

Merging Identities through Hula - LESSON PLAN #1

GRADES: 3-5

APPROXIMATE LENGTH: 1 hour

OBJECTIVES	<ol style="list-style-type: none"> SWBAT demonstrate the basic steps of Hula during the Hula Warm Up after an instructor demonstration SWBAT develop their own visual representation about their identity and who they are. 				
STANDARDS	<p><u>NJSLS - DANCE:</u> 1.1.5.Pr4 a. Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).</p> <p>1.1.5.Cr3 b. Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.</p> <p><u>SOCIAL JUSTICE STANDARDS:</u> ID.3-5.5 I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.</p> <p><u>SEL COMPETENCIES:</u> 4. Relationship skills, 1. Self-Awareness, 3. Social Awareness</p>				
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> How can we tell stories about our identity through Hula? How is your identity created? 				
VOCABULARY	Vamp/Kaholo, Sway/Ka`o, Slide/Holoholo, Rock/Kalakaua, Walk/Lele, Circle/Ami, identity, gesture				
PRIOR KNOWLEDGE	<p>Students need to have previous experience with</p> <ul style="list-style-type: none"> isolate different body parts understand the rhythms of a 4/4 tempo basic spatial awareness buoyancy in legs ability to reflect on self 				
	Description of Each Instructional Component Powerpoint: https://docs.google.com/presentation/d/10INTKBYRIPgojd3_vzf_07Sx	Assessments: Checks for Understanding	Differentiation/ Modifications/ Suggested Adaptations	Student Materials	Teacher Resources/Prompts

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Anticipatory Set/Opening (3 minutes)	<p>1. Welcome! Students will be greeted with a short introduction video from Ms. Stine and Ms. Popino. The introduction will include two slides (Slides 2-4) with more facts about our backgrounds and a Hula expert who we collaborated with. ***Throughout the PowerPoint you will find facts about Hula and the Hawaiiin culture as side notes similar to a textbook. ***</p> <p>2. Students will settle into their spaces and prepare to start the lesson.</p>	<p>Teacher Instructions: Welcome your students and take attendance. This is the time to do any class rituals before diving into the PowerPoint.</p> <p>Check In: All students will wave their arms like the ocean to signal they are ready to begin the lesson.</p>	<u>Teacher read slides out loud</u>	<u>Computer</u>	<u>Video in PowerPoint</u>

<p>Introduction PowerPoint (TIME: 15 Minutes)</p>	<p>1. What do you know? Students will list everything they previously know about Hulu. The teacher will act as a scribe and write out their prior knowledge in the PowerPoint (Slide 7)</p> <p>2. Background Students will learn a short introduction to the culture of Hula in Ms. Popino's video (Slide 8). On this slide, there is an additional video of Hulas performed by a professional.</p> <p>3. Steps: Stand up and try! Students will learn six steps of Hula that are introduced in this lesson. Students will watch teaching videos from Ms. Popino and Ms. Stine breaking down the basic steps (Slide 10).</p>	<p><u>Verbal Check:</u> Classroom teacher checking for understanding of the history of Hula through prompted questions</p> <p><u>Informal Assessment:</u> Thumbs up/down to check for understanding</p> <p><u>Visual Check:</u> Classroom teachers will check that the students pick up the general concepts of each step.</p>	<p><u>Students can be given a physical powerpoint (print out)</u></p> <p><u>Videos, images</u></p> <p><u>Individual worksheet rather than group discussion</u></p> <p><u>Imagery</u></p>	<p><u>Computer and space to dance</u></p>	<p><u>Teacher Instructions:</u> Facilitate discussion by having students place their answers in the chat or verbally. As they provide answers notate their answers on the slide. OPTION: Dive into pop culture discussion and why racist stereotyping was wrong during that time. Pay attention to the details of Hula to help your students grasp the content. Ms. Popino and Ms. Stine model what students should be doing.</p> <p><u>Possible Answers:</u> Different media sources such as TV, Books, Movies, Social Media, Family history with Hula, Been to Hawaii</p> <p><u>Takeaways: (Slide 9)</u> Teacher Relay Takeaways: Pop culture/Hollywood used Hula to poke fun of the culture not to appreciate it Hula is the heartbeat of the Hawaiiin people</p>
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<p>Hula (TIME 15 minutes)</p>	<p>1.Students will learn a basic Hula that utilizes the six basic steps (Slide 11/Hula Warm Up)</p> <p>2.Review the vocabulary of the steps. Students will engage in short video clips where they will name the vocabulary. The classroom teacher will fill in the prompts on Slide 12</p> <p>Optional: Hula Students will continue to dance the combination all together to sense the community within the classroom.</p>	<p><u>Informal Assessment:</u> Visually check that students understand the progression of the Hula with limited pauses</p> <p><u>Review Vocabulary:</u> Have students write in the chat or verbally say the vocabulary term</p> <p><u>Answer Key:</u> Left Column Top to Bottom: #1 Ami, #2 Slide, #3 Rock Right Column Top to Bottom: #4 Vamp, #5 Sway, #6 Walk</p>	<p><u>Imagery</u></p> <p><u>Movement modifications</u> -Students don't have to travel too far, adapt to their space -Rewind video if students are confused</p> <p><u>Video Modeling</u> Follow along as Ms. Popino models and teaches the Hula</p>	<p><u>Computer</u></p> <p><u>Space to dance</u></p>	<p><u>Teacher Instructions</u> Classroom Teacher checks for physical understanding as students dance the warm up. Students should have their knees bent throughout the Hula.</p> <p><u>Instructions Video</u> Slide 11</p> <p><u>Review Vocabulary Videos</u> Slide 12</p> <p><u>Song for Hula linked in slide</u> https://www.youtube.com/watch?v=P80zBwDqymw</p>
<p>Identity Representation Activity (TIME: 15 minutes)</p>	<p>1.Who am I Worksheet: Slide 13 Students will fill out the Who am I worksheet to discover aspects of their identity.</p> <p><u>Instructions:</u> Students are instructed to independently create a visual representation of their identity. The identity representation can be done in various formats depending on whether that class is fully remote, hybrid, or in-person and what format is most appropriate for your class (ex. digital collage, physical collage, drawing, painting, word collage, improvisation etc.). Use the</p>	<p><u>In Person Learning:</u> Check each student's worksheet for completion by circulating the room.</p> <p><u>Online:</u> Assign each student a Google Doc with the blank worksheet. Check for completion after a set amount of time.</p> <p><u>Hybrid:</u> Use both methods as needed</p>	<p><u>Directions orally and written (virtual)</u> Slide 14</p> <p><u>Individualized instruction</u></p> <p><u>Samples</u></p> <p><u>Sentence Starters</u></p>	<p><u>Computer and space to dance</u></p> <p><u>Craft supply (paper, markers, tape, stickers, etc)</u></p> <p><u>"Who am I?" worksheet</u></p>	<p><u>Examples:</u> Slide 15 Option: Play example video while students work</p> <p><u>Instructions</u></p> <p><u>Who am I worksheet Link:</u> https://docs.google.com/document/d/19hEKsDF6n8BCKGD2QtlEI2WymQgG6qq1r2QTI7I/edit?usp=sharing</p> <p><u>Teacher Prompts:</u> Check on students as they work. Ask questions about specific elements of their representation if you're able (via breakout rooms or circling the room if in-person)</p>

	<p>provided examples (Slide 14) to show students what kind of representation they should make. If you're able, feel free to create and use your own example!</p> <p><u>Individual work time:</u> Students are sent to work independently for 10 minutes. If fully remote, encourage students to leave their cameras on. If fully in-person, have students spread out to minimize distractions. If hybrid, blend these methods.</p>	<p><u>Verbal check :</u> Have students repeat the directions back to you</p> <p><u>Visually Check for Completion</u></p>			<p><u>Teacher check:</u> Have all your students hold up their representation for the class. Use this opportunity to check for completion of the identity representation.</p> <p><u>Optional:</u> If students need more guidance on identity feel free to have a deeper conversation with the worksheet before moving on with the lesson. One suggestion could be creating a mindmap with the Mentimeter platform. Link for Mentimeter: https://www.mentimeter.com/app</p>
<p>Discussion/ Closing (TIME:10 minutes)</p>	<p>1.Share who you are! Slide 16 Students will volunteer to share their identity representations. After students share their creation they will show a gesture to represent their identities.</p> <p>2.What Did you Learn? Slide 17 Students will discuss what they learned about Hula to customize the slide to their takeaways. Check-in with students to see if anyone has any questions about what was covered during the lesson (Hula's background, basic steps, or identity).</p> <p><u>Breathing Exercise:</u> (Time: 2:30) Finish class by guiding students through a calming breath exercise/mindfulness meditation.</p>	<p>Did the student share elements of their identity representation and answer questions clearly when prompted by the instructor?</p> <p>Check-in to review new material and clarify any misconceptions</p> <p><u>Informal Assessment:</u> Notice for participation</p>	<p><u>Popsicle stick system for volunteers, popcorn system</u></p>	<p><u>Computer and space to dance</u></p>	<p><u>Meditation Audio</u></p> <p><u>Fill in Slide 14 with student answers about what they learned during Lesson 1</u></p> <p><u>Teacher Prompts:</u> Ask students to describe each component of their identity representation or to describe a few elements. Ask the student follow-up questions about any elements you'd like more detail on.</p> <p><u>Slide 17:</u> Remind students that Hula dance is a form of communication or storytelling. Call on several students to share one thing they learned about Hula today. **Teacher acts as scribe**</p>

	Encourage students to sit comfortably and close their eyes (optional). Guide students to think about what they put on their identity representation today and then to focus on their inhale and exhale. After several rounds of focusing on their inhale and exhale, thank students for their work in class and dismiss the class.				
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POSSIBLE EXTENSION ACTIVITIES:

If time permits, students can go into small breakout rooms to provide feedback for their identity representation.

OR

Students can color a hula dancer. **(Coloring worksheets in teacher resources)**

<https://www.scribblefun.com/lilo-and-stitch-coloring-pages/>