

Standard 3: History: History of the Hawaiian Kingdom

Understand important historical events in the history of the Hawaiian Kingdom.

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 plantations 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).

Part 2 (Advanced) Diffusing a culture:

Students will have a choice in researching one of the following aspects of a different culture (not the primary culture the student identifies with) and demonstrate the information to the class. This cultural aspect must be one that is native to the particular culture, not one that has been culturally diffused or assimilated (ex. Japanese baseball would NOT be acceptable since it was “adapted from the United States) You may choose from:

Cultural Aspect/Topic	Possible Demonstration
1. Traditions or Holidays (events or practices unique to culture)	Demonstration of the event or how this event is celebrated.
2. Games or Sports	Demonstration of how to play.
3. Religious Practices	Demonstration of a ceremony or celebration (could be a holiday associated with the religion – example – Jewish Bar Mitzvah).
4. Music – native instruments or songs.	Demonstration of instrument or song.
5. Dances	Demonstration of native Dance.
6. Foods	Preparation and sharing of native foods (not to be store bought)

**Teacher approval of culture and topic _____
(due by Thursday, September 16th)**

**Parent/guardian approval of culture and topic _____
(due by Friday, September 17th) parent signature**

**Final Due is Thursday, September 23rd. (Students will have from September 18th – September 22nd to complete this project)
Presentations will be on Thursday and Friday , Sept. 23rd and 24th.**

Cultures to choose from: Puerto Rico, Korea, China, Japan, Portugal, Okinawa, Phillipines.

Students are required to do the following:

- *Note-taking guide**
- *Summary of cultural aspect**
- *Demonstration of cultural aspect**

Rubric for Advanced

Beyond Advanced	Advanced	Low Advanced
Note-taking guide completed	Note-taking guide completed	Note-taking guide lacked
Summary completed based on note-taking	And Summary completed based on note-taking	Or Summary lacked information
In class demonstration is well prepared and presented.	In class demonstration is completed.	Or Presentation of tradition/custom not completed

They can find information by searching for individual country information on the following sites:

- National Geographic**
- BBC News: Country Profiles**
- Google (or other general search engine)**

Cultural Research Proposal/Approval Form

Primary Culture Student Identifies with: _____
(might be outside of the 6 listed below – that's fine)

The following cultures are available to research:

Puerto Rico Korea Japan China Phillipines Okinawa or Portugal

These are the countries that the sugar plantation companies recruited the first immigrant laborers. **You must choose a culture outside of your primary culture that you listed above:**

Culture that student will be researching on: _____

Specific Aspect/topic student will be researching: _____
(use listing from page 1 as a guide)

What you will do for class demonstration : _____

Burning Questions about your topic (examples: What, How, Why, When, Where) specific to your topic!!!

1. _____

2. _____

3. _____

4. _____

5. _____