

Integrating Content-Based and Experiential Language Learning in Teaching Activities

Introduction

Jean Kirschenmann

The following set of lessons grew out of a multi-faceted project that began in the summer of 2007. One goal of this project was to have students in the TESL program practice planning content-based language lessons. Since many graduates of the TESL programs teach in settings where a grammar-based curriculum is still widely used, it is important that they have the opportunity to develop lessons and materials that better reflect the second language acquisition principles that they read about in their TESL courses, particularly the principle of teaching language through use rather than simply learning about it. At about the same time, course materials were needed for a new low intermediate level content-based course scheduled to premiere in the English Foundations Program (EFP) in Spring 2008. The concern for having TESL students practice planning sound language lessons and the practical need for new materials came together in this project and involved students in AL 4710 Materials, Methods, and Testing of Spoken English, AL 6710 Methods of Teaching Oral/Aural English, and AL 6720 Teaching English Reading and Writing. Having the opportunity to design lessons for a real group of teachers and learners gave the project a clear purpose beyond simply fulfilling a course requirement.

Since content-based instruction is the curricular design of the teaching activities included here, some explanation about this instruction method is in order. Over the last 15-20 years, a variety of content-based instruction (CBI) models have sought to bring into the language classroom a phenomenon that frequently occurs in the real world – acquiring a language in the process of learning something else. For example, by watching Korean dramas on TV, one might acquire some Korean. By working with foreign colleagues on a multi-national engineering

project one might develop a degree of conversational fluency in their language. CBI courses for young learners are frequently developed around weekly or monthly themes such as marine animals or community helpers. When CBI courses and materials were first being developed for older learners, they were frequently organized around one- or two-week units on topics such as nutrition or technology. Recently, many college and university ESL programs have adopted a model called *sustained content-based instruction* in which courses are semester-long studies of history or geography, for example (Pally, 2000). The goal of such courses is to help build students' English language skills, particularly the literacy skills that are necessary for success at the university level and, at the same time, learn about subjects that will help them succeed in their academic lives. For example, one popular series of sustained content-based ESL textbooks¹ uses American history, sociology, and psychology as the subject matter of its lower intermediate, upper intermediate, and advanced books, respectively. In 2005, the EFP curriculum committee decided to gradually re-design EFP curriculum along a sustained content-based model.

After examining many commercial texts and weighing other program concerns, the committee made the difficult decision to develop its own sustained content-based course and materials for the lower intermediate level rather than purchasing a commercial product. The primary reason for this decision was that the commercial material that best fit the linguistic and academic needs of the target students was built on the subject of American history. It would have been ideal for a community college or high school environment in which most students are immigrants or U.S. citizens, but it was not suitable for internation-

al students at HPU, most of whom will be living and working in other countries. TESL program professors volunteered to tailor requirements in the methods courses listed above to involve students in drafting teaching units, stand-alone lessons, and student materials that could be pilot tested in the new content-based EFP course.² In the ensuing committee discussions, additional goals for the new course emerged beyond just the goal of content-based instruction. Among these was a desire to incorporate elements of experiential learning, which grew out of observations about the popularity and success of out-of-class experiences in HPU's intensive Proficiency in English Program (PEP).

Experiential learning has been implemented widely in education, and it all started nearly one hundred years ago, when John Dewey challenged Americans to transform their schools. Among other ideas, he argued persuasively that personal experience plays a central role in effective education, saying that education "in order to accomplish its ends both for the individual learner and for society must be based upon experience" (Dewey 1938/1997 p. 89). Today, we see Dewey's influence in many settings from traditional classrooms to charter schools and even in English language classes at HPU. From its beginning in 1999, the PEP program featured a weekly excursion in which students actively apply their classroom study

References

Dewey, J. (1938/1997). *Experience and education*. New York: Simon and Schuster.

of English in real world activities. The EFP curriculum committee sought to incorporate similar experience into the design of its new content-based courses.

After considerable discussion, the committee selected the theme of the arts, specifically art, architecture, and music as they are experienced in Downtown Honolulu where HPU is located. The five lessons included here are designed for about 85 minutes of instruction each and are geared toward intermediate-level students. The places covered in the five lessons include Aloha Tower, Iolani Palace, the State Capitol, and changes from old to modern Hawai'i.

Most readers of this collection will probably not be teaching English in Honolulu. It is our hope, however, that these lessons will inspire and guide them s in building their own content-based, experiential language lessons, wherever they may be teaching.

Notes

¹ The *Academic Encounters* series by Cambridge University Press

² Catherine Sajna's Summer 2007 course on materials development AL 3802/6750 was the first to participate in this project. A sample of the materials developed in that course can be found in *HPU TESL Working Paper Series*, 5 (2).

Pally, M. (2000). *Sustained content teaching in Academic ESL*. Boston: Houghton Mifflin.

“What is it made of?”

Chiharu Iwamoto

Editor's Note

This lesson has an excellent example of an information gap activity. While the lesson focuses on historic Kawaiahao Church in downtown Honolulu, it might be best to adapt it using a locally significant building in the country or city where you are teaching.

Materials

- photos (Appendix A)

Teaching the lesson

Activity 1: Opening (5 minutes)

1. T shows several pictures of Kawaiahao church. (See photos, Appendix A)
2. T asks if Ss remember anything specific about Kawaiahao Church from the tour. (Previously, the students went to the tour of downtown Honolulu, which is located to their school on previous lesson. In this tour, students visited several historical buildings in downtown Honolulu in order to see its architectures.)

Activity 2: Preparing for discussion (10 minutes)

1. T shows picture B on transparency.
2. T asks “What is Kawaiahao church made of?”
3. T gives Ss some clues by asking questions such as: “Look at the wall. Where do you think this material comes from?”

Activity 3: Information gap (15 minutes)

1. T puts Ss in pairs.
2. T gives each student Discussing Architecture A or B (Appendix B).
3. T has Ss look at the dialogue on the top of the handout.
4. T models the sentences to show how to ask questions to a partner.
5. T gives pairs time to complete the activity and fill in the information.

Activity 4: Tour guide practice (25 minutes)

1. Ss in pairs finish Activity 3, then use the information from Activity 3 to practice being tour guides.
2. T models how to describe the buildings rather than using Q&A. The tour guide speech should begin with *Kawaiahao Church was built in...*

Activity 5: Free creative speaking activity (25 minutes)

1. T shows Ss several pictures of historical buildings in the world.
2. T explains to Ss that necessary information are written on the pictures, such as name of the buildings, materials, construction year, the usage.
3. Ss talk about them.
4. Ss take something special or useful out of their backpack or school bag.
5. As Ss do this, T writes the following questions on the board:
 - a. What is it?
 - b. When and where did you get it?
 - c. What is it made of?
 - d. Why is it important to you?

6. T tells students to practice Q&A again with their partners.
7. If time permits, Ss can do the “tour guide” version of this activity, too. They should begin with: *This is my dictionary. My high school English teacher gave it to me. It...*

Activity 6: Closing and homework (5 minutes)

1. T asks Ss to think about their favorite building in their hometown or in the world.
2. T gives homework. Ss look up information on their favorite building on the Internet (at least 3 sources).
3. Ss should be prepared to tell others about their famous buildings in the next class.

Appendix A
Photos



Picture A



Picture B

Appendix B

Discussing Architecture A

Use the following dialogue when you talk with your partner. Take turns.

1. What is <u>Iolani palace</u> made of?	It is made of _____.
2. When was _____ built?	It was built in _____.
3. When was _____ repaired?	It was repaired in _____.
4. How was _____ used?	It was used for _____.



Name: Iolani Palace
Material:
Founded:
Repair: 1969
Past usage: royal palace



Name: Kawaiahao church
Material: Coral rock
Founded: between 1836 and 1842
Repair:
Past usage:



Name: Hawaii theater
Material:
Founded: 1922
Repair:
Past usage: perform and watch shows



Name: Aloha Tower
Material: concrete
Founded:
Repair: 1981
Past usage:

Discussing Architecture B

Use the following dialogue when you talk with your partner. Take turns.

1. What is <u>Iolani Palace</u> made of?	It is made of _____.
2. When was _____ built?	It was built in _____.
3. When was _____ repaired?	It was repaired in _____.
4. How was _____ used?	It was used for _____.



Name: Iolani Palace
 Material: stone and wood
 Founded: 1871
 Repair:
 Past usage:



Name: Kawaihau church
 Material:
 Founded:
 Repair: 1829
 Past usage: the national church of the Hawaiian Kingdom and chapel of the royal family



Name: Hawaii theater
 Material: wood and concrete
 Founded:
 Repair: from 1989 to 1996
 Past usage:



Name: Aloha Tower
 Material:
 Founded: 1925
 Repair:
 Past usage: light house

“Can you tell us about that building?”

Gina Redila

Editor’s Note

Have you ever noticed the white building with four, tall columns across from the MP Building on Fort Street Mall? Have you every stepped inside? It is open to the public daily. This church may look plain on the outside, but it has a long and interesting history. This lesson could be adapted to help English language learners talk about places of worship in their hometown or near their language school.

Teaching the lesson

Activity 1: Locating the cathedral (5 minutes)

1. T asks Ss whether Ss have noticed the white church located across from the Hawaii Pacific University MP Building on Fort Street Mall.
2. T shows Ss a picture to make sure they know which church we are talking about.
3. T gives Ss the full name of the church: The Cathedral of Our Lady of Peace.

Activity 2: Learning about the cathedral (10 minutes)

1. T tells Ss to listen for five dates and events in the building of the church (out of seven dates and events).
2. T tells Ss to try to take notes, perhaps dates the first time and events the second time.
3. T passes out Handout 1 “Historical Information of the Cathedral” (Appendix A) with historical information so they can check their listening.
4. T reads aloud the handout on “Historical Information of the Cathedral,” asking Ss to follow along. T refers to the pictures as necessary.
5. Ss answer questions.
6. T gives Ss a few minutes to read and review the text on their own.

Activity 3: Walking tour (30 minutes)

1. T takes Ss outside the MP building. Ss can leave their notes and books behind.
2. T points out the architectural features that Ss read about.
3. T points out additional features: stained-glass window, statues, plaques, etc.
4. Ss walk quietly though the back of the church.
5. Ss go back outdoors. T explains that unlike most other houses of worship, Catholic churches are frequently open to the public at all times.
6. Ss return to the classroom.

Activity 4: Adding detail (20 minutes)

1. After seeing the cathedral, Ss will have a better picture of what they saw and read. T asks Ss to look again at the pictures and try to describe each of them with additional detail. How does the building look? Where is the weather vane? What is inside the building, outside, nearby?
2. T divides the class into pairs.
3. T sets up this situation: “A new HPU student and his/her parents have stopped you on Fort Street Mall. They say, *“We are new to Honolulu. Can you tell us about this church?”* You will take them on a short walk around and through the church. Practice what you will say. You may carry a small card with you, but you may not write out everything you will say.”
4. T gives Ss some time to work. Ss may need to continue this activity into the next day.

Activity 5: Dictation and review (15 minutes)

1. T reviews information about the cathedral by dictating a few simple sentences from the Historical Information of the Cathedral handout. With the light off, T writes the sentences on the overhead transparency as T dictates the events in chronological order.
2. T turns on the light so Ss can check their notes.
3. T provides Handout 2 (Appendix B) to test the Ss about the cathedral's history. T allows Ss 10-15 to write their answers in chronological order.
Hint that there is a tricky sentence (the age of the bronze weather vane).
4. Ss volunteer their answers.

Activity 6: Homework (5 minutes)

1. T asks Ss to describe their own place of worship, or a place of worship that they are familiar with:
 - a. Describe the color
 - b. Describe the interior and exterior of the place of worship
 - c. Name two historical events about this place of worship.
2. Ss may share their papers at the next class meeting.

Appendix A

The Cathedral of Our Lady of Peace

Note: Only one set of pictures is needed for the class.

Historical Information of the Cathedral

1. A cathedral is a large or important Catholic church.
2. Missionaries began building this church on July 9, 1840.
3. The Cathedral of Our Lady of Peace was dedicated on August 14, 1843.
4. There is a bronze weather vane on top of the tower. It is more than 100 years old today.
5. The first pipe organ was installed in 1847.
6. The clock was installed in 1852.
7. There are two French-made bells in the bell tower. They were hung in 1853.
8. Father Damien became a priest in this church on May 21, 1864.

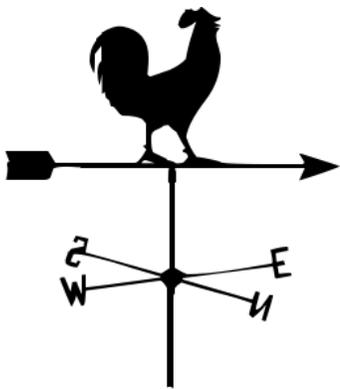
Images of the Cathedral of Our Lady of Peace



The Cathedral from the outside



Bell tower or clock tower



Weather vane



Pipe organ



Stained glass window

Appendix B

What happened?	The year?
First	
Second	
Third	
Fourth	
Fifth	
Sixth	
Last	

Answer keys:

- | | |
|---|---------------------|
| 1 st : Missionaries began building the church. | July 9, 1840 |
| 2 nd : The Cathedral of Our Lady of Peace was dedicated. | August 14, 1843 |
| 3 rd : The first pipe organ was installed. | 1847 |
| 4 th : The clock was installed. | 1852 |
| 5 th : There are two French-made bells in the bell tower. | 1853 |
| 6 th : Father Damien became a priest in this church. | May 21, 1864 |
| 7 th : There is a bronze weather vane on top of the tower. | 100 years old today |

“What does it symbolize?”

Misuzu “Zuzu” Emura

Editor’s Note

This lesson requires the teacher to have some background information about the Hawaii State Capitol building, Queen Liliuokalani, and Father Damien. Historic buildings and statues of famous people can be found in nearly any city center, so this lesson could be adapted for many settings outside Honolulu. The background information is frequently available online or through local tour agencies. The teacher may need to adapt the language from such sources to be suitable for language learners as has been done with the information about Father Damien in Activity 3.

Teaching the lesson

Activity 1: Opening (5 minutes)

1. T briefly reminds students of the previous class, which was on downtown tour in which T and Ss visited some historical buildings at downtown in Honolulu.
2. T asks students what they recall about any of the buildings that they saw.
3. T gives an overview of the class and tells students that they will learn about the State Capitol building today.

Activity 2: Learning about Hawaii symbols (15 minutes)

4. T shows pictures of the State Capitol (see image in Picture Resources) and ask Ss to guess how old the building is. After some guesses, T gives the answer (37 years old, opened in 1969).
5. T passes out the “What does it symbolize?” worksheet (Appendix A) to each student and have Ss try to match the numbers with the letters, working together as they wish.
6. T checks the answers and helps with vocabulary as needed.
7. Ss review by asking each other questions such as
Q: What does the cone-shaped roof symbolize? (A: It symbolizes a volcano.)
8. T sums up the activity and tells Ss that they will learn about two statues found around the State Capitol. First, they will listen to a passage about Father Damien.

Activity 3: Listening comprehension –Father Damien biography (25 minutes)

1. T shows picture of Father Damien’s statue (see Picture Resources)
2. T introduces the word *leprosy* by writing it on the white board.
3. T explains that it is the name of a disease, also called *Hansen’s disease* today.
4. T gives Ss these key questions to listen for (using the board or overhead transparency):
 - When did Father Damien come to Honolulu?
 - Why did he go to Molokai?
 - What did he do on Molokai?
5. T reads the Damien biography script. (Appendix B) Ask Ss to just listen.
6. T reads again (and possibly a third time). Ss take notes during these readings.
7. T checks to see if Ss got the answers to the key questions.
8. If desired, T reads the script once more for review and reinforcement.
9. T sums up the activity, and tells Ss that they will discuss another historic figure in Hawaii next.

Activity 4: Speaking and reading jigsaw (25 minutes)

1. T shows picture of Queen Liliuokalani’s statue (see Picture Resources)
2. T gives each student one of the three passages about Queen Liliuokalani (Appendix C).

3. T gives Ss a few minutes to read their passage.
4. T asks Ss to find someone who has read the same passage.
5. Ss review the main ideas together. T tells Ss to make sure they understand the information in their passage. They should help each other or ask for T's help as needed.
6. T tells Ss to regroup so that they have one person with a different passage in their group.
7. T tells Ss to tell each other about the information in their passage.
8. T asks these questions to check Ss' comprehension:
 - Why is Liliuokalani famous?
 - How were Abner Paki and his wife Konia related to Liliuokalani?
 - What is the famous song that Liliuokalani composed?

Activity 5: Tour guide (10 minutes)

1. T asks Ss to imagine that their friends and family are visiting them in Hawaii, and the Ss are going to take their friends and family to see the State Capitol. The friends and family are new to Hawaii, and Ss will act as a tour guide to tell them about the State Capitol, using the information presented in the activities above.
2. T demonstrates how to explain about the State Capitol as a tour guide would.
3. T hands the written script of this demonstration to Ss (Appendix D)

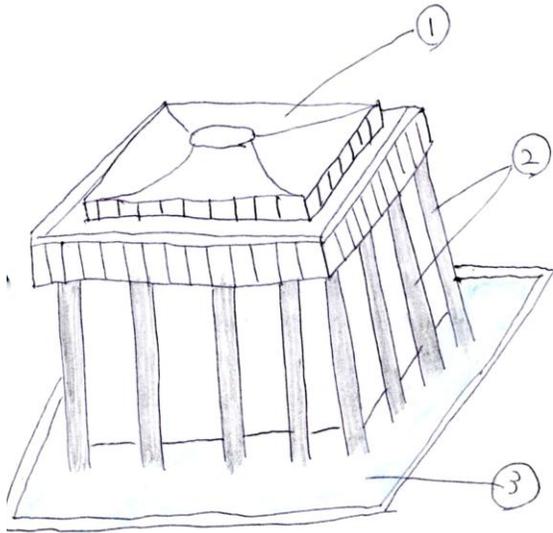
Activity 6: Closing (5 minutes)

1. T explains what Ss are going to do for the next several classes, which is a group project in which Ss select one of historical buildings they visited during the downtown tour and prepare a tour guide script.

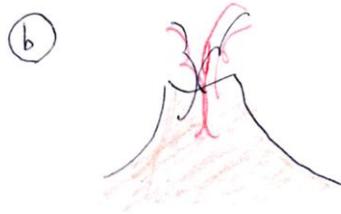
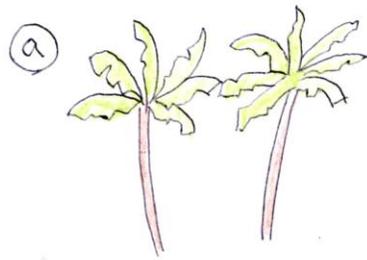
Appendix A
What does it symbolize?

What does this symbolize?

State Capitol



Symbols of Hawaii



Appendix B
Script for listening activity

Show or project pictures of Father Damien.

1. This is Father Damien.
2. You saw his statue at the State Capitol.
3. He was a priest from Belgium.
4. He came to Honolulu in 1864.
5. At that time, many Hawaiians got leprosy.
6. Today we call this disease Hansen's disease.
7. There was no treatment for the disease.
8. Patients had to leave their families.
9. They were sent to Molokai.
10. On Molokai no one took care of the leprosy patients.
11. Father Damien wanted to work with them.
12. He moved to Molokai in 1873.
13. He built a church and a school for the patients.
14. He built a lot of houses, too.
15. He started a brass band with the patients.
16. Father Damien lived with them like a father.
17. But he also got leprosy.
18. He died in Molokai in 1889.

Appendix C
Jigsaw reading: Three passages about Queen Liliuokalani

Group 1

Liliuokalani began studying music when she was young. She was a talented composer. She wrote more than 165 songs. One of the four Hawaiian national anthems was also written by Liliuokalani. She expressed her feelings about Hawaii and its people in her songs. Her most famous song is “Aloha Oe.” “Aloha Oe” is a song about two lovers. They didn’t want to be separated. But they have to be separated.

Group 2

Liliuokalani was born on September 2, 1838 to Caesar Kapaakea and his wife Keohokalole. Her brother was King Kalakaua. Upon her birth Liliuokalani became the child of Abner Paki and his wife Konia. This was an old Hawaiian custom called Hanai. The hanai parents, Abner Paki and his wife Konia, raised Liliuokalani. At the age of four Liliuokalani went to the Royal School. There she studied hard and became fluent in English. She also learned to play the piano.

Group 3

After King Kalakaua died, Liliuokalani became a queen to rule Hawaii. Queen Liliuokalani hoped to make the monarchy stronger. Other people in Hawaii wanted the monarchy to end. In 1893 there was a revolution, and the queen lost her power. She was imprisoned in Iolani Palace for nine months. Queen Liliuokalani is famous because she was the last monarch of Hawaii.

Appendix D

Tour Guide Script

The State Capitol was built in 1969. It was designed by architect John Carl Warnecke.

You can find several symbols of Hawaii in the parts of this building. Two large meeting rooms are cone-shaped to symbolize a volcano. The pillars around the building represent palm trees. The pool of water surrounding the building is a sign of the Pacific Ocean.

You can also find two statues at the Capitol. One is a statue of Father Damien. The other is Queen Liliuokalani. Let me briefly introduce Father Damian and Queen Liliuokalani to you.

Father Damien was a priest from Belgium. He came to Honolulu in 1864. In Hawaii, Father Damien learned about the leprosy patients. Today we call this disease Hansen's disease. At that time, the patients were kept in isolation on Molokai. In 1873 Father Damien moved to Molokai because he wanted to work with them. He built a church and a school for the patients and built a lot of houses, too. Father Damien lived with them like a father. But he also suffered leprosy and died in 1889.

Queen Liliuokalani was born on September 2, 1838. Her brother was King Kalakaua. At the age of four, Liliuokalani went to the Royal School and became fluent in English. After King Kalakaua died, Liliuokalani became the queen of Hawaii. She hoped to make the monarchy stronger, but other people in Hawaii wanted the monarchy to end. In 1893, there was a revolution, and the queen lost her power. Queen Liliuokalani was a talented composer, too. She expressed her feelings about Hawaii and its people in her songs. Her most famous song is "Aloha Oe." Queen Liliuokalani and her songs were and still are very loved by Hawaiians.

That is why we have Father Damien Statue and Queen Liliuokalani Statue here.

Information adapted from http://www.hawaiiweb.com/oahu/sites_to_see/state_capitol_building.htm

Picture Resources



Hawaii State Capitol, outside



Hawaii State Capitol, inside



Father Damien portrait



Father Damien statue



Queen Liliuokalani

Image sources

State Capitol:

www.maona.net

www.gohawaii.about.com

Father Damien:

en.wikipedia.org

www.dkimages.com

Queen Liliuokalani:

www.pbase.com/rach1966/image/29396877

“We Are Family”

Janelle Martin

Editor’s Note

This title has been used for a number of different songs. The version featured in this lesson is unique to Hawaii. The lesson also features a nice academic listening task with statistics.

Materials

In addition to the materials you see here, you will need

- “Keiki Calabash” DVD (1993 Leon & Malia Productions, 1993)
- Statistics from the following link, particularly Tables 1.37 Ranking of Races and 1.53 Married Couples
<http://www.hawaii.gov/dbedt/info/economic/databook/db2006/section01.pdf>.

Preparing students for this lesson

T has students complete the handout “My Family” (Appendix A) as homework in preparation for this lesson.

Teaching the lesson

Activity 1: Learning about the population of Hawaii (15 minutes)

1. T shows pictures of the racially diverse peoples of Hawaii (Appendix B). (More pictures may be collected from the Internet, newspaper, local magazines, or the children’s book *Hawaii is a Rainbow*.)
2. T asks Ss what they know about the ethnic background of their local neighbors and friends.
3. T uses mini lecture format to give statistics about the population of Hawaii. Ss take notes on worksheet (Appendix C). The mini lecture can be found at the end of this lesson plan.

Activity 2: Listening (25 minutes)

1. Ss watch and enjoy the song, “We are Family” on Keiki Calabash DVD
2. T passes out a cloze passage of lyrics (Appendix D).
3. T plays the song again, asking students to try and fill in the blanks
4. T plays the song again a few more times if needed so students can fill in most of the blanks
5. Ss compare answers with a neighbor to get more information
6. T shares all answers as a class.

Activity 3: Discussing vocabulary from the song (10 minutes)

1. T discusses English words from song: *coconut tree*, *shade*, *special*, *kind*
2. T discusses Hawaiian words: *ohana* (extended family), *lokahi* (unity), and *aloha* (used for greeting and parting)

Activity 4: Discussion (20 minutes)

1. Ss take out their “My Family” homework sheets.
2. T divides the class into small groups to share their family trees, pictures, and stories.
3. T opens the discussion up to the whole class. Ss report something they learned about a classmate’s family. T makes sure everyone in the class is heard by the whole class.
4. T asks Ss questions about their classmates. E.g., *Who has a niece and a nephew?*

Activity 5: Listening and speaking (10 minutes)

1. T returns to the theme of the lesson by playing “We are family” again once or twice.
2. Ss either sing along or mouth the words.

Activity 6: Closing or homework (5 minutes)

Ss answer the questions in “The meaning of family” (Appendix C)

MINI LECTURE: People of Hawaii Statistics

People in Hawaii are many different ethnicities, and many combinations of ethnicities. There are the greatest numbers of people in the following five ethnic groups. Listen to the numbers of people's in each of these five ethnic groups. Put them in order from the largest amount of people (#1) to the least amount of people (#5).

The 2000 U.S. Census found that there were 170,803 people with Chinese ancestry alone or in combination with other ethnicities. 239,655 people with Native Hawaiian ancestry alone or in combination with other ethnicities were found. There were 275,728 people with Filipino ancestry alone or in combination with other ethnicities and 296,674 people with Japanese ancestry alone or in combination with other ethnicities. Finally, there were 476,162 people with White ancestry alone or in combination with other ethnicities.

In the year 2000, there was also a survey done to find out the different types of families that there were in Hawaii. 288,756 families were surveyed. Of these families:

82% were married couples, with or without children (235,835 families)

8% were unmarried couples (22,631 families)

3% were families with single-mom's (10,015 families)

7% were a variety of other types of families (20,275 families)

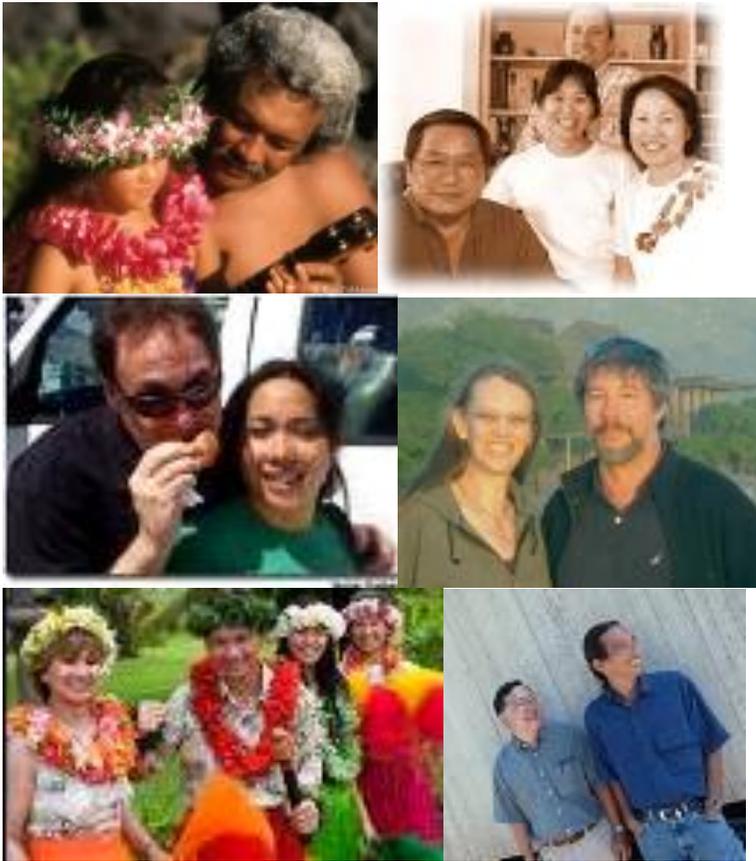
Appendix A

My Family

1. How many people are in your family? _____
2. Find a picture of your family to bring to class. Be prepared to tell who each person is and their relationship to you.
3. Is your family a typical family in _____? Why or why not?
(your country)
4. Draw your family tree and label the people by their relationship to you, for example, *grandma, close friend, son*, etc.

Appendix B

The ethnic diversity of people in Hawaii



These pictures are taken from:

<http://images.google.com/images?q=hawaii+people+&um=1&hl=en&client=firefox-a&rls=org.mozilla:en-US:official&start=20&sa=N&ndsp=20>

Appendix C

People of Hawaii Statistics

1. People in Hawaii are many different ethnicities, and many combinations of ethnicities. Which ethnic groups are the largest? Listen to the mini lecture and list the top five groups. You will hear Filipino, Native Hawaiian, Japanese, White, and Chinese.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
2. There are a variety of families in Hawaii: married couples (with or without children), unmarried couples, single parent families, and others. Listen to hear what percentage of the total each of these family types is.
 1. Married couples _____%
 2. Unmarried couples _____%
 3. Single-moms _____%
 4. Other types _____%

The Meaning of Family

1. What does the song, “We Are Family” mean by *family*?
2. What does *family* mean where you come from? (e.g., nuclear or extended?)
3. What does family mean to you? *How do you answer the question, “How many people are in your family?”*

Appendix D

We Are Family

1. We live in Hawaii as a _____
2. We say, “ohana” – That means family
3. Under the shade of the coconut tree
4. So very special to _____

5. We are family, family
6. A very special kind of _____, family
7. We are family, family
8. A very special kind of people, _____

9. We live in Hawaii as a family
10. We say “lokahi” – That means harmony
11. Under the shade of the coconut _____
12. So very special to me

13. We are family, family
14. A very special _____ of people, family
15. We are family, family
16. A very special kind of people, family

17. We live in _____ as a family
18. We say “aloha” from our family
19. Under the shade of the coconut tree
20. So very special to me

21. _____ are family, family
22. A very special kind of people, family
23. We are family, family
24. A very special kind of people, family

25. We are family, family
26. A very _____ kind of people, family
27. We are family, family
28. A very special kind of people, family

**We are Family* is from “Keiki Calabash” 1993 Leon & Malia Productions. Distributed by Island Heritage, Honolulu, HI.

Keys

1. family, 4. me, 6. people, 8. family, 11. tree, 14. kind, 17. Hawaii, 21. we, 26. special

“How would you feel?”

Na Sil Heo

Editors' Note

The language focus in this lesson is expressions of feeling and emotion; the content focus is on the development of Hawai'i and its impact on the land and culture. The song featured in this lesson is by Israel (“Iz”) Kamakawiwo'ole, one of Hawai'i's most famous musicians. Sadly, he died at the young age of 38 from complications of obesity. His 1993 album “Facing Future” with a recording of “Over the Rainbow & What a Wonderful World” made him famous to the world outside Hawai'i. You can easily find pictures and additional information about Iz on the Internet.

Materials

- A recording of the song “Hawai'i 78” by Israel Kamakawiwo'ole, available at <http://www.youtube.com/watch?v=7cAbHGZ6F8M>
- Picture of Iz Kamakawiwo'ole, picture of King Kamehameha I, a pair of pictures showing the contrast between a present-day view of some familiar place and the same place 50 years ago or more (e.g., Waikiki) (Appendix A)
- Lyrics of the first stanza to be distributed to students (see Appendix B)
- A set of “Hawai'i 78” lyrics, cut into strips, for each pair of students. Strips can be paper clipped or put into envelopes or clear plastic sandwich bags. (see Appendix B)

Preparing students for this lesson

The day before the lesson, tell Ss to think about

- how things have changed over the years in the area in which they grew up
- what changes their parents or other elders always talk about
- whether these are good changes or not

Teaching the lesson

Activity 1: Opening (5 minutes)

1. T tells students about where s/he grew up and how it has changed over time.
2. T asks Ss to share something about where they grew up and changes they have seen.

Activity 2: Class Survey (10 minutes)

1. T shows pictures of Waikiki (Appendix A).
2. T asks Ss if they like one better than the other.
3. T takes a survey of S preferences.
4. T asks a few volunteers to explain their preferences.

Activity 3: First listening—focus on gist (15 minutes)

1. T tells Ss they will listen to “Hawai'i '78,” a song by Israel Kamakawiwo'ole, a famous Hawai'ian singer and songwriter. It tells how he feels about changes in Hawai'i.
2. T distributes the lyrics of the first stanza so Ss will have a better idea of what to expect.
3. T tells Ss to listen to the song with the help of the lyrics of the first stanza to see if they can understand some words or his main idea.
4. T plays “Hawai'i '78.”
5. After the song is finished, T asks Ss to call out words or ideas that they heard.

Activity 4: Listening again—focus on lyrics (15 minutes)

1. T asks Ss to pair up.
2. T gives each pair a set of lyric strips.
3. Ss listen to the song and try to put the strips in order.
4. T plays the song again.
5. T circulates to see how Ss are doing.
6. Depending on difficulty and interest, T decides whether to play the song again.
7. T shows, projects, or gives Ss the lyrics so that they can check their work.
8. Depending on interest, T plays the song once more and has Ss sing along.

Activity 5: Discussion (15 minutes)

1. T asks Ss what they think the song is about, referring to the lyrics as they can.
2. T encourages Ss to share their ideas and thoughts on the song.
3. T points out particular lines in the lyrics to extend the discussion.

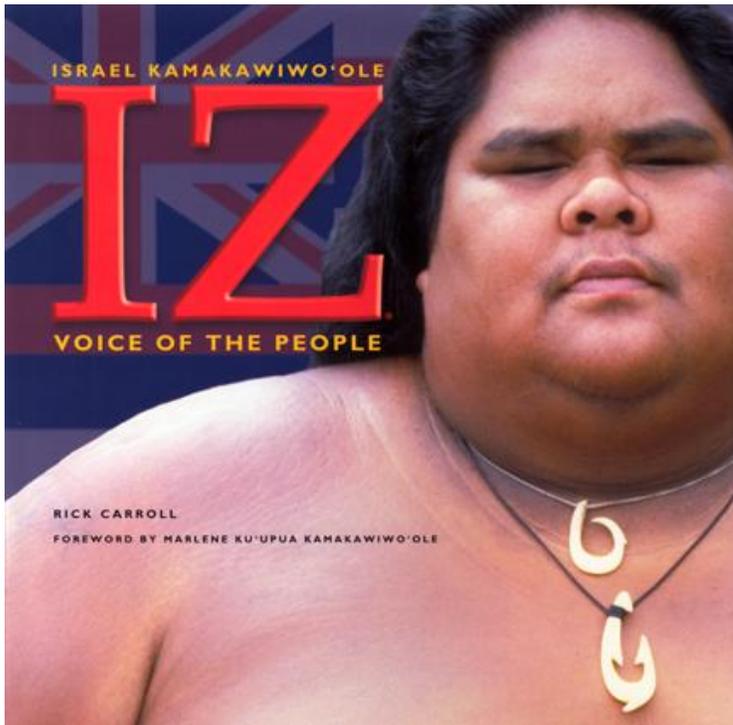
Activity 6: Mixer (20 minutes)

1. T distributes handout “How would you feel if...?” (Appendix C).
2. T explains to Ss that in order to answer these questions, they will need to imagine that they are the first king in Hawai‘i – King Kamehameha I, who united all the Hawai‘i an islands for the first time. He lived more than 180 years ago.
3. Ss read questions 1-4 and think of two of their own for 5-6.
4. T helps Ss notice useful vocabulary at the bottom of the page.
5. T explains the mixer. T encourages Ss to give more than one word answers.

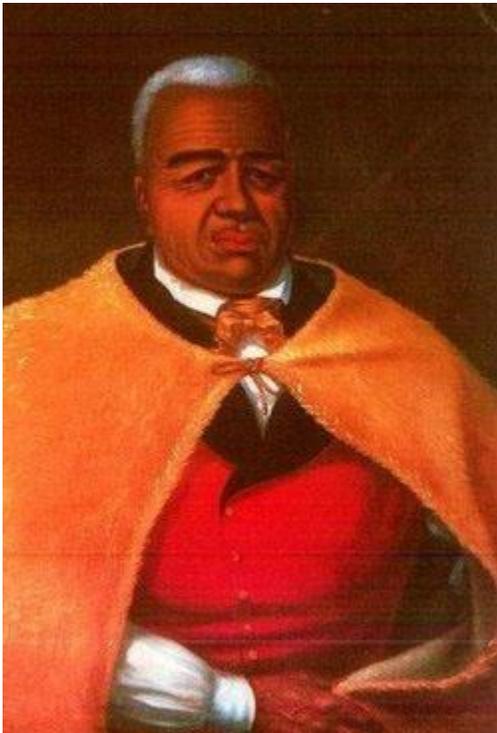
Activity 6: Closing (5 minutes)

1. T asks a few new questions using “How would you feel if...” E.g., “How would you feel if you could see the world only in one color?”
2. T tells Ss to study any of the adjectives of emotion that are unfamiliar to them.

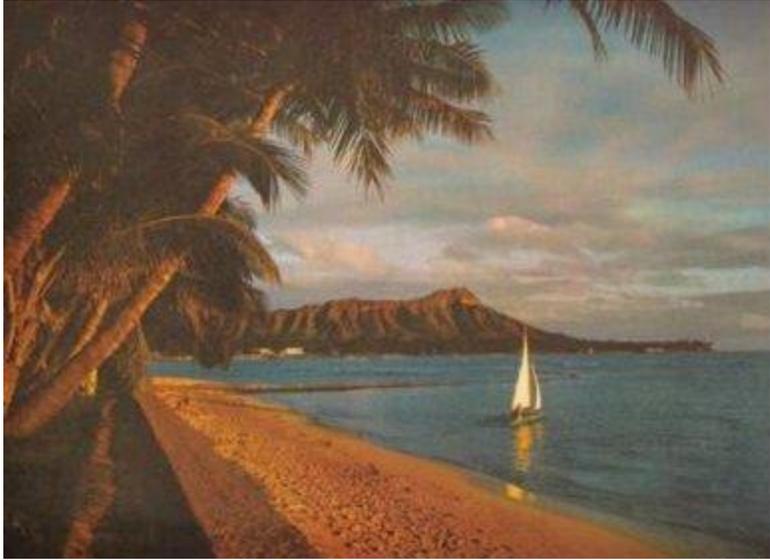
Appendix A
Images



Iz Kamakawiwo'ole



King Kamehameha I



Old Waikiki



Modern Waikiki

Appendix B
Lyrics for “Hawai‘i 78” by Israel Kamakawiwo‘ole

UA MAU KE EA O KA ‘AINA I KA PONO O HAWAII

(rough translation: The constant, wet rain gives life to the land and brings goodness/change to Hawai‘i)

1. *If just for a day our king and queen*
2. *Would visit all these islands and saw everything*
3. *How would they 'bout the changing of our land*
4. *Could you just imagine if they were around*
5. *And saw highways on their sacred grounds*
6. *How would they feel if they 'bout this modern city life*
7. *Tears would come from each others eyes as*
8. *They would stop to realize*
9. *That our people are in great, great danger now*

Refrain

10. *How would they/ he feel*
11. *Would their/ his smiles be content*
12. *Rather then cry*
13. *Cry for the gods, cry for the people*
14. *Cry for the lands that were taken away*
15. *And in it you'll find Hawai‘i*

16. *Could you just imagine if they came back*
17. *And saw traffic lights and railroad tracks*
18. *How would they feel about this modern city life*
19. *Tears would come from each others eyes as*
20. *They would stop to realize*
21. *That our land is in great, great danger now*

22. *All of the fighting that the king had done*
23. *To conquer all these islands*
24. *Now there's condominiums*
25. *How would he feel if saw Hawai‘i now*

Repeat Refrain

UA MAU KE EA O KA ‘AINA I KA PONO O HAWAII

Appendix C

How would you feel if....?

Name: _____

1. How would you feel if you visited your islands by plane instead of a canoe?
Respondent: _____
"I would feel _____."
2. How would you feel if you saw the tall buildings in Waikiki?
Respondent: _____
"I would feel _____."
3. How would you feel if you saw your people in homeless shelters?
Respondent: _____
"I would feel _____."
4. How would you feel if you saw yourself on television?
Respondent: _____
"I would feel _____."
5. How would you feel if _____?
Respondent: _____
"I would feel _____."
6. How would you feel if _____?
Respondent: _____
"I would feel _____."

Adjectives of Emotion

Affectionate
Afraid
Amused
Angry
Annoyed
Anxious
Bitter
Blissful

Calm
Crazy
Depressed
Disappointed
Embarrassed
Envious
Excited
Happy

Hopeful
Mournful
Nervous
Sad
Shy
Tired
Troubled
Upset

Sources

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“Voice of the people” Album cover

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King Kamehameha I

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[_postcards13/Art%20Print%20Diamond%20Head,%20Waikiki%20Beach,%20Hawai'i .jpg](http://www.janeresture.com/Hawai'i_postcards13/Art%20Print%20Diamond%20Head,%20Waikiki%20Beach,%20Hawai'i.jpg)

– include actual pictures

Modern Waikiki

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