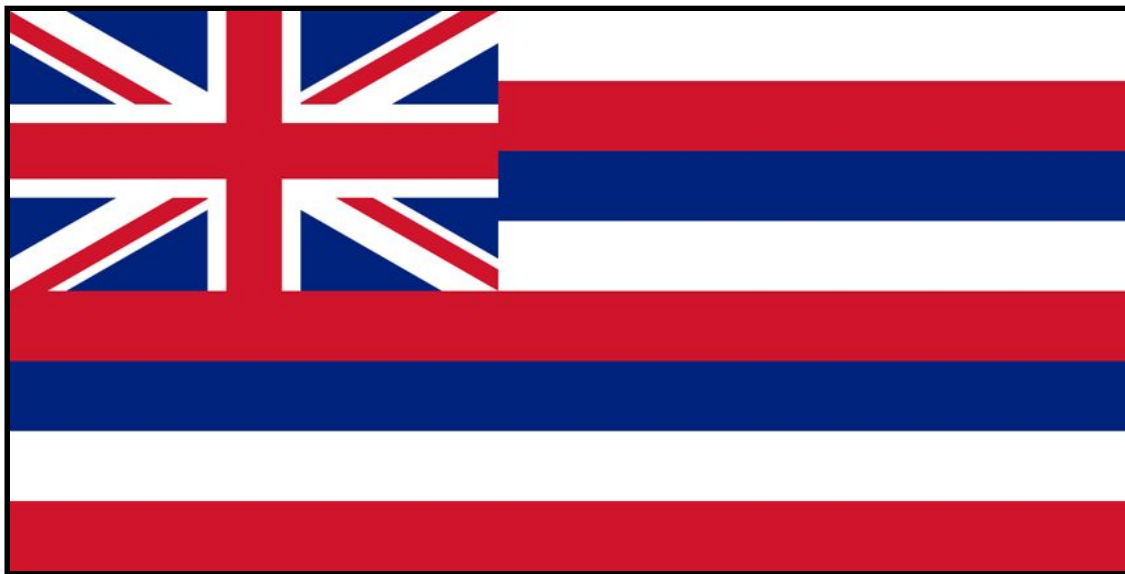


11th Grade Late 19th and 20th Century Plantation System (Theme 2)

Written By Leah Tau-Tassill

How does immigration change a society?



Supporting Questions

1. What were three causes of post-overthrow immigration to Hawai‘i?
2. What were three effects of post-overthrow immigration to Hawai‘i?
3. Why did a new “local” culture emerge from post-overthrow immigration to Hawai‘i?

How does immigration change a society?

C3 Framework Indicator	D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
Standards and Practices	SS.MHH.2.15.1 Analyze the causes and effects of post-overthrow immigration. Anchor Standard 15: Human population: Spatial Patterns and Movements Topic: Social Effects of Post-Overthrow Immigration
Staging the Question	The rise of sugar plantations drastically changed the landscape and the environment of Hawai‘i. Land was treated as a commodity that could be bought and sold and used in whatever manner necessary for the success of the sugar business. Besides land, what else did sugar plantation owners need to produce sugar?

Supporting Question 1	Supporting Question 2	Supporting Question 3
What were three causes of post-overthrow immigration to Hawai‘i?	What were three effects of post-overthrow immigration to Hawai‘i?	Why did a new “local” culture emerge from post-overthrow immigration to Hawai‘i?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will investigate the reasons for post-overthrow immigration to Hawai‘i and complete a graphic organizer that clearly demonstrates their knowledge of the subject matter.	Students will analyze the effects of immigration on Hawai‘i in order to complete a “before and after” pictures assignment.	Students will explore reasons why a new “local” culture was established in Hawai‘i due to post-overthrow immigration and write a short story based on historical accounts.
Featured Sources	Featured Sources	Featured Sources
Source A: <i>A History of Hawai‘i</i> , Chapter 2 Section 3 pgs 69-76; Chapter 3 Section 3 pgs 112-119; Chapter 3 Section 5 pgs 129-136 Source B: Social History of Kona Source C: The Immigrant Wave	Source A: Pidgin Timeline Source B: Hawai‘i: Life in a Plantation Society Source C: Waipahu Plantation Villages	Source A: Social Relations on Plantations: The Origins of the Pidgin Lessons 1 and 2 Source B: <i>A History of Hawai‘i</i> , Chapter 7 Section 1 pgs 243-251 Source C: The Immigrant Wave

Summative Performance Task	ARGUMENT How does immigration change a society? Construct an explanation that answers the compelling question using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
	EXTENSION Create a political cartoon illustrating your point of view on post-overthrow immigration to Hawai‘i.
Taking Informed Action	<p>UNDERSTAND In groups of two or three, students will compare the benefits and costs for plantation owners to bring foreign labor to work on the plantation OR compare the benefits and costs for immigrant laborers to leave their home country to work on the plantation.</p> <p>ASSESS Based on the benefits and cost comparison, students will draw conclusions as to which group (plantation owners or immigrant laborers) gained the most from post-overthrow immigration to Hawai‘i.</p> <p>ACT Students will present and defend their conclusions against other groups with differing opinions through a classroom debate. Each group can create mock social media posts (either using traditional materials or software applications) to promote their stance and post these on an online forum like a class website, Google classroom, school journalism outlet, school website or other venues that teachers are familiar with and support. Mock social media posts are designed to mimic the interface of popular social media platforms like Twitter, Facebook, Snapchat, Instagram etc., that students are accustomed to using when sharing information out to a greater audience.</p>

Overview

The purpose of this geography inquiry is to provide students with a foundational knowledge base on the subject of post-overthrow immigration to Hawai‘i in order for students to come up with their own arguments to answer the compelling question, “How does immigration change a society?” Immigration to Hawai‘i in the late 19th and early 20th century greatly impacted Hawai‘i’s geographic, economic, political and social landscape. The reasons for the wave of immigrants to Hawai‘i during this time can be attributed to the rise of the sugar plantations located on most of Hawai‘i’s islands, and the lack of a local labor force needed to manage it. By the end of this inquiry, students will be able to recognize what specifically caused the importation of foreign labor to Hawai‘i, the effects it had in Hawai‘i, and how immigration lead to changes in Hawai‘i’s culture. Students will be required to complete a number of assignments relating to the three supporting questions. These questions will guide students through the historical implications of post-overthrow immigration and eventually allow them to come up with their own conclusions about immigration to Hawai‘i. This inquiry can lead into further discussion on the reasons immigrants move to Hawai‘i today and how their presence in Hawai‘i continually changes all aspects of life in Hawai‘i.

Prior to starting the inquiry, students' knowledge of the rise of sugar plantations from a political and economic standpoint should be substantial. They will need a solid understanding of why sugar plantations were started, who started them, and what were the major economic and political components of building a sugar plantation. This inquiry will then delve into the next aspect of sugar plantation function, the reliance on human laborers that was required for plantation success.

This inquiry is designed to take approximately four 45 minute class periods with an extension for field trips if possible.

Staging the Question

The rise of sugar plantations drastically changed the landscape and the environment of Hawai'i. As you know, land was treated as a commodity that could be bought and sold and used in whatever manner necessary for the success of the sugar business. Besides land, what else did sugar plantation owners need in order for their plantations to begin producing sugar?

This question is meant to shift the student's focus on what important factors were needed to ensure the success of a sugar plantation. Students will address this question by brainstorming ideas on what they think was needed to run a successful sugar plantation in Hawai'i. Brainstorming should be done in small group discussions that will provide each student with an opportunity to contribute to the assignment. Discussions should run about three to five minutes and conclude with either a written list of ideas or a verbal sharing of ideas within a larger class discussion. The teacher can direct the focus of the lesson by analyzing the brainstorming ideas with the class and then choosing topics to delve into for the purpose of this inquiry.

Supporting Question #1

What were three causes of post-overthrow immigration to Hawai'i?

Formative Performance Task

Objective:

Students will investigate the reasons for the importation of laborers to Hawai'i and complete a graphic organizer that demonstrates their knowledge of the subject matter.

Task:

- A) To start this formative performance task students will first read the chapter sections listed in the resource category from the textbook, *A History of Hawai'i*. The chapter sections provide students with

general knowledge of the circumstances surrounding the rise of sugar plantations in Hawai‘i. Students should read through all of the sections and take notes on big ideas or themes relating to the causes of post-overthrow immigration to Hawai‘i. Teachers may decide to have students answer the questions at the end of each section to fortify reading comprehension.

- B) This task is meant to expose students to using primary resources. The source, [Social History of Kona](#), is a compilation of selected first hand accounts of immigrants who came to Hawai‘i to work on the plantation. Each person was interviewed and asked a set of similar questions. These interviews were then compiled and made available for teachers, students, etc., to use. The Center for Oral History at UH Mānoa has a database full of these oral histories. Teachers can look for similar resources that will perhaps fit better with the focus of their lesson. Teachers can also direct students to the center’s website and have students conduct their own research into locating resources. For this task students choose one of the interviews, read through it for comprehension and complete a short summary of the interview highlighting important information that revealed reasons for post-overthrow immigration to Hawai‘i.
- C) This task provides students with another resource from which to gain information that will better help them understand the causes for post-overthrow immigration to Hawai‘i. This resource was published in the Honolulu Star Bulletin (known today as the Star Advertiser) as a special edition that was printed at the turn of the century. The articles printed in this section have to do with the topic of immigration to Hawai‘i. Students will read the articles, [“Immigrants Shaped Hawai‘i”](#) and [“From Whence We Came”](#) to learn more about the reasons why immigration to Hawai‘i occurred. Students should outline each article focusing on factors that lead to the immigration.
- D) After students have completed their investigation of the resources listed with this supporting question, they will work on dissecting the information in order to identify three causes of post-overthrow immigration to Hawai‘i. This assignment can be done individually or in pairs. Provide each student with the [graphic organizer worksheet #1](#). Allow students to work through the material and discuss different possible answers before completing their graphic organizer. The teacher can also have students share their answers in a larger class discussion and create a class “causes of post-immigration to Hawai‘i” chart. Students should be encouraged to take notes on what was discussed to help them complete the next supporting question task.

Featured Sources

The *A History of Hawai‘i* textbook chapters provided in the resource section is a solid resource for students. The specific chapters address the formative performance task question and is extremely helpful in addressing student learning about plantation labor needs.

The [Social History of Kona](#) is a collection of three interviews conducted by the Center for Oral History at UH Mānoa. The featured interviews selected and included for the formative performance task provide students with a superior primary resource from which to gather information.

The *Immigrant Wave* was a series of articles printed in the former Honolulu Star Bulletin and were written at the turn of the century. This particular set of articles highlights important parts of Hawai‘i’s history including the growth of the sugar plantations.

Supporting Question #2

What were three effects of post-overthrow immigration to Hawai‘i?

Formative Performance Task

Objective:

Students will analyze the effects of immigration on Hawai‘i by completing a comparison pictures assignment.

Task:

In order to complete this task, students must have completed the work for supporting question #1. Students will study the effects from the causes they identified in the previous task. To complete the assignment students will further study how the causes changed or affected Hawai‘i.

- A) The *Pidgin Timeline* is an interactive historical timeline that is meant to provide students with general knowledge of Hawai‘i’s history. Students can move through the timeline to learn and locate information that will help them answer what the effects post-overthrow immigration had on Hawai‘i. Allow students to go through the timeline locating information that they recognize as useful to this formative task. Students will create their own timeline with the specific information about the effects of post-overthrow immigration to Hawai‘i.
- B) The webpage, *Hawai‘i: Life in a Plantation Society*, is another resource students can use to help them gather information on how the effects of post-overthrow immigration affected Hawai‘i. Students will read through the webpage and take notes on big ideas or themes.
- C) Teachers can take their classes on a field trip to the *Waipahu Plantation Villages*. Classes are taken around the different villages by a docent. If students do get an opportunity to visit the plantation villages, they should prepare a set of questions prior to the visit that has to do specifically with the effects of post-overthrow immigration to Hawai‘i. Students can ask these questions during the tour.
- D) When students have completed their investigation of the resources listed with this supporting question they will complete the formative performance task by drawing three comparison pictures that illustrate Hawai‘i before each of the three identified causes and Hawai‘i after the effects of these causes. Provide each student with a [graphic organizer worksheet](#) to complete the comparison pictures assignment. The teacher can decide to include further requirements other than what is stated in the directions on the sheet. The teacher can also require students to share their comparison pictures with the class and hold a larger class discussion. Teachers can also choose to use this [graphic organizer worksheet](#) instead of the

previous one if so desired.

Featured Sources

The [Pidgin Timeline](#) is a part of a website developed by the Department of Second Language Studies at UH Mānoa. This particular resource provides students with general knowledge of Hawai‘i history by presenting the history in an interactive timeline. Student will be able to use the timeline to work their way through Hawai‘i’s history to locate specific points in time that are helpful in answering summary questions #2.

The webpage [Hawai‘i: Life in a Plantation Society](#) is published on the Library of Congress website. This particular webpage deals specifically with immigration to Hawai‘i during the Plantation Era. It is an excellent resource for teachers and also includes other resources that can be helpful to teachers for this particular formative performance task.

[Waipahu Plantation Villages](#) is a good resource for teachers and students alike. At the visit students can tour homes and villages that resemble plantation homes of the time period. Students can ask questions and uncover details.

Supporting Question #3

Why did a new “local” culture emerge from post-overthrow immigration to Hawai‘i?

Formative Performance Task

Objective:

Students will decide whether a different kind of local culture was established in Hawai‘i due to post-overthrow immigration and write a short paragraph explaining their theory using evidence gleaned from the readings.

Task:

- A) To start this formative performance task students will first read the chapter section listed in the resource category from the textbook, *A History of Hawai‘i*. The chapter section provides students with general knowledge of the development of the plantation lifestyle and the unique culture that was born from it. Students will learn how this unique culture came from the mixing of multiple cultures including Native Hawaiian culture. Students should take notes on the information from the reading as it pertains to the supporting question. Teachers may decide to have students answer the section questions at the end of the section reading to fortify reading comprehension.
- B) The next task can be used to further bolster student comprehension. [Lessons 1 and 2](#) of the featured resource B can be used to teach about life on the plantation from the viewpoint of the immigrants. From

this lesson students will gain insight into how and why the mixing of ethnic groups lead to a new mixed culture.

- C) This task provides students with another resource from which to gain information that will better help them understanding the causes for post-overthrow immigration to Hawai‘i. This resource was published in the Honolulu Star Bulletin (known today as the Star Advertiser) as a special edition that was printed at the turn of the century. The articles printed in this section have to do with the topic of immigration to Hawai‘i. Students will read the article, [“Ethnic Mix Benefits Us All”](#) to learn more about the reasons why immigration to Hawai‘i occurred. Students should outline each article focusing on factors that lead to the immigration.
- D) By now students have deepened their knowledge of the development of sugar plantations, importation of immigrant laborers and changes Hawai‘i incurred because of these events. From the mixing of Hawai‘i’s Native Hawaiian culture and the multiple ethnic groups that arrived in Hawai‘i in the late 19th and early 20th century some theorize that a distinct new culture formed. Today this new culture is often referred to as the “local culture” of Hawai‘i. For this task students will decide why a new kind of “local” culture did in fact develop with post-overthrow immigration to Hawai‘i and write a short argumentative paragraph supporting their decision. Students must use knowledge gleaned from all the resources provided in this inquiry to support their argument. Students can also argue against as long as they use evidence to support their stance and present their case in a clear articulate manner.

Featured Sources

The *A History of Hawai‘i* textbook chapter provided in the resource section is a solid resource for students. The specific chapter addresses the formative performance task question and is extremely helpful in fortifying student learning about plantation labor needs.

This webpage [Social Relations on Plantations: The Origins of the Pidgin Lessons 1 and 2](#) is a part of a website developed by the Department of Second Language Studies at UH Mānoa. Teachers should focus on lessons 1 and 2 of this website because it provides meaningful lessons that will engage students thought and awareness about Hawai‘i’s local culture.

The [Immigrant Wave](#) was a series of articles printed in the former Honolulu Star Bulletin and was printed at the turn of the century. This particular set of articles highlights important parts of Hawai‘i’s history including the growth of the sugar plantations and the development of a new kind of culture in Hawai‘i.