

5: An Island Introduction

Based on the Hawaii quarter reverse



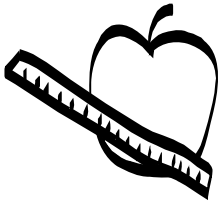
OBJECTIVES

Students will research and identify key geographical, cultural, and political concepts as they apply to Hawaii. Students will identify different types of maps.



MATERIALS

- 1 overhead projector
- 1 overhead transparency (or photocopy) of each of the following:
 - “Hawaii Quarter Reverse” page
 - “Map of Hawaii” page
 - “The King’s K-W-L Chart” worksheet
 - “Map This!” worksheet
 - “Island Introduction” worksheet
 - “Island Introduction” rubric
- Copies of the following:
 - “Hawaii Quarter Reverse” page
 - “Map of Hawaii” page
 - “The King’s K-W-L Chart” worksheet
 - “Map This!” worksheet
 - “Island Introduction” worksheet
 - “Island Introduction” rubric
- 1 class map of the United States
- Chart paper
- Markers
- Student World Maps with Longitude and Latitude shown
- Various texts that give information about maps and map types. For example:
 - *Maps: Getting from Here to There* by Harvey Weiss
 - *Discovering Maps: A Children’s World Atlas* Published by Hammond World Atlas Corporation
 - *Student Atlas of Hawaii* by James O. Jurik
 - *All About Maps (Hello Out There)* by Catherine Chambers



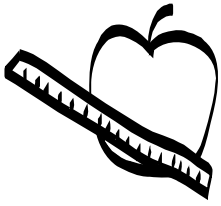
An Island Introduction

- Various types of maps, such as:
 - Political
 - Economic/Resource
 - Topographical
 - Climate
 - Road
- 1 copy of a text that gives information about Hawaii. For example:
 - *Hawaii's Royal History* by Helen Wong and Ann Rayson
 - *Hawai'i* by Shelley Gill
 - *Hawai'i (Celebrate the States)* by Jake Goldberg and Joyce Hart
- Computers with Internet access
- Old magazines and newspapers
- Colored pencils
- Glue
- Scissors
- Cardboard
- Construction paper



PREPARATIONS

- Make an overhead transparency of each of the following:
 - “Hawaii Quarter Reverse” page
 - “Map of Hawaii” page
 - “The King’s K-W-L Chart” worksheet
 - “The King’s K-W-L Chart” worksheet completed
 - “Map This!” worksheet
 - “Map This!” worksheet completed
 - “Island Introduction” worksheet
 - “Island Introduction” worksheet completed
 - “Island Introduction” rubric
- Make copies of each of the following:
 - “Hawaii Quarter Reverse” (1 per student)
 - Enlarged outline map of Hawaii (1 per student)
 - “The King’s K-W-L Chart” (1 per student)



An Island Introduction

- “Map This!” worksheet (1 per student)
- “Island Introduction” worksheet (1 per student)
- “Island Introduction” rubric (1 per student)
- Gather various types of maps (see examples under “Materials”).
- Gather texts that give information about maps and map types (see examples under “Materials”).
- Locate a text that gives information about Hawaii (see examples under “Materials”) and mark passages to read.
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information about Hawaii.



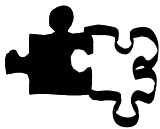
GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Five 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



TERMS AND CONCEPTS

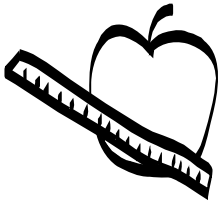
- Quarter
- Archipelago
- Economic/Resource map
- Topographic map
- Obverse (front)
- Hawaiian Islands
- Physical map
- Climate map
- Reverse (back)
- Political map
- Road map



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Maps
- Cardinal directions
- Longitude and latitude



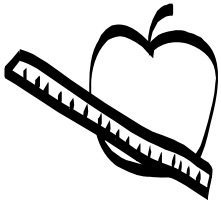
An Island Introduction



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Hawaii Quarter Reverse” page. Locate Hawaii on a classroom map. Note its position in relation to your school’s location.
2. Examine the Hawaii quarter with the students. Have the students identify the different elements in this image, including King Kamehameha I and the state’s motto “Ua Mau Ke Ea O Ka ’Āina I Ka Pono” (which means “The life of the land is perpetuated in righteousness”).
3. Distribute a “Map of Hawaii” page to each of the students. Display the labeled transparency of the “Map of Hawaii” page. Identify that there are eight major islands that make up the state of Hawaii, one of which is uninhabited. Ask the students to label the eight major islands on their maps referring to the completed transparency. The eight major islands of Hawaii are: Ni’ihau, O’ahu, Maui, Lana’i, Kaua’i, Moloka’i, (the Big Island of) Hawai’i, and Kaho’olawe. Ask students to mark Kaho’olawe as the uninhabited island. Have the students save their maps to use throughout the lesson.
4. Distribute the “The King’s K-W-L Chart” worksheet to the students. Ask the students to think of what they know about Hawaii and to record their answers on their worksheets in the “K” column.
5. Display the transparency of the “The King’s K-W-L Chart” worksheet. Ask what the students have recorded in the “K” column of their worksheets. Record their answers on the transparency in the “K” column. Ask the students to think of what they would like to learn about Hawaii and record their responses on their worksheets in the “W” column. Discuss and record student answers in the transparency’s “W” column.
6. Introduce the students to the selected text about Hawaii. Ask the students to record any new information they learn during the reading in the “L” column on their “The King’s K-W-L Chart” worksheet. Ask the students to think about how Hawaii compares to other states in the United States. Ask the students to also think about why King Kamehameha I is important in Hawaiian history.
7. Read the selected text passages aloud to students and attend to unfamiliar vocabulary and concepts.
8. After the reading, ask students to share what they have recorded in the “L” column of their worksheets. Discuss and record student answers in the “L” column of the transparency.
9. Ask the students to answer the question at the bottom of their “The King’s K-W-L



An Island Introduction

Chart” worksheet, “Why is King Kamehameha I featured on the Hawaii quarter?” Discuss and record the student responses on the transparency. Students should know that King Kamehameha I was responsible for uniting the peoples of the Hawaiian islands.

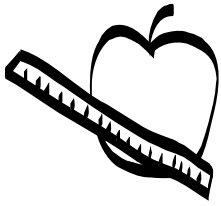
10. Ask the students to review the “The King’s K-W-L Chart” worksheet and answer any remaining questions. Collect the worksheet.

Session 2

1. Redistribute the “The King’s K-W-L Chart” worksheets from the previous session. Review what students learned and what images are included in the Hawaii quarter. Display the transparency of the “Map of Hawaii” page. Ask the students to look at the coin and the “Map of Hawaii” transparency. Ask the students to discuss the map image in the design.
2. Introduce the term “archipelago” by writing it on chart paper. Ask students what they think this term means and record student responses. Define archipelago as “a large group or chain of islands.”
3. Distribute a “Map This!” worksheet and “Map of Hawaii” page to each student. Display the transparency of the “Map This!” worksheet and review the directions with the students. Answer any student questions.
4. Give the students time to answer the questions in the “Map Basics” section of the “Map This!” worksheet. Record the students’ answers on the transparency. Review and discuss student answers and add student responses to the transparency for the “Why do we use maps?” section.
5. Introduce the students to the various texts about maps. Ask the students to complete the “Map Match” section of the “Map This!” worksheet in class. Allow the students time to research different map types by using the various texts about maps.
6. Review the “Map This!” worksheet with the students. Display the transparency of the completed “Map This!” worksheet. Review and discuss student answers. Show the students the examples of different types of maps and pass them around the classroom. Discuss with the students some of the characteristics of these maps and the functions that each of the map types serve. Collect the worksheets from the students.

Sessions 3 and 4

1. Redistribute the “The King’s K-W-L Chart” worksheet and the “Map This!” worksheet and have the students review both worksheets. Answer any student questions.
2. Distribute an “Island Introduction” worksheet and an “Island Introduction” presen-



An Island Introduction

tation rubric to each student. Review both sheets with the students. Explain to the students that they will be researching one of the seven inhabited islands (excluding uninhabited Kaho’olawe) that make up the state of Hawaii. Each student will need to complete the “Island Introduction” worksheet and create a map of the chosen island.

3. Explain to the students that the map of the island can be a political map, a resource and economic map, or a physical map. Students will need to create this map using a variety of materials (such as magazines or newspapers, cardboard, construction paper, and markers).
4. Review the “Island Introduction” presentation rubric with the students. Explain that they will need to present their island and the map they have created to the class. The map should highlight the unique features of the island and the facts should be displayed on the map in some way. Explain that all the worksheets (“The King’s K-W-L Chart,” “Map This!” and “Island Introduction”) will be collected after their presentation.
5. Arrange for class time in the school’s computer lab and to have texts in class for students to use as resources.

Session 5

1. Have the students present their maps and research from the “Island Introduction” worksheet. Use the rubric to assess student performance.
2. Collect the “The King’s K-W-L Chart” worksheet, the “Map This!” worksheet, and the “Island Introduction” worksheet. Complete a presentation rubric for each student.
3. Display the worksheets and maps around the classroom. Allow the students time to view their classmates’ work.



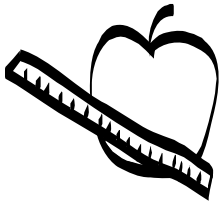
ASSESSMENT

Use the students’ class participation, worksheets, island maps, and presentation rubrics to evaluate whether they have met the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students locate other islands of North America or the United States on a map. Have students note the longitude and latitude of these islands.
- Have students research the climate of their home state. Ask students to examine how the longitude and latitude of their home state may affect its climate.



An Island Introduction



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Have students use texts at various reading levels for their research materials.
- Allow students to write their reports by hand or use a scribe rather than use the computer.



CONNECTION TO WWW.USMINT.GOV/KIDS

Have students learn more about various cultures and islands by visiting the Coins of the World cartoon at www.usmint.gov/kids/cartoons/coinsOfTheWorld/.



Name _____

The King's K-W-L Chart

K	W	L

Why is King Kamehameha I featured on the Hawaii quarter?



Name _____

Map This!

MAP BASICS

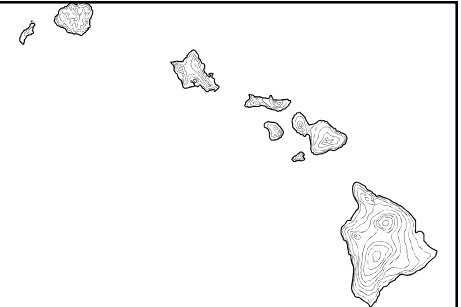
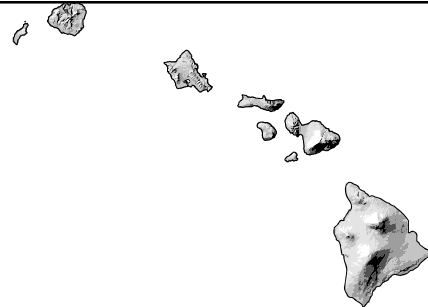
Directions: Using what you have learned about maps, complete the following questions.

1. What are the longitude and latitude of Honolulu, Hawaii?
2. What is an archipelago?
3. Why do we use maps?

MAP MATCH

Directions: Using what you have learned about maps, connect the name of each type of map to the correct description or picture.

These maps give information about a region's weather. Colors show different zones of climate or precipitation (rain and snow).



Economic/Resource

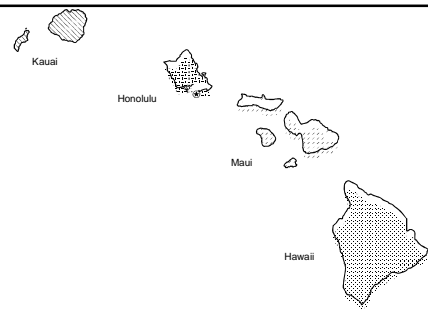
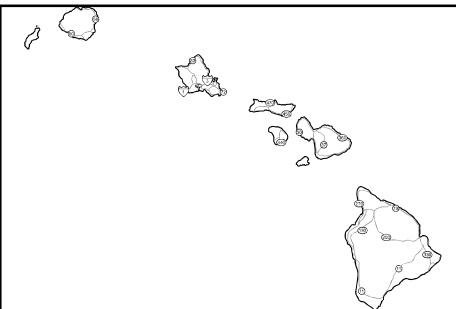
Road

Topographic

Climate

Physical

Political



These maps use symbols to indicate an area's natural resources or economic activities. For example, pineapple icons might show where tropical fruit is grown.



Name _____

Island Introduction

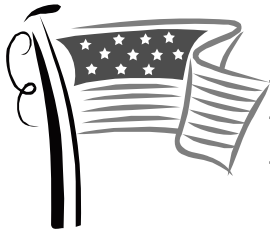
Directions: Use your research to provide the following information.

1. Name of Island _____
2. Meaning of name (if available) _____
3. Longitude/Latitude of Island _____
4. Capital city _____
5. Population of the island _____
6. Climate _____
7. Economy (What does this island produce, sell, or export?) _____

8. 3 Landmarks on this island _____
9. Languages spoken on this island _____
10. Unique cultural features _____

ISLAND SKETCH

In the box below, sketch the island you researched. Use the information above to locate and label the capital city and the three landmarks.

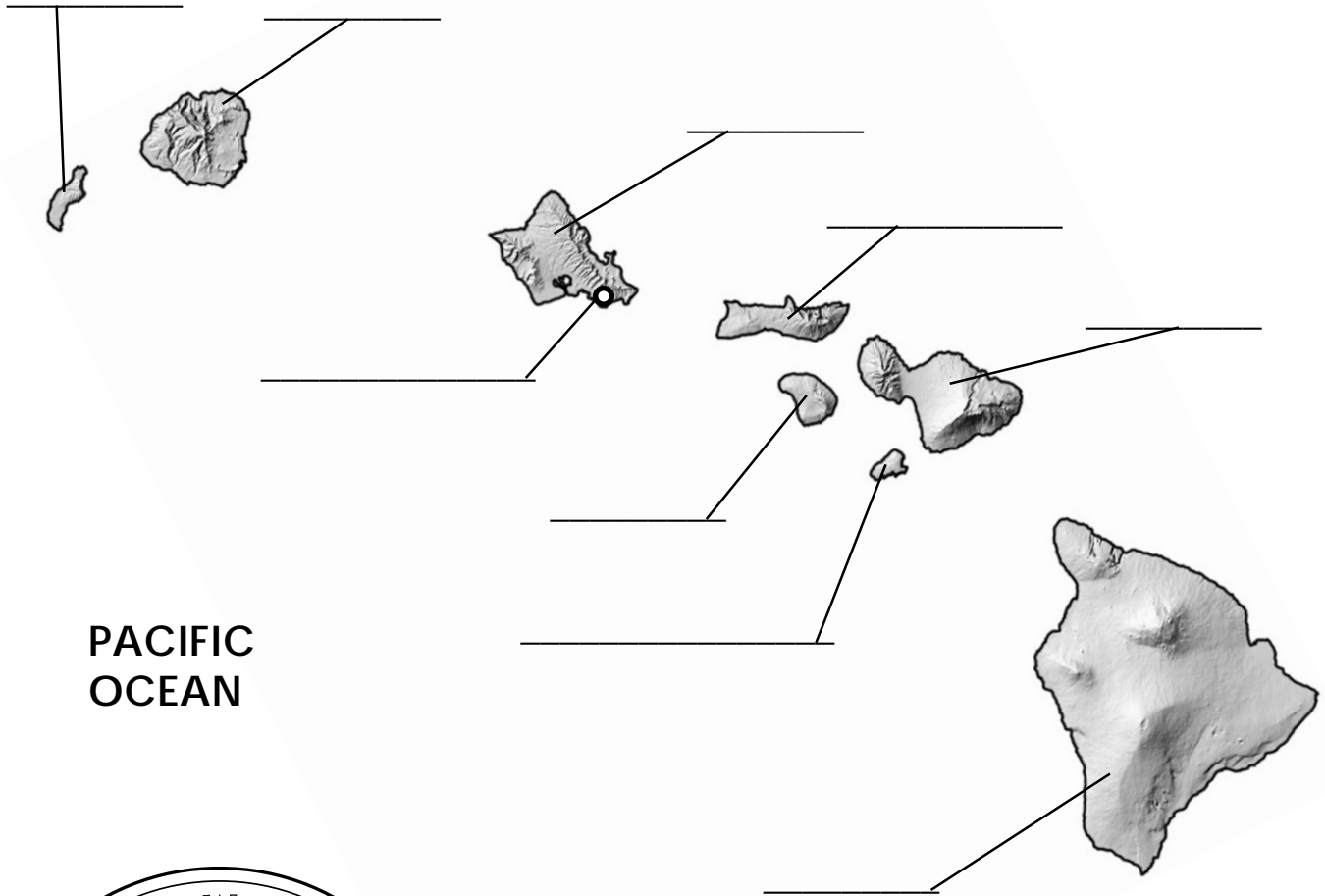


Name _____

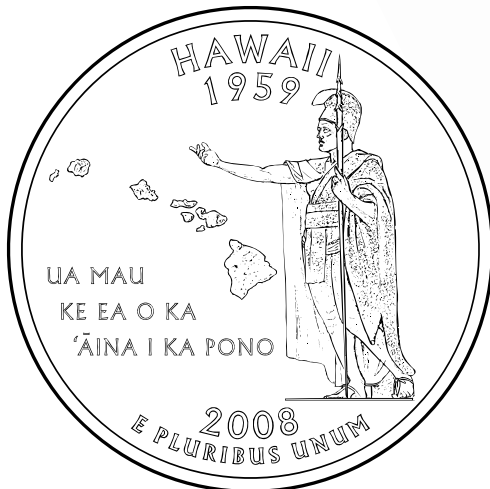
Map of Hawaii

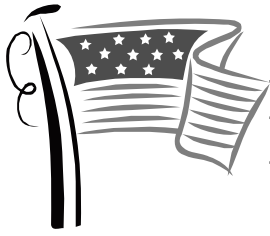
Eight Main Islands

PACIFIC
OCEAN



PACIFIC
OCEAN





Name _____

Map of Hawaii

Key

NI'HAU

KAUA'I

PACIFIC
OCEAN

O'AHU

MOLOKA'I

MAUI

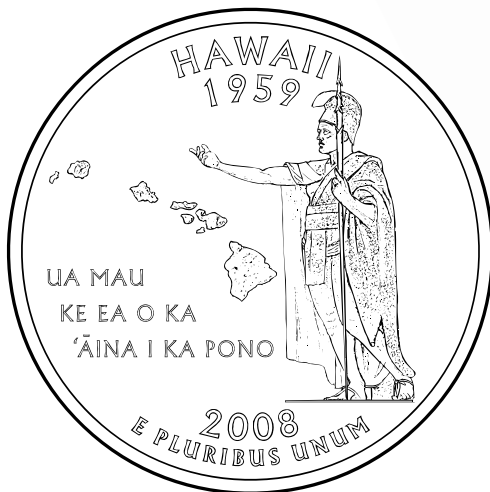
HONOLULU

LANA'I

PACIFIC
OCEAN

KAHO'OLAWA
(UNINHABITED)

HAWAI'I





Island Introduction

Rubric

CATEGORY	4	3	2	1	SELF	TEACHER
Content and Information	Student answered all questions on "Island Introduction" worksheet and created one of the three map types for their chosen island, with all assigned criteria correctly identified and labeled.	Student answered all questions on the "Island Introduction" worksheet and created one of the three map types for their chosen island, with nearly all the assigned criteria correctly identified and labeled.	Student answered most questions on the "Island Introduction" worksheet and created one of the three map types for their chosen island, with most of the assigned criteria correctly identified and labeled.	Student answered some questions on the "Island Introduction" worksheet, but did not correctly create one of the three map types for their chosen island or correctly identify and label all of the assigned criteria.		
Quality of Construction	Student paid close attention to detail and carefully selected each item that was included on the map, which was turned in neatly and with no stray marks.	Student paid attention to detail and carefully selected most of the items on the map, which was turned in neatly and with no stray marks.	Student paid some attention to detail and carefully selected some of the items on the map, which was turned in with some stray marks.	Student paid little attention to detail and did not include major items on the map, which was turned in with considerable stray marks.		
Time and Effort	Student used research and execution time wisely and put considerable effort into planning and completing the assignment.	Student mostly used research and execution time wisely and put some effort into planning and completing the assignment.	Student did not always use research and execution time wisely or put the best effort into planning and completing the assignment.	Student did not use research and execution time wisely or put much effort into planning and completing the assignment.		
Oral Presentation	Student was completely prepared, stayed on topic, spoke clearly, and showed a full understanding of the assignment.	Student was prepared, stayed on topic, usually spoke clearly, and showed a good understanding of the assignment.	Student was somewhat prepared or spoke clearly some of the time or showed only some understanding of the assignment.	Student was not well-prepared, strayed from the topic, spoke indistinctly, and/or showed little understanding of the assignment.		
Audience Participation	Student listened actively and always respected classmates during their presentations.	Student listened actively and mostly respected classmates during their presentations.	Student listened and respected classmates some of the time during their presentations.	Student hardly listened actively or respected classmates during their presentations.		
TOTALS	20	15	10	5		

TEACHER COMMENTS



Hawaii Quarter Reverse

