

Aia I hea mai 'oe a i hea e hele 'ana 'oe?  
Where are you from and where are you going?  
Place-Based Learning and Education

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**Lesson 3: Use/Synthesis of Information: Compare and Contrast ideas from two or more sources**

Class time: 3 hours (spread through the week)

Curriculum level: High School (10th grade – above)

I. Standards – ALA Standards

2.1.2 Organize knowledge so that it is useful

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

II. Student Learning Goals

1. Students will begin to take their knowledge from their sources and create their deliverables. Students in the Mo'olelo group will have found hula, legends and mele to perform, the Kālaiaopaku team will have their resources (books and digital), the Kālai'āina team will have found kupuna to interview, newspaper sources, legends and other historical sources.
2. Using their sources, the students will meet together as a group and decide what are the most pertinent and relevant events or stories of the ahupua'a.
3. The class will describe and identify how these widely varying sources can inform our understanding of a place.

III. Criteria

1. Has each team supplied at least ten ideas in a graphic organizer?
2. Has each student found appropriate resources for their topic?
3. When the class reconvenes as a group, was an effective & cohesive graphic organizer created?

IV. Assessment Instruments

1. Each team will create a graphic organizer that synthesizes the many ideas found in their sources.
2. Each graphic organizer must have at least ten ideas, concepts or facts written on them.
3. The class will then create one cohesive graphic organizer that synthesizes all three teams' work. This will allow the students to make connections between each topic.

## V. Resources Used

### **Books**

Becket, Jan & Singer, Joseph. *Pana O‘ahu: Sacred stones, Sacred Land*. Honolulu: University of Hawai‘i Press, 1999.

Sterling, Elspeth P. *Sites of Oahu*. Honolulu: Bishop Museum Press, 1978.

Puku‘i, Mary Kawena. *‘Ōlelo No‘eau: Hawaiian Proverbs & Poetical Sayings*. Honolulu: Bishop Museum Press, 1983.

### **Online Sources**

Hawaiian Language Newspapers (UHM Library) <http://libweb.hawaii.edu/digicoll/newspapers.htm>

Chronicling America

<http://chroniclingamerica.loc.gov/>

Hawaiian Nūpepa Database

<http://www.nupepa.org/>

These are just a sampling of the possible resources used here and up until this point. Other resources could include the sources in Lesson 2, community elders, musical and hula sources, and many other books.

## VI. Roles of Teacher/Librarian

For this lesson (stretched over the course of three class sessions), the librarian would take the lead in the beginning. They would help to assess the sources being used in the final products, as well as provide guidance in finding more sources if they are needed. After this step, the teacher would take over the synthesis part. The instructor would take the lead in guiding the students through creating their graphic organizers and working together as a class.

## VII. Procedure

- a. Class Check-In/Discussion: How do we form ideas about a place? What creates an “impression” of a place?
- b. Present new skill: Demonstrate how to create a graphic organizer. As a class, create a graphic organizer of a simple yet broad topic (the ocean, space, or even a well-known book)

- c. Allow for practice: The class will then break off into their teams and create graphic organizers that break down their topic into ideas/concepts (for example, the Mo'olelo team may have found that a certain god figures prominently in stories of the ahupua'a – they would then use that god to create interconnections between the concepts). After each team has created a graphic organizer, the class convenes as a whole and creates a large, cohesive graphic organizer that synthesizes everyone's information. This graphic organizer will provide the basic outline for the final product (Pathfinder, blog, etc.).
- d. Assess: The individual teams will be assessed on their work, and the librarian and teacher will observe how well the class can communicate and work together to make a cohesive whole.