What happens when cultures collide?

Supporting Questions

1. What did early Hawaiians think about the relationship between humans and the land?
2. What was the social impact of foreigners on Native Hawaiian society?
3. What are some of the environmental changes that resulted from foreign influence in Hawai‘i?
# WHAT HAPPENS WHEN CULTURES COLLIDE?

<table>
<thead>
<tr>
<th>C3 Framework Indicator</th>
<th>Social Studies Standards</th>
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<tbody>
<tr>
<td></td>
<td>D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</td>
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<td>D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</td>
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<td>SS.7HHK.2.14.4 Explain the social and environmental changes resulting from foreign influence</td>
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### Supporting Question 1
What did early Hawaiians think about the relationship between humans and the land?

### Formative Performance Tasks
Create a “We Are Poem: that describes the relationship of the Native Hawaiians to the land.

### Featured Sources
- **Source A**: Legend of Hāloa
- **Source B**: Hawaiian ahupua’a diagram
- **Source C**: Hawaiian ahupua’a map (artistic)

### Supporting Question 2
What are some of the social changes that resulted from foreign influence in Hawai’i?

### Formative Performance Tasks
Participate in a Plain Vanilla discussion on the social impact of the arrival of missionaries and traders on Hawaiian society.

### Featured Sources
- **Source A**: Hawaiian Population Data 1778-1896
- **Source B**: “Kaahumanu - Letters - 1831.09.11 - to Evarts, Jeremia

### Supporting Question 3
What are some of the environmental changes that resulted from foreign influence in Hawai’i?

### Formative Performance Tasks
Create a visual of an ahupua’a that depicts the environmental changes that occurred as a result of foreign interaction.

### Featured Sources
- **Source A**: Economic Timeline in Hawai’i
- **Source B**: Impact of Foreign Influence on Native Hawaiians
- **Source C**: Visual images of harbors

### Summative Performance Task
**ARGUMENT** What happens when cultures collide? In the context of the history of Hawai’i, construct an argument that answers the compelling question using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**EXTENSION** Review the current impact of foreign investment in Hawai’i on the local housing market. Present an oral summary of the housing crisis in the state of Hawai’i and a proposal to help alleviate the problem.

### Taking Informed Action
**UNDERSTAND** Students will understand the ongoing social and environmental changes that result from foreign influence in Hawai’i.

**ASSESS** Students will draw from the past to assess the degree to which foreign influence is changing contemporary society and the environment in Hawai’i. This can include an analysis of the impact of foreign influence on the current housing crisis, which is leading to some of Hawai’i’s residents being priced out of the housing market.

**ACT** Write a letter to an elected official detailing the social and environmental implications of the housing crisis and a proposal to help alleviate the problem.
Overview

Inquiry Description

This inquiry leads students through an investigation of the impact of foreign influence on Native Hawaiian society. Students will examine Hawaiian views of the relationship between people and land prior to western contact followed by an examination of the social and environmental impact of foreign arrival and settlement. Through the examination of various artwork, photographs, stories and demographic data as well as letters and historical information, students will gain a deeper understanding of the changes that occurred in Hawai‘i during the early 1800s.

Note: This inquiry is expected to expand over many class periods. Depending on the length of each class period and your students ability, the time frame can be expanded further or reduced if deemed appropriate. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

Staging the Compelling Question

In staging the compelling question, students will be presented with a number of images that show ancient and modern Hawai‘i. Students will be asked what they see in each picture. After the set of images is shown, a full class discussion is held. Students discuss what they saw in the picture and, the types of changes they saw over time. Students will also discuss what they think caused those changes to happen.

Supporting Question 1

The first supporting question—“What did early Hawaiians think about the relationship between humans and the land?” In this section, students explore pre-contact Hawaiian values on land through reading about the creation chant and examining the ancient land division system. The featured source A is a youtube video or children’s book detailing the story of Hāloa, a section of the Kumulipo (Hawaiian creation chant). Featured sources B & C are images of ancient Hawaiian land divisions called ahupua‘a. The students should be familiar with the ahupua‘a concept from earlier study of Hawaiian history. Through the images, students will have a greater understanding of how the Hawaiians viewed land. The formative performance task is to create a “We are Poem” on Hawaiian land
values. Students are given prompts (see suggested instructional strategies) to complete the poem. Students must use historical empathy to create a view of Native Hawaiian values on land.

Supporting Question 2

The second supporting question—“What are some of the social changes that resulted from foreign influence in Hawai‘i?” allows students to examine the impact foreign arrival and settlement had on everyday circumstances. The first featured Source A details the Hawaiian Population Data from 1778 through 1896. Knowing that first arrival occurred in 1778, this chart explains the declining population of Native Hawaiians since first contact. Students should have already been exposed to material that explains the diseases introduced by western arrival. In Source B “Kaahumanu - Letters - 1831.09.11 - to Evarts, Jeremiah” students learn the conversion of Native Hawaiians to christianity. Ka‘ahumanu’s, the kuhina nui or regent, devotion to christianity is clearly evident in this letter. Students review the letter to understand how through the conversion of the ali‘i, christianity became prominent in Native Hawaiian society.

The formative performance task for this unit will be to participate in the Plain Vanilla discussion. See http://p4chawaii.org/ for more information. Students will have already learned the necessary tools to conduct this type of discussion (community ball, good thinker’s toolkit, etc.). Students will use the Good Thinker’s Toolkit (again see p4chawaii for more information) to create a discussion question. Students democratically select discussion question and participate in the discussion. Students take notes during the discussion and write a reflection upon its completion. The notes and the reflection become evidence to use to complete the summative task.

Supporting Question 3

The third supporting question—“What are some of the environmental changes that resulted from foreign influence in Hawai‘i?” requires the students to examine environmental changes that occurred since the arrival of foreigners. Students examine timelines, charts and visual pictures that detail such changes. In Source A, students look at the Sugar industry and its impact on the Hawaiian Islands. In Source B, students look at the overall impact of foreign arrival from economic industry to social and political changes. Finally in Source C, students examine various images of Hawai‘i. This allows them to compare to what they learned about in the ahupua‘a system.

For the formative tasks, students create their own ahupua‘a that depicts the environmental changes that occurred through foreign interaction. Student ahupua‘a should note the new division of land changed from the idea of watershed divisions to one based on industry (whaling, sandalwood, sugar, etc.).

Summative Performance Task

At this point in the inquiry, students have examined the changes that occurred due to foreign arrival in the Hawaiian Islands. They have explored tradition views on the land and environment. They explored some of the the social changes (disease, depopulation) as well as economic and environmental changes (new dwellings, new industry). Students then need to complete an argumentative essay on the topic of “What happens when cultures collide?"
Students’ arguments will likely vary, but could include any of the following:

- *Foreign arrival had a devastating impact on the Native Hawaiians due to the loss of population and culture.*

- *Foreign arrival brought about a new age in Hawai‘i with the introduction of western style dwellings, religion, as economic prosperity.*

To extend their arguments, teachers may have students make connections between modern day clash of cultures. Students could think about times they lived or visited another place and the issues they encountered. Students can also make the connection to modern day issues of cultures colliding by looking at the impact foreign investment has on the Hawai‘i housing market. The students could explore current housing costs (rental and ownership) and the salary that is needed to rent or own in Hawai‘i. They can research current developments and their targeted buyers. Students explore how the high housing costs have led to an increase in the homeless population. Students have the opportunity to Take Informed Action by drawing on their understandings of current issues surrounding the housing crisis in Hawai‘i to propose solutions and call for action by our state policy makers. A possible Take Informed Action could be materialized in a letter to the editor in the local newspaper or a letter to their state representatives or the governor.

<table>
<thead>
<tr>
<th>Featured Source</th>
<th>Source A: Canoes, Hawai‘i State Archives</th>
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<tbody>
<tr>
<td>Source A: Canoes, Hawai‘i State Archives</td>
<td></td>
</tr>
<tr>
<td>Source B: Plantation manager’s house, Hawai‘i State Archives</td>
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<tr>
<td>Source C: Honolulu, Hawai‘i State Archives</td>
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<tr>
<td>Source D: Hotel Street, Honolulu, Hawai‘i State Archives</td>
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<tr>
<td>Source E: Bishop Street, Honolulu, Hawai‘i State Archives</td>
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<tr>
<td>Source F: Honolulu Harbor: Aerial 1940, Hawai‘i State Archives</td>
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<tr>
<td>Source G: Modern photos from National Geographic Traveler</td>
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</tbody>
</table>
Featured Source A:

Canoes
Featured Source B:

Plantation Manager’s Home Wai’anae, Hawai’i

Date: ca. 1885
Featured Source C:

Honolulu
Honolulu street scene including part of Hotel Street with Punchbowl in the background.

Date: ca. 1869
Featured Source D:

Hotel Street, Honolulu

1890
Featured Source E:

Bishop Street, Honolulu.
Theo H. Davies building at the corner of Merchant and Bishop Streets and Hawaiian Electric power plant near waterfront.
Featured Source F:

Honolulu Harbor: Aerial 1940
Featured Source G:

Modern Images of Hawai'i

Supporting Question 1: Suggested Instructional Exercises

Included are two instructional exercises to help students accomplish the task suggested by Supporting Question 1.

**Instructional Exercise One:** Cornell Notes. Students read the story on Hāloa or watch the youtube video. They create Cornell Notes to summarize what they read/saw.

**Cornell Notes:** Cornell Notes is a system of note taking that was actually developed at Cornell University after incoming freshman were struggling in their introductory classes. It is a system of note taking that was adopted by the AVID program that is at a number of schools. See the link for instructions on how to teach students to do Cornell Notes. Sample templates can be found all over the internet. Students can also be taught to create templates using folder paper.

1. Have students read/watch story of Hāloa
2. Students write down (in note, bullet form) important information on the right hand section of their note paper.
3. Students then organize notes (highlighting, underlining, starring, etc.)
4. Students create questions that accompany each subsection of notes.
5. Students summarize their notes at the end.

[https://www.youtube.com/watch?v=73W7d8-Rl1E&feature=youtu.be](https://www.youtube.com/watch?v=73W7d8-Rl1E&feature=youtu.be)

**Alternative Instructional Exercise:** Storyboarding.

1. Students breakdown the story into different parts.
2. Divide the students into groups and assign each group a part of the story
3. Student groups create shorten visual images and description of their part
4. Student groups present each section in order

**Instructional Exercise Two:** Map analysis using the National Archives map analysis handout.

1. Students examine the map in groups.
2. Student groups follow the steps on the handout to analyze the photo or image.

Formative Task:

The formative task for this section, asks students to create their own “We Are Poem” poem in which they use what they have learned about Native Hawaiians to describe their beliefs on land. Students can be given the example provided below.

“I am” Poem

“I am” Poem is a poem about a person, a group of people or even an inanimate object, which uses the ideas of emotions and senses.

Example: I am Poem on a Pilot from Vietnam Was

I am the Son of a Pilot Who’s Missing in Action

I am
I am the young son of a pilot who’s missing in action.
I wonder
I wonder if he had time to bail out.
I hear
I hear my mother talking on the telephone.
I see
I see the somber faced uniformed visitor in the living room.
I am
I am the young son of a pilot who’s missing in action.
I pretend
I pretend he’s home in the kitchen or out in the year.
I feel
I feel weak and alone
I touch
I touch his shoes and his books on the shelf
I worry
I worry that I’ll never know if he’s alive or dead
I cry
I cry when I realize that he won’t be home next week.
I am
I am the young son of a pilot who’s missing in action.
I understand
I understand that he went to war.
I say
I say he will come back.
I dream
I dream of his voice.
I try
I try to imagine other pilots
I hope
I hope they find my father
I am
I am the young son of a pilot who’s missing in action
We are Native Hawaiians Poem

We are
We wonder
We hear
We see
We are
We pretend
We feel
We touch
We worry
We cry
We are
We understand
We say
We dream
We try
We hope
We are
### Supporting Question 1

| Featured Source | Source A: Legends of Haloa |

Either watch the YouTube video or purchase the children's book below and read to students.
Supporting Question 1

**Featured Source**

**Source B:** Diagram of Ahupuaʻa

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The diagram illustrates the Ahupuaʻa system, showing the flow of water from the higher slopes to the lower slopes through various components.

- **Leeward** side:
  - Streams fed by mountain rainfall
  - Coconut grove provides food and drink
  - Koa trees on ridges, kukui trees in moister upper ravines
  - Leeward fishing village

- **Windward** side:
  - Water diverted to narrow taro lo'i that fill into the upper valley
  - 'Ohi'a, koa, and kukui trees
  - 'Auwai (ditches) lined with compacted dirt
  - Broader taro lo'i fill the wider valley mouth
  - Fresh water feeds rock wall fishpond which is also open to sea water

- **Central Valley**:
  - Water leaving the lo'i returns to the main stream
  - Fishing heiau
  - Rock marker at ahupuaʻa boundary

Visit HawaiiHistory.com

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Supporting Question 1

| Featured Source | Source C: Ancient Hawaiian Ahupua’a |

http://www.kumukahi.org
Supporting Question 2: Suggested Instructional Exercises

**Instruction Strategy I:** Students should examine the chart and answer the analysis questions that follow.

**Instruction Strategy II:** Students should review the letter and use national archive document analysis worksheet to analyze the document.


**Formative Task:**

For the formative task of this supporting question, students will engage in a plain vanilla discussion. Descriptions of each step can be found on the p4chawaii website.


1. Students review all the material for this section and develop a thoughtful discussion question.
2. Students vote democratically on the question for discussion.
3. Students are given time to reflect on the selected question and jot initial thoughts down.
4. The student whose question was selected begins the discussion explaining why he/she chose the question and their response.
5. Using the community ball (see p4chawaii), the student selects the next speaker and the discussion continues.
6. The students may invite students who have not spoken to participate.
7. The teacher may also participate with clarifying ideas and follow up questions.
8. At the end of the discussion, students reflect on their participation and inquiry.
Analysis Questions for Population Chart.

1. What was the estimated pre-contact Native Hawaiian population (before 1778)?

2. In what year was the Native Hawaiian population at its peak according to estimates? What was the population number at that time?

3. What year was the Native Hawaiian population at its lowest? What was the population number at that time?

4. Based on these figures, what can be inferred about the Hawaiian population?
## Supporting Question 2

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<tr>
<th>Featured Source</th>
<th>Source B: “Kaahumanu - Letters - 1831.09.11 - to Evarts, Jeremiah,”</th>
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[https://hmha.missionhouses.org/items/show/3021](https://hmha.missionhouses.org/items/show/3021)
Supporting Question 3: Suggested Instructional Exercises

**Instruction Strategy I:** Summarize. Students should examine Source A & B and note key ideas. This can be done orally, using Cornell Notes, or some other type of teacher generated graphic organizer.

**Instruction Strategy II:** Photo analysis. Students analyze the different images in Source C using the National Archives photo analysis document. Class discussion to follow on the changes that occurred since foreign arrival based on the pictures. The also discuss the impact these changes had on Native Hawaiian society.


**Formative Task:**

For the formative tasks, students create their own ahupua’a that depicts the environmental changes that occurred through foreign interaction. Student ahupua’a should note the new division of land changed from the idea of watershed divisions to one based on industry (whaling, sandalwood, sugar, etc.). The ahupua’a should include changes in dwellings and population density as well. Keys are encouraged.
## Supporting Question 3

| Featured Source | Source A: Economic Timeline in Hawai‘i |

https://sites.google.com/a/hawaii.edu/ndnp-hawaii/Home/subject-and-topic-guides/sugar-industry-topic-guide
## Supporting Question 3

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<tr>
<th>Featured Source</th>
<th>Source B: Impact of Foreign Influences on Native Hawaiians</th>
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https://www.nps.gov/parkhistory/online_books/kona/history3b.htm
Supporting Question 3

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<tr>
<th>Featured Source</th>
<th>Source C: Images of Harbors in Hawai‘i 1800s</th>
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Lahaina 1802
http://lahainatown.com/ lahaina-history.php

Honolulu early 1800’s
http://archives.starbulletin.com/1999/05/11/features/story2.html
Honolulu Harbor in 1857. Lithograph by F. H. Burgess (Hawaii State Archives)
Honolulu Harbor.
Honolulu Harbor from offshore with sailing ships at pier side. Wilder’s Steamship Company structure on far right.
Size:

Date: ca. 1890
Hawaii State Archives