

The Land Has Eyes

Unit Plan 2 (Grades 6-8: Focus on Middle School)

Unit Plan for Grades 6-8:

The required Pacific Islands course allows students to develop an understanding of the area of the Pacific where the film takes place. The experiences of the Rotuman people, as seen in the film The Land Has Eyes, offers a Native perspective of western influence. The focus of this unit is on identifying how cultures impact (positively and negatively) each other and how society adapts and integrates cultural practices. It also emphasizes the need for people to retain their cultural (and in the case of the people in the film, Native) ways of thinking. All of Hawaii's Content and Performance Standards can be viewed through the Hawaii Department of Education website at www.doe.k12.hi.us.

The following can be used to guide a unit of study lasting approximately four weeks in a social studies class. The objectives and activities listed can be used as guides to lesson plans.

Hawaii Content and Performance Standards Grades 6-12

Social Studies Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY- Understand change and/or continuity and cause and/or effect in history

Social Studies Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms

Social Studies Standard 3: PACIFIC ISLANDS-Understand important historical events in the Pacific region

Grade 7: Pacific Islands

Social Studies Benchmark SS.7PI.3.1 Explain why foreigners (including explorers, traders, whalers, and missionaries) came to Oceania and examine the resultant political (including colonization), social (including decline of population and demise of culture), and economic (including trade and diminishing resources) impact on the indigenous people

Social Studies Benchmark SS.7PI.3.2 Analyze conflicting beliefs, values, and norms of the indigenous populations and the European explorers/settlers and explain the impact of those differences

Social Studies Benchmark SS.7PI.3.6 Examine current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia and propose solutions to them based on research

Essential Question:

How are cultures (particularly those of Native people who are colonized) impacted positively and negatively by new dominant cultures?

Objectives--Students will know about:

- Various perspectives related to governance and the right of Native people to govern themselves
- The influence of foreigners and foreign governments on Hawaiian society and how some of those influences continue to be in conflict with Native thinking and practices
- Forces causing change within and from outside of Hawaii and in the Pacific area
- A current issue affecting Hawai'i and the Pacific and how cultural norms can cause conflict

Students will be able to:

- Describe, explain, and analyze ideas that are the basis for re-establishing Native rights and causing cultural conflict
- Describe, explain, and analyze current political influences on decisions made regarding the use of land (and ocean), and the continuity of other cultural practices

Assessment Tasks (Used as a guide to activity centered lesson plans)

Task #1:

- View video tape The Land Has Eyes
- Students will describe the relationship between the Native Rotumans and the colonial government
- Discuss the concept of cultural perspective and cite one example of how conflicts were resolved in different situations in the film
- Students will research the impact of a colonizing power over at least one other Pacific nation and compare it to the history of Hawaii

Task #2:

- Students will research Rotuma and describe the island geographically, socially, and politically. They will create a comparative timeline between Hawai'i and Rotuma
- Students will identify a current issue in Hawai'i and describe at least two different perspectives regarding the issue (i.e., land rights, water rights, ocean harvesting, intellectual property rights)

Task #3:

- Students will research the different models of government throughout the Pacific and discuss the positive and negative aspects of each model
- Students will identify ways that the different models of government could be modified to be more in line with Native cultural thought and practice

Activities: (Based on Assessment Tasks above)

Task #1 (Colonial Governments)

- Students will research at least one Pacific nation regarding how and by whom they were colonized.
- Students will present their findings and the class as a whole will reflect on the various forms of colonization and how it has affected contemporary societies
- Students will participate in a mock trial based on the situation in The Land Has Eyes, presenting both the colonial and traditional perspective of the events. Students will react and reflect on their own lives

Task #2 (Current Issues: Perspectives)

- Students will research Rotuma and describe the island geographically, socially, and politically. They will create a comparative timeline between Hawai'i and Rotuma
- Students will identify a current issue in Hawai'i and describe at least two different perspectives regarding the issue (i.e., land rights, water rights, ocean harvesting, intellectual property rights)
- Students will relate the colonization of Hawai'i (particularly 1819-1893) to events that were occurring in other parts of the Pacific
- Students will identify a current issue affecting modern Hawaiian society and present opposing perspectives, particularly those of the Native people and the colonizers

Task #3 (Models of Government in the Pacific)

- Students will correspond with a student in another Pacific island nation and learn about the interaction of the Native people and their government
- Students will compare Hawaiian sovereignty models with governance structures in different Pacific nations
- Based on an understanding of what a government needs to do for its citizens, students will create a model of government for the Pacific nation they have studied that may incorporate some of the cultural governance structures which may already exist in the Native culture
- Students will present their "cultural governance" models to other students and have those students critique the models based on rubrics that describe what a government should do for its people