Lesson Plans

NEA Human and Civil Rights Awards Program
Lessons Learned from NEA’s Social Justice Advocates

BLAINE KAMALANI KIA
Ellison S. Onizuka Memorial Award

Objective(s)
- Students will be able to identify the social justice advocacy activities of Blaine Kia.
- Students will be able to recognize how a deep commitment to a cause can make a positive impact on the lives of others.
- Students will be able to reflect about the way a person would feel if they were treated unfairly or unkindly due to a cultural difference between themselves and others.

Materials/Preparation
- Whiteboard or chalkboard space
- Glue
- Crayons (at least one blue, red, and green crayon for each student)
- Handout Blank chart or poster paper (one large sheet)
- Handout 1: Hula Dancer Picture Cards (print and cut one set)
- Handout 2: Create Your Own Hula Move
- World map
- Hawaiian music (CD or play through the computer or MP3 player, etc.)
- Construction paper/white (one piece per student)

Lesson At-A-Glance

- Opening the Lesson: It’s Personal: What it Means to Have a Deep Interest in a Traditional Activity that is a Part of One’s Culture
- Leading the Lesson: Hawaiian History Scenarios
- Closing the Lesson: The Story of Blaine Kia Told Through Hula
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Blaine Kamalani Kia
Upper Elementary
Grades 3-5

Suggested Grouping Structures
Whole group discussion, small group activity, and independent activity
Estimated total lesson time: 50 minutes

Opening the Lesson (10 minutes)
It’s Personal: What it Means to Have a Deep Interest in a Traditional Activity that is a Part of One’s Culture

1. Write the phrase, “Our Favorite Activities” on the board and give each student a sticky note or piece of scrap paper.
2. Ask students to think about activities that they participate in with their families and in the community that are special and important to them. Record three to five of their favorites or most important to them onto the sticky note.
3. Take turns having each student tell you what is on their list and as they do so record the activities they give you onto a piece of chart paper. If an activity is mentioned more than once, put a check mark next to the corresponding entry each time it is mentioned.
4. Tell students today’s lesson has to do with a person named Blaine Kamalani Kia who had a very strong interest in an activity and found a way to share it with others. Say, “That activity is hula dancing.” Add “Hula” to the list on the chart paper.

Leading the Lesson (20 minutes)
Hawaiian History Scenarios

5. Ask students to think to themselves if they would be equally interested in every item listed.
6. Give each student one red, one blue, and one green crayon. Have students take turns (a few at a time) going up to the chart with the listed activities. Tell them to place a tally mark (small line) in blue for the ones in which they are extremely interested, a red one for the ones they would like to do sometimes, and a yellow one for those they would not choose to do very often. The ones they have no interest in at all should not be marked at all.

7. Count the blue tally marks after each student has had a turn putting his or her marks on the list.
8. Write the names of the five activities with the most blue marks under the phrase, “Our Favorite Activities” on the board.
9. Discuss the results of the tally. Have students look at the tally chart again and make some generalizations about the results (e.g., which activities were popular and which were less popular). Ask, “What activity received the highest votes?”
10. Tell the class they are now going to participate in a role play. Tell them that you are in charge of the government and travelers from another land have arrived and they do not like (name the top three items listed on the tally chart). They have convinced you that those three items are impacting your community in a negative way. Say, “I, as your leader, have banned these activities (insert names). No one is permitted to be involved in them in any way.”
11. Direct the class to react (role playing as a citizen of this community). Responses include an upset reaction.

If you have students with a connection to the Hawaiian culture in your class, be sure to build their knowledge and experiences into their lesson with opportunities to share and participate.
12. **Ask**，“Why do you think it is not fair?” List their responses on the board.

13. **Respond** by saying, “I am not changing my mind. Those activities are now prohibited.” Ask students what words would describe their feelings and add them to the list on the board (Possible responses: Frustrated, angry, baffled, disappointed, depressed, etc.)

14. **Tell** the class that a similar event happened a long time ago, in the 1800s, in an area that is now our 50th state. Have a student locate and name Hawaii on the classroom map.

15. **Ask** the class to name some things they think of when they hear, “Hawaii.” Focus in on a mention of the hula. Explain that Hula is a traditional dance of the Hawaiian Islands. It is performed to songs or chants known as meles. There are two types of hula dances: Hula kahiko, which tell the stories of important historical events of the Hawaiian people and Hula auana, which is more modern. In the past the hula was performed for kings and used as a religious celebration. Pass around the picture cards (Handout 1).

16. **Explain** that missionaries and merchants arrived, grew powerful, and convinced the Hawaiian government that the hula dance was a distraction and a bad influence on the people. The result was a ban lasting for nearly 50 years. Hawaiian children were also not permitted to speak their native Hawaiian language.

17. **Tell** students to refer to the chart and ask any students who circled hula in blue to stand, then red, and then yellow. Ask those students (if any), why they circled it.

18. **Explain** that the hula is the activity that Blaine Kia would have circled in blue above most others. It is very meaningful to most Native Hawaiians, just as their favorite activities are for them. The hula represents not just a dance, but also the Hawaiian language.

19. **Write** Blaine Kia on the board. Explain that this person has devoted his time and effort to inspire others to understand Hawaiian culture, including how to dance the hula. Tell them he has also established hula schools all over the world.

20. **Write** Ellison S. Onizuka Memorial Award on the board.

21. **Tell** the class that Blaine Kia received this award from the National Education Association because of his consistent dedication and accomplishments in helping Native Hawaiians. This award is given to him as a social justice advocate.

22. **Write** the term “Social Justice” on the board. Ask students what they think Social Justice means. (Prompt the response: All members of a society should be treated equally and fairly). Discuss the notion that in our country and in the world there are many individual and groups who advocate for social justice and human and civil rights causes. In some cases, these individuals may be doing their job, in some cases they may be volunteers, but in all cases they are leaders. (Activate prior knowledge as needed: Ask students to name some examples of social justice and human and civil rights causes.) There are many awards programs in place at the national and global level that recognize the efforts of these advocates.

23. **Pose** the following question to students: If there was an individual or group of people who were given a national award for demonstrating advocacy for social justice and human and civil rights, what might be some of the characteristics, traits, or values that group may hold?
Leading the Lesson continued

24. **List** characteristics on the board. (Possible responses: Works to ensure fair opportunities for all, helps to establish needed programs to combat educational gaps, challenges unfair situations, values diversity, is an advocate for those who are subjects of discrimination).

25. **Ask**, “What would make Blaine Kia want to spend his time doing this?” (Level of devotion to it and his ancestors.)

26. **Ask** students if they have ever tried to convince someone to try something they liked? Allow students to discuss and explain.

27. **Tell** the class to look again at the original list. Ask them to look at the red and yellow tallied items. Ask, “Would you be upset if the items without a lot of blue tallies were banned? Would you be upset if the items without any tally marks at all were banned?” Help students to understand that people often live their lives in different ways and value different experiences. Say, “Even if certain activities and traditions aren’t ones in which we participate, it is important to understand the value placed on those activities by others and to recognize the importance of preserving cultural rituals like the hula is to Hawaiians, as action that supports social justice.”

Closing the Lesson (20 minutes)

**The Story of Blaine Kia Told Through Hula**

28. **Explain** that in the hula the music is telling a story. Say something like, “There are hand movements, foot, and hip movements in the hula. The movements are often used to tell about nature; the clouds, rain, the trees, etc. The movement of the hands and feet help to give the music more meaning.” Teach the students a few basic hula movements. You can use the following directions, model the steps, and have students repeat. (Note: This activity is a great way to get your students moving in the classroom while learning, and weather permitting, this could be an excellent opportunity to take the class outside as well.)

- Hula dancers stand with bended knees. This is called Ha’a. Slightly bend your knees.
- The ‘Ami is a hip movement. Make a big circle with your hips. There are many variations of this basic step.
- The Hela foot movement. Tap one foot to the side at about a 45-degree angle in front of your body. Keep body weight on the other foot. Return the foot to the starting position and repeat with the other foot. There are many other foot movements in hula dancing.
- There are many hand movements in hula dancing.
The Swaying palms hand movement – left arm becomes the land; right arm and fingers sway showing a swaying palm.

Rainbow hand movement - palms of hands meet at the left; right hand makes an arch shape across the front of body to show an arching rainbow.

Tide roll hand movement – hands roll over each other to show the rolling sea.

Put on a selection of Hawaiian music and have students move to the music using the motions.

29. Direct the students to make up a hula dance movement that represents Blaine Kia in some way (e.g., represents what he stood for, his values, principles, advocacy, the importance of education, culture, history, etc.). Have students complete Handout 2.

30. Allow time for students to complete Handout 2. Divide the class into small groups and have students share their dance motions with a small group. After they learn one another’s movements, have them put the steps together into a sequence and go through the hand movements in their agreed upon order while doing the basic hip movement.

31. Put on some Hawaiian music and let the groups take turns voluntarily showing their movement sequence about Blaine Kia to the rest of the class.

Assessment Suggestion(s):
- Discussion response
- Role play response
- Evaluate the answers on Handout 2

Adaptations, Enrichment, Cross-curricular Opportunities
- Have students select one of the activities circled in blue and white and write a story telling why it is one they enjoy and how they could encourage others to try this activity.
- Make a bar graph of tally chart responses.
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Blaine Kamalani Kia
LESSON PLAN HANDOUT 2

Create Your Own Hula Move

Name ____________________________________________________________

What is the name of your hula hand movement?
__________________________________________________________________

What Blaine Kia characteristic or activity does your hula dance step represent?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Explain how to do hand movement.
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
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__________________________________________________________________