

Kamehameha Schools ‘Ike Hawai‘i Distance Learning Program

Course Syllabus: Hawaiian History

General Learner Outcomes:

- GLO #1- To be responsible for one’s own learning;
- GLO#2 - To be involved in complex thinking and problem solving;
- GLO#3- To recognize quality performance and produce quality product;
- GLO#4 - To communicate effectively
- GLO#5 - To use a variety of technologies effectively; and
- GLO#6 - To work well with others.

Course Description:

This course is an overview of Hawaii’s past and present history. Students will explore the historic, geographic, socio-political, economic, and the multi-cultural development of modern Hawaii as well as study the effects of change on the people of Hawai`i. Course content begins with a quick look at pre-contact Hawaiian civilization, the campaign of Kamehameha Nui, then through the change brought about by the first foreigners to the islands, continuing on through statehood and modern movements and issues.

Course Goals:

1. To gain an understanding of significant events in the History of modern Hawai`I, and their effects on the Hawaiian population as well as the general population of Hawai`i.
2. To use chronology to explain significant events and the short- and long-term effects of these events such as the abolition of the kapu, the overthrow, annexation, military occupation, statehood, etc.
3. To encourage students to become involved in current issues that affect the people of Hawai`i.
4. Improve such skills as reading, writing, discussing, researching, verbal skills, critical thinking, observation, synthesis, problem solving, creative thinking, and decision making in the context of the Hawaiian History.
5. Demonstrate and learn how to use and where to locate various source materials that deal with Hawaiian History.
6. To take what students learn in this course and give back to the Hawaiian community in the form of service projects or dissemination of knowledge acquired throughout this course.
7. Upon completion of this course students should be able to answer all of the “Essential Questions” found in the chart below.

** All standards are based on National Council for the Social Studies National Standards **

Unit 1: Tide of Change						
Description: This unit will begin with a basic introduction to the class, classmates, and to the History of the Hawaiian islands before the arrival of Captain Cook. Subsequent lessons will cover the arrival of Captain Cook followed by the background and genealogy of Kamehameha the Great. His successful battles and the influence of people and western ways in the conquest of Hawai'i will also be studied.						
Unit 1	National Standards		Hawaii Content & Performance Standards		Activities/Assignments Essential Questions	Assessment
	Content Standard	Benchmarks	Topic	Benchmark		
Introductions	----	-----	----	----	- Post self intro in D.B.	Participation in the activities
Prior Knowledge Assessment	----	----	----	----	- Play trivia game to assess prior knowledge EQ- What do you already know about the history of Hawaii?	Completion of game (not score). Scores will represent how much they already know about the culture & give the instructor a point of reference for each student.
Hawai'i of Old (Economy, Culture, Government, Religion)	I. Culture	c) Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.	----	----	- PowerPoint Lecture - Graphic Organizer - Website search - Comparison Chart - Discussion Board Posting - Game or puzzle EQ- How would you define the traditional Hawaiian economical system prior to western contact? EQ- How can you describe traditional Hawaiian culture, government, and religion prior to western contact?	Diverse Learners Project: - Pictorial Collage & written or audio explanation - Timeline – Compare events in Hi to worldwide events. - Analysis of his his life, battles, or leadership skills, etc. (written, audio, or video) - Diary of events - Development of a game.
Cooks Arrival	II. Time, Continuity & Change	c) Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states and social, economic, and political revolutions.	----	----	- PowerPoint or reading - Graphic Organizer - Discussion Board EQ - Describe the events of Cooks arrival in Hawai'i. What immediate changes did this bring for the Hawaiian Culture? What about long-term changes?	

Kamehameha Nui (The life of, Kingdom under Kamehameha, and influential people)	II. Time, Continuity & Change	d) Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a var. of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality. c) Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states and social, economic, and political revolutions.	----	----	- PowerPoint Lectures or reading - Graphic Organizer - Puzzle/game	
					EQ – What can you say about the events of KI’s birth & childhood and their relationship to his leadership skills. - What are the consequences of KI’s battles, both positive & negative. – What is the relationship between KI & the people discussed in this lesson? Make sure to discuss both personal & political events that shaped their relationship - Explain what influence westerners had on the success of KI’s Campaign.	

Unit 2 : Western Influence and Its Impact on the Hawaiian Kingdom

Description: Students will take a look at the events of the arrival of Captain Cook as the catalyst for change in Hawai`i. The main focus of this unit is the reign of Kamehameha the III, longest ruling monarch of the Hawaiian Kingdom and the growing influence of foreigners in Hawai`i.

Unit 2	National Standards		Hawaii Content & Performance Standards		Activities/Assignments	Assessment
	Content Standard	Benchmarks	Topic	Benchmark		
Liholiho & the Abolition of the Kapu	II. Time, Continuity & Change	b) Apply key concepts such as time, chrono., causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. c) Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states and social, economic, and political revolutions.	----	----	- PowerPoint Lecture or reading - Graphic Organizer - Chat room debate activity EQ- Identify key historical events of Liholiho’s reign. Explain how the abolition of the kapu system cause sweeping cultural, religious, and political change in Hawaii.	- Short essay questions -
Missionaries	II. Time, Continuity & Change	b) Apply key concepts such as time, chrono., causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.	----	----	- PowerPoint Lecture - Graphic Organizer - Letter to the editor/Diary entry	

		c) Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states and social, economic, and political revolutions.			EQ- Explain how & why the missionary settlement in HI in the 1820s was so successful. Identify the changes that they brought about in terms of culture, religion, and politics.
Kauikeaouli & Foreign Desire	II. Time, Continuity & Change VII. Production, Distribution, & Consumption	b) Apply key concepts such as time, chrono., causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. c) Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states and social, economic, and political revolutions. fi Compare how values and beliefs influence economic decisions in different societies.	----	----	- PowerPoint Lecture or reading - Graphic Organizer EQ- How did foreign influence affect the reign of KIII as well as traditional culture & values? EQ How did the Paulet Episode change government decisions of the time?
Land & Sovereignty: the Great Mahele	II. Time, Continuity & Change VII. Production, Distribution, & Consumption	f) Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues. fi Compare how values and beliefs influence economic decisions in different societies.	The Overthrow	SS.9MHH.3.1 Explain the political, social, and economic causes of the Overthrow, including the Mahele, Reciprocity Treaty, and the Bayonet Constitution.	- PowerPoint Lecture & reading - Game - Discussion Board Posting EQ How did the Paulet Episode change government decisions of the time? How did the mahele impact native Hawaiians at the time? EQ- Compare the economy during the reign of KIII to that of pre-contact Hawaii
KIV & KV	II. Time, Continuity & Change	b) Apply key concepts such as time, chrono., causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. c) Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states and social, economic, and political revolts.	----	----	- PowerPoint Lecture or reading - Graphic Organizer EQ – Identify key historical events during the reigns of KIV & KV and their effect on the government of the time.

Unit 3 : The Rise of Sugar & The End of a Kingdom

Description: Unit 3 will examine the Kalākaua era. During the reign of Kalākaua the nation saw an increase in cultural pride and a resurgence of its practice. Unfortunately the growing renaissance movement and the desire to strengthen the Hawaiian nation was not enough to stall the rise of sugar and its influence on the government and the eventual overthrow and annexation of Hawai'i by the US government. Also covered will be key players, and the results of these events and their impact on the Hawaiian people.

Unit 3	National Standards		Hawaii Content & Performance Standards		Activities/Assignments	Assessment
	Content Standard	Benchmarks	Topic	Benchmark	Essential Questions	
Kalākaua	X. Global Connections	e) Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.	The Overthrow	SS.9MHH.3.1 Explain the political, social, and economic causes of the Overthrow, including the Mahele, Reciprocity Treaty, and the Bayonet Constitution.	<ul style="list-style-type: none"> - PowerPoint Lecture, Readings and/or video - Graphic Organizer 	Diverse Learners Project - Biography of Lili'uokalani - Pictorial Timeline, compare with other worldwide events - Letters of Protest - Songs of Protest - New Paper of significant events - Reenactment of overthrow or annexation - Creation of game - Essay Video
Rise of Sugar	X. Global Connections	e) Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.	The Overthrow	SS.9MHH.3.1 Explain the political, social, and economic causes of the Overthrow, including the Mahele, Reciprocity Treaty, and the Bayonet Constitution.	<ul style="list-style-type: none"> - PowerPoint Lecture, Readings and/or video - Discussion Board Posting 	
Bayonet Constitution	X. Global Connections	e) Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.	The Overthrow	SS.9MHH.3.1 Explain the political, social, and economic causes of the Overthrow, including the Mahele, Reciprocity Treaty, and the Bayonet Constitution.	<ul style="list-style-type: none"> - PowerPoint Lecture, Readings and/or video - Graphic Organizer 	
Lili'uokalani	X. Global Connections	e) Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.	The Overthrow	SS.9.MHH.3.3 Explain the events and turning points of the Overthrow, beginning with the foreign movement against Kalākaua, Liliuokalani's attempts to change the Bayonet Constitution, and her abdication from the throne.	<ul style="list-style-type: none"> - PowerPoint Lecture, Readings and/or video - Graphic Organizer 	
					EQ - Identify key historical events in during the reign of Kalakaua and explain how they aided the US government in the overthrow of the Hawaiian monarchy.	
					EQ – Explain the role sugar played in the overthrow and eventual annexation of HI.	
					EQ – How did the bayonet constitution contribute to the overthrow of the Hawaiian monarchy?	
					EQ – Identify and explain the effects of key historical events during the reign of Lili'uokalani.	

Overthrow	X. Global Connections	e) Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.	The Overthrow	SS.9MHH.3.1 Explain the political, social, and economic causes of the Overthrow, including the Mahele, Reciprocity Treaty, and the Bayonet Constitution.	<ul style="list-style-type: none"> - PowerPoint Lecture, Readings and/or video - Graphic Organizer 	
Resistance	X. Global Connections	e) Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.	----	----	<ul style="list-style-type: none"> - PowerPoint Lecture, Readings and/or video - Graphic Organizer 	
					<ul style="list-style-type: none"> - EQ- Identify, explain, and analyze the events leading up to and during the overthrow of the Hawaiian Monarchy 	
					<ul style="list-style-type: none"> - EQ – What resistance efforts came about during the time of the overthrow and how successful were they? 	

Unit 4: Statehood for Hawai`i

Description: Unit 4 will look at Hawai`i as a territory of the United States, the influx of immigrant workers and the military's presence in Hawai`i followed by statehood and growth during the mid twentieth century.

Unit 4	National Standards		Hawaii Content & Performance Standards		Activities/Assignments	Assessment
	Content Standard	Benchmarks	Topic	Benchmark		
The Territory	IX. Global Connections	e) Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.	The Overthrow	SS.9MHH.3.4 Explain the political, social, and economic effects of the Overthrow, including US military presence, the Organic Act, the Territorial government, and Statehood.	<ul style="list-style-type: none"> - Video, Reading or PowerPoint - Graphic Organizer 	<ul style="list-style-type: none"> - Short essay questions Or - Reflection of Unit (written or audio) - Interview w/ kumu - Pictorial Collage - Game development
					EQ – How did the territorial years differ from years when the monarchy ruled Hawaii?	
Immigration	I. Culture	e) demonstrate the value of cultural diversity, as well as cohesion, within and across groups	Plantations 1900-1970	SS.9MHH.3.5 Describe the political, social and economic effects of the plantation system on life in Hawaii, including ethnic tension, the evolution of Hawaii pidgin English, the school	<ul style="list-style-type: none"> - Video, Reading or PowerPoint - Graphic Organizer 	

	IV. Individual Development & Identity	a) articulate personal connections to time, place, and social/cultural systems e) examine the interactions of ethnic, national, or cultural influences in specific situations or events.		system, and the establishment of labor unions. SS.9MHH.3.6 Examine and explain features of plantation life in Hawaii in the 20 th century, including contract labor and the perquisite system.	EQ – What groups of people immigrated to Hawaii in the late 1800 – early 1900’s and why? What effect did they have on culture here?
The Military	VII. Production, Distribution, & Consumption	f) Compare how values and beliefs influence economic decisions in different societies.	----	----	- Video, Reading or Pppt - interview / graphic Org. EQ – What was the military’s role in Hawaii?
Massie Case	IX. Global Connections	e) Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.	----	----	- Video, Reading or PowerPoint - Discussion Board EQ – What was the Massie case & what impact did it have on life in Hawaii?
The Big 5	V. Individuals, Groups, & Institutions	d) Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions,	----	----	- PowerPoint Lecture or Reading - Game or puzzle EQ – Who are the big five & what do they do?
Hawaiian Homes	V. Individuals, Groups, & Institutions	b) analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.	----	----	- PowerPoint Lecture or Reading -Graphic Organizer EQ – How would you describe the Hawaiian Homes program & what’s your opinion of it?
WWII	IX. Global Connections	e) Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.	World War II: Pearl Harbor	SS.9MHH.3.7 Identify events leading to the bombing of Pearl Harbor and describe its effects in Hawaii, such as the role of the US Military and anti-Japanese sentiments (including the internment camps and 442 nd)	- PowerPoint Lecture or Reading or video - Discussion Board EQ – Identify key historical events leading up to and during WWII. What are the effects of WWII on Hawai`i?
Statehood & Economic Growth	V. Individuals, Groups, & Institutions	d) Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions,	Contemporary People, Issues, and Events	SS.9MHH.3.8 Trace the development of the platforms of political parties after World War II to the present	- PowerPoint Lecture or Reading -Graphic Organizer EQ – What can you point out about statehood and economic growth after WWII?

Unit 5: Cultural Renaissance & Strengthening the Hawaiian Nation

Description: Unit 5 looks the Hawaiian renaissance movement of the 1970's and the effect it had on strengthening the Hawaiian culture & people. We will then continue on with a look at some modern issues and how they affect everyone that lives in Hawai'i today.

Unit 5	National Standards		Hawaii Content & Performance Standards		Activities/Assignments	Assessment
	Content Standard	Benchmarks	Topic	Benchmark		
Hawaiian Political Organizations	I. Culture	d. compare and analyze societal patterns for preserving culture while adapting to change	Contemporary People, Issues, and Events	SS.MHH.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.	- PowerPoint Lecture or Reading or website reviews -Graphic Organizer - Game EQ – What are some Hawaiian political organizations and what do they do?	Diverse Learners Project - Brochure - Ad Campaign - “Pop up” Web ad - Interview - Game - Speech - Persuasive Essay - Pamphlet - News Report - Talk show
Sovereignty	I. Culture	d. compare and analyze societal patterns for preserving culture while adapting to change	Contemporary People, Issues, and Events	SS.MHH.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.	- PowerPoint Lecture or Reading -Graphic Organizer EQ – What are the facts and reasons behind the sovereignty movement?	
Renaissance	I. Culture	d. compare and analyze societal patterns for preserving culture while adapting to change	Contemporary People, Issues, and Events	SS.MHH.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.	- PowerPoint Lecture or Reading -Graphic Organizer (Bio Cube on a Hawaiian Leader) EQ - What is the renaissance movement & how did it come about?	
Cultural Revival	I. Culture	d. compare and analyze societal patterns for preserving culture while adapting to change	Contemporary People, Issues, and Events	SS.MHH.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.	- PowerPoint Lecture or Reading -Graphic Organizer EQ- What is the importance of keeping culture alive & how can it be done.	

Organizations	V. Individuals, Groups, & Institutions	b) analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. d) Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions,	Contemporary People, Issues, and Events	SS.MHH.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.	- PowerPoint Lecture or Reading or website review -Graphic Organizer	
					EQ – What various Hawaiian organizations are out there & what purpose do they serve?	
Lawsuits	X. Civic Ideals & Practices	c) Locate access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view.	Governance, Power and Authority	SS.9.MHH.4.1 Explain how governments acquire, use, and justify power including how limited governments differ from unlimited ones.	- PowerPoint Lecture or Reading or website review -Discussion Board	
					EQ – What lawsuits do Hawaiian organizations, programs, and groups face & what are the reasons behind them?	
Akaka Bill	X. Civic Ideals & Practices	c) Locate access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view.	Governance, Power and Authority	SS.9.MHH.4.1 Explain how governments acquire, use, and justify power including how limited governments differ from unlimited ones.	- PowerPoint Lecture or Reading or website review - Graphic Organizer	
					EQ – What is the Akaka Bill, what will it do & how do you feel about it?	
Hawaii Today	X. Civic Ideals & Practices	c) Locate access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view.	Cause and Effect in History	SS.9MHH.1.1 Describe the multiple social, political, and economic causes and effects of change in modern Hawaii.	- PowerPoint Lecture or Reading -Graphic Organizer	
					EQ – What are your views about Hawai'i's political, economic, and cultural condition today?	

Software

- Audacity
- MS Word
- MS Excel
- MS PPT

Reflect on what you're learned this past semester. Pick what you believe is the single most impactful, life-altering event in Hawaiian History & explain why you feel the way that you do. Site examples from course materials as well as other resources you might select.

The following is a list of National Standards used in the development of this course:

Content Standard	Benchmarks
I. Culture	a) Analyze and explain the ways groups, societies, and cultures address human needs and concerns. d) Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change. e) demonstrate the value of cultural diversity, as well as cohesion, within and across groups f) interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding
II. Time, Continuity & Change	b) Apply key concepts such as time, chrono., causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. c) Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states and social, economic, and political revolutions. d) Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a var. of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality. f) Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
IV. Individual Development & Identity	a) articulate personal connections to time, place, and social/cultural systems e) Examine the interactions of ethnic, national, or cultural influences in specific situation or events.
V. Individuals, Groups, & Institutions	b) analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. d) Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions,
VII. Production, Distribution, & Consumption	f) Compare how values and beliefs influence economic decisions in different societies.
IX. Global Connections	e) Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
X. Civic Ideals & Practices	c) Locate access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view.