<table>
<thead>
<tr>
<th><strong>Anchor Standard</strong></th>
<th><strong>Grades 9-12 Inquiry Standards</strong></th>
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<td>The student demonstrates an understanding of</td>
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| **Anchor Standard 1** Developing Questions and Planning Inquiries | Inquiry Standard SS.9-12.1.1 Create compelling questions representing key ideas of the disciplines  
Inquiry Standard SS.9-12.1.2 Critique compelling questions that reflect an enduring issue in the field  
Inquiry Standard SS.9-12.1.3 Create supporting questions that address key ideas identified in compelling questions  
Inquiry Standard SS.9-12.1.4 Explain how new compelling and supporting questions emerge |
| **Anchor Standard 2** Gathering and Evaluating Sources | Inquiry Standard SS.9-12.2.1 Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value  
Inquiry Standard SS.9-12.2.2 Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information |
| **Anchor Standard 3** Creating Claims | Inquiry Standard SS.9-12.3.1 Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both  
Inquiry Standard SS.9-12.3.2 Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims |
| **Anchor Standard 4** Communicating Conclusions | Inquiry Standard SS.9-12.4.1 Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses  
Inquiry Standard SS.9-12.4.2 Present arguments and explanations that reach a range of audiences using 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 | Inquiry Standard SS.9-12.5.1  
Identify local, regional and/or global problems or issues by using interdisciplinary lenses |
|------------------|-----------------------------------------------------------------------------------------|
|                   | Inquiry Standard SS.9-12.5.2  
Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it |
|                   | Inquiry Standard SS.9-12.5.3  
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.9-12.5.4  
Create an action plan to address a solution to a problem or issue and demonstrate substantive evidence of implementation |
<table>
<thead>
<tr>
<th>Theme 1</th>
<th>Overthrow of Hawaiian Monarchy</th>
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</table>
| **Sample Compelling Questions** | - What makes a government legitimate?  
- Should the majority determine the course of events? |
| **Anchor Standard** | **Topic** | **Content Standard** | **Sample Content/Concepts** |
| The student demonstrates an understanding of | Causes of the Overthrow | Content Standard SS.MHH.1.19.1 | Examine the long-term causes and triggering events, people, and ideas behind the overthrow of the Hawaiian monarchy  
- **Long-Term Causes**: Bayonet Constitution, cultural imperialism, increasing economic dependence on U.S., Māhele, Reciprocity Treaty of 1875  
- **Triggering Events, People, and Ideas**: foreign movement against Kalākaua, John Stevens, Liliʻuokalani and the Bayonet Constitution, Lorrin Thurston, Sanford Dole  
- **Arguments for and Against the Overthrow**: monarchy v. democracy, naval base, sovereignty, sugar profits |
| History Anchor Standard 19 | Effects of the Overthrow | Content Standard SS.MHH.1.19.2 | Analyze the political issues that emerged from the overthrow of the Hawaiian monarchy  
- **Political Effects**: Provisional Government, Republic of Hawaiʻi, Wilcox rebellion, Territorial government, failed annexation treaties (1893, 1897), Hui Aloha Aina petitions, Newlands Joint Resolution of Congress (1898) |
| History Anchor Standard 19 | Annexation | Content Standard SS.MHH.1.19.3 | Assess the argument over the legality of the annexation of Hawaiʻi  
- **Legality of Annexation**: Reciprocity Treaty, Hawaiian Organic Act, Spanish-American War, Hawaiʻi as strategic military outpost  
- **Illegality of Annexation**: 1897 petition against annexation, Blount Report, international law, lack of annexation treaty, land ceded from Republic to U.S., presidential apology for the overthrow |
| History Anchor Standard 18 | Perspectives on Overthrow and Annexation | Content Standard SS.MHH.1.18.4 | Analyze multiple perspectives on the overthrow of the Hawaiian monarchy and annexation  
- **Perspectives**: Asian immigrant workers, international response, Native Hawaiian resistance, oligarchy (Dole, Thurston), U.S. responses (e.g., political, economic) |
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<tr>
<th>Theme 2</th>
<th>Late 19th and 20th Century Plantation System</th>
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| **Sample Compelling Questions** | - How did local identity emerge?  
- Were the benefits of the sugar industry worth the environmental cost? |

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| Anchor Standard 15 | Social Effects of Post-Overthrow Immigration | **Content Standard SS.MHH.2.15.1** | **Causes:** lack of local labor source, Native Hawaiian depopulation, push and pull factors, Reciprocity Treaty  
**Effects:** demographic shift, ethnic tension, local identity, public and private schools |
| Human Population: Spatial Patterns and Movements | | **Content Standard SS.MHH.2.15.1** | **Causes:** lack of local labor source, Native Hawaiian depopulation, push and pull factors, Reciprocity Treaty  
**Effects:** demographic shift, ethnic tension, local identity, public and private schools |
| **Economics** | Organized Labor | **Content Standard SS.MHH.2.10.2** | **Causes of Labor Organization:** pay inequalities, Perquisite System, poor working conditions  
**Organized Labor Activity:** enactment of labor relations laws, move from ethnic labor organizations to interracial organizing |
| Anchor Standard 10 | Exchange and Markets | |                          |
| **Geography** | Environmental Effects of the Plantation System | **Content Standard SS.MHH.2.14.3** | **Environmental Changes:** air and water pollution, decline in native habitat, increased cultivation, use of pesticides and other chemicals, water disputes |
### Sample Compelling Questions
- Is criticism disloyal?
- Is a balance of political power necessary for good government?

### Anchor Standard

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| Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns | Hawai‘i’s Geopolitical Position | - **Geographical Location:** base of the Pacific fleet, strategic port in the Pacific  
- **Reasons Hawai‘i Targeted:** intent to cripple American fleet, last line of defense against Japan and the Axis Powers, southern resource area, undermining American morale |
| History Anchor Standard 19 Causation and Argumentation | Local Effects of Pearl Harbor | - **Sociopolitical Effects:** 100th/442nd, increase in G.I. population during wartime, Japanese American internment, martial law |
| History Anchor Standard 17 Change, Continuity, and Context | Political Effects of WWII in Hawai‘i | - **Compare and Contrast:** 442nd, criteria for internment, economic impact (individual and community), Honouliuli, Kilauea Military Camp, Korematsu v. U.S., Manzanar, percentage of Japanese interned, Topaz War Relocation Center, treatment by non-Japanese, Tule Lake, wartime restrictions |
| History Anchor Standard 19 Causation and Argumentation | Democratic Revolution | - **Causes:** alliances between labor unions and veterans, Communist scare, Nisei voters, sugar and dock strikes  
- **Effects:** Democratic Party predominance, statehood |
## Theme 4  |  Contemporary Issues
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**Sample Compelling Questions**  |  - What will be the next primary industry in Hawai‘i?
  - How can Hawai‘i secure a better future?

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| **Economics**  | Contemporary Socioeconomic Changes | Content Standard SS.MHH.4.9.1 Determine the socioeconomic effects of the decline of agriculture, growth of the tourism industry, and continued military presence | - **Socioeconomic Effects of Decline of Agriculture**: global competition, increased costs, increased land values for urban development  
- **Socioeconomic Effects of Tourism**: changing demographics, diversification of tourism industry, dominance of service sector jobs  
- **Socioeconomic Effects of Military**: civilian employment, military spending |
| **History**  | The Hawaiian Renaissance | Content Standard SS.MHH.4.19.2 Analyze the causes and sociopolitical impact of the Hawaiian Renaissance | - **Causes**: land development, loss of cultural identity  
- **Sociopolitical Impact**: 1978 State Constitutional amendments, resurgence of Hawaiian identity, sovereignty movement |