

Title of Lesson: Moments in Native Hawaiian and Pacific Islander History

Purpose:

Reimagining-Migration

- Learning Arc: Understanding Migration (Life Before Migration)
- Dispositions:
 - Inquire About Migration With Care and Nuance
 - Recognize Power & Inequities In Human Experience And Migration

Learning Outcome(s)

- Students will develop an understanding of life before US and European contact for Native Hawaiians and Pacific Islanders.
- Learn at a high level how colonialism and foreign business shaped present-day Hawaii and Pacific Islander communities.

Bridge-In:

- What factors might influence somebody to stay in their home or migrate from their community?

Resources

- Video on [Moments in Native Hawaiian and Pacific Islander History](#)
- [Student Handout](#)

Guided Practice / RIM Thinking Routines:

- Map - Know / Wonder Chart
- Video - Know / Wonder Chart
- Queen Liliuokalani Videos: STEP IN
– STEP OUT – STEP BACK

Moments in Native Hawaiian and Pacific Islander History

Timing: Approx 10-40 mins

Timing

The core of this lesson:

- Moments in Native Hawaiian and Pacific Islander History Video + Accompanying Learn / Wonder Chart (6 mins)
- Exit Ticket on Connection (5 mins)

Beyond these two activities, the other components of this lesson can be cut/adjusted for any time constraints. If you use the entire lesson plan, it is about 40 minutes. There are two additional enhancement options if you have surplus time.

**Launch
(5 mins)**

Directions:

- Direct students to, independently or in partners, brainstorm answers to the following question:
 - What factors might influence somebody to stay in their home or migrate from their community? (5 mins)

**Map
(5 mins)**

Directions:

- Have students review the map and complete a Learn-Wonder chart (3 mins)
- Share out (2 mins)



Teacher Example Chart

Learn What have you learned by looking at the map?	Wonder What do you wonder after looking at the map?
• <i>The names of the islands are very different</i> • <i>Some have American in the name</i> • <i>Each name seems to be a collection of small islands grouped</i>	• <i>How did the islands get their names?</i> • <i>Did they always have these names?</i> • <i>Why are some named "American Samoa"?</i> • <i>How was it decided what Islands belonged to what territory, state, or country?</i> • <i>What is the relationship between islands?</i>

Video (10 mins)	Direction: • Play Moments in Native Hawaiian and Pacific Islander History (3 mins) two times (6 mins) • Direct students to complete the Learn-Wonder chart while they watch. If students struggle, prompt them to capture the critical facts in the Example Teacher Key “learn” column below and provide them with any / all guiding “wonder” questions. • Share Out (4 mins)								
Teacher Key	Example Teacher Key Directions: • You can use the following Teacher Key to prompt students • If you notice after the first watch that students are missing many of the learn columns, you can either call on students to share or provide the key “learn” components yourself. <table border="1" data-bbox="362 894 1417 1799"> <thead> <tr> <th data-bbox="362 894 889 961">Learn</th><th data-bbox="889 894 1417 961">Wonder</th></tr> </thead> <tbody> <tr> <td data-bbox="362 961 889 1213">For 1,000s of years, Native Hawaiian and Pacific islanders traveled. Guided by the sun, moon, stars, wind, currents, and birds.</td><td data-bbox="889 961 1417 1213">How did they develop their systems? Do they still do this? Did their approach influence present-day practices in other cultures?</td></tr> <tr> <td data-bbox="362 1213 889 1507">Pacific islands consist of 14 sovereign states and 11 collectives.</td><td data-bbox="889 1213 1417 1507">What is their relationship with one another? How does this influence community life? Does being a sovereign state vs a collective impact their relationship with one another and the world?</td></tr> <tr> <td data-bbox="362 1507 889 1799">They were known for being Excellent navigators, Powerful leaders, Strong warriors, Cultural artists, and Expert farmers.</td><td data-bbox="889 1507 1417 1799">What does this mean for gender roles at this time? How was this information learned /shared (at a time without the internet)? What tools/practices are still in existence/use today?</td></tr> </tbody> </table>	Learn	Wonder	For 1,000s of years, Native Hawaiian and Pacific islanders traveled. Guided by the sun, moon, stars, wind, currents, and birds.	How did they develop their systems? Do they still do this? Did their approach influence present-day practices in other cultures?	Pacific islands consist of 14 sovereign states and 11 collectives.	What is their relationship with one another? How does this influence community life? Does being a sovereign state vs a collective impact their relationship with one another and the world?	They were known for being Excellent navigators, Powerful leaders, Strong warriors, Cultural artists, and Expert farmers.	What does this mean for gender roles at this time? How was this information learned /shared (at a time without the internet)? What tools/practices are still in existence/use today?
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	Before becoming the 50th state, Hawaii was its own country but lost its independence when foreign business owners and the US forced the queen to give up / abdicate her throne.	How did the Business People get their power? How did they have so much influence? Why did they want to overthrow the Queen? How did the native Hawaiians feel?
	The new leaders transferred Hawaiian land to private individuals, companies, and the U.S. government and banned Hawaiian language teaching.	Why did they ban the language? Why was that a useful practice? How were the leaders selected, and what was their relationship to the private individuals/companies?
	Other Pacific islands were colonized and used as military bases for decades.	Why were they used as military bases? How did the indigenous communities feel about this?
	The US conducted nuclear testing, exposing natives to radiation poisoning and leaving many islands uninhabitable (unfit for life).	If testing was by the US, why was it done on these islands and not in the US? What happened to the people who lived on the island whose islands were destroyed?
	There is a growing Hawaiian and Pacific islander population in Arkansas, California, Hawaii, Missouri, Oregon, and Michigan.	Why these states? Are there any similarities between their home and the state? What is life like for them in these states?

Reflection (10 mins)	Directions: Direct students to answer the following questions in their Student Handout (10 mins) Reflection Questions: What was life like for Native Hawaiian and Pacific Islander History before the journey? In what ways do societal, political, and environmental forces/challenges influence the decision to migrate? What happens to those who stay, and how do they relate to those who leave?
Exit Ticket (5 mins)	Directions: Direct students to answer the following questions in their Student Handout (5 mins) Exit Ticket: Why does this matter to me? Why does this matter to my community? Why does this matter to the world?

Lesson Enhancement Material If you have extra time, play either of the videos on Queen Liliuokalani, and then complete the STEP IN – STEP OUT – STEP BACK Thinking Routine.	
6 Minute Video (5:59 mins)	The Overthrow of Queen Lili‘uokalani Hawaii’s Last Queen
12 Minute Video (12:14 mins)	Queen Lili‘uokalani - The First and Last Queen of Hawai‘i
Thinking Routine (10 mins)	STEP IN – STEP OUT – STEP BACK Person: Queen Lili‘uokalani Step In: Given what you see and know at this time, what do you think this person might feel, believe, know, or experience?

	Step out: What else would you like or need to learn to understand this person's perspective better? Step back: Given your exploration of this perspective so far, what do you notice about your own perspective and what it takes to take somebody else's?
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