
Reading questions for *Blacks in Hawai'i: A Demographic and Historical Perspective* by Eleanor C. Nordyke.

Prepare for the in-class socratic seminar by annotating your copy of the text and taking notes below. The seminar will be part of your final summative score for this unit, so be prepared to participate. (Rubric for the socratic seminar is attached below.) Also, you should prepare TWO additional questions after reading the text to ask during the seminar for your classmates to respond to, if time allows.

Remember, this text is part of your inquiry into the guiding questions for this unit:

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?

Questions to respond to during the socratic seminar:

1. What were the arguments for and against African American labor in Hawaii's sugar plantations?

2. Using information from *TABLE 1. THE BLACK POPULATION IN HAWAII, 1900-1986*, what would explain the dramatic change of population growth from 1930 to 1950?

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3. How has official classifications of races of people (whole categories or mixed race or other classifications) affected the data related to immigration of African Americans to Hawaii?

 4. How do gender and age population data show african americans in Hawaii were a distinct group when compared with other immigrant groups?

 5. In addition to military service, what contributions does the text say African Americans have contributed, and are contributing, to Hawaii?

 6. Based on your readings throughout the unit, and your own personal experiences, what questions would you like this text to research more in depth if the author were to write an update this year?

Write TWO additional thinking questions that relate to the unit topic and text.

1a:

2a:

Socratic Seminar Rubric

Socratic Seminar Rubric	Text Preparation —reading and annotation of text	Engagement —participation in discussion and on-task	Use of Text —support of ideas with text;	Conduct —encouragement of group; participation is civilized and respectful	Listening —Building on ideas from others	Insight and Reasoning —asks thoughtful questions; makes significant connections or brings new ideas	Openness —Acceptance of other points of view
5 Exemplary	Remarks and written work reveal a critical reading of text with annotations, vocabulary and at least five critical, discussable questions connected to the text.	Demonstrates thoughtful and active participation throughout the seminar. Consistently stays on task. Body language is active. Consistently makes eye contact.	Initiates specific references to text to support and defend ideas without external prompting.	Contributes to the success of the group and makes invitations by name to include and support all participants. Is consistently nonjudgmental and respectful.	Listens unusually well. Frequently responds using names. Comments indicate accurate and perceptive listening and connect directly to what has been said.	Questions and comments are insightful, logical and contribute to deeper construction of meaning. Presents new ideas and makes connections to previous/outside topics or dialogues.	Accepts points of view other than own and uses them to expand own ideas and discover new meaning about concepts.
4 Accomplished	Remarks and written work reveal text was read—ideas are relevant. Annotations are present and three or four critical, text-based questions are present.	Demonstrates active participation throughout the seminar. Stays on task. Body language is active. Often makes eye contact.	Makes specific references to text to support ideas. Uses text effectively when challenged to do so.	Demonstrates respect and enthusiasm attempting to include and support all participants. Makes invitations to participants.	Listens and is able to respond to ideas and questions from others with little digression. May sometimes use names in responses.	Questions and comments are apt, logical, and relevant but do not necessarily offer significantly new insights or ideas.	Accepts points of view of others and attempts to use them to expand their own ideas but may reflect set thinking.
3 Average	Remarks and written work reveal text was	Demonstrates active participation through	Occasionally makes references to text to	Demonstrates general respect for the group	Generally listens but is not always attentive as	Questions and comments are apt and logical but do	Acknowledges other points of view but

	read, but ideas may be irrelevant or annotations may be scant with only three or fewer questions present.	most of the seminar. Stays on task most of the time. Body language and eye contact show some engagement.	support and defend ideas but may have to be challenged to do so.	but is not always supportive and inclusive. May at times be judgmental or impatient of others.	evident in some unconnected responses. Frequently focuses on the same people.	not move the group forward to a deeper understanding. Some ideas may be off topic.	may try to argue or refute them. Points reflect a lack of flexibility.
2 Needs Improvement	Remarks and written work reveal cursory reading of the text. Few questions present or questions lack substance for discussion.	Participates in the seminar although may be off task. Occasionally carries on side conversations. May be disengaged or lack eye contact.	Makes few references to text and is unable to defend origin of ideas when challenged to do so.	Speech and manner suggest a lack of support and/or respect. Lacks awareness of group dynamics by conversing with the same people most of the time.	Comments are relevant to the topic but lack connection to what has been said by others.	Questions and comments reveal personal reactions but lack logic and/or insight.	Argues with other points of view and is reluctant to acknowledge them as possible or relevant.
1 Undeveloped	Remarks and written work suggest the text was not carefully read. Questions lack substance for discussion.	Is a passive observer of seminar or is off task. Side conversations are frequent.	Makes no references to text to support and defend ideas. Ideas appear “off the cuff.”	Makes no attempt to be inclusive. Uses disrespectful language. Centers dialogue on self or specific classmates.	Does not listen adequately; therefore, comments are random and may be irrelevant.	Questions and comments are illogical, difficult to follow and offer no benefit to the group.	Does not acknowledge or accept other points of view. Engages in debate over dialogue.

