

**TERM 2 (Unit 2):
HANNAH BADDAH DAYZ**



Required Benchmark for Student:

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 did Hawaii benefit from different cultures coming here?

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Key Terms:

Inequities: unfairness: injustice by virtue of not conforming with rules or standards

Cultural diffusion: the process by which a cultural trait, material object, idea, or behavior pattern is spread from one society to another; also called **diffusion**

Assimilation: the adoption by an individual of some or all aspects of a dominant **culture**.

Unit Overview:

The final unit for Term 2 will be about the Plantation System in Hawaii. Students will be learning about the immigrant groups that came to Hawaii and their experiences as a plantation workers. The students will be learning about: 1) the culture that each immigrant group brought with them; 2) the inequities that immigrant groups dealt with; and 3) the cultural diffusion that took place on the plantation. Students will be going to 5 different learning stations to understand what immigrants to Hawaii experienced during the plantation days. Students should also make connections to "Middle Son" - the novel that is being read in Language Arts.

K.Wong 07-08