

INSTRUCTIONAL GUIDE, Grade 4  
Geography

**Places and Regions: Students understand how distinct physical and human characteristics shape places and regions.**

**Islands of Polynesia**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Use physical and human characteristics to compare places and regions in Hawaii, the United States and/or other countries.	The student: Shows similarities and differences of the physical characteristics of places and regions in Polynesia.	From information on the Venn diagrams, children write descriptions and comparisons of the physical characteristics (landforms, ecosystems, climate, etc.) of the islands of Polynesia including Hawaii. Teacher and children check for accuracy and use of geographic terms, etc.	Gather text sets on geological processes. Assign children to literature groups to read, discuss and explore: erosion, earthquakes, and lava flows. *Groups refer to cooperative learning groups with all the elements. Invite guest speakers. <b>Stealth Notes:</b> Ask children to organize data and information and prepare notes on formation of volcanic islands and atolls. Groups prepare reports for other peer groups. *Research of each group becomes the domain of the whole class. Some groups select specific islands in Polynesia for their focus on physical characteristics (arrival of plants, animals, insects, etc.). <b>Reciprocal Teaching:</b> Groups teach information on their island group to each other. <b>Pair Share Square:</b> Two groups join together and construct Venn diagram to show similarities and differences of their island group.
Use physical and human characteristics to compare places and regions in Hawaii, the United States and/or other countries.	The student: Shows similarities and differences of the human characteristics of places and regions in Polynesia.	Using information from Venn diagram, children write descriptions and comparisons of the human characteristics (populations, constructions) of the islands of Polynesia including Hawaii. Teacher and children together check for accuracy and geographic terms, etc.	Ask same groups to continue inquiry and collect data on human characteristics of their island group. <b>Reciprocal Teaching:</b> Groups teach information on their island group to each other. <b>Pair Share Square:</b> Two groups join together and construct Venn diagram to show similarities and differences of their island groups.

INSTRUCTIONAL GUIDE, Grade 4  
Geography

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
<p>Use physical and human characteristics to compare places and regions in Hawaii, the United States and/or other countries.</p>	<p>The student: Applies this knowledge to draw conclusions.</p>	<p>Groups share and justify their conclusions. *To bring to closure, groups write and illustrate a “Field Guide” to the islands of Polynesia. Share with another class. See G4 and G1.</p>	<p>Give mini-lesson on making generalizations or connections/conclusions. Teacher models and “thinks aloud” the process of making generalizations. Model a web with an empty center. Ask children to name animals and plants of their island group. Given the data surrounding the empty center, brainstorm generalizations or summary statements and generate a topic for center of web.</p>

INSTRUCTIONAL GUIDE, Grade 4  
Geography

**Human Systems: Students understand how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement and conflict and cooperation.**

**Islands of Polynesia**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Compare and contrast how human events influence settlement patterns in Hawaii, the United States and other parts of the world.	The student: Describes how human events (migrations of Hawaiians) including social, political and economic factors, influenced settlement patterns in different regions of the world (Polynesia).	<b>Status of the Class:</b> Groups report daily on their progress. Others comment or post questions on the Status charts. Children post data collections and analyses (explanations) and tell why their Polynesian group settled where they did. * This ongoing daily assessment is simultaneous with the instruction.	*May teach this simultaneously with G2 and G1. Ask groups to research the story of human migration focusing on the different island chains; where and why early Polynesian people settled. Give mini-lesson on social, political and economic factors that influenced settlement. *These may be speculations based on evidence. Model note taking using <b>Stealth Notebooks</b> . Review descriptive and explanatory writing. Invite speakers/visit museums. At the end of each day, groups post their progress on <b>Status of the Class</b> charts.
Compare and contrast how human events influence settlement patterns in Hawaii, the United States and other parts of the world.	The student: Applies this knowledge to form generalizations and/or inferences.	Groups post generalizations. Teachers and children together analyze and evaluate the statements for historical and cultural evidence. *To culminate this unit, children can add the information from this unit to G2 "Field Guide" to the islands of Polynesia.	Ask groups to brainstorm and come up with generalizations, e.g., statement of why early people migrated to Hawaii and other island groups. *See previous strategy on making generalizations or conclusions.

INSTRUCTIONAL GUIDE, Grade 4  
Geography

**World in Spatial Terms: Students use geographic representations to organize, analyze, and present information on people, places and environments.**

**Islands of Polynesia: Hawai'i**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Collect, organize and analyze data to interpret and construct geographic representations.	The student: Shows organization of collected data (the presence of endemic species in Hawaii).	Groups present and explain information/data (presence of endemic species) and provide peer feedback to each other. Class discussion on how different groups organized the data.	*See G2. Form inquiry groups to explore natural resources focusing on endemic-aquatic and terrestrial ecosystems. Using above information and data on migrations of animals/plants and natural resources, groups chart presence of endemic species in Hawaii.
Collect, organize and analyze data to interpret and construct geographic representations.	The student: Constructs a map that includes collected geographic data.  Plots the locations of the species on the map.	Using the large map, individuals explain locations and presence of endemic species. Using <b>Numbered Heads Together</b> , each child when his/her number is called, responds to a specific question from the teacher or another student. Share large map with other classes to get more feedback.	Divide class into two major groups for study of plants and animals: Pairs in each of the two groups construct maps showing presence of endemic plants or animal species. Lead discussion on what one large map of natural resources will contain and what makes a good map. Groups then combine data from maps to create one large map to plot the endemic species.
Collect, organize and analyze data to interpret and construct geographic representations.	The student: Explains the meanings, (the distribution of the species) patterns (of distribution) and relationships (of the species to other species and to the environment) found in geographic data.	Children explain the meanings, relationships and patterns that the data illustrate.  *To culminate this unit, children can add the information from this unit to G2 and G4 "Guide" to the islands of Polynesia.	Ask groups to brainstorm meanings, patterns and relationships gathered from the plotting of distribution data. Groups practice reporting out on patterns and relationships from data. Provide "What I noticed" worksheets.

INSTRUCTIONAL GUIDE, Grade 4  
History

**Historical Empathy: Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems and decision making.**

**Life in Pre-contact Hawai`i `Ahupua`a**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Explain how rules/laws and values of a society determine the behavior and attitudes of its members.	The student: Defines the values of Hawaii as reflected in its rules and laws.	Groups exchange and compare notes and discuss values of Hawaiians. Children write non-fiction pieces about the values and/or beliefs of Hawaiian society and how these values/beliefs are reflected in the rules and laws.	Form cooperative learning groups to research different rules/laws of Hawaiian life: rules and laws of war, gods/religion, roles of women/classes of people, sports and games, rules surrounding food, kapu, land and taxes, education. Give mini-lessons on inferring and interpreting from texts. Review writing of non-fiction texts.
Explain how rules/laws and values of a society determine the behavior and attitudes of its members.	The student: Gives specific examples of the values and rules/laws such as kapu system or Splintered Paddle, the rule of man.	Given excerpts of non-fiction texts about pre-contact Hawaii, children highlight the specific examples of values, rules/laws and rewrite in their own words.	Teacher models how to personalize groups of people and how to create a scenario. Ask groups to personalize characters of Hawaii and reenact scenarios relating to specific rules (specific kapu) and laws (Splintered Paddle) to elicit values of the people of the era.
Explain how rules/laws and values of a society determine the behavior and attitudes of its members.	The student: Connects behaviors and attitudes of Hawaiians to their values and rules/laws.	Children use factual texts and turn into historical fiction including some examples of the behaviors of Hawaiians and how they reflected the rules and values, e.g., food and eating customs.	Lead a brainstorm on the criteria for good historical fiction writing (e.g., purpose-setting-events-conclusion). Groups select different rules and laws and hypothesize how different classes of people might have behaved when those rules and laws were applied. *Development of empathy is an on-going skill to judge people of the past on their values not ours.

INSTRUCTIONAL GUIDE, Grade 4  
Economics

**Role and Function of Markets: Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.**

**Life in Pre-contact Hawai'i `Ahupua`a**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Interpret demand and supply schedules to determine the market price for a product.	The student: Explains, with examples, from `ahupua`a, the ideas of supply and demand.	Given an outline map of a specific `ahupua`a, children make annotated/illustrated maps of their `ahupua`a and present to other groups. Annotations include scenario of supply and demand. Teacher observes and takes notes on current understandings.	Form CL groups to read and discuss the `ahupua`a system in Hawaii, in terms of farmers, fishers and economic roles of people and supply and demand. Give mini-lesson on supply and demand. Review discussion skills. Ask each group to choose a particular `ahupua`a to research. Interview kupuna, guest speakers, visit museums, read many sources and take notes to find information. *Multiple sources of information broaden, deepen and widen the scope of learning. Groups come up with scenarios of examples of supply and demand in `ahupua`a (fresh water, fishponds etc.).
Interpret demand and supply schedules to determine the market price for a product.	The student: Explains how prices of goods and services determine peoples' decisions to buy/sell.  Describes how the Hawaiians shared food and products.	Groups add scenarios of exchanges and sharing of products to the annotated/illustrated maps of their `ahupua`a. *To bring closure to this standard, using maps as backdrop, children act out scenarios using goods and services and exchange of goods and services in pre-contact Hawaii. Teacher and children provide feedback as to accuracy and reasoning.	Ask groups to come up with scenarios of examples of decisions to exchange and share products and services in pre-contact Hawaii. * See E3.

INSTRUCTIONAL GUIDE, Grade 4  
Economics

**Economic Interdependence: Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.**

**Life in Pre-contact Hawai`i `Ahupua`a**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Describe the interdependence between households and business.	The student: Using the ahupua`a, explains and gives examples of production and consumption (farming, fishing and production of goods).	Using maps from above, children orally explain with examples, ideas of production and consumption in pre-contact Hawaii.	*Teach with E4. In same groups as above, ask groups to investigate the interdependence within and among `ahupua`a. Interview kupuna, guest speakers, visit museums, read and take notes to find information.
Describe the interdependence between households and business.	The student: Explains and/or illustrates a series of exchanges among households (savers and consumers) and business (producers of goods/services).  Describes a typical day in the economic life of a Hawaiian in an `ahupua`a.	Children rewrite information from graphic organizers into a sequential narrative or storyboard of economic life in pre-contact Hawaii.	Using a graphic organizer, ask groups to sequence the daily events of their `ahupua`a focusing on economic events of saving, consuming, and producing goods and services. Groups share their graphic organizers and compare them. Note discrepancies or conflation.

INSTRUCTIONAL GUIDE, Grade 4  
Economics

**Role of Government: Students understand how the government influences the well-being of people and institutions.**

**Life in Pre-contact Hawai'i `Ahupua`a**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Explain that governments raise money by taxing citizens to pay for goods and services it provides.	<p>The student: Explains and gives examples of government (early Hawaiian government) goods and services.</p> <p>Describes how state government provides goods and services to us today.</p>	<p><b>Reciprocal Teaching:</b> One half of class reports/teaches about the rulers or ali`i and their roles and responsibilities to the people in providing goods and services. Other half reports/teaches on today's role of government in providing goods and services. Compare the government roles.</p> <p>Compare reports and diagrams. Check for accuracy.</p>	<p>After reading and discussing the political and social structures of pre-contact Hawaii, ask CL groups to list the classes of people in pre-contact Hawaii. Compare notes. Ask groups to research roles of classes of people focusing on rulers and what they provided or did not provide for commoners (noting taxation system). Invite a legislator to come and talk about role of Hawaii state government today and the state tax system. Class takes notes on today's government. Model how to take notes. Groups construct comparison diagrams to show comparisons.</p>
Explain that governments raise money by taxing citizens to pay for goods and services it provides.	<p>The student: Explains and compares different types of taxes in early Hawaiian government and in today's state government and how they pay for goods and services.</p>	<p>Each group presents its scenarios explaining the tax system in early Hawaii and why we have state taxes today. Teacher and peer feedback.</p>	<p>Assist children in constructing scenarios of tax collection system and roles of rulers in `ahupua`a and today. Ask children to interview different generations of their family and friends and kupuna on taxes then and now. Construct interview questions together.</p>

INSTRUCTIONAL GUIDE, Grade 4  
History

**Historical Inquiry: Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”**

**Life in Pre-contact Hawai`i `Ahupua`a**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Distinguish historical fact from opinion.	The student: Points out inferences (deductive or inductive reasoning/logic) from primary and secondary sources regarding pre-contact life.	Given a primary and a secondary source document and a <b>Double Entry Journal (DEJ)*</b> , individuals write entries with copied text on left side and their inferences on the right side. Children explain how and why they made the inferences.	Using information from previous unit, artifacts, archaeological reports, and secondary sources, groups gather data on pre-contact life. Model how to cite references. <b>Backward Thinking:</b> Model on overhead projector how to read and discuss texts. Highlight or underline key content. Brainstorm questions they think the author had asked to get the information found in the text. Model how to keep a <b>DEJ*</b> to record inferences.
Distinguish historical fact from opinion.	The student: Categorizes inferences into fact or opinion.	Using their inferences from above, individuals categorize then into facts or opinions. Children exchange their ideas and compare. Whole class discussion if there are discrepancies.	Give mini-lesson on fact and opinion. Children construct bulletin board of “Nothing But the Truth” –“Whose truth?” regarding pre-contact life, deciding whether the inferences are facts or opinions. Discuss where to put statements and talk about telling the difference between fact and opinion. Lead a brainstorm of characteristics of facts: e.g., occurred, provable, exact, specific, and accurate. Lead a brainstorm of characteristics of opinion: e.g., views, thoughts, feelings, judgments, unproven, and use of words like clearly, virtually, without doubt, almost all, most, almost none, etc.
Distinguish historical fact from opinion.	The student: Supports facts with evidence.	Individuals select facts or opinions from bulletin board opinion and give evidence for the facts. Tell why opinions are not facts. *A culminating activity for this unit might be writing a short historical fiction about life in the `ahupua`a. Children would read each others’ work and differentiate the opinions from the facts. All the indicators are present for work to meet standard.	Model how to cite references and show evidence of proof for factual statements.

INSTRUCTIONAL GUIDE, Grade 4  
Political Science/Civics

**Citizenship/Participation: Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.**

**Life in Pre-contact Hawai'i `Ahupua`a**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Demonstrate citizenship (roles, rights and responsibilities) by engaging in civic action, e.g., proposing alternatives to conflict or inequalities and practicing ho`oponopono.	The student: Explains his/her roles, rights and responsibilities (personal and social) as a citizen in various situations.  Explains the roles, rights and responsibilities of Alii, Kahuna, Konohiki, Maka'ainana, Lawai'a, Mahi'ai, Kauwa during Hawai'i.	Pairs construct and explain T charts comparing roles, rights and responsibilities of pre-contact Hawaiians and those of us today.	*This standard is ongoing and can be addressed as needed. Use the lists of classes of people within an 'ahupua'a system and explain the roles, rights and responsibilities of each during Hawai'i such as: Ali`i, Kahuna, Konohiki, Maka'ainana, Lawai'a, Mahi'ai, Kauwa. Compare that list with roles, rights and responsibilities of us (children, parents, teachers, police officers, governor, etc.) in today's society.
Demonstrate citizenship (roles, rights and responsibilities) by engaging in civic action, e.g., proposing alternatives to conflict or inequalities and practicing ho`oponopono.	The student: Identifies and selects a problem he/she wants/needs to address.	Children state problems of the past in Hawaii as well as problems they may have today.	If there is a class problem to be solved, children discuss how it might have been solved in pre-contact or if the problem would have existed then. Construct a definition of the problem. Discuss what happens if someone's rights are denied.
Demonstrate citizenship (roles, rights and responsibilities) by engaging in civic action, e.g., proposing alternatives to conflict or inequalities and practicing ho`oponopono.	The student: Suggests a solution to address the problem.  Implements the solution.	Children suggest descriptions and procedures for one conflict resolution strategy. Class selects one strategy/solution to implement.	Invite kupuna or other speaker to teach basics of ho`oponopono to solve problems. Lead a brainstorm and as problems arise, ask children to practice other conflict resolution strategies to resolve them.
Demonstrate citizenship (roles, rights and responsibilities) by engaging in civic action, e.g., proposing alternatives to conflict or inequalities and practicing ho`oponopono.	The student: Self-assesses own actions as he/she implements solution.	Children self-monitor as they implement the solution. *This is an ongoing assessment for the duration of the implementation. Children reflect on solution in their journals.	Brainstorm ways to best implement the solution. Children prioritize and select best solution. Teacher leads class reflection when problem is solved. Model how to write reflections..

INSTRUCTIONAL GUIDE, Grade 4  
Cultural Anthropology

**Cultural Systems: Students understand culture as a system of beliefs, knowledge and practices shared by a group.**

**Life in Pre-contact Hawai'i Ahupua`a**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Explain how language, stories, music, dance, artifacts, traditions, beliefs, values, and behaviors are elements of culture and contribute to the preservation of cultures.	The student: Interprets and/or illustrates how Hawaiian culture is composed of items (arts, artifacts), ideas (beliefs, values) and behaviors, (observable practices).	Groups prepare mini-museum displays and explain their exhibit, e.g., wood carvings, ideas on gods and religion, sacrifices. Individuals construct a definition of Hawaiian culture by describing the artifacts, ideas and practices.	Visit Bishop or other local museum to inquire about artifacts, ideas and behaviors, e.g., Heiau/images, woodcarvings canoe building. Invite speakers, kupuna to discuss ideas and behaviors of pre-contact Hawaiians. Review prior knowledge from previous units.
Explain how language, stories, music, dance, artifacts, traditions, beliefs, values, and behaviors are elements of culture and contribute to the preservation of cultures.	The student: Gives examples of the items, (significant artifacts to Hawaiian culture), ideas (polytheism or kapu system of Hawaii), and behaviors, (food preparation and eating customs of old Hawaii).	Groups prepare mini-museum displays and explain their exhibit with specific examples, e. g, woodcarving image of a god, their beliefs in polytheism and an example of how/why they sacrificed or prayed.	Ask children to categorize artifacts, ideas and behaviors in a matrix. Children find a partner and compare matrices, then pairs form squares and compare. Squares come to consensus on artifacts, ideas and behaviors.
Explain how language, stories, music, dance, artifacts, traditions, beliefs, values, and behaviors are elements of culture and contribute to the preservation of cultures.	The student: Gives examples of how the components of Hawaiian culture sustain the culture or not.	*To bring closure to this standard, children use mini-museum displays and docent like mini-lectures on how their elements sustain the culture or not.	Invite kupuna or speakers to discuss how the above artifacts, belief system and practices are or are not manifested today. Review interview skills.

INSTRUCTIONAL GUIDE, Grade 4  
Political Science/Civics

**Global Cooperation, Conflict, and Interdependence: Students understand similarities and differences across cultural perspectives and evaluate the ways in which individuals, groups, societies, nations and organizations change and interact.**

**Life in Pre-contact Hawai'i Ahupua`a**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Identify and evaluate how a community or region's collective behaviors, decisions, and/or actions or inaction impact and interrelate with the behaviors and decisions of others.	The student: Specifies a region's (`ahupua`a) decision or action.	Children present and explain their draft scenario of the decision or actions of their `ahupua`a during makahiki or other event. Combine with indicator #2.	* Teachers may choose to use other content for this standard. After reading and using prior research of their ahupua`a groups, children create scenarios describing how the inhabitants of their `ahupua`a behaved during makahiki, for example, how a taro farming community cooperated.
Identify and evaluate how a community or region's collective behaviors, decisions, and/or actions or inaction impact and interrelate with the behaviors and decisions of others.	The student: Describes how the people of the place under study came to a decision, action or inaction.	Combine with Indicator # 1. Groups describe the decisions made by their `ahupua`a.	See H2 and E4. Refer to unit on governance, rules and laws. Invite kupuna to discuss this with the class.
Identify and evaluate how a community or region's collective behaviors, decisions, and/or actions or inaction impact and interrelate with the behaviors and decisions of others.	The student: Gives examples of the impact of the collective behaviors/decision on others.	Groups add to their draft scenario to describe what happened and why collective behavior and values such as ohana, kokua, laulima, etc. were so important to sustenance of `ahupua`a.	Ask children to research and/or review collective behaviors and how they preserved the `ahupua`a system. Review recounting or retelling strategies.
Identify and evaluate how a community or region's collective behaviors, decisions, and/or actions or inaction impact and interrelate with the behaviors and decisions of others.	The student: Assesses the impact of the behavior or decision on the people of the place and others.	Groups add to scenarios the short and long-term effects of those decisions/behaviors on people involved. *To culminate this unit, children use scenarios to write/illustrate a big book or other format to show how one group's decisions impact others.	Give mini-lesson on how to assess the impact of behavior or decision and whose perspective you are taking. Groups prepare reports or accounts of effects of their decisions.

INSTRUCTIONAL GUIDE, Grade 4  
History

**Change Continuity, Causality: Students employ chronology to understand change and/or continuity and cause and/or effect in history.**

**Early Monarchy**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Place people and events in chronological order to explain causal relationships between and among people and events.	The student: Selects key people and events in early Monarchies.	Children present and explain the events and persons and justify selections, i.e., why they were significant in Hawaii's history and cultural development. Groups compare with other groups.	Provide text sets on early monarchy and unification. Form inquiry/literature groups in which children read, discuss and note the significant events such as sandalwood, fur trade, end of kapu, whaling, arrival of missionaries, etc. Ask groups to decide on what and who will present to whole class.
Place people and events in chronological order to explain causal relationships between and among people and events.	The student: Organizes the key people and events of the Monarchy into a chronology.	Children present and compare timelines. Note any discrepancies. Chronology should have dates, title/captions and an accompanying explanation or narrative.	Ask groups to develop an annotated timeline (linear or pictorial) to depict significant events/persons and/or ideas in early monarchies. Scaffold and share models of timelines. Groups share ideas on what makes a good timeline.
Identify change and continuity in historical eras.	The student: Using the chronology of the Monarchy, explains causes and effects (between/among the key people and events).	Children add cause and effect diagrams or captions and short explanations to explain cause and effect connections to their timelines.	Using the timeline and their readings, ask children to explain causes and effects of key events from above. Modify the timelines to show causes and effects. Give mini-lesson on causes and effects. *C/E are subject to many factors-time, place, culture, perspective, etc. Model with graphic organizers and sequence of events and links between them.
Identify change and continuity in historical eras.	The student: Using the chronology, explains how key people and events changed or stayed the same over time.	From above information and timelines, individuals write short historical narratives on one event and one person, tracing them to show change or continuity up to the present.	Model how to select a key event and trace how it changed lives for early Hawaiians or how it helped to sustain the culture and keep things the same.

INSTRUCTIONAL GUIDE, Grade 4  
Cultural Anthropology

**Cultural Diversity and Unity: Students understand and respect the myriad of ways that society addresses human needs and wants.**

**Hawai`i Then and Now**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Examine and explain how individuals, groups, and/or nations deal with conflict, cooperation, and interdependence to become more adept at perspective taking.	The student: Gives examples of how individuals, groups and/or nations handle relations (agreements/disagreements and collaboration).	<b>Numbered Heads Together:</b> Children respond to open-ended questions regarding different ways individuals, groups or nations solved problems in Hawaii now and then.  Children write short descriptions of interactions (how individuals, groups or nations handle/ed agreements etc.). Observe and note how individual children solve conflicts and problems. Debrief with class. *This is ongoing assessment.	Hold class discussion/review of how pre-contact Hawaiians and individuals such as Cook, interrelated (rules and laws, economic exchanges, war). Review Ho'oponopono and Hawaiian values. Form literature groups to read and discuss stories and accounts of early contact with westerners (individuals). OR Review how different groups of people (explorers, traders, whalers) interrelated with early Hawaiians. Literature groups read and discuss stories and accounts of early contact with westerners (groups). OR Review how early monarchies ruled. Read accounts of contact between monarchy of Hawaii and monarchy of England (visits, trade, explorations). Groups read different accounts of contact between governments.
Examine and explain how individuals, groups, and/or nations deal with conflict, cooperation, and interdependence to become more adept at perspective taking.	The student: Reflects on how an individual becomes more open-minded as a result of studying how others agree, disagree and collaborate.	In reflective journals, children write reflections on how they have become more tolerant and or are able to see and respect other points of view. *A culminating assessment task can be a "Cultural Anthropologists" conference in which children share ideas on cultural diversity at mini-breakout sessions and how cultures solve problems.	Review the different methods of conflict resolution as well as the way Westerners and Hawaiian solved conflicts. <b>Fishbowl:</b> Children inside circle describe their feelings and thoughts on solving problems and conflict resolution. Children in outside circle observe. Switch roles.

INSTRUCTIONAL GUIDE, Grade 4  
History

**Historical Perspectives and Interpretations: Students explain historical events with multiple interpretations rather than explanation that point to historical linearity or inevitability.**

**Hawai`i Then and Now**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Explain how beliefs and education and/or the society in which a person resides shape his/her "point of view."	The student: Describes events and persons of different role groups in Hawaii from different perspectives on frames of reference (point of view).	Children write journal entries or freewrite on kapu system and what it meant to different role groups in monarchy.	<b>KWL:</b> Elicit prior knowledge of kapu system. Read or ask kupuna to tell the story of Queen Ka`ahumanu and breaking of kapu. Discuss what kapu meant to different role groups in monarchy.
Explain how beliefs and education and/or the society in which a person resides shape his/her "point of view."	The student: Identifies and describes some of the beliefs/values (kapu) and education/learning of Hawaii.	Children write journal entries or freewrite on beliefs/values and roles and responsibilities of pre-contact Hawaiians as they relate to education or learning.	*See H2, PS/C3 and 4, CA1 and 2. Review values and beliefs of pre-contact Hawaiians with a focus on education.
Explain how beliefs and education and/or the society in which a person resides shape his/her "point of view."	The student: Based on the above beliefs/education, offers reasons for the different perspectives, frames of reference or points of view.	Explain how ali`i and other role groups might have looked upon kapu in different ways. Discuss speculations and come to consensus.	Groups speculate on how different role groups may have responded to breaking of kapu. Review different perspectives. *See CA2.

INSTRUCTIONAL GUIDE, Grade 4  
Cultural Anthropology

**Cultural Dynamics/Change and Continuity: Students understand culture as dynamic, selective, adaptive, and ever-changing.**

**Hawai`i Then and Now**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Give examples and explain how change in culture and cultural elements can facilitate or disrupt understanding, and analyze different ways of handling cultural differences within and across groups.	The student: Traces how Hawaiian culture has changed.	*See H1. Given a blank timeline or storyboard, groups complete timelines/storyboards to show the changes in the aspect of Hawaiian culture they selected. As they present and explain the timeline/storyboard, peers review for accuracy and content.	*See H1, CA2 and CA4. Invite kupuna to share their stories of how Hawaii has changed. Form CL groups to choose one aspect of Hawaiian culture and trace how it evolved over time, e.g., religion, land use, social systems, etc.).
Give examples and explain how change in culture and cultural elements can facilitate or disrupt understanding, and analyze different ways of handling cultural differences within and across groups.	The student: Points out the effects (facilitative or disruptive) of the changes on people's behaviors and/or values.	Using timelines/storyboards from above, groups present hypotheses on how the changing aspect affected people's behavior and values.	Group discussion with kupuna on effects of changes and how people's behaviors and attitudes/values have changed. Children take notes in <b>Stealth Notebooks</b> .
Give examples and explain how change in culture and cultural elements can facilitate or disrupt understanding, and analyze different ways of handling cultural differences within and across groups.	The student: Collects and organizes data on different methods of conflict resolution within and among different groups or cultures (religious, political, social, family, etc.)	Groups report out/share one method of conflict resolution. *This assessment is ongoing and simultaneous with instruction.	Use information from CA2 and PS/C 3 to begin. Ask children to collect other methods of resolving conflict by interviewing people from different groups within school and community (elders, parents, caregivers, school personnel). Discuss how different cultures have different ways of solving similar problems, i.e., reciprocity, courts, consensus, mediation, etc. Invite a judge or attorney to discuss different culturally sensitive ways to resolve conflict. Children keep records of information.

INSTRUCTIONAL GUIDE, Grade 4  
Cultural Anthropology

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
<p>Give examples and explain how change in culture and cultural elements can facilitate or disrupt understanding, and analyze different ways of handling cultural differences within and across groups.</p>	<p>The student: Examines the data and comes to a conclusion(s) on the advantages/disadvantages of each method.</p>	<p>Groups present their Plus Delta chart and review each other's data and come to conclusion on advantages and disadvantages of each. *A culminating activity can be the "Cultural Anthropologists" Conference". All of the indicators must be present in the reports, "break out" sessions or panels of the conference. See CA2.</p>	<p>Model how to analyze data and construct Plus Delta or pro/con charts on different methods of conflict resolution.</p>

INSTRUCTIONAL GUIDE, Grade 4  
Cultural Anthropology

**Cultural Inquiry: Students use the tools and methodology of social scientists to explain and interpret ideas and events.**

**Hawai`i Then and Now**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Use the tools and methods of anthropologists to compare, analyze, and interpret patterns of behavior to make informed decisions and solutions.	The student: Forms a hypothesis or question on cultural/social behaviors of Hawaiian culture.	Children state hypothesis or question. Exchange with others for ideas to improve or revise.	*See CA3. Model some hypotheses such as "Are any practices/behaviors of Hawaiians alive today?" Provide examples of practices and/or beliefs which have survived or not from pre-contact times to present day in Hawai'i (music, dance, healing practices, use of plants, use of land and water). Children write hypotheses in their logs.
Use the tools and methods of anthropologists to compare, analyze, and interpret patterns of behavior to make informed decisions and solutions.	The student: Collects and examines data to find similarities and/or differences.	Groups present data charts and look for similarities and differences among the cultural practices that have been lost or have survived.	Together read primary sources (if applicable) and secondary sources and interview kupuna and others. Depending on the hypothesis, children will work singly, in pairs or small groups to collect pertinent data. All groups construct data retrieval charts. Compare data collected (on music, dance, healing practices, use of plants, use of land and water).
Use the tools and methods of anthropologists to compare, analyze, and interpret patterns of behavior to make informed decisions and solutions.	The student: Proposes a pattern that emerges from the data.	Given the data charts, individuals explain the pattern/s that they saw emerging from the data.	Give mini-lesson on noticing patterns in the data. Teacher models and children practice looking for patterns from data charts. Review making inferences.
Use the tools and methods of anthropologists to compare, analyze, and interpret patterns of behavior to make informed decisions and solutions.	The student: Based on the data analysis, suggests a solution or comes to a decision regarding behavior under study.	Children state conclusions based on analysis of data. Exchange with others and add to a large class chart. *This can also be a part of the Cultural Anthropologists' conference and can be used as a culminating assessment. *See CA2 and 3.	Give mini-lesson on drawing conclusions, e.g., medicinal practices of old Hawaii are practiced by a few people while music and dance are more commonly practiced today.

INSTRUCTIONAL GUIDE, Grade 4  
Geography

**Environment and Society: Students demonstrate stewardship of earth’s resources through the understanding of society and the physical environment.**

**Hawai`i Then and Now**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Analyze the consequences of human modification of the physical environment in Hawaii, the United states and/or other parts of the world and implement a plan of action to address the consequences.	The student: Identifies effects of human activity on the physical environment (water use).	Children give examples of how humans changed our local environment water use and identify the effects on the physical environment.	Review land/water use in `ahupua`a and compare to today’s use of land and water. Groups brainstorm examples of how people today use the land and water. Interview others for more information.
Analyze the consequences of human modification of the physical environment in Hawaii, the United states and/or other parts of the world and implement a plan of action to address the consequences.	The student: Assesses the positive and negative consequences on the environment.	Children state the effects of the change and assess the impact, telling why/how they are positive or negative.	Construct a poll with the children to survey people on the effects (positive and negative) of land/water use. Come to a conclusion as a class.
Analyze the consequences of human modification of the physical environment in Hawaii, the United states and/or other parts of the world and implement a plan of action to address the consequences.	The student: Devises and carries out a plan to address the negative consequences.	Depending on the effects of the change, groups or individuals create an appropriate plan of action and carry it out. <b>Status of the Class</b> is used for ongoing monitoring and assessment of the plan.	If applicable, invite children to write letters, talk to neighborhood board, etc. to address consequences of a negative effect of land/water use. Review procedural writing. Implement plan to restore/sustain/clean marsh, stream, pond, etc.

INSTRUCTIONAL GUIDE, Grade 4  
Political Science/Civics

**Governance/Power/Authority: Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.**

BENCHMARKS 4-5	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Identify and describe the branches of government and apply this knowledge in the classroom.	Not at this grade.	Not at this grade.	Not at this grade.
Develop criteria to create and evaluate rules and laws, e.g., class/school rules that meet these criteria.	The student: Proposes guidelines for self/peer/adult generated rules for class.	Given a set of examples of rules for a classroom, ask children to examine them and write a list of criteria by which to write rules, e.g., reasonable, difficult to understand, fair, discriminates, impossible to follow, etc.).	Review authority, power, rules and laws. Initiate discussions on evaluating rules and laws. You can use <i>CCE Foundations of Democracy Authority</i> . Ask small groups to write a skit or create a game involving rules. Groups play the game or perform the skit, making clear the rules. Class members evaluate the rules for the game or skit. Class constructs class chart on guidelines/criteria for developing rules.
Develop criteria to create and evaluate rules and laws, e.g., class/school rules that meet these criteria.	The student: Discusses strengths and weaknesses of the rules.	Using above scenarios or real classroom rules, ask children to determine and discuss in pairs their strengths and weaknesses, i.e., worth, usefulness, necessity, etc.	Using above skits or games, class members evaluate the strengths of the rules as presented in the games or skits.