

UNIT OVERVIEW

Unit Title	Black Migration to Hawai‘i, Part of the Great Migration?
Unit Length	Two weeks (six days) with two additional (optional) days of instruction to add another discussion item and address another social studies standard, if time allows.
Grade Level(s)/Subject(s)	11-12th grade/ U.S. History
Unit Overview	<p>This unit explores factors that contributed to African Americans migrating north, west, and to Hawaii throughout U.S. history. The unit compares factors influencing migration to Hawai‘i and to the other parts of the United States.</p> <p>Students explore push and pull factors that motivated migration using primary source documents, materials from <i>The 1619 Project</i>, and current articles. Throughout the unit, students will also analyze documents to make their own claims in response to the inquiry questions.</p> <p>At the conclusion of the unit they will apply their analyses to a socratic seminar exploring the following questions:</p> <ol style="list-style-type: none"> 1. To what extent did Black migration to Hawai‘i mirror African American migration within the continental United States? 2. To what extent does Black migration to Hawai‘i reflect your lives and experiences?
Objectives & Outcomes	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1) Describe the history of Black Americans in Hawaii from the first arrivals to today, including push and pull factors that led Black Americans to migrate to Hawaii, and impacts that Black Americans have had on Hawaii’s history.

	<p>2) Explain why African Americans were not included in the sugar plantation labor groups during the heyday of sugar plantations in Hawai‘i.</p> <p>3) Synthesize new understanding using documents to respond to the inquiry (comparison skill) questions for the unit as part of a socratic seminar</p>
Standards	<p>Hawaii Public Schools Social Studies Standards: SS.US.1.16.1 Analyze reasons groups migrated to and within the United States</p> <p><i>Optional</i> Content Standard SS.US.6.17.3 Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman can be addressed by using a pair of articles that bring to light Japanese migration to Hawaii and how it affected culture in Hawai‘i and african american migration from the south to the northern cities affected culture across America.</p> <p>*This standard is also part of the additional resources and lesson plans (if time allows). The comparison of cultural contributions of african americans to american culture and of Japanese immigrants and their lasting cultural legacies in Hawai‘i.</p>
Facilitation Resources	<p><u>Resources from <i>The 1619 Project</i></u> “Chained Migration” by Tiya Miles: A short essay about the enslaved Black people that were relocated by their enslavers as white settlers displaced Native American people and moved into the American West in search of more land. “Sugar” by Khalil Gibran Muhammad: This resource explains sugar slavery in the United States and in Hawai‘i.</p> <p><u>Additional Text Resources:</u> “Strikers, Scabs, and Sugar Mongers: How Immigrant Labor Struggle Shaped the Hawai‘i We Know Today” by Natasha Varmer for <i>DENSHO</i>: This article describes Hawaiian sugar plantation labor history. This mirrors the southern sugar plantation labor realities (as described in “Sugar” by Khalil Gibran Muhammad and can be a comparative piece for classroom discussions. (Of note is the absence of African American labor coming to Hawai‘i.)</p>

“[Buffalo Soldiers](#)” information page from the National Park Service: This resource explains the time between 1915 and 1917 when six companies of the 25th Infantry were present in what is now Hawai‘i Volcanoes National Park. In that time, they assisted in investigations of a lava lake at Halema‘uma‘u, were among the first soldiers to visit Kīlauea Military Camp, and constructed the precursor to the extant modern day Mauna Loa Trail.

“[First African American Settler in Hawai‘i](#)” by Ramie Kuahuia for *The Molokai Dispatch*: This resource is an edited version of a paper Ramie Kuahuia, a ninth grader, wrote for English class at Aka`ula School. It was submitted for print by her teacher in observance of Martin Luther King, Jr. Day in 2016.

(Might this be a better resource:

<https://www.boh.com/blog/200-years-of-black-history-and-experience-in-hawaii>)

“[Place of Freedom: Black History in 19th Century Hawai‘i](#)” information page from the National Park Service: This resource explains the time the Black community in Hawai‘i has influenced some of Hawaii's most vital institutions-- from founding schools to advising Hawaiian Royalty. The earliest Black settlers arrived in Hawai‘i well before the missionaries in 1821.

Excerpt from [Blacks in Hawai‘i: A Demographic and Historical Perspective](#) by Eleanor C. Nordyke. The Hawaiian Journal of History, vol. 22 (1988)

Additional Resources:

“[Hawai‘i Added More Than 94,000 people Since 2010](#)” from the U.S. Census Bureau: This resource compares to the nation overall and to neighboring counties and states. Through interactive state and county maps for the 50 states, the District of Columbia and Puerto Rico, each page provides a snapshot of change from 2010 to 2020 on five topics.

“[Hawai‘i: 150 Years of Japanese Migration and Histories of Dream Islands](#)” from The National Museum of Japanese History: This resource describes the first opportunities for Japanese people to emigrate to Hawai‘i and their impact on Hawai‘i over time.

[The Long-Lasting Legacy of the Great Migration](#) by Isabel Wilkerson for *Smithsonian Magazine*: This resource provides a summary overview of history and cultural impacts of african americans on the culture of America as a whole during the great migration to today.

Performance Task	<p>Students will read and analyze resources provided by the teacher in order to answer the following inquiry questions:</p> <ol style="list-style-type: none"><i>To what extent did African American migration to Hawai‘i mirror African American migration within the continental United States?</i><i>To what extent does African American migration to Hawai‘i reflect your lives and experiences?</i> <p>Students will engage with these questions during socratic seminar discussions, using reading guides/questions to support students who need some scaffolding before the socratic class meetings, and through their written responses. Socratic Seminar and DBQ reading question handout [.pdf][.docx]</p> <p>Students will also respond to a document-based question (DBQ) using the analysis they prepare for the socratic seminar.</p>
Assessment/Evaluation	<p>Formative Assessment: Class discussion in a format of a whole class seminar related to the guiding questions in the document. Socratic seminar guide [.pdf] [.docx] and rubric to guide students [.pdf] [.docx]</p> <p>Summative: The performance task in relation to the prompt will be evaluated using a rubric that is based on this sample of AP US History rubric. The summative assessment includes a socratic seminar and written responses to a document-based question (DBQ).</p> <ul style="list-style-type: none">• Socratic Seminar and DBQ reading question handout [.pdf][.docx]• Scoring guidelines handout [.pdf] [.docx]

UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today’s lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 1</i></p> <p>Students review their knowledge of The Great Migration, compare/contrast the history of sugar production in Hawaii and the southern U.S. states, and explore the history of migration by Black Americans to Hawaii.</p>				
<p>Day 1</p>	<p>“Chained Migration” by Tiya Miles from <i>The 1619 Project</i> from <i>The New York Times Magazine</i></p> <p>A short essay about the enslaved Black people that were relocated by their enslavers as white settlers displaced Native American people and moved into the American West in search of more land.</p>	<p>Students will be able to reflect on what they have learned about the history of enslavement in the U.S., analyze a text about forced and voluntary migration by Black people in the U.S. in the 19th century</p> <p><i>Essential Questions:</i> To what extent did African American migration to Hawai‘i mirror African American migration to (and within) the continental United States?</p> <p>To what extent does African American migration to Hawai‘i reflect your lives and experiences?</p>	<ol style="list-style-type: none"> 1. The teacher (T) elicits students’ background knowledge of slavery in the U.S: <ul style="list-style-type: none"> ● Engage in a discussion with students about the geographical areas where slavery was practiced in the U.S., potential new areas that were going to permit enslavement (causing the cession of the southern states and the Civil War when they saw they would not be allowed to expand slavery), and reconstruction/post-reconstruction era realities such as Jim-Crow institutional segregation, forced labor that resulted from the 13th Amendment, black codes, and arrests. ● Also engage students in a discussion about why these regions permitted enslavement. 2. Following this discussion, elicit a 	<p>“Chained Migration” by Tiya Miles</p>

			<p>discussion about the difference between forced migration and voluntary migration (including the vocabulary “push factors” and “pull factors”).</p> <p>3. T introduces the term, “The Great Migration.”</p> <ul style="list-style-type: none">• Ask students to think about what regions of the country come to mind when they think about the enslavement of Black people. <p>4. Teacher then reads the essay, “Chained Migration.” out loud and models ‘think-aloud’ while reading to set examples for students. Students then engage in a teacher guided collaborative discussion using the following questions:</p> <ul style="list-style-type: none">• How does your knowledge of enslavement in the United States relate with Miles’s piece and with the history of enslavement in your state?• In what ways can you relate to Miles’s story?• What elements of Miles’s story are the most powerful?• What emotions did Miles’s story convey?• In what ways can we find hope or pride in Miles’s story?• What connections can you make	
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			<p>between your lives/ experiences and Miles’s story?</p> <ul style="list-style-type: none"> How might this story connect to the history of Hawaii, which will be the focus of this unit? 	
<p>Day 2</p>	<p>“Sugar” by Khalil Gibran Muhammad from <i>The 1619 Project</i> from <i>The New York Times Magazine</i> This resource explains sugar slavery in the United States;</p> <p>“Strikers, Scabs, and Sugar Mongers: How Immigrant Labor Struggle Shaped the Hawai‘i We Know Today” by Natasha Varmer for <i>DENSHO</i></p>	<p>Students will be able to compare and contrast the histories of the sugar industries in Hawaii and the continental U.S.</p> <p><i>Essential Questions:</i> To what extent did African American migration to Hawai‘i mirror African American migration to (and within) the continental United States?</p> <p>To what extent does African American migration to Hawai‘i reflect your lives and experiences?</p>	<ol style="list-style-type: none"> Students take turns reading the articles “Sugar” by Khalil Gibran Muhammad and “Strigers, Scabs, and Sugar Mongers...” by Natasha Varmer using <i>Quaker Style</i>. The articles explore the history of sugar production in the U.S. and can guide students in comparing and contrasting the histories of the sugar industry in the American south and in Hawaii. <ul style="list-style-type: none"> (Teacher can tell students about Quaker style reading: “Quakers are people who are pacifist--they don't like forcing people to do things against their own will--and we will read this text today without forcing anyone to read aloud; instead, we will be quiet together until one of you students feels ready to begin reading, and you can read until you feel ready to stop; then, it will be quiet again until another of you begin. No one will be forced to read aloud.”) Students brainstorm three comprehension questions and three analytical questions to 	<p>“Sugar” by Khalil Gibran Muhammad</p> <p>“Strikers, Scabs, and Sugar Mongers: How Immigrant Labor Struggle Shaped the Hawai‘i We Know Today” by Natasha Varmer for <i>DENSHO</i></p>

			<p>support their engagement with the articles. T can write the questions on the board before reading and discussing or can give a worksheet that students use to write their questions and notes during discussions. KWL worksheets (or student paper/composition books) can be used, too, for keeping track of points discussed from the readings.</p> <p>3. Teacher guides students to answer questions as a whole class, and students write what is salient for them given the overarching inquiry questions of the unit.</p>	
Day 3	<p>“Buffalo Soldiers” information page from the National Park Service This resource explains the time between 1915 and 1917 when six companies of the 25th Infantry were present in what is now Hawai‘i Volcanoes National Park. In that time, they assisted in investigations of a lava lake at Halema‘uma‘u, were among the first soldiers to</p>	<p>Students will be able to analyze a text about the Buffalo Soldiers to evaluate the role that the military played in migration by Black Americans to Hawaii</p> <p><i>Essential Questions:</i> To what extent did African American migration to Hawai‘i mirror African American migration to (and</p>	<p>1. Warm up discussion:</p> <ul style="list-style-type: none"> • What do you think led to migration by Black Americans to Hawaii? • What stories have you heard about the experiences and contributions of Black Americans to the history of Hawaii? <p>2. Small Group Student-Led Collaborative Discussion: Students choose to work with peers (3-4 members per group). They will prepare to discuss the text, “Buffalo Soldiers” by</p>	<p>“Buffalo Soldiers” information page from the National Park Service</p>

	<p>visit Kilauea Military Camp, and constructed the precursor to the modern day Mauna Loa Trail, which still exists today.</p>	<p>within) the continental United States?</p> <p>To what extent does African American migration to Hawai‘i reflect your lives and experiences?</p>	<p>answering questions about the text. They can use questions similar to the ones practiced the previous day with teacher guidance or they can come up with their own questions. Each student should have at least three comprehension questions and three analytical questions.</p> <p>3. Have each member of the group write the question and their response in their own notebooks. Then, each member will share their responses to their group. Teacher walks around to help guide as needed.</p>	
<p>OPTIONAL Days 4 and 5, Week 1, if time allows</p>	<p>Japanese in Hawaii: This resource discusses immigration from Japan and their cultural influences.</p> <p>“Hawai‘i: 150 Years of Japanese Migration and Histories of Dream Islands” from The National Museum of Japanese History: This resource describes the first opportunities for Japanese people to emigrate to Hawai‘i and their impact on Hawai‘i over time.</p>	<p>Students will be able to compare and contrast the ways that migration by Japanese people to Hawaii, and migration by African Americans from southern states to northern states in the U.S., influenced culture in the U.S.</p> <p><i>Essential Questions:</i> To what extent did African American migration to Hawai‘i mirror African American migration to (and</p>	<p>If time allows in pacing for the unit, the social studies standard, [Hawaii] Content Standard SS.US.6.17.3 Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman can be addressed by using a pair of articles that bring to light Japanese migration to Hawaii and how it affected culture in Hawai‘i and african american migration from the south to the northern cities affected culture across America.</p> <p>1. Warm up discussion: How might migration to a place impact the culture of the place, and the cultures of the people migrating</p>	

	<p>The Long-Lasting Legacy of the Great Migration by Isabel Wilkerson</p> <ul style="list-style-type: none"> This resource provides a summary overview of history and cultural impacts of african americans on the culture of America as a whole during the great migration to today. 	<p>within) the continental United States?</p> <p>To what extent does African American migration to Hawai‘i reflect your lives and experiences?</p>	<p>to that place? Can you think of an example of a way that your culture, or the culture of your city/community, has been influenced by migration?</p> <ol style="list-style-type: none"> Venn diagrams, T-charts, or other visual organizers can be used on a classroom visual board or in worksheets for students to use to organize similarities and differences of impacts of migration by these groups. Ultimately students engage in a discussion related to the inquiry question, <i>To what extent does African American migration to Hawaii reflect your lives and experiences?</i> can be amended with these resources to include Japanese immigration if Hawai‘i is homebase to the students. 	
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Pacing	Focus text(s) / resource(s) for today’s lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 2</i></p> <p>Students analyze resources related to migration by Black Americans to Hawaii in order to prepare for a socratic seminar about the essential questions for the unit.</p>				
Day 1	<p>“First African American Settler in Hawai‘i” by Ramie Kuahuia for <i>The Molokai Dispatch</i>: This resource is an edited version of a paper Ramie Kuahuia, a ninth grader, wrote for English class at Aka`ula School. It was submitted for print by her teacher, in observance of Martin Luther King, Jr. Day this week and Black History Month in 2016.</p>	<p>Students will be able to analyze underreported stories about the contributions of Black Americans to the history of Hawaii</p> <p><i>Essential Questions:</i> To what extent did African American migration to Hawai‘i mirror African American migration to (and within) the continental United States?</p> <p>To what extent does African American migration to Hawai‘i reflect your lives and experiences?</p>	<ol style="list-style-type: none"> 1. Warm up discussion: What do you remember about the contributions of the Buffalo soldiers to the history of Hawaii? Do you think Black Americans may have migrated to Hawaii before the Buffalo Soldiers arrived on the island? Why or why not? 2. Small Group Student-Led Collaborative Discussion: <ul style="list-style-type: none"> • Students choose to work with peers (3-4 members per group). They will prepare to discuss “First African American Settler in Hawai‘i” by answering questions about the text. They can use questions similar to the ones practiced yesterday with teacher guidance or they can come up with their own questions. Each student should have at least three comprehension questions and three analytical questions to guide their analysis of the text. 	<p>“First African American Settler in Hawai‘i” by Ramie Kuahuia for <i>The Molokai Dispatch</i></p>

			<p>3. Have each member of the group write the question and their response in their own notebooks. Then, each member will share their responses to their group. Teacher walks around to help guide as needed.</p>	
<p>Day 2</p>	<p>“Place of Freedom: Black History in 19th Century Hawai‘i” information page from the National Park Service This resource explains the time the Black community in Hawai‘i has influenced some of Hawaii's most vital institutions-- from founding schools to advising Hawaiian Royalty. The earliest Black settlers arrived in Hawai‘i well before the missionaries in 1821.</p>	<p><i>Students will be able to analyze texts highlighting contributions by Black Americans to education and politics in Hawaii in the 19th century</i></p> <p><i>To what extent did African American migration to Hawai‘i mirror African American migration to the continental United States?</i></p> <p><i>To what extent does African American migration to Hawai‘i reflect your lives and experiences?</i></p>	<ol style="list-style-type: none"> 1. Warm up discussion: What connections did you make between the story of Anthony D. Allen and other stories you have heard in your history classes? How else do you think Black Americans may have contributed to Hawaii’s institutions throughout history? 2. Small Group Student-Led Collaborative Discussion: <ul style="list-style-type: none"> • Students choose to work with peers (3-4 members per group). They will prepare to discuss A Place of Freedom: Black History in 19th Century Hawai‘i by answering questions about the text. They can use questions similar to the ones practiced yesterday with teacher guidance or they can come up with their own questions. Each student should have at least three comprehension questions and three analytical questions. 	<p>“Place of Freedom: Black History in 19th Century Hawai‘i” information page from the National Park Service</p> <p>Socratic seminar guide [.pdf] [.docx]</p>

			<ol style="list-style-type: none">3. Have each member of the group write the question and their response in their own notebooks. Then, each member will share their responses to their group. Teacher walks around to help guide as needed.4. Exit Ticket Reflection: What additional questions do you have about the migration of Black Americans to Hawaii and their experiences on the island?5. Homework: Students will read the excerpt from Blacks in Hawai‘i: A Demographic and Historical Perspective by Eleanor C. Nordyke in preparation for a Socratic seminar the following day. They will use the Socratic seminar guide [.pdf] [.docx] to guide their analysis.<ul style="list-style-type: none">● <i>Teacher should give warnings to students that some language is very offensive in this text in today’s context and that students should read with understanding that language used to describe people in the past was laden with many offensive inferences and words. Students should not take the text as a statement of opinion of the teacher, the school, or of today’s appropriate</i>	
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			<i>use of references to people.</i>	
<p>Day 3</p>	<p>Excerpt from Blacks in Hawai‘i: A Demographic and Historical Perspective by Eleanor C. Nordyke. The Hawaiian Journal of History, vol. 22 (1988) This resource provided a comprehensive data and outlook on African American in Hawai‘i through demographic and historical perspective.</p>	<p><i>Essential Questions:</i> <i>To what extent did African American migration to Hawai‘i mirror African American migration to the continental United States?</i> <i>To what extent does African American migration to Hawai‘i reflect your lives and experiences?</i></p>	<p>Summative Assessment:</p> <p>Students will have a seminar on Blacks in Hawai‘i: A Demographic and Historical Perspective. This open-discussion discussion allows students to use the guiding questions to discuss what they found in the text and how it may help support or refute their claims in response to the unit’s inquiry questions.</p> <p>The performance task in relation to the prompt is that students will pick one of the inquiry questions below and write a response to a Document Based Question (DBQ).</p> <ol style="list-style-type: none"> 1. <i>To what extent did African American migration to Hawai‘i mirror African American migration to the continental United States?</i> 2. <i>To what extent does African American migration to Hawai‘i reflect your lives and experiences?</i> <p>Final rubric will be based on this sample of AP US History rubric</p>	<p>Blacks in Hawai‘i: A Demographic and Historical Perspective This resource provided a comprehensive data and outlook on African American in Hawai‘i through demographic and historical perspective.</p> <p>Socratic Seminar and DBQ reading question handout [.pdf][.docx]</p> <p>Socratic Seminar rubric link [.pdf] [.docx]</p> <p>Socratic Seminar reading questions for students to use to prepare for the in-class discussion. Students should annotate their copies of the text and have notes on the guiding question handout to show they are prepared for the discussion.</p>

			Here is a set of guided reading questions for the socratic seminar preparations and success criteria for the writing prompts. [.pdf][.docx]	
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