

NAME:

U.S. History, Socratic Seminar Discussion Questions and Unit Prompt

Use the following questions to support your discussions and understanding of the article, "Blacks in Hawai'i: A Demographic and Historical Perspective" by Eleanor Nordyke

Note: "Blacks" is used in this article and is used in the discussion questions in quotes, but you can refer to people of African descent in other ways, as is most appropriate and respectful. Many historians today say "Black Americans" and the "Black experience" as well as "African Americans". No one anymore uses the term, "Negros", but you will see that term often in books and texts from the last century (and earlier).

ASK YOUR OWN QUESTIONS, TOO, AND TAKE NOTES ON THE ARTICLE AND ON THIS PAGE TO KEEP TRACK OF YOUR AND YOUR CLASSMATES' INSIGHTS!

1. Who were the first "Blacks" who came to Hawaii? Under what circumstances? (p. 241-243)
2. Why were "Blacks" deliberately excluded from proposed lists of immigrant groups sought by the Kingdom to provide contract labor in the mid 1800s? (p. 244) -IMPORTANT-
3. What was the point of view (and bias) of the US Secretary of State James Blane regarding immigrant labor in Hawaii in the mid 1800s? What did he propose? (p. 244)

4. After the United States annexed Hawaii, more “Blacks” came to Hawaii. Under what circumstances? (p. 245 to the end of the article)

5. Are there factors that could result in an undercount of “Blacks” in Hawaii in historical records? (p. 245 to end of article)

6. What does the demographic information about “Blacks” in Hawaii (1980s) tell you? Do you think it’s the same today? (p. 247-253)

POSSIBLE ADDITIONAL DISCUSSION QUESTIONS FOR THE UNIT:

1. Using what you have learned about migration on the mainland (including the Great Migration of African Americans from the southern states to western and northern cities from 1919 to the 1970s—to get away from Jim Crow southern, i.e., racist, segregation laws and discrimination), HOW DOES THE BLACK EXPERIENCE, INCLUDING MIGRATION, COMPARE BETWEEN HAWAII AND OTHER PARTS OF THE U.S.?
2. What do you think about the reason why sugar plantation labor was biased in favor of workers, i.e., immigrants, from (mostly) Asian countries instead of “Blacks” from the mainland or Caribbean? Why?
3. Do you predict a larger African American population, including language and cultural aspects of African American communities that are current in many parts of the mainland, to become part of Hawaii? Why or why not?

Your own questions here:

---WRITE AT LEAST TWO OF YOUR OWN QUESTIONS ABOUT THIS TOPIC AND TEXT---

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TASK FOR THE UNIT:

You all will write a response to the following questions. Expectations are that you will use the documents that you have been given and have discussed in class as supporting evidence for any claims you make in your responses. You can add additional references (including your own personal experiences) to support your answers.

Meeting expectations is good—the equivalent of a B grade. Exceeding expectations is great, and is equivalent to an A grade. Approaching expectations but not quite meeting them is a C. Responses that are *well* below expectations are equivalent to a D. No evidence of any response is equivalent to an F grade.

PROMPT:

To what extent did African American migration to Hawai‘i mirror African American migration to the continental United States?

To what extent does African American migration to Hawai‘i reflect your lives and experiences?

Success Criteria / Expectations:

- The response to the prompt has a claim (thesis) that establishes a line of reasoning.
- Content from at least three documents supports the claims as evidence. (Personal experience can be one of the three but must be used to support an idea/claim.)
- The historical skill of comparison is used clearly to say how the Black immigration experience (migration to Hawaii) and factors that are related to it are similar to or different from the migration experiences (push/pull factors and demographics) and how it’s reflected in your own life experiences. (Perhaps you have a similar story but are not African American yourself...)
- Each part of the prompt is answered fully. (Both questions in the prompt are clearly responded to with a claim/thesis and supporting evidence and reasoning.)

Exceeding expectations includes:

- Using more than the minimum number of documents and experiences to support the claims
- Analyzing the documents that are used for historical context, purpose, biases, similarities to outside sources, or other document sourcing
- Responding with a complex, nuanced answer that clearly, consistently, and convincingly expresses your answers to your audience

- Providing additional information, not from the documents or your own personal experiences, that gives additional context or support for your claims