

5: Aloha from the King

Based on the Hawaii quarter reverse



OBJECTIVE

Students will research and identify well-known places in Hawaii. Students will identify and use map features. Students will identify and apply features of friendly letters.



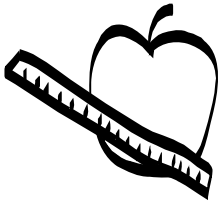
MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “Hawaii Quarter Reverse” page
- “Aloha from the King” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about the state of Hawaii. For example:
 - *A is for Aloha: A Hawai’i Alphabet (Discover America State by State)* by U’ilani Goldsberry
 - *Hawaii (Rookie Read-About Geography)* by Christine Taylor-Butler
 - *Hawaii (America the Beautiful)* by Martin Hintz (select pages)
- Chart paper
- Markers
- Butcher paper
- Computers with Internet access
- Construction paper
- Yarn



PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Hawaii Quarter Reverse” page.
- Make copies of the “Aloha from the King” worksheet (1 per student).
- Locate a text that gives information about the state of Hawaii (see examples under “Materials”).
- Prepare a three-column chart labeled “Hawaiian Place,” “Island,” and “Why Special” to be used in Session 1.
- Use an overhead projector to trace a large outline map of Hawaii on butcher paper to be used in Session 2.
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain basic information about Hawaii.



Aloha from the King



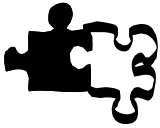
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Four 30- to 45-minute sessions



CONNECTIONS

- Language Arts
- Social Studies



TERMS AND CONCEPTS

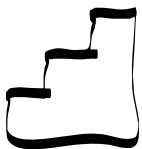
- Quarter
- Obverse (front)
- Reverse (back)
- King Kamehameha I
- Mahalo



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

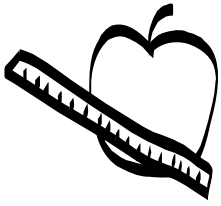
- The writing process
- Friendly letters
- Map features



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 of the “Hawaii Quarter Reverse” page. Locate Hawaii on a classroom map. Note its position in relation to your school’s location. Make sure to point out that Hawaii is often shown in a separate box on United States maps because of its great distance from the mainland.
2. Ask the students to examine the Hawaii quarter and tell you what they know about the image. Explain to the students that the image shows the chain of islands that



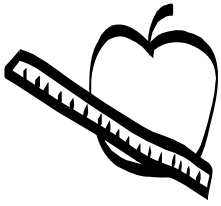
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make up Hawaii and the islands' most famous leader, King Kamehameha I. Ask the students to share what they already know about the state of Hawaii.

3. Explain to the students that they will be learning about special places in Hawaii. Display a three-column chart labeled with the headings "Hawaiian Place," "Island," and "Why Special."
4. Introduce the students to the selected text about Hawaii. As a group, preview the text. During the reading, add to the chart information about the state of Hawaii as it is presented. Pay special attention to text that relates to important places in Hawaii (for example: main islands, national parks, volcanoes, cities, rivers, and lakes). Also focus on the important contributions of King Kamehameha I (unification of the islands of Hawaii). Attend to unfamiliar vocabulary and concepts.
5. After concluding the selected text, review the charted information about Hawaii. Ask each student to choose a favorite location in Hawaii from the chart, then draw and label an illustration.

Sessions 2 and 3

1. Display the transparency of the "Hawaii Quarter Reverse" page. Review with the students the material covered in the previous session. Ask the students to discuss information they heard about important places in Hawaii, including Haleakala National Park.
2. Display and discuss the large outline map of Hawaii you drew on butcher paper. Label each of the main islands and the ocean.
3. Review with the students the list of Hawaiian places they created in the previous session. Explain to them that they will label the important Hawaiian places on the large map and write about them.
4. Tell the students that they will each write a brief letter about one place. Discuss the key components of a friendly letter and list them on chart paper. Note that friendly letters include a date, greeting, body, closing, and signature.
5. Ask each student to choose from the chart a different Hawaiian place to write about.
6. Ask the students to imagine that they are King Kamehameha I, and how proud he must have felt of the unified islands of Hawaii. Explain to the students that they will write a letter from the king inviting others to come and see the wonders of Hawaii. Each student's letter will welcome visitors to the islands and describe in detail a specific place, including a description of the place, three facts about the place, and an explanation of why the place is special. List these components on another chart with the components of a friendly letter to provide clear expectations for the students.



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7. As a model, you can share the example below, create one based on the text read aloud, or produce a class example. Conduct a shared writing experience to practice using the friendly letter components and including key information. For example:

Aloha Visitors!

Welcome to Hawaii! There are many wonderful things to see here in Hawaii. I hope that you will have a chance to visit Haleakala National Park. There you will be able to see a 10,000 foot volcanic peak. It is especially beautiful at sunrise! Be prepared for changes in weather, though, as it can be close to freezing at the summit, but in the 70s at the coast.

The park is very special because you will also be able to see a great variety of plants and animals there. Bring your hiking shoes so you can get a great view of the park on foot.

Have a great trip!

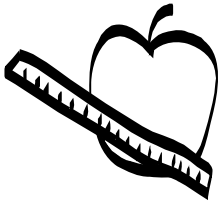
Mahalo,

King Kamehameha I

8. Distribute an “Aloha from the King” worksheet to each student. Review the letter features and the spaces identified on the worksheet for each component. Discuss the components to be included in the body of each letter.
9. If needed, take the students to the computer lab and allow them time to conduct additional research on their chosen Hawaiian places.
10. Direct the students to work independently to write their letters.
11. Allow time for the students to complete their letters.

Session 4

1. Have the students share their written work with the class.
2. Distribute construction paper for students to mount their letters on. Attach the mounted letters beside the large butcher-paper map. Connect each letter to the corresponding place on the map using colored yarn. Have each student label their Hawaiian place on the large map.
3. Display the students’ work in the classroom and invite other classes to view the project.



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ASSESSMENT

Use the students' class participation, worksheets, and final letters to evaluate whether they have met the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students create expanded travel guides about the state of Hawaii.
- Have small groups of students create maps of each island of Hawaii.
- Have students research and write biographical reports about King Kamehameha I or other important leaders of Hawaii.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs to complete their research and writing.
- Provide various texts on the state of Hawaii for students to use in writing their letter.
- Allow students to dictate their written responses.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about using maps through the 2002 Louisiana quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-6.pdf.
- Have students learn more about national parks in each state with the 2007 quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-6.pdf.



Name: _____

Aloha from the King

Your friendly letter should include:

In the body of your letter:

- Describe the place you chose
- Give 3 facts about the place
- Explain why the place is special
- Date
- Greeting
- Body
- Closing
- Signature

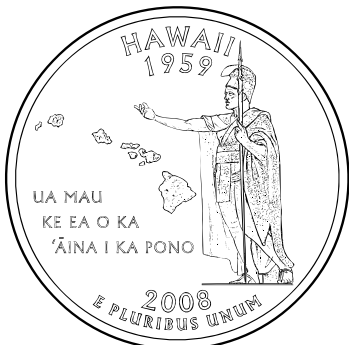
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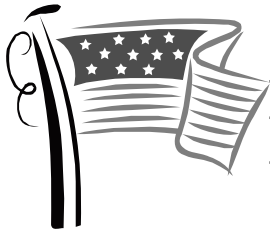
_____ (greeting)

(body)

_____ (closing)

_____ (signature)





Hawaii Quarter Reverse

