# HISTORY OF THE HAWAIIAN KINGDOM

<table>
<thead>
<tr>
<th>Anchor Standard</th>
<th>Grades 6-8 Inquiry Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding of</strong></td>
<td>Therefore, the student is able to</td>
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<tr>
<td><strong>Anchor Standard 1</strong></td>
<td><strong>Inquiry Standard SS.6-8.1.1</strong> Create compelling questions representing key ideas of the disciplines</td>
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<tr>
<td>Developing Questions and Planning Inquiries</td>
<td><strong>Inquiry Standard SS.6-8.1.2</strong> Explain how a question reflects an enduring issue in the field</td>
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<td></td>
<td><strong>Inquiry Standard SS.6-8.1.3</strong> Create supporting questions that address key ideas identified in compelling questions</td>
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<td><strong>Inquiry Standard SS.6-8.1.4</strong> Explain the relationship between compelling and supporting questions</td>
</tr>
<tr>
<td><strong>Anchor Standard 2</strong></td>
<td><strong>Inquiry Standard SS.6-8.2.1</strong> Evaluate the credibility of a source by examining its origin, author, context, and content</td>
</tr>
<tr>
<td>Gathering and Evaluating Sources</td>
<td><strong>Inquiry Standard SS.6-8.2.2</strong> Gather relevant information from credible sources representing a wide range of views</td>
</tr>
<tr>
<td><strong>Anchor Standard 3</strong></td>
<td><strong>Inquiry Standard SS.6-8.3.1</strong> Develop claims and counterclaims while pointing out the strengths and limitations of both</td>
</tr>
<tr>
<td>Creating Claims</td>
<td><strong>Inquiry Standard SS.6-8.3.2</strong> Identify specific evidence that supports the claims and counterclaims</td>
</tr>
<tr>
<td><strong>Anchor Standard 4</strong></td>
<td><strong>Inquiry Standard SS.6-8.4.1</strong> Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments</td>
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<tr>
<td>Communicating Conclusions</td>
<td><strong>Inquiry Standards SS.6-8.4.2</strong> 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)</td>
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<tr>
<td>Anchor Standard 5</td>
<td>Inquiry Standard SS.6-8.5.1</td>
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<tr>
<td></td>
<td>Identify local, regional and/or global problems or issues using interdisciplinary lenses</td>
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<td></td>
<td>Inquiry Standard SS.6-8.5.2</td>
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<td>Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it</td>
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<td>Inquiry Standard SS.6-8.5.3</td>
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<td>Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns</td>
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<td>Inquiry Standard SS.6-8.5.4</td>
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<td>Create an action plan to address a solution to the problem or issue and demonstrate evidence of implementation</td>
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<tr>
<td>Theme 1</td>
<td>Unification of the Hawaiian Kingdom</td>
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<tr>
<td><strong>Sample Compelling Questions</strong></td>
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</table>
| • Was unification good for Hawai‘i?  
• What are the characteristics of a good leader? |  |
| **Anchor Standard** | **Topic** | **Content Standard** | **Sample Content/Concepts** |
| The student demonstrates an understanding of | Therefore, the student is able to |  |  |
| **History** | 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  
• Events: Kaua‘i cession, major battles  
• People: Kahekili, Kalanikūpule, Kalaniōpu‘u, Kamehameha, Keawema‘uhili, Keōua, Kīwala‘ō  
• Ideas: foreign advisors (e.g., Davis, Young), strategies, weapons |
| Anchor Standard 17 | Change, Continuity, and Context |  |  |
| **History** | 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  
• Hawaiian Perspectives: debate over Cook as the god Lono  
• Western Perspectives: debate over Hawaiians as “civilized”  
• Changes: ecological, economic, social |
| Anchor Standard 18 | Perspectives |  |  |
| **Civics** | Hawaiian Kingdom Under Kamehameha I | Content Standard SS.7HHK.1.6.3 | Assess the changes initiated by Kamehameha I on Hawaiian society after unification  
• Changes: establishment of monarchy, council of chiefs, governorships, Kānāwai Māmalahoe, use of foreign advisors |
<table>
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<tr>
<th>Theme 2</th>
<th>The Developing Hawaiian Kingdom</th>
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| **Sample Compelling Questions** |  • What happens when cultures collide?  
  • Does economic growth and diversification always benefit a society? |

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<tr>
<td>History Anchor Standard 17 Change, Continuity, and Context</td>
<td>End of the Kapu System</td>
<td>Content Standard SS.7HHK.2.17.1 Assess the impact of the abolishment of the kapu system</td>
<td>• Impact: free trade of sandalwood, increasing influence of Kaʻahumanu and foreigners, religious vacuum, resistance by Hawaiians</td>
</tr>
<tr>
<td>History Anchor Standard 17 Change, Continuity, and Context</td>
<td>Arrival of Missionaries</td>
<td>Content Standard SS.7HHK.2.17.2 Assess the social and cultural changes resulting from missionary influence in Hawaiian society</td>
<td>• 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 ʻŌpūkahaʻia</td>
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</table>
| 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 Hawaiʻi’s economy | • 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 | • 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 |
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<tr>
<th>Theme 3</th>
<th>The Late Hawaiian Kingdom</th>
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**Sample Compelling Questions**
- What types of resources are best owned in common?
- Did a constitutional monarchy make Hawaiians more free?

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| Geography       | Mass Immigration | Content Standard SS.7HHK.3.15.1 Analyze the causes and impacts of immigration of various ethnic groups for plantation labor | - **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          | 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 | - **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       | Changes in Land Tenure | Content Standard SS.7HHK.3.11.3 Evaluate the impact of changing land tenure on Hawaiians | - **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 makaʻāinana  
- **Impacts of Sugar:** accelerated use of technology, banking, growth of shipping, railroads, shift from subsistence farming to agribusiness, utilities |
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<th>Theme 4</th>
<th>Overthrow of the Hawaiian Kingdom</th>
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<td><strong>Sample Compelling Questions</strong></td>
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|  | • Does economic power lead to political power?  
• What makes a government legitimate?  |
| **Anchor Standard** | **Topic** | **Content Standard** | **Sample Content/Concepts** |
| *The student demonstrates an understanding of* | Therefore, the student is able to |  |
| **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 | • **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 | • **Opponents of overthrow:** Hui Aloha ʻĀina, James Blount, Joseph Nāwahī, President Grover Cleveland, Queen Liliʻuokalani, Robert Wilcox  
• **Proponents of overthrow:** foreigner-led groups (Committee of Safety, Hawaiian League, Honolulu Rifles), John Stevens, Lorrin Thurston, Sanford Dole |