

HISTORY OF THE HAWAIIAN KINGDOM

Anchor Standard	Grades 6-8 Inquiry Standards
<i>The student demonstrates an understanding of</i>	<i>Therefore, the student is able to</i>
Anchor Standard 1 Developing Questions and Planning Inquiries	Inquiry Standard SS.6-8.1.1 Create compelling questions representing key ideas of the disciplines
	Inquiry Standard SS.6-8.1.2 Explain how a question reflects an enduring issue in the field
	Inquiry Standard SS.6-8.1.3 Create supporting questions that address key ideas identified in compelling questions
	Inquiry Standard SS.6-8.1.4 Explain the relationship between compelling and supporting questions
Anchor Standard 2 Gathering and Evaluating Sources	Inquiry Standard SS.6-8.2.1 Evaluate the credibility of a source by examining its origin, author, context, and content
	Inquiry Standard SS.6-8.2.2 Gather relevant information from credible sources representing a wide range of views
Anchor Standard 3 Creating Claims	Inquiry Standard SS.6-8.3.1 Develop claims and counterclaims while pointing out the strengths and limitations of both
	Inquiry Standard SS.6-8.3.2 Identify specific evidence that supports the claims and counterclaims
Anchor Standard 4 Communicating Conclusions	Inquiry Standard SS.6-8.4.1 Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
	Inquiry Standards SS.6-8.4.2 Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)

Anchor Standard 5 Taking Informed Action	Inquiry Standard SS.6-8.5.1 Identify local, regional and/or global problems or issues using interdisciplinary lenses
	Inquiry Standard SS.6-8.5.2 Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
	Inquiry Standard SS.6-8.5.3 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
	Inquiry Standard SS.6-8.5.4 Create an action plan to address a solution to the problem or issue and demonstrate evidence of implementation

Theme 1		Unification of the Hawaiian Kingdom	
Sample Compelling Questions		<ul style="list-style-type: none"> • Was unification good for Hawai'i? • What are the characteristics of a good leader? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
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History Anchor Standard 17 Change, Continuity, and Context	Unification of the Hawaiian Islands	Content Standard SS.7HHK.1.17.1 Analyze the role of individuals, events, and ideas leading to the unification of the Hawaiian Kingdom	<ul style="list-style-type: none"> • Events: Kua'i cession, major battles • People: Kahekili, Kalanikūpule, Kalaniōpu'u, Kamehameha, Keawema'uhili, Keōua, Kīwala'ō • Ideas: foreign advisors (e.g., Davis, Young), strategies, weapons
History Anchor Standard 18 Perspectives	Arrival of James Cook	Content Standard SS.7HHK.1.18.2 Compare and contrast Hawaiian and Western perspectives on the arrival of James Cook in Hawai'i	<ul style="list-style-type: none"> • Hawaiian Perspectives: debate over Cook as the god Lono • Western Perspectives: debate over Hawaiians as "civilized" • Changes: ecological, economic, social
Civics Anchor Standard 6 Civic and Political Institutions	Hawaiian Kingdom Under Kamehameha I	Content Standard SS.7HHK.1.6.3 Assess the changes initiated by Kamehameha I on Hawaiian society after unification	<ul style="list-style-type: none"> • Changes: establishment of monarchy, council of chiefs, governorships, Kānāwai Māmalahoe, use of foreign advisors

Theme 2		The Developing Hawaiian Kingdom	
Sample Compelling Questions		<ul style="list-style-type: none"> • What happens when cultures collide? • Does economic growth and diversification always benefit a society? 	
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History Anchor Standard 17 Change, Continuity, and Context	End of the Kapu System	Content Standard SS.7HHK.2.17.1 Assess the impact of the abolishment of the kapu system	<ul style="list-style-type: none"> • Impact: free trade of sandalwood, increasing influence of Ka'ahumanu and foreigners, religious vacuum, resistance by Hawaiians
History Anchor Standard 17 Change, Continuity, and Context	Arrival of Missionaries	Content Standard SS.7HHK.2.17.2 Assess the social and cultural changes resulting from missionary influence in Hawaiian society	<ul style="list-style-type: none"> • Social and Cultural Changes: Christian code of conduct regarding work and domestic life, establishment of Western style education and literacy, growth of Christian churches, Hawaiian cultural practice restrictions, influence of 'Ōpūkaha'ia
Economics Anchor Standard 9 Economic Decision Making	Development of a Market Economy	Content Standard SS.7HHK.2.9.3 Analyze how the sandalwood and whaling industries impacted Hawai'i's economy	<ul style="list-style-type: none"> • Impacts of Sandalwood: increase in maritime merchant traffic, shift from subsistence agriculture to market economy, unsustainable harvesting practices • Impacts of Whaling: growth of businesses to supply ships (e.g., bakeries, blacksmiths, carpenters, laundries, sail makers), growth of whaling towns, selling of non-native foods to sailors
Geography Anchor Standard 14 Human-Environment Interaction: Place, Regions, and Culture	Western Influence	Content Standard SS.7HHK.2.14.4 Explain the social and environmental changes resulting from foreign influence	<ul style="list-style-type: none"> • Social: Hawaiian emigration, native depopulation, spread of foreign diseases by sailors • Environmental: change from land stewardship to land ownership, development of Western style towns and structures

Theme 3		The Late Hawaiian Kingdom	
Sample Compelling Questions	<ul style="list-style-type: none"> • What types of resources are best owned in common? • Did a constitutional monarchy make Hawaiians more free? 		
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Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Mass Immigration	Content Standard SS.7HHK.3.15.1 Analyze the causes and impacts of immigration of various ethnic groups for plantation labor	<ul style="list-style-type: none"> • Causes: need for plantation labor, push factors (overpopulation, political instability, poverty), time of arrival for immigrant groups • Impacts: development of pidgin English, emergence of local culture, plantation towns, population shifts
Civics Anchor Standard 8 Process, Rules, and Laws	Constitutional Monarchy	Content Standard SS.7HHK.3.8.2 Explain the processes, ideas, and people’s roles involved in the transition from absolute monarchy to constitutional monarchy	<ul style="list-style-type: none"> • Processes: Declaration of Rights, international recognition, promulgation of constitutions, treaties • Ideas: absolute monarchy, civil and political rights, constitutional monarchy, sovereignty • People: Kamehameha I, Kamehameha III, William Richards
Economics Anchor Standard 11 The National Economy	Changes in Land Tenure	Content Standard SS.7HHK.3.11.3 Evaluate the impact of changing land tenure on Hawaiians	<ul style="list-style-type: none"> • Impact on Hawaiians: The Paulet Affair, creation of private property in 1848 Māhele and Kuleana Act, foreign land ownership from Resident Alien Act of 1850, displacement of maka’āinana • Impacts of Sugar: accelerated use of technology, banking, growth of shipping, railroads, shift from subsistence farming to agribusiness, utilities

Theme 4	Overthrow of the Hawaiian Kingdom		
Sample Compelling Questions	<ul style="list-style-type: none"> • Does economic power lead to political power? • What makes a government legitimate? 		
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Economics Anchor Standard 12 The Global Economy	Causes of the Overthrow	Content Standard SS.7HHK.4.12.1 Evaluate the political and economic developments leading to the overthrow of the Hawaiian Kingdom	<ul style="list-style-type: none"> • Political: American expansionism, Bayonet Constitution, Draft Constitution of 1893 • Economic: Reciprocity Treaty, McKinley Tariff
History Anchor Standard 18 Perspectives	Overthrow	Content Standard SS.7HHK.4.18.2 Compare and contrast perspectives of proponents and opponents of the 1893 overthrow of the Hawaiian Kingdom	<ul style="list-style-type: none"> • Opponents of overthrow: Hui Aloha 'Āina, James Blount, Joseph Nāwahī, President Grover Cleveland, Queen Lili'uokalani, Robert Wilcox • Proponents of overthrow: foreigner-led groups (Committee of Safety, Hawaiian League, Honolulu Rifles), John Stevens, Lorrin Thurston, Sanford Dole