



HANAHAU'OLI SCHOOL  
EST. 1918

Kukunaoakalā (K/1) SHELTERS Unit	
Essential/Compelling Question: How do our shelters help us to meet our basic needs?	
<b>Themes/ Concepts:</b>	<p>Basic Needs / Interdependence / Change and Constancy</p> <p>The overarching theme in Kukunaoakalā is Change and Constancy. This theme was chosen from a developmental perspective as it offers many ideas and topics that are relevant to the interests, thinking, questioning and learning of young children. Children notice that some things stay the same and some things change. For example people are always changing, i.e., losing teeth, getting a new/different haircut/hairstyle, but they are still themselves.</p> <p>The theme of Basic Needs endures throughout all of our studies as a way to ground children in their thinking and understandings of themselves and the world around them. To develop conceptual ideas of how the world works and their place in it, young children first explore how their basic needs are met through studies that are meaningful to their daily lives.</p>
<b>Unit Description (What &amp; Why):</b>	<p>The shelters unit supports the mission of the school by integrating school life with home and the world as children relate what they know about their homes to the shelters we visit, read about, and build. The shelters study focuses on the concept of needs: shelters provide protection and fulfill the needs for privacy, rest, gathering and to keep clean. Additionally, the shelters unit supports school wide learning outcomes of respecting the value of diversity, beginning to understand how the world works, and developing a beginning understanding of the interdependence of humans and their environment and the role he/she plays in it.</p> <p>As a part of this unit, students will engage in the process of scientific inquiry, which includes:  <b>Creating Community:</b> Creating and building a safe community of learners  <b>Making Observations:</b> Making observations and perceiving experiences.  <b>Generating Questions:</b> Asking explorable questions and making thoughtful guesses (hypothesis)  <b>Collecting Data:</b> Carrying out plans, collecting, organizing, and analyzing data  <b>Analyzing Data:</b> Analyze data and validate hypotheses  <b>Communicating Conclusions:</b> Sharing processes and conclusions with others</p>
<b>Intended Learning Outcomes (Unit Aims):</b>	<p><i>Children should:</i></p> <ol style="list-style-type: none"> <li>1. Understand the function of shelters and how they meet an essential human need.</li> <li>2. Understand that shelters fulfill similar needs and sometimes look different, both in the past and present around the world.</li> <li>3. Respond to diversity by building empathy, respect, understanding and connection</li> <li>4. Understand the mathematical attributes of shapes (e.g. rectangles, squares, triangles) in relation to building a sturdy structure.</li> <li>5. Practice cooperative learning, planning, executing, and problem-solving skills by building structures and exploring the properties of various building materials.</li> </ol>
<b>Connections to <a href="#">Schoolwide Learning Outcomes:</a></b>	<p>In this unit students will:</p> <ul style="list-style-type: none"> <li>● Use learning as a vehicle to promote understanding of self, others and the world.</li> <li>● Appreciate the arts as well as a value and use of the creative process.</li> </ul>

	<ul style="list-style-type: none"> <li>Use creative and critical thinking to solve problems and make responsible decisions.</li> </ul>
<b>Integration Plan (Learner Agency, Research, Writing, Reading &amp; Specials):</b>	This unit will integrate all areas including, but not limited to: reading, writing, mathematics, science, visual arts, creative movement/drama, social-emotional learning, music, technology, and basic research skills.
<b>Connections to HS 8-Year Spiral &amp; Schoolwide Articulation:</b>	<p><i>Who am I? How does the world work? Where do I fit in?</i></p> <p>This study supports school wide learning outcomes of respecting the value of diversity, beginning to understand how the world works, and developing a beginning understanding of the interdependence of humans and their environment and the role he/she plays in it.</p> <p>Our focus within this broad theme is needs and one of the basic/essential human needs is protection. Shelters provide protection as well as fulfill other needs such as the need for privacy, a place to rest, a place to be together with others, a place to prepare and eat food and a place to keep clean.</p> <p><i>Connections to Previous and Future Thematic Units:</i> Animals, Food, Communication</p>
<b>Opportunities for Family &amp; Community Partnership:</b>	Units are created with a strong base of experiences and lessons to help children discover and understand concepts; however, Kukunaokalā Units are largely based on family involvement and participation. We depend on families and their connections, experiences, and expertise to make the units rich and meaningful.
<b>Introducing the Unit:</b>	<p><i>The hook activity at the beginning of the unit, which introduces children to the question, concepts, and themes is:</i></p> <p>What are the basic needs of all living things? Students will:</p> <ol style="list-style-type: none"> <li>1. Make observations and document living / nonliving things around campus.</li> <li>2. List/draw the basic needs of all living things.</li> <li>3. Relate to basic needs of all living things.</li> <li>4. Observe an animal on campus and document its shelter. How are its needs being met? (by capitalizing on children's natural interest in animals we can make a meaningful connections to animal needs and shelters and our own)</li> <li>5. Complete unit book follow up sheet, journal, activity, etc. showing his/her understanding / wonderings.</li> <li>6. Participate in class discussion and engage with guest speakers.</li> </ol> <p><u>Resources</u> <i>Those Shoes</i> (Maribeth Boelts; wants vs. needs) <a href="#">Video: Needs and Wants</a></p>
<b><u>SOCIAL JUSTICE STANDARDS</u></b>	<p><b>Social Justice Standards</b></p> <p><b>Diversity 6</b> Students will express comfort with people are both similar and different from them and engage respectfully with all people (I like being around people who are like me and different from me and I can be friendly to everyone.)</p> <p><b>Diversity 8</b> Students will express comfort with people who are both similar to and different from them and engage respectfully with all people (I want to know about other people and how our lives and experiences are the same and different.)</p> <p><b>Diversity 9</b> Students will respond to diversity by building empathy, respect, understanding and connection. (I know everyone has feelings, and I want to get along with people who are similar and different from me.)</p> <p><b>Justice 14</b></p>

<p>Students will recognize that power and privilege influence relationships on many levels and consider how they may have been affected by those dynamics. (I know that life easier for some people and harder for others and the reason for that are not always fair.)</p> <p><a href="#">Social Justice Standards</a></p>			
Supporting Unit Question	Supporting Unit Question	Supporting Unit Questions	Supporting Unit Questions
How do shelters help us meet our basic human needs? How do animal shelters help animals meet their needs?	Why do shelters around the world look different (in the past and present)?	What role do shapes play in creating a sturdy structure?	How can I show empathy, respect, and understanding by helping others get their shelter needs met?
Formative Performance Tasks/Activities/Experience (Assessment & Evidence)	Formative Performance Tasks/Activities/Experience (Assessment & Evidence)	Formative Performance Tasks/Activities/Experience (Assessment & Evidence)	Formative Performance Tasks/Activities/Experience (Assessment & Evidence)
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explore animal shelters.</li> <li>2. Create a drawing or some type of art work to share about their home and how it helps them to meet their needs.</li> <li>3. Create a final shelter project collaboratively with peers. Criteria include creating spaces in the shelter that meet human needs for rest, food, water, cleanliness and safety.</li> <li>4. Reflect on building process.</li> </ol>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Learn about shelters from the past and how they supported a different way of life.</li> <li>2. Understand that shelters of the past relied solely on its natural resources and were built based on needs, climate, culture, and environment.</li> <li>3. Likewise, explore houses around the world and how they are built based on needs, climate, culture, and environment.</li> <li>4. Observational drawings of shelters around the world</li> <li>5. Build a structure</li> <li>6. Creative movement emphasizing climate, culture and/or environment of a shelter.</li> </ol>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explore shapes in the classroom and around campus.</li> <li>2. Learn the attributes of basic shapes.</li> <li>3. Gather data on the shapes they observe on buildings (campus, home, neighborhood)</li> <li>4. Learn about the role different shapes play in creating sturdy structures.</li> <li>5. Apply this information to the structures they build.</li> <li>6. Reflect on process.</li> </ol>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Learn from organizations and people in our community (i.e. I.H.S., Father David) about their role in helping houseless people.</li> <li>2. Additionally, learn from community organizations about different ways we can help houseless people and families (donations and other resources needed).</li> </ol>
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p><u>Example of Books</u></p> <ul style="list-style-type: none"> <li>• <i>Thanks to the Animals</i> (Allen Sockabasin; Native American)</li> <li>• <i>Bug Hotel</i> (Libby Walden)</li> </ul>	<p><u>Example of Books</u></p> <ul style="list-style-type: none"> <li>• <i>If You Lived Here</i> (Giles Laroche)</li> <li>• <i>Homes in Many Cultures</i> (Heather Adamson)</li> <li>• <i>Homes Around the World</i></li> </ul>	<p><u>Example of Books</u></p> <ul style="list-style-type: none"> <li>• <i>Home</i> (Carson Ellis)</li> <li>• <i>Building Our House</i> (Jonathan Bean)</li> <li>• <i>Iggy Peck Architect</i> (Andrea Beaty, and others by same author)</li> <li>• <i>Young Frank Architect</i> (Frank Viva)</li> <li>• <i>If I Built a House</i> (Chris Van Dusen)</li> </ul>	<p><u>Example of Books</u></p> <ul style="list-style-type: none"> <li>• <i>Uncle Willie and the Soup Kitchen</i> (DyAnne DiSalvo)</li> <li>• <i>Where Children Sleep</i> (James Mollison)</li> <li>• <i>I See You</i> (Michael Genhart)</li> <li>• <i>A Place to Stay</i> (Erin Gunti)</li> <li>• <i>Shelter</i> (Celine Clair)</li> </ul>

		<ul style="list-style-type: none"> <li>• <i>The World is Not a Rectangle</i> (Jeanette Winter)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Aunt Pearl</i> (Monica Kulling)</li> </ul>
<p><u>Guest Speakers</u></p> <ul style="list-style-type: none"> <li>• Kalani Matsumura - endemic Hawaiian animal homes (current parent)</li> </ul>	<p><u>Guest Speakers</u></p> <ul style="list-style-type: none"> <li>• Avis Poai - Hawaiian Hale (current parent)</li> <li>• Dr. Amber Makaiau - family's log cabin in Kentucky</li> <li>• Lee 'Ohana - Fijian Shelters (current Kukunaokalā family)</li> <li>• Jean Pennycook (scientist - shelters in Antarctica)</li> </ul>	<p><u>Guest Speakers</u></p> <ul style="list-style-type: none"> <li>• Brady Jencks (current parent and architect)</li> <li>• Kristin Nakagawa (current parent and architect)</li> </ul>	<p><u>Guest Speakers</u></p> <ul style="list-style-type: none"> <li>• Father David Gierlach (St. Elizabeth's Episcopal Church)</li> <li>• Jilly Wright - Institute for Human Services</li> </ul>
<p><u>Other Resources</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Video: Animal Homes</a></li> <li>• <a href="#">My Home Homework instructions</a></li> </ul>	<p><u>Other Resources</u></p> <ul style="list-style-type: none"> <li>• International Shelter models (Kukunaokalā collection and HOMA lending library)</li> <li>• World map and photos</li> <li>• Hale Presentation</li> <li>• Video: <a href="#">Ka Hale: A Revival</a></li> <li>• Fijian Shelters Presentation</li> <li>• Video: Siheyuan Houses (Jingwoan) Si</li> </ul>	<p><u>Other Resources</u></p> <ul style="list-style-type: none"> <li>• Blueprints of Hanahau'oli</li> <li>• <a href="#">Video: Strong Shapes</a> (Architecture Essentials)</li> <li>• <a href="#">Makedo</a> (building tool for cardboard structures)</li> <li>• <a href="#">How Basic Shapes Influence Architecture</a></li> </ul>	<p><u>Other Resources</u></p>
<p><u>Ex: of Student Work</u></p> <p><a href="#">My Home Homework Examples</a></p> <p><a href="#">Animal Shelter Work Samples</a></p>	<p><u>Ex: of Student Work</u></p> <p><a href="#">Shelter From Past Work Samples</a></p> <p><a href="#">Shelters Around the World Work Samples</a></p>	<p><u>Ex: of Student Work</u></p> <p><a href="#">Shapes in Shelters Work Samples and Experiences</a></p>	<p><u>Ex: of Student Work</u></p> <p><a href="#">Showing Empathy - Examples of Student Work</a></p>

**List of Resources**

**Experiences**

- Create an animal shelter using items in nature
- Various building materials (we have tons in the loft and stored under the pavilion)
- International shelters observation (Academy of Arts lending library, collection in loft)
- Rest and Read Shelter Building
- Class Mural / Collage
- Shelter models
- Plays

**Possible Learning Trip Opportunities**

- Mission Houses
- Children's Discovery Center
- Kahauiki Villages
- Reuse Hawaii
- Student's homes under construction or renovation
- Homes that showcase sustainability
- Various types of properties (ex: Park Lane)
- New Property

**Books**

- *Those Shoes* (Maribeth Boelts; wants vs. needs)
- *Thanks to the Animals* (Allen Sockabasin; Native American)
- *Bug Hotel* (Libby Walden)
- *Home* (Carson Ellis)

- *Building Our House* (Jonathan Bean)
- *Iggy Peck Architect* (Andrea Beaty, and others by same author)
- *Young Frank Architect* (Frank Viva)
- *If I Built a House* (Chris Van Dusen)
- *The World is Not a Rectangle: A Portrait of Architect Zaha Hadid* (Jeanette Winter)
- *If You Lived Here* (Giles Laroche)
- *Homes in Many Cultures* (Heather Adamson)
- *Homes Around the World*
- *Uncle Willie and the Soup Kitchen* (DyAnne DiSalvo)
- *Where Children Sleep* (James Mollison)
- *I See You* (Michael Genhart)
- *A Place to Stay* (Erin Gunti)
- *Shelter* (Celine Clair)
- *Aunt Pearl* (Monica Kulling)
- *Sam and the Lucky Money* (Karen Chin)

**Guest Speakers 2021 (some were Hui specific)**

- Kalani Matsumura - endemic Hawaiian animal homes (current parent)
- Avis Poai - Hawaiian Hale (current parent)
- Dr. Amber Makaiau - family's log cabin in Kentucky
- Lee 'Ohana - Fijian Shelters (current Kukunaakalā family)
- Father David Gierlach (St. Elizabeth's Episcopal Church)
- Jilly Wright - Institute for Human Services
- Brady Jencks (current parent and architect)
- Kristin Nakagawa (current parent and architect)
- Jean Pennycook (scientist - shelters in Antarctica)

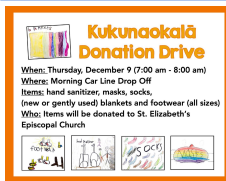
**Summative Performance Task (Assessment & Evidence):**

Students will answer the question, **“How do our shelters help us to meet our basic needs?”** They can answer the question through a variety of formats like an interview, presentation, video, family sharing, written format, etc.. When they answer the question, they will be asked to: (a) use examples from the unit to support their ideas; (b) explain how they used any aspect of the scientific inquiry process (e.g. community, observations, questions, data collection, and data analysis) to help them answer the question, and (c) make connections to the Rest & Read shelter that they built.

**Taking Informed Action:**

Donation Drive → St. Elizabeth's Episcopal Church and IHS

[Call for donations video shared at assembly](#)



**Timeline and Scope:**

[Example of Timeline](#) (each cohort follows a similar timeline, but specifics depend on children, their interests, families, etc.)

**Links to Samples of Student Work:**

[Shelters Unit Book Example](#)

[Mauka Weekly Logs \(Shelter Unit\)](#)