

And Then There Were None Unit Plan 2 (Grades 6-12: Focus on High School)

Unit Plan for grades 6-12:

The required Modern Hawaiian History course generally taken at grade 9 or 10 is founded upon Social Studies standards are focused on Hawaiian history from the end of the monarchy period through modern times. Modern Hawaiian History benchmarks, therefore, contain content related to the period of the Overthrow, the Hawaiian Territorial government, and eventually statehood. Therefore, the grade 7 Hawaiian Monarchy course provides a foundation for the era studied at the high school level. The standards, which are more general, listed below can be used as guidance for grade levels other than grade 10. Specific benchmarks are listed for grade 10 since its focus is Hawaiian history. 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 essential question that follows can be used to guide a unit of study lasting approximately 3 weeks in a social studies class. The objectives and activities listed can be used as guides to lesson plans.

Hawaii Content and Performance Standards Gr 6-12 Standards

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 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world

Grade 9: Modern Hawaiian History

Social Studies Benchmark SS.9MHH.1.1 Describe the multiple social, political, and economic causes and effects of change in modern Hawaii

Social Studies Benchmark SS.9MHH.3.1 Explain the political, social, and economic causes of the Overthrow, including the Mahele, Reciprocity Treaty, and the Bayonet Constitution

Social Studies Benchmark SS.9MHH.3.4 Explain the political, social, and economic effects of the Overthrow, including U.S. military presence, the Organic Act, the Territorial government, and Statehood

Social Studies Benchmark SS.9MHH.3.9 Analyze significant contemporary issues that influence present day Hawaii, such as the Hawaiian Renaissance, the sovereignty movement, current land issues, and the influx of new immigrant groups

Social Studies Benchmark SS.9MHH.4.1 Explain how governments acquire, use, and justify power, including how limited governments differ from unlimited ones

Essential Question:

Will sovereignty prevent the extinction of the Hawaiian race and their culture?

Objectives--Students will know about:

- The causes of the Overthrow and the Native Hawaiian perspective
- The influence of foreigners and foreign governments on the Hawaiian monarchy and the move toward the Overthrow
- The economic, social and political fall-out of the Overthrow and evidence of past actions on modern Hawaii
- Forces causing change within and from outside of Hawaii
- Sovereignty initiatives and the most popular models of sovereignty

Students will be able to:

- Describe, explain and analyze activities that lead up to the Overthrow of the Hawaiian government
- Describe, explain and analyze current day models for sovereignty and how each might meet the needs of the modern day Hawaiian society

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

Task #1:

- View video tape "And then There were None"
- Students will develop a simple timeline of events that led up to the Overthrow
- Discuss the concept of annexation and the impact of statehood on Hawaii
- Students will research various models of sovereignty and discuss how they might meet the needs of Native Hawaiians and how it may effect non-Hawaiians in Hawaii
 - Students will write a short research paper describing the at least 3 post-Overthrow events and the effects still felt today

Task #2:

- Students will research how other Native people exercise their sovereignty
- Students will role play as an advisor to the leader of their county based on their research on a Native people. They will write a proposal to their leader to implement one way to address the negative effects of a loss of sovereignty on a single aspect of their culture.
 - Student will give an oral presentation of their proposal as well (shown to the class) that may include Powerpoint or other type of presentation format.

Task #3:

- Students will specifically focus on Hawaii, choose one aspect of the culture that they would like to positively support (i.e., language, music, hula) through an implementation plan (like the one in Task #2).
- Students will send their proposal to the appropriate branch of the government or a private industry that can implement the plan. (Real life application)

Activities: (Based on Assessment Tasks above)

Task #1 (Events up to the Overthrow)

- Students do research on the events that lead up to the Overthrow
- Students perform the play based on events that led up to the Overthrow such as the one produced at the 100th anniversary of the Overthrow
- Students view video material related to the Overthrow and, based on their own research, create a review of the material that evaluates the accuracy of its historical information and the inclusion (or lack of inclusion) of a Native Hawaiian perspective.
- Students trace the historical basis of a modern political, economic, or societal characteristic of modern Hawaii

- Students conduct surveys or interviews regarding peoples knowledge of or viewpoint regarding Hawaiian society
- Students research Hawaiian sovereignty models and create a report about how modern Hawaiian citizens understand or view these models

Task #2 (Modern sovereignty issues)

- Students will relate Hawaiian sovereignty issues to those being experienced by other cultures
- Students will report on one other Native people and their struggle with “national” sovereignty
- Students will correspond with a student of the culture that you are studying and develop and understanding of their situation. Reflective journals can be used as evidence here.
- Students will report on the global condition of native people and on models of international sovereignty that work.

Task #3 (Global issues of Native people)

- Students will think critically and problem solve ways to reverse the effects of colonization on one aspect of Hawaiian society (i.e., loss of language, cultural practices, land)
- Students will research ways people in society are attempting to reverse culture and language loss
- Students will create, organize, and implement a community service project that supports the reversal of loss of culture