

TITLE

ANALYZING NATIVE HAWAIIAN AND PACIFIC ISLANDER DANCE: THE SĀMOAN FA'ATAUPATI AND SZĀSĀ

GRADE LEVEL: 3RD GRADE - 5TH GRADE

DISCIPLINE: English Language Arts, Literacy/Reading

TOPIC: Native Hawaiian and Pacific | Islander Cultures and Dances

STANDARDS: CCSS.ELA-LITERACY.SL.3-5.2 | CCSS.ELA-LITERACY.W.3-5.8

OBJECTIVES:

- Understand the elements of the Sāmoan sāsā dance.
- Analyze the sāsā dance based on different sources.
- Gather and organize information from various print and digital sources.
- Understand the elements of the Sāmoan fa'ataupati dance.
- Analyze the fa'ataupati dance based on different sources.
- Gather and organize information from various print and digital sources.

ESSENTIAL QUESTIONS:

- What is the Sāmoan sāsā?
- What is the Sāmoan fa'ataupati?
- How does the fa'ataupati compare to the sāsā?

MATERIALS NEEDED:

[Google Slides - Analyzing Native Hawaiian and Pacific Islander Dance: The Sāmoan Fa'ataupati and Sāsā](#)
[Graphic Organizer - Analyzing Native Hawaiian and Pacific Islander Dance: The Sāmoan Fa'ataupati and Sāsā](#)

CLASSROOM HOURS NEEDED:

45-50 minutes for each lesson

FINAL ASSESSMENT TYPE:

Graphic Organizer and Discussion

KIT INCLUDES:

- Video Links
- Resources Links
- Google Slides
- Activities Templates

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LAST UPDATE: May 31st, 2022

THIS LESSON PLAN FOCUSES ON: CCSS.ELA-LITERACY.SL.3-5.2, CCSS.ELA-LITERACY.W.3-5.8

ESSENTIAL QUESTIONS:

What is the Sāmoan sāsā?

MATERIALS:

[Google Slides - Analyzing Native Hawaiian and Pacific Islander Dance: The Sāmoan Fa'ataupati and Sāsā \(Slides 1-9, including embedded videos\)](#)

[Graphic Organizer - Analyzing Native Hawaiian and Pacific Islander Dance: The Sāmoan Fa'ataupati and Sāsā \(For THIS lesson, Right Side\)](#)

INTRODUCTION:

The sāsā is a form of dance that originates from the Polynesian islands of Sāmoa, and many groups continue to showcase this energetic cultural dance around the world. In this lesson, students will analyze various print and digital resources to learn about the different elements of the dance. Through partner talks, whole-group discussion, and a note-taking activity, students will learn about the characteristics of the Sāmoan sāsā.

LESSON OUTLINE:

-Opening - The Sāmoan Sāsā
-Close Reading - Dances of Sāmoa:
-The Sāsā - Posture Dance

-Discussion - What did you learn from the video and the text?
-Closing - What is the Sāmoan sāsā?

REFERENCES:

[UoH Thesis \(Radakovich, 2004\) Movement Characteristics of Three Samoan Dances: Ma'ulu'ulu, Sasa, and Tauluga \(PDF\)](#)
[UoH Plan B Paper \(Coloma, 1984\) Samoan Dance Genres and Other Related Subjects \(PDF\)](#)
[Polyfest 2021: Avondale College - Samoan Group](#)
[TRADITIONAL SAMOAN Fa'ataupati and Sasa 1976](#)
[Samoan Dance](#)
[Samoana Documentary](#)
[Dances of Sāmoa](#)



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LAST UPDATE:

ACTIVITY 1
OPENING
-THE SĀMOAN
SĀSĀ (5-10
MINUTES)

- Establish the classroom norms for watching videos and engaging in partner talks.
- Review the lesson agenda on slide 2 and ask for questions and concerns.
- Pose the focus question for lesson: What is the Sāmoan sāsā?
- [Watch Polyfest 2021: Avondale College - Samoan Group \(13:50-17:00\) on slide 4.](#)
- Prompt the students to talk to their partner about what they noticed in the video.

ACTIVITY 2
CLOSE READING
- DANCES OF
SĀMOA (10-15
MINUTES)

- FIRST READ:** Read through the whole text on slide 6/Listen to the read-aloud from Toleafoa Avauli Peter Setefano's Dances of Sāmoa: The Sāsā - Posture Dance.
- SECOND READ:** Annotate the text using the *Annotations* to answer What are important elements about the Sāmoan sāsā?
- THIRD READ:** Read through the whole text and define any unknown words/phrases while focusing on the question What did you learn between watching the video and annotating the reading?

ACTIVITY 3
DISCUSSION
- WHAT DID YOU
LEARN FROM THE
VIDEO AND TEXT?
(15-20 MINUTES)

- Guiding Questions for Small-Group Discussion/Whole-Group Share Out
- Based on the video and the reading, why do you think the sāsā is significant to the Samoan community?
- What elements of the dance stand out to you?
- What are other forms of dances that are similar to the sāsā?

ACTIVITY 4
CLOSING
- WHAT IS THE
SĀMOAN SĀSĀ?
(5 MINUTES)

- Review and model the process of taking notes on the graphic organizer (See Resources or slide 9).
- Write down two to three notes/images in each section under the "What is the Sāmoan SĀSĀ?" column for what they learned from the video and from the reading.

TAKE HOME
ASSIGNMENT:

- Complete the right side/highlighted portions of the Graphic Organizer (on slide 9) with at least four notes/images in each section under the "What is the Sāmoan SĀSĀ?" column.
- OPTIONAL/EXTRA CREDIT:** Find one more video or reading that tells about the Sāmoan sāsā?

THIS LESSON PLAN FOCUSES ON: CCSS.ELA-LITERACY.SL.3-5.2, CCSS.ELA-LITERACY.W.3-5.8

LESSON OBJECTIVES:

Students will:
 Understand the elements of the Sāmoan fa'ataupati dance.
 Analyze the fa'ataupati dance based on different sources.
 Gather and organize information from various print and digital sources.

ESSENTIAL QUESTIONS:

- What is the Sāmoan fa'ataupati?
- How does the fa'ataupati compare to the sāsā?

MATERIALS:

[Google Slides - Analyzing Native Hawaiian and Pacific Islander Dance: The Sāmoan Fa'ataupati and Sāsā \(Slides 10-17, including embedded videos\)](#)

[Graphic Organizer - Analyzing Native Hawaiian and Pacific Islander Dance: The Sāmoan Fa'ataupati and Sāsā \(For THIS lesson, Left Side\)](#)

INTRODUCTION:

The fa'ataupati (fa-ah-tau-pah-tee), also known as the slap dance, is another dance from Sāmoa that continues to be learned and performed globally. In this lesson, students will analyze various print and digital resources to learn about the different elements of the dance. Through partner talks, whole-group discussion, and a note-taking activity, students will learn about the characteristics of the Sāmoan fa'ataupati and compare this dance to the Sāmoan sāsā.

LESSON OUTLINE:

Opening - The Sāmoan Fa'ataupati
 Close Reading - Dances of Sāmoa: The Fa'ataupati - Slap Dance

Discussion - What did you learn from the video and the text?
 Closing - What is the Sāmoan fa'ataupati?

REFERENCES:

[UoH Thesis \(Radakovich, 2004\) Movement Characteristics of Three Samoan Dances: Ma'ulu'ulu, Sasa, and Tauluga \(PDF\)](#)
[UoH Plan B Paper \(Coloma, 1984\) Samoan Dance Genres and Other Related Subjects \(PDF\)](#)
[Polyfest 2021: Avondale College - Samoan Group](#)
[TRADITIONAL SAMOAN Fa'ataupati and Sasa 1976](#)
[Samoan Dance](#)
[Samoana Documentary](#)
[Dances of Sāmoa](#)

ACTIVITY 1
OPENING
- THE SĀMOAN
FA'ATAUPATI
(5-10 MINUTES)

- Establish the classroom norms for watching videos and engaging in partner talks. Review the lesson agenda on slide 10 and ask for questions and concerns.
- Revisit the previous lesson and discuss what they remember about the sāsā.
- Pose the focus question for lesson: What is the Sāmoan fa'ataupati?
- Watch [St Paul's College - Sasa & Fa'ataupati - Samoa Stage \(4:35-7:20\)](#) on slide 12. Prompt the students to talk to their partner about what they noticed in the video.

ACTIVITY 2
CLOSE READING
- DANCES OF
SĀMOA
(10-15 MINUTES)

- FIRST READ:** Read through the whole text on slide 14/Listen to the read-aloud from Toleafoa Avauli Peter Setefano's Dances of Sāmoa: The Fa'ataupati - Slap Dance.
- SECOND READ:** Annotate the text using the *Annotations* to answer What are important elements about the Sāmoan fa'ataupati?
- THIRD READ:** Read through the whole text and define any unknown words/phrases while focusing on the question What did you learn between watching the video and annotating the reading?

ACTIVITY 3
DISCUSSION - WHAT
DID YOU LEARN FROM
THE VIDEO AND TEXT?
(15-20 MINUTES)

- Guiding Questions for Small-Group Discussion/Whole-Group Share Out**
- Based on the video and the reading, why do you think the fa'ataupati is significant to the Samoan community?
 - What elements of the dance stand out to you and how does it compare to the sāsā?

ACTIVITY 4
CLOSING
- WHAT IS THE
SĀMOAN
FA'ATAUPATI?
(5 MINUTES)

- Review and model the process of taking notes on the graphic organizer (See Resources or slide 17).
- Write down two to three notes/images in each section under the "What is the Sāmoan FA'ATAUPATI?" column for what they learned from the video and from the reading.

**TAKE HOME
ASSIGNMENT:**

- Using evidence from the videos and/or the readings, students will write one to two complete paragraphs to answer the following questions:
- What is the Samoan sāsā?
 - What is the Samoan fa'ataupati?
 - How are the two dances compare similar and different to each other?