

And Then There Were None

Unit Plan 1 (Grades 6-12: Focus on Middle School)

Unit Plan for grades 6-12:

At the middle school level in Hawaii, Social Studies standards are focused on Hawaiian history at grade 7 through the Hawaiian Monarch course. Grade 7 benchmarks, therefore, contain content related to the monarchy period in Hawaiian history. Likewise, the grade 10 Modern Hawaiian History course focuses on the era after the monarchy period through contemporary times in Hawaiian history. The standards, which are more general, listed below can be used as guidance for grade levels other than grade 7 and 10. Specific benchmarks are listed for grade 7 and 10 since their 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 following essential question 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 7: Hawaiian Monarchy

Social Studies Benchmark SS.7HHK.3.3 Explain reasons foreigners (including explorers, whalers, traders, and missionaries) came to Hawaii and explain the political (including change in government and roles/power of leaders), social (including the decline of Hawaiian population, Christianity, the establishment of churches/schools, and end of kapu system) and economic (including the rise of mercantilism) impact on Hawaii

Social Studies Benchmark SS.7HHK.3.4 Describe the development of the sugar industry in Hawaii (including the fall of whaling, demand/production of sugar, and plantations) and the economic, social, and political effects it had on Hawaii (including the interest of American businessmen, establishment of Big 5, 1848 Mahele, and immigration of contract laborers).

Social Studies Benchmark SS.7HHK.3.5 Describe the coming of early immigrant groups (including Chinese, Portuguese, and Japanese) to Hawaii as contract laborers, their experience in the plantation system, aspects of their culture that was brought with them (including beliefs, knowledge, and/or practices), and the relationships that developed between themselves as well as others (including inequities on the job, cultural diffusion, and/or assimilation)

Essential Question:

How can Hawaiians prevent the extinction of their race and their culture?

Ojectives--Students will know about:

- Extinction and how (if) it applies to people
- Foreign arrivals to Hawaii: missionaries, whalers, traders, laborers and their effect on Native Hawaiian culture and people
- Native Hawaiian health pre and post contact
- Forces causing change within and from outside of Hawaii
- Immigrant groups and their influence on the developing Hawaiian culture

Students will be able to:

- Use appropriate Hawaiian and English vocabulary to describe aspects of Hawaiian politics and lifestyle
- Explain and describe relationships between various groups of people in the Hawaiian islands post contact

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

Task #1:

- View video tape "And then There were None"
- Discuss the idea of extinction and whether or not the term "extinction" can be applied to peoples and cultures
- Discuss the concept of colonization
- Students will research other races or cultures that have been negatively impacted by "colonization" (i.e., Native Americans, Asians, Africans)
 - Students will write a short research paper describing the people and their geographic location, how and by whom they were colonized, some of the effects of colonization, and their present status

Task #2:

- Students will research how the negative effects of colonization are being addressed by Native people
- 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 on a single aspect of their culture.
- Student sshould provide 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.)