generate.
- Have students plant their own garden to care for and produce snacks for the classroom.



## Mālama Community:

### Lesson 3: Why Should You Care?

Teacher will read the story “The Giving Tree” by Shel Silverstein. Students will have a class discussion on caring for others and how the characters in the story cared for one another. Students will discuss why we should care and the importance of caring.

Teacher will have students think of someone who cares for them. They will draw a portrait of this special person and write a short description of how this person takes care of them.

Title of Lesson: Why Should You Care?

For: Subject Area(s) Language Arts & Fine Arts Grade level(s): 1 Duration 60-90  
minutes

#### I. AUDIENCE/ CONTEXT

##### Brief overview of learner.

- First grade students (ages 6-7)
- 50% boys and 50% girls
- Variety of ethnicities: Micronesian, Hawaiian, Tongan, Samoan, Japanese, Chinese, Korean, Caucasian
- Introduction lesson for Community Section

##### HCPS III:

- FA.1.1.1: Use variety types of art media
- FA.1.1.5: Use familiar subjects and experiences to create original works of art
- LA.1.5.4: Use descriptive words when writing about people, places, things, or events

##### NCSS Themes

- People, Places, and Environment
- Culture

##### PURPOSE

##### Overview:

The purpose of this lesson is to have students begin exploring who in their life cares for them. Students will discuss someone who cares for them and how they care for each other.

### Instructional Objectives

- Values: Caring, Compassion, Malama
- Skills: Fine Arts, Writing
- Knowledge: Comprehension, Retelling

### III. ASSESSMENT

#### Product and/or Process Task

Students will be asked to think of one special person who takes great care of them. They will write a short description of how this person takes care of them. They will then construct a water color painting of their special person and themselves doing their favorite activity together.

#### Criteria (i.e. checklist, questions, description of performance)

Students will be assessed on their writing and art work. Students can share their art work with their peers.

### IV. LEARNING OPPORTUNITIES

#### Time/Period

60-90 minutes

#### Resources

- Teacher: "The Giving Tree" by Shel Silverstein
- Student: Water colors, pencils, construction paper, writing paper

#### Procedures

- Students will gather on the rug to listen to the story, "The Giving Tree" by Shel Silverstein.
- Teacher and students will have a discussion on how the boy and tree in the story cared for one another. The discussion will introduce how we care for one another in the classroom or at home. Students will begin thinking about a special person who cares for them.
- Students will go back to their seats and begin drawing a picture of themselves and their special person doing their favorite activity together.
- Students will then use watercolor to paint their portraits. Teacher will discuss the water color techniques students can use. (i.e. more water for lighter shades, less water for dark shades, etc.)
- While students' artwork is drying, they will begin writing a short description of how their special person takes care of them and vice versa. Students will be asked to use descriptive writing when describing their special person.
- Students will share their pictures and writing with the class when everyone is finished.

## Lesson 4: Who Cares For You?

Students will have an opportunity to bring in someone who cares for them. This could be a friend or family member. (This lesson may be spanned across a week with several presentations throughout the week). The student's will introduce their special person and talk about how this person cares for them. There will be a question and answer session with each presentation. The special guest will be able to describe what it means to care for their student. Students will have previously constructed a graphic organizer to take notes throughout the presentations.

Title of Lesson: Who Cares For You?

### I. AUDIENCE/ CONTEXT

#### Brief overview of learner.

- First grade students (ages 6-7)
- 50% boys and 50% girls
- Variety of ethnicities: Micronesian, Hawaiian, Tongan, Samoan, Japanese, Chinese, Korean, Caucasian
- Introduction Lesson for Community Section

#### HCPS III:

- SS.1.6.1: Describe ways in which own and other cultures express cultural beliefs and practices through stories and/or legends
- LA.1.4.1: Write in a variety of grade-appropriate formats for a variety of purposes and audiences

#### NCSS Themes

- People, Places, and Environment
- Culture

#### PURPOSE

##### Overview:

The purpose of this for students to bring in a special person in their life that cares for them. Students will introduce their special person and read their description of how this person cares for them (from previous lesson). Students will have a chance to ask questions of the students and their special person.

##### Instructional Objectives

- Values: Caring, Compassion, Malama
- Skills: Writing, Oral Communication
- Knowledge: Personal Connections

### III. ASSESSMENT

#### Product and/or Process Task

Students will be able to communicate clearly on how their special person takes care of them. Students will also be able to ask questions clearly and learn how to be a good audience member.

#### Criteria (i.e. checklist, questions, description of performance)

Students will be assessed on their oral communication and how well they are able to present.

### IV. LEARNING OPPORTUNITIES

#### Time/Period

60-90 minutes

#### Resources

- Teacher: Sign-up sheet for presentations
- Student: Written questions, written description from previous lesson

#### Procedures

- Students will have signed up for a time to present their special person to the class.
- Prior to this lesson students will write several questions that they may want to ask the special people who come into the classroom to present. Students will brainstorm what is a good question to ask and what makes it a good question.
- Students will introduce their special person by telling the class the person's name, how they are related, and how they take care of one another. Students can read their description of their person from the previous lesson.
- The other students will have a chance to ask questions. Students will use the questions that were previously prepared and others that may come up throughout the question and answer time.
- Each student will have a chance to present. This may take a span of a week depending on the availability of the presenters.

#### Lesson 5: No Extra Room on the Mayflower

• How does scarcity of space limit choices? The students will explore the ideas of scarcity and choices by exploring a virtual model of the Mayflower. They will then pack a virtual suitcase making good choices about what they pack based on a previous lesson that focused on Wants vs. Needs. Students will apply this understanding to voyaging on a canoe – size of the double-hulled canoes.

Math lesson – measurement of space, size of objects, weight displacement

## Procedures

### National Standards in Economics and Personal Finance

#### Procedures:

- Ask the students, "What are some things you think about when you think about Thanksgiving?" (Assume students will talk about the foods they eat, family traditions, etc.)
- If no one shares about Pilgrims and the Mayflower, explain that people that came to Massachusetts (America) from England sailed on a ship called the Mayflower.
- Show them a map so that they can see that Pilgrims had to cross the Atlantic Ocean.
- Explain that it took them 66 days to cross the ocean!
- Ask, "What would you want to take with you if you were moving from one home to another? What would you need to take with you?"
- Remind students about Wants versus Needs.
- Let students know that they are going to step back in time to when the English Pilgrims sailed in 1617.
- Share pictures of Pilgrims noting their clothing, furniture, and necessities from this time period.
- Let students explore the Scholastic Tour of the Virtual Mayflower on the scholastic.com website ([http://www.scholastic.com/scholastic\\_thanksgiving/voyage/tour.htm](http://www.scholastic.com/scholastic_thanksgiving/voyage/tour.htm))
- Have students examine section three which describes the area where the Pilgrims lived for the entire voyage.
- Discuss how life may have been on the Mayflower – cramped quarters out at sea for a very long time.
- Introduce the term Scarcity. Explain that scarcity is not having all the goods and services people want.
- "What was scarce on the Mayflower?" Space.
- Together measure out the distance of space that the Pilgrims had to live on the Mayflower and mark on the ground.
- Have students imagine that they could not move from their space for one day, two days, three days, etc, until you count to 66!
- Discuss how lack of space might have affected the Pilgrims from choosing what to bring on the voyage, as well as how they may have felt living on the Mayflower.
- Link to students going on a trip. "Have you ever packed a suitcase to stay overnight in a hotel or camping? What did you take with you?"
- Have students work in pairs and list possible things that the Pilgrims might have brought with them to the new land. Explain that the Pilgrims had very limited space in their suitcase, just like they had limited space in the Mayflower.
- Have student complete the interactive activity where students decide what to take with them on their voyage. They are limited by weight and size.  
[http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em675\\_dragndrop.swf&lid=675](http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em675_dragndrop.swf&lid=675)
- After students have had time to look at the website and gone through the web based activity, pose questions such as, "Why didn't the Pilgrims bring everything they wanted? How does the idea of scarcity help to explain why we can't always take what we want and only what we need?"
- Introduce the idea of voyaging on a canoe. Share how the PVS is intending to voyage around the world over the span of 2 years.
- Share the size of the canoe, amount of people on the canoe at any given time, and living space.
- "How might this voyage be similar and different than the Pilgrims?"

- Using a T-chart, compare and contrast possible differences between the PVS voyage and Mayflower voyage.

Assessment: Students use the interactive webtools to understand the concept of scarcity.

### Lesson 6: Maritime Munchies:

Historical Thinking Standards – change and continuity over time

- How does the length of an ocean voyage determine the kinds of supplies taken on those voyages? Students share/bring different kinds of foods that they would bring on a long trip. Given that the Mayflower voyage took 66 days and Hokule'a sailed for over 30 days, how do they think the kinds of foods that they brought to school might last? Students determine how the length of voyages determine the kinds of food and supplies taken on trips.
- How was food preserved on a sailing voyage? Students take a look at what was typically taken on voyages during the time of the Mayflower. They determine reasons for choices made and innovative ways people used to keep food edible. Compare that to what was taken on the Hokule'a and how technology has made traveling in current time much easier.

### Procedures

#### Procedures:

1. Ask the students, "If you were going on a trip for a week, what foods would you want to pack?"
2. Have students turn and talk and share in large group.
3. Write ideas down, placing them into two groups: needing refrigeration or not. Do not label the categories.
4. Have students figure out what the category might be. "Why is refrigeration important?" (To keep food from rotting too quickly, protection from bugs and animals)
5. "How could we keep food fresh and away from bugs and animals without the using refrigerators?" Brainstorm ideas – Ziploc, plastic bins, containers, etc.
6. Remind students of the time frame that the Pilgrims traveled on the Mayflower. They did not have refrigerators nor the plastic bins and bags that we have today. "So what did they do for food? What did they do to make their food last for 66 days?"
7. Review the idea of scarcity – not having the goods and services you want. "What do you think was scarce on the voyage?" Food.
8. Explain that the boat would have to pack food for everyone on board and each person only got a specific amount of each food. There was even a law that said how much food each sailor received!
9. Share on an overhead or projector the list of rations that one sailor received from the 1800s: one pound of meat; half a pound of rice or flour; 14 oz of bread (about 14 slices of bread); 2 oz of sugar; 1 oz of coffee or cocoa or ¼ oz of tea; ½ cup of alcohol (since water was hard to keep fresh on long trips)
10. Share a sample menu: Sunday: beef, potatoes, bread, flour, and rum; Monday: beef, potatoes, bread; Tuesday: pork, beans, bread; Wednesday: fish, potatoes, bread, rum; Thursday: beef, rice, bread; Friday: pork, beans, bread; Saturday: fish, potatoes, bread, rum.
11. Explain that some sailors ate hardtack which is a simple kind of bread that could still be eaten for a long time after it was baked. The bread did not become stale or moldy like regular bread. After days and weeks, the bread would turn hard – Hardtack! Sailors

would soften the hardtack by adding it to soup or breaking it into small bites and suck on them.

12. Bake hardtack with the class. See recipe at:  
[http://americanhistory.si.edu/ourstory/pdf/water/Water\\_Munchies.pdf](http://americanhistory.si.edu/ourstory/pdf/water/Water_Munchies.pdf)
13. Bake enough to save hardtack to store over a few days and have students eat the hardtack.
14. "What does it remind you of that you might have tried? How has it changed over a week? How might these taste after sitting in a wooden barrel for a week? A month?"
15. Explain that the navigators and sailors on the Hokule'a will also have scarcity of food but luckily, we live in a different time than the Pilgrims.
16. Brainstorm possible food items that the sailors on Hokule'a might bring on their trip around the world.
17. Explain that the will won't be far from a port and are very lucky as compared to the sailors of before. The longest that they might be away from docking might be \_\_\_ days.
18. Ask students, "How does the length of the voyage determine the kinds of food you would take with you? How does technology make it much easier for the sailors today to take what they want and not only what they need?"
19. Students work in small groups and discuss the big ideas learned from this lesson and create a poster that show their thinking.
20. Students share finished posters with their classmates and post on bulletin board or door.

Assessment: Students make hardtack and experience eating it fresh and a week old. They make generalizations of how food and travel has changed over time.

**Lesson 7 (social action project): Caring for others within our school & our community the way the PVS crew care for one another and the Hokule'a. What are some issues you care about surrounding your school & community that could be improved?**

Once students have a better understanding of the importance in taking care of themselves they will begin to explore some of the ways in which they can take better care of fellow classmates (their crew) and the community onboard their ship. Following these steps to a solution:

**1. Identifying the issue**

Students can brainstorm issues they see within the classroom or community on a day to day basis. Have each student select one issue to complete worksheet ).

Once the class has generated a list of ideas with explanations about, have students vote on which issues they would like the class to improve.

**2. Creating a class project to address issue**

As a class, begin to brainstorm ways in which the class can address this issue. Ask students *who else might be interested in solving this problem?* An issue that arises in the school or community will affect others as well. Have students conduct a survey outside of the classroom to get feedback from others for potential solutions to the problem. Ask class to take a vote on which project ideas they want to participate in.



### 3. Project Proposal and Timeline

**Individual activity:** Have students create a collage of their vision for how this project will improve and/or solve the issue. *What will the situation look, feel, smell etc like when this class project is completed? How will their project change the situation?* Have each student present their images to the class.

Now that a project idea has been selected, the next task is to outline a project proposal. At this time students will need to do some research to help create a timeline to outline the necessary steps for this project to succeed and to chart the progress of the project.

Have students write or draw daily/weekly journals reflecting on the progress of the project. Students can also reflect on their collage and if the project is beginning to resemble their image of improvement.

### 4. Evaluation

Student assessment can be based on participation and contribution to the project, personal reflections in their journal, drawings/collages etc. Students should also be given the opportunity to evaluate the project: what worked, what didn't, and what they would do differently in the future. Students can also reflect on how their project can be applied to other places in the world and ports the PVS will be visiting.



## **Mālama World:**

### **Lesson 8: Water, Water, Everywhere**

#### **National Standards in Economics and Personal Finance**

- How is water used around the world? Students examine ways that plants, animals, and people use and depend on water across the world through viewing videos and photos of different places throughout the world. This lesson ties into wayfinding and how Hawaiians/Polynesians used the ocean as a roadway to get from one place to another.
- How do we get water? Students determine that water is a natural resource and is finite. They gain a better understanding of the importance of using our natural resources wisely. How do people around the world and in your community protect our water?

#### **Procedures:**

1. Share a short video clip of the Earth viewed from space.
2. Students identify the areas of water and the areas of land visible on the Earth's surface.
3. Discuss how the land and water were created – focus on the notion that land and water were not created by man.
4. Introduce and define the term natural resources.
5. Pose question, “Where do you find water in the areas where you live and play?”
6. Students share where water is found in their communities.
7. Pose question, “How is water used in our neighborhoods and communities?”
8. After students share their answers – write their answers on a chart paper (make a T-chart).
9. Pose question, “How do you think the rest of the world might use water?”
10. Have students share their predictions.
11. Students view photos on the lcd projector or TV monitor that show ways in which water is used as an economic resource. For example, dairy cattle drinking water, irrigation system, water fountains, swimming pools, etc.
12. Students discuss ways that water is used in different places around the world. Note their answers on the opposite side of the T-chart.
13. Have students share noticings based on the T-chart.
14. Give each child a piece of paper and fold in half, then half again so that they have four squares.
15. Explain that they are to draw two pictures of examples of how water is used in their community and two pictures of how water is used in another part of the world.
16. Students are to write a caption to go along with their drawing.
17. Students partner with a classmate and sharing their finished pictures.
18. Review the concept of natural resources and the ways in common that people use water around the world.

**Assessment:** Students are able to compare how water is used around the world and share how water is used in their community and in another place in the world.

### **Lesson 9: How do you care?**

Teacher will bring in a plant. Students will work in groups to brainstorm ideas on how to take care of the plant. Students will write a set of instructions for taking care of the plant and share with the class.

Teacher will read the book “The Tiny Seed” by Eric Carle to introduce the plant life cycle. Teacher will have students think about how they take care of their artifact and discuss as a whole group.

- Integration: Plant life cycle (Science)

### **Lesson 10: How’s the Weather in Africa?**

Geography Standard #4: The physical and human characteristics of places

- How does weather affect human activity? Students first identify the seasons and weather in their community and how it affects the kinds of activities they are able to do. They compare that to the weather/climate of northern Africa (Sahara) and how it affects the human activities there. Students look for connections between the two environments and conclude that although the weather and activities may be very different in both places, the impact of weather on human activities is a common thread in communities around the world.

#### Procedures:

1. Write on the board, *wet* and *dry*. Ask students which is their favorite season in Hawai’i and the reasons why.
2. Have students turn and talk and share in large group.
3. List ideas under the heading of the kinds of activities we do during these seasons. Are there activities that we can do in both seasons?
4. Explain that Hawai’i and other places like Hawai’i is unique because we live in what is known as a tropical climate.
5. Define climate – the general weather conditions and temperature in a region.
6. Have students share observations about our weather in wet and dry seasons. “How can we tell if we’re in the wet season or the dry season? Which months do you think are the wet months? Dry months?”
7. Hand out papers and give directions for students to fold the paper in half (hamburger style) so that they have two sides. Explain that they are to draw one activity that they do during the wet season on the right and one activity that they do during the dry season on the left.
8. Students share their drawings with a partner, and as a class, compare activities students chose to illustrate.
9. Share a map of the world and show where Hawai’i is located in the middle of the Pacific Ocean and where Africa is located. Explain that the Hokule’a is planning to stop in northern Africa when they go on their two year voyage.
10. Ask students what they know about Africa. Point out that there is a huge desert that is so big, that the continental US can fit in it. Provide background information about the Sahara Desert.
11. Show images of the Sahara Desert by visiting the National Geographic website: <http://ngm.nationalgeographic.com/ngm/0212/feature3/> and other websites.
12. Ask students what they notice the land is like. “What do you think the climate and weather might be like? How would you describe it? What kinds of activities that you do here, could the people in the Sahara also do? Why or why not?”
13. Share information that although the desert is extremely hot during the day, it is very cold at night.
14. Discuss “How does the climate of the Sahara Desert influence the people that live there? How does the climate of the Sahara Desert influence how the people treat their natural resources like water?”
15. Pose the question, “How does Hawaii’s climate and weather affect what we do? How does the climate and weather also influence how we think of our natural resources?”

16. What kinds of things do we have in common with the people who live in the Sahara Desert?
17. Have students make generalizations of how weather and climate affect people's behavior no matter where we live.

Assessment: Students generate ideas of how weather and climate affect people's behavior around the world.

## Lesson 11 (social action project): How can we all take better care of the planet?

### 1. Groups identify and select topic

Following the format described in lesson 8, step 1 have students work in small groups to brainstorm in different issues in the world today and what they would like to see change. In small groups have students select the issue they deem most important and complete worksheet 1.

### 2. Groups present project proposal

Have groups research as much as possible to finish their project proposal to present to the rest of the class. Once all groups have completed their presentations, the entire class can discuss the pros and cons of each proposal. Students will also need to consider *how the project will impact the rest of the world as well*. As a class, students will then vote to select which proposal the class will pursue.

### 3. Research and building global connections

Class will constructively critic the proposal for improvement. Then have the children brainstorm people, places, organizations etc around the world that will be affected by their project marking each location on a map. Ask the students if they think it *would be possible to ask these people and places for their advice and support? If so, what are some of the forms of communication available to us today?*

Go over the steps to writing a formal letter with the class. Working in pairs or small groups students can write to as many of those people as possible for additional input on their class project proposal. Students can also request resources as well as information from these people.

Create an organizational system (or team) to record information, track on the map, and maintain all correspondences between the class and people outside of the classroom. It would also be beneficial to include correspondents from 3-4 of the ports that the Hōkūle`a will visit on her voyage.

### 4. Revisions, timeline, and implementation

With all of the information and new resources student can revise project proposal and begin creating a timeline as described in step 3 of lesson 8. Class can now begin implementing their plan of action.

Evaluation can be based on group presentations, letters written by groups/pairs and as described in step 4 of lesson 8.

**Extension Activity:** In small groups have students research the places and people they write to. Geographical information, climate, local flora and fauna, population demographics, pastimes, traditions & beliefs, religion & philosophy, local dishes, festivities, government/politics etc are all important aspects to help build a better understanding of places outside of the immediate world of children. The goal is to get students to relate to places outside of their present world (their community) and learn more about their future world. See resources listed and look for videos of some of these places.

**Lesson 12 (social action project) Message in a Bottle (for ports the PVS will be visiting):**

**How can we show that we care about the next class & the community that the Hōkūle`a will visit? What would we like to share about ourselves, our community, or what we are doing as a class to care for our planet with the children and community at the next port as well as with the Hōkūle`a crew?**

The message in a bottle activity is a way to connect the children and their community to the rest of the ports the Hōkūle`a will visit and the rest of the world. It is an activity supporting the interconnectedness of everyone on the planet by sharing our knowledge with others. It is when we combine our knowledge with that of others experiencing similar problems that we can create stronger bridges leading to a solution.

**1. Follow that ship!**

As a class track the PVS voyage to the various ports on your class map. In small groups have students research more about the different ports she will visit, particularly the port before arriving in your town and the next port she will stop at. **Key piece of information to research include:** the geography, climate, local flora and fauna, population demographics, pastimes, traditions & beliefs, religion & philosophy, local dishes, festivities, government/politics etc. Any information that helps create a better picture of each port the Hōkūle`a will visit.

Students may also have the ability to follow the stories of the voyagers as they are posted on the internet. If so, try to learn as much as possible about the crew prior to meeting them. Have one group research information about the ship itself and her history.

As students learn more about the ports and the crew members, have them write down any questions they may have about a place or the crew. Once students have gathered enough information about a port, crew member, or the ship have them share what they learned with the rest of the class.

**2. Catching up with the Hōkūle`a**

Explain to the students that they have the opportunity to meet the crew members that will be travelling around the world! They also have the chance to pass their knowledge on to the children and people at the next port.

For this activity students can either decorate their own individual bottles, or one large time capsule as a class, to share with the children at the next port. In addition, the items they will be creating will be documented and displayed online and/or in the Bishop Museum in Honolulu Hawaii. *What is it that you (the student) wish to share with the next port and the rest of the world? How can you make a contribution to our planet?*

Review all of the above activities with the children (1-3), ask the students to reflect on what they learned about caring for themselves, their community, and the world. Let each student brainstorm what they believe are some of the most important things they have learned from each of these activities and would like to share with others (specifically, the children and community at the next port).

Here are some questions to present to the class based on the different activities:

#### **Self activity 1:**

- *What makes you unique?*
- *How do you spend your past time?*
- *What activities, sports, and games do you enjoy?*
- *How were you able to live a healthier more sustainable life after looking at your daily choices?*
- *How can you relate and share this information with others?*
- *How can the next port relate to you and your life style?*
- *Why should they care about living a healthy life?*

#### **School & Community Activity 2:**

- *What makes your community unique?*
- *How is it similar to other places PVS will visit? How is it different?*
- *What kind of issues are your class interested in addressing?*
- *What kind of feedback and responses did you get from your community?*
- *What other places might be able to relate to these issues?*
- *Can the next port relate to this problem?*
- *How can you help other places solve common issues?*
- *What recommendations can you share with others?*

#### **World Activity 3:**

- *What issue is your class working to improve?*
- *Who else benefits from improving this issue?*

- *How can you convey what you have learned to others around the world?*
- *Can other people outside of your community help you? If so, how? Ask for help if you need it!*
- *What is your vision of a better world?*

For all three of these categories encourage children to communicate their thoughts and ideas with the rest of the ports, the crew and other people who will be interested to hear what kids have to say. Children can share letters, stories, autobiographies, photographs, drawings, models, artifacts, posters that helps them communicate and present their vision to others. The Hōkūle`a and her crew will share your gifts and knowledge with the rest of the world.

### 3. **Crew connections**

The crew of the Hōkūle`a have travelling far to come visit your class and community. *How can you show your appreciation for their hard work?* Have students learn more about the different crew members and select one that they would like to write a letter to. When the crew arrives students can share their letters and ask the crew any questions they encountered when completing their projects.

## RESOURCES