

INSTRUCTIONAL GUIDE, Grade 7  
History  
History of Hawaiian Kingdom

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

**Pre-unification/Unification**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Identify possible causal relationships in historical chronologies.	The student: Explains the connections between cause and effect (unification) relationships.	Students produce an overview of Hawaiian society and governance before unification using text and graphics. The overview includes answers to the questions they researched. The captions show the connections	Form inquiry groups to review/examine Hawaiian governance and society prior to unification. As groups are looking for causes and effects of unification, help them to identify events that connected the causes and effects. Using a timeline as an organizing tool, ask groups to plot major causes and results of unification. Add captions to show connections. Review questions that help determine causes of an event; What were immediate or most obvious causes? Who were the major players?, What were their beliefs and values? Were there new ideas and issues surfacing? What religious or economic groups or institutions were involved? Did technology or the physical environment play a part?
Identify possible causal relationships in historical chronologies.	The student: Illustrates the extent/type of effects (whether the effects are indirect, unintended, long-term or immediate, etc.).	Given a list of effects, students categorize them into type and extent (direct or indirect, intended or unintended, long or short term).	Ask groups to explore major results or consequences of unification and determine the range and extent of them. Give mini lesson on how to determine the extent of effects.
Offer fact-based explanations for change and continuity.	The student: Selects ideas and people that caused change(s) and justifies its/their importance within the chronology.	Groups present their ideas, events and people followed by Q and A from audience. Teacher notes responses. Peers check for historical accuracy and reasoning. Using the ideas/people selected, groups determine major changes. *To bring closure to this standard, small groups create a series of political cartoons which include all of the indicators.	Given unification, groups explore ideas, e.g., kapu system, and technology such as firearms, ships and people (foreign advisors) that led to major changes.

INSTRUCTIONAL GUIDE, Grade 7  
Geography  
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**Places and Regions: Students understand how distinct physical and human characteristics shape places and regions.**

**Hawaiian Islands during Monarchy**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Use physical and human characteristics to compare and analyze major world regions, countries and cities.	The student: Points out the physical and human characteristics of the Hawaiian Island chain during Monarchy and another Pacific Island chain/region during same period.	Groups present and explain maps or charts of physical and human characteristics of a Pacific Island chain or other region and Hawaii's.	Provide text sets of maps, visuals and descriptions of Hawaii and other Pacific Island regions. Base on the information in the text sets, students construct definitions of human and physical systems. One half of class investigates the human and physical characteristics of Hawaii during monarchy. The other half examines another major Pacific Island chain or other region during the same time period. Brainstorm with groups on how to organize data to describe physical and human characteristics of Hawaii and another Pacific Island chain or other region during same time period.
Use physical and human characteristics to compare and analyze major world regions, countries and cities.	The student: Uses data to compare the human characteristics of the two regions.  Makes an inference based on the comparison of the physical and human characteristics of Hawaiian Island chain during Monarchy and another Pacific Island chain or region during same period.	Using Venns or other comparison constructs, groups explain comparisons. Note similarities and differences in the comparisons. Come to consensus if needed. Students write brief geographical reports on their findings including a general thesis or inference	Ask groups to create Venn or other type of comparison diagrams to compare the two regions. Model using a web leaving center blank, e. g, use the information from the charts to list data around the blank, e.g., tropical fish, fruit bats, small birds. Brainstorm a generalization that sums up all the features such as "There were no large animals in Polynesia." After comparing, groups come to generalizations or conclusions, e.g., presence of fresh water/harbors influenced settlement/plantations.

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Geography  
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**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.**

**Monarchy/Places**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: Given a specific monarchy, illustrates how demographic concepts (birth and death rates, population growth) affected places.	Students create a series of simple street maps of their place to show demographic changes and their effect on places. *Group research and learning becomes the domain of the entire class.	Provide large charts and sticky notes for students to record data on demographics. Sticky notes can be moved around as students continue the research. Form small groups or pairs and ask them to select a specific place (during monarchy) to examine, e.g., Chinatown, Kalaupapa, Honolulu Harbor. Groups trace its growth and development during monarchy.
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: Provides examples of the cultural elements of the place under study.	Students add cultural elements to their maps, e.g., putting in types of businesses, rural areas, pockets of ethnic groups, churches, schools, etc.	Given each place, ask groups to investigate the cultural aspects of it, e.g., lifestyles, businesses, agriculture, religion, language, etc. Sticky notes can be moved around as students continue the research.
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: Discovers pattern(s) of cultural diffusion on the place under study.	Students show patterns of cultural diffusion on their maps.	As groups trace changes in their place, help students discover cultural diffusion. Give mini lesson on cultural diffusion if needed. Sticky notes can be moved around as students continue the research.
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: Classifies and explains some of the economic activities of the place.	Students add the economic activities to them maps.	Ask groups to continue research on the economic activities that occurred in their place during the monarchy. Sticky notes can be moved around as students continue the research.

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BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: If pertinent, gives reasons for conflict over territoriality issues (land and water use).	If pertinent, students add a map to the series showing the territorial issues.	Using primary documents, ask groups to look at land and water use in their place under study. Groups examine issue or conflicts over land or water use.
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: If applicable, explains causes and consequences of urbanization.	If pertinent, show on the next map in the series how their place became urbanized.	Ask groups to examine urbanization if it occurred in their place.
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: Formulates a conclusion about the place under study based on the data.	Students present their conclusions with explanation of how they reached the conclusion. *To bring closure, students present their maps and findings at a "geography" conference. Students plan and prepare for breakout sessions for other classes to attend.	Give mini-lesson on forming conclusions. Prepare "I have noticed" worksheets for students to complete. Give mini-lesson on summarizing by determining all of the important patterns they noticed and organize them to construct a summary statement. Review how to use data webs to help with generalization or conclusion.

INSTRUCTIONAL GUIDE, Grade 7  
Economics  
History of Hawaiian Kingdom

**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.**

**Monarchy (Sugar Industry)**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Explain how the price of a good or service can cause a shortage or surplus.	The student: Given a particular monarchy, explains and gives examples of interactions between consumers/producers in the market place (sugar producers in Hawaii with buyers from U.S.).	Given the Reciprocity Treaty, students write an opinion piece or editorial on relationship between sugar producers and US buyers. Writing should include examples of specific interactions.	Build background on growth of sugar industry. Using primary and secondary sources of information, ask students to examine the relationship between sugar producers and US buyers. Ensure that they examine interactions such as Reciprocity Treaty. Give mini lesson on reading primary source materials.
Explain how the price of a good or service can cause a shortage or surplus.	The student: Explains how producers set prices.  Explains supply and demand of sugar during Monarchy.	Given the role of a sugar producer, students explain why and how they had to raise the price of sugar. Given the role of US buyer of sugar, respond to the raise in price.	Give mini-lesson on price setting. Given different events, ask students to role play sugar producers and figure out how to set the price of sugar within the different events. Using primary and secondary sources of information, ask students to continue to examine the idea of supply and demand of sugar during monarchy.
Explain how the price of a good or service can cause a shortage or surplus.	The student: Explains conditions of shortages and surpluses during the Monarchy.	Using timelines, students plot what is happening on US mainland (Civil War) during Monarchy and how sugar market was affected. *To bring closure to this standard, students write a personal journal from the perspective of a sugar producer or US buyer. In either case, all of the indicators must be present in the journal.	Tap prior knowledge on shortages and surpluses. Ask students to examine specific conditions of shortages and surpluses relating to sugar, e.g., shortage of sugar on mainland, Civil War affected Hawaii's sugar production and sugar beets created a surplus.

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**Sugar Plantations**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Identify possible causal relationships in historical chronologies.	<p>The student: Explains the connections between cause and effect relationships.</p> <p>Explains how sugar plantations got started.</p> <p>Describes growth and expansion of plantations due to immigration, transportation, businesses.</p> <p>Explains the effects of sugar on Hawaii's economy, social makeup, and politics, etc.</p>	Given a set of photos and excerpts, students create a Mini-Museum Display that focuses on causes, growth and expansion and effects of sugar plantations on Hawaii.	<p>*See H1 for teaching causes. Give mini-lessons on causes and effects and reading comprehension strategies. Using text sets (primary and secondary sources including photos) on sugar plantations, Jigsaw the readings and photos for expert groups to learn and teach home groups. <b>Reciprocal Teaching:</b> Students teach each other the content of their selection focusing on causes of rise, growth and expansion of sugar plantations.</p>
Identify possible causal relationships in historical chronologies.	<p>The student: Determines the extent/type of effects of plantation development for different ethnic groups - - whether the effects are indirect, unintended, long term or immediate, etc.</p>	Students determine, then add the extent and types of effects for the different ethnic groups to their Mini-Museum Display.	Using texts sets and interviews, divide students into groups to research different ethnic groups and the consequences for them and their life on the plantations e. g, Chinese left and settled in Chinatown (intended, long term), Filipinos stayed (values and economic status stable, long-term).
Offer fact-based explanations for change and continuity.	<p>The student: Selects ideas (technology, e.g., machinery, irrigation, transportation) and people (contributions of ethnic groups) that caused change/s and justifies its/their (ideas and/or people) importance within the 1850s-1940s.</p>	<p>Students add the last section to the Mini-Museum Display focusing on important technologies and people that caused change. *To bring closure to this standard, students become docents/historians for their Mini-Museum Display and provide the history of sugar for visiting classes or larger community.</p>	<p>Turn the focus of the research on the sugar plantation era to look for technology and people that caused change to the era. Give mini lesson on determining important or major changes, e. g., explain how irrigation expanded the areas of sugar growth, labor unions, etc. Using timelines as tools, students plot technological developments and people who made a difference.</p>

INSTRUCTIONAL GUIDE, Grade 7  
Cultural Anthropology  
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**Cultural Diversity and Unity: Students understand and respect the myriad of ways that society addresses human needs and wants.**

**Plantations/Race Relations**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among different individuals, groups and/or nations, and suggest alternative win-win solutions to persistent contemporary and emerging global issues.	The student: Provides a statement of the persistent contemporary and/or global problem/issue (race relations) of the cultures/individuals in Hawaii.	On a panel, students explain and discuss their thesis statements on persistent issue of race relations during plantation era of Monarchy. Observe to see if they accept inconsistencies in the statements. *This is a skill of the cultural anthropologist.	Introduce unit by asking students to brainstorm personal experiences with other races or ethnicities. Lead class discussion on race relations today in Hawaii. Using primary documents and interviews of community members, ask groups to investigate race relations during Monarchy and on plantations. Ask students to “become” cultural anthropologists and to pose questions, gather and process the data, observe and make generalizations. When groups have collected sufficient data, ask them to create a thesis statement on the issue of race relations in Hawaii.
Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among different individuals, groups and/or nations, and suggest alternative win-win solutions to persistent contemporary and emerging global issues.	The student: Gives examples and clarifies the specific conditions and/or motivations that contribute or have contributed to conflict between the cultures/individuals (social, economic, political).	Groups who researched conditions that led to conflict report their findings on a panel. Other group asks questions.	*These next two strategies can be taught simultaneously. From research, ask students to record examples and conditions of race relations, e.g., Plantation: Inequities-working conditions, pay scales, housing, (Portuguese compared to Chinese/Japanese) that led to conflict, Today: Inequities-gender, education, and language.
Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among different individuals, groups and/or nations, and suggest alternative win-win solutions to persistent contemporary and emerging global issues.	The student: Proposes a viable solution to the problem/issue of the cultures/individuals under study.	Students write a conflict resolution plan and explain how and why it is a viable solution. *To bring closure to this standard, students write mini-case study from synthesized data and present as a member of a panel.	Ask groups to synthesize all of the data to brainstorm and create solutions for improving relations between and among different ethnicities. Ask them to speculate on how race relations could have been improved during monarchy and plantation era and prepare a conflict resolution plan.

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

**Mahele**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Develop historical empathy-analyzing the past on its own terms; not judging it solely by present-day norms and values.	The student: Identifies and explains the Hawaiian and white values and norms of the Mahele era (fee simple idea).	Groups create T-Charts on values and norms of Caucasians and Hawaiians. When asked, students provide examples of values and norms of either group.	Explore prior knowledge and/or build background knowledge on Mahele with students. Using primary/secondary sources and interviews with historians, ask groups to investigate the values and norms of Hawaiians and Caucasians at the time of the Mahele. Provide data cards or charts for students to record information.
Develop historical empathy-analyzing the past on its own terms; not judging it solely by present-day norms and values.	The student: Illustrates how the Mahele was a reflection of the values and norms of the era.	Given a web with Mahele in the middle, students list values and norms of both groups. The web is accompanied with written explanation of how Mahele reflected those values and norms.	<b>Exploratory Talk:</b> Ask students to infer and make interpretations on why Mahele was a reflection of values and norms of some people at that time. Give mini-lesson on making inferences and reading primary documents.
Develop historical empathy-analyzing the past on its own terms; not judging it solely by present-day norms and values.	The student: Examines the feelings, thoughts and experiences of the people of the specific era.	Students share and critique their theories and inferences as based on evidence they gathered. Groups present their scenarios. Debrief on accuracy of scenarios.	Using the webs, ask students to infer and make interpretations on how people felt and thought and what their experiences might have been during the Mahele. Ask students to examine and theorize why and how feelings, thoughts and experiences contribute to values and norms of a people. Using T-Chart and webs, ask groups to construct characters and scenarios that accurately reflect real people of the time.



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BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Develop historical empathy- analyzing the past on its own terms; not judging it solely by present-day norms and values	The student: If applicable, gives examples of the connections between present-day events, issues and decisions with those of the past era.	<b>Panel Discussion:</b> In groups, students present current issue/s and explain how it/they is/are connected to issues of the past (Mahele). Students provide the connections between contemporary issues and the Mahele. *To bring closure to this standard, students can write and perform a short play, write a letter to OHA or other real groups that might be interested in hearing from students regarding issues today and during Mahele.	Ask students to investigate similar issues today such as gathering rights, land and water rights, and ceded lands. <b>Exploratory Talk:</b> Ask students to brainstorm connections between feelings and thoughts/decisions of people during Mahele and those of people today in relation to current issues.

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

**Missionaries and Plantation Immigrants**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Frame and answer questions through historical research.	The student: Creates a set of historical questions that includes factual ones, ones that shape understanding and ones that require reflection (why, how, what if).	Given the categories of questions such as factual-analytical-reflective, students will place their questions in the appropriate category. Observe to see if there is a balance of the types of questions and if there is a need for more experiences in asking questions. The content of the questions will be missionaries and/or immigrants during plantation era.	*Can teach missionaries and immigrants together or as separate units. Read an excerpt from a missionary/immigrant diary, letter or other writing to pique interest. Ask students to generate questions: Who were the missionaries/immigrants? What were their motivations? What if they did not come? Review levels of questions: factual, analytical and reflection.
Frame and answer questions through historical research.	The student: Categorizes questions by content, theme or topic.	Students record their questions. <b>Three Step Interview:</b> In groups of three, A interviews B on the types of questions, C takes notes. C interviews A and B takes notes. B interviews C and A takes notes. Debrief with questions such as: What ideas did you learn? Is the content of the question relevant and appropriate to the theme of missionaries and immigrants?	Ask groups to re-categorize questions according to theme or topic, such as norms and values of the missionaries/immigrants, their relationship to big business etc., e.g., Who were the missionaries?-factual. What were their motivations? Analytical What if they did not come? Reflective or speculative? *Organizing by theme ensures that the inquiry is focused.
Frame and answer questions through historical research.	The student: Consults multiple sources to answer historical questions.	Hold short small group conferences with students on their use of a variety of appropriate sources.	Together collect, skim, scan and organize primary and secondary sources of information on missionaries/immigrants *Multiple sources expand the learning. Remind students to cross check the references with the content of the inquiry. Ask students to record sources used.

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BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Differentiate between primary and secondary sources, recognizing the potential and limitations of each.	The student: Inspects the validity of resources using sound criteria, e.g., source, objectivity, accuracy, current-cy, to determine their usefulness in the context of the research.	Hold short small group conferences with students to check validity of sources. Students bring best primary and secondary sources to table for inspection. Explain why they are best and useful.	Students and teacher develop a list of criteria to check validity of the source, e. g, diaries may be opinions, inferences and interpretations, newspapers may be biased, authenticity of author, etc. See indicator.
Differentiate between primary and secondary sources, recognizing the potential and limitations of each.	The student: Determines the advantages and disadvantages of resources selected.	Students in groups combine their sources and construct class chart or web of ideas on how to use primary sources, how to validate and determine advantages, etc.	Lead class discussion on limitations and advantages of sources. Ask groups to maintain a list of sources, their validity and advantages and disadvantages.

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

**Missionaries/Immigrants**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Describe and analyze the ways in which different cultures have influenced and continue to influence families, communities, nations, and/or world.	The student: Gives and explains examples of the exchange of the beliefs, knowledge and practices of missionaries/immigrants with those of the Hawaiians families, communities, nation.	Students create a storyboard showing exchange of beliefs, knowledge and practices between missionaries/immigrants and Hawaiians.	*See H3. Using research on missionaries/immigrants from former lessons, ask different groups to focus on the beliefs, knowledge and practices of missionaries/immigrants. Other groups research the beliefs, knowledge and practices of Hawaiians. Ask groups to exchange information and together decide on how each was exchanged or not, e.g., clothing, religion, mores, values, music and dance, etc.
Describe and analyze the ways in which different cultures have influenced and continue to influence families, communities, nations, and/or world.	The student: Interprets how those examples (beliefs, knowledge and/or practices) have significantly influenced and continue to influence each or one of the cultures.	<b>Pair Share:</b> Students tell each other why they think certain exchanges were/are significant and back up with evidence. Students submit their interpretations of how the examples influenced and continue to influence each culture.	Using primary and secondary sources, groups determine the extent to which each exchange was significant and/or continuous, e.g., Japanese Americans. Give mini-lesson on making interpretations/inferences from texts. Give mini-lesson on how to determine significance of exchanges.

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

**Overthrow**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Analyze and accept multiple perspectives and interpretations to avoid historical linearity and inevitability.	The student: Based on Hawaii prior to Overthrow, identifies and explains the factors (economic, political, social) that color the outlook of an individual or group (Hawaiians, politicians, plantation owners).	Given an incomplete matrix with names of individuals or groups on the left side and economic, social, political and other factors across the top, students complete the matrix with factors that colored the outlook of the individual or groups.	Build background by reading primary and secondary accounts leading up to Overthrow. Letters, diary entries, journals are effective in piquing interest. As students are reading and discussing accounts leading to Overthrow, ask them to keep lists of major players. Ask students to select major players such as certain Hawaiians, politicians, plantation owners and research their motivations/outlook regarding Overthrow. Ask students to research economics and other events that colored the perspective of the major players.
Analyze and accept multiple perspectives and interpretations to avoid historical linearity and inevitability.	The student: Defends or challenges various perspectives (interpretations) of the Overthrow.	<b>Talking Heads:</b> Students tell who they represent (major players) and present their perspective on Overthrow and why. OR students explain the perspective of their historical person and audience determines who the person is. Student audience challenges or defends the perspectives.	Assign students to take roles of different players (the major players in the Overthrow) and to write a description of the person they will be playing detailing their perspective and the reasons for it.
Analyze and accept multiple perspectives and interpretations to avoid historical linearity and inevitability.	The student: Constructs examples of historical contingency; how different choices could have led to different consequences.	Students write a scenario describing what would have happened if... (use the choices from student brainstorming). *To bring closure to this standard, students examine the factors that colored the outlook of the individuals or groups of the Overthrow. Students who studied people with like perspectives form a panel and students with people with opposing perspectives challenge their interpretations using evidence from their research. Repeat for each differing perspectives. All students submit an example of a historical contingency based on Overthrow.	<b>Brainstorm:</b> Lead a student brainstorm of the different choices and decisions that could have been made, e. g, What if provisional Government did not ask USS Boston to protect American lives? Would it have changed the Queen's decision? OR Read a few "pick your own adventure" stories to illustrate the idea of historical contingency or how different choices lead to different consequences.

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Geography  
Pacific Island Studies

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

**Landforms and Beginnings of Migration**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
<p>Use physical and human characteristics to compare and analyze major world regions, countries and cities.</p>	<p>The student: Presents evidence of the physical (flora and fauna) and human characteristics (settlement and economic patterns) of the islands in Polynesia, Micronesia and Melanesia.</p>	<p>Students in the groups present their maps on the physical and human characteristics of the three island groups. As groups are presenting, others cross check with maps and atlases, etc.</p>	<p>*Use with G1. Ask students to mindmap, then draw and label the natural and human features on a map of the Pacific Islands, putting everything they think they know about the region. Use this data as a basis for beginning the unit. Provide maps, atlases, census data, weather data, etc. Form three groups to research the geography of Polynesia, Micronesia and Melanesia. * Group's research and learning becomes the domain of the entire class. Form sub-groups to focus on either physical or human characteristics of the three island groups. Give mini-lesson on human and physical characteristics. Ask sub-groups to prepare charts or maps showing natural resources (flora and fauna). Others show human settlement and economic patterns (farming, irrigation). Hold class discussion on common features of the three regions.</p>
<p>Use physical and human characteristics to compare and analyze major world regions, countries and cities.</p>	<p>The student: Uses data to compare Polynesia, Micronesia and Melanesia.  Makes an inference based on the comparison of the physical and human characteristics of Polynesia, Micronesia and Melanesia.</p>	<p>Students from the groups present their maps and state their conclusion. *To bring closure to this standard, provide maps of the three regions. Students select an island group that was not their focus of study. They complete the map with the physical and human data and generate an inference or conclusion.</p>	<p>Assign a roving reporter from each group to visit other groups to gather information on how they are analyzing the data to generate conclusions. Reporters bring back new ideas and share with group. Ask groups to come to a generalization or conclusion based on data collected.</p>

INSTRUCTIONAL GUIDE, Grade 7  
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**World in Spatial Terms: Students use geographic representations to organize, analyze, and present information on people, places and environments.**

**Settlement**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Interpret and construct geographic representations to explain human and physical distributions and patterns.	The student: Constructs geographic representation of one island/group in each of the three major groups that shows relevant and essential data: title, scale, directional indicators, and legend or key.	Students exchange maps and check for essential elements: title, scale, directional indicators, and legend or key.	*Use with G2. From above data collection, students revise or construct new maps. Have a variety of maps of the Pacific for students to consult. Give mini-lesson on scale and legends if needed. To the maps from above, students add title, scale, directional indicators, and legend or key.
Interpret and construct geographic representations to explain human and physical distributions and patterns.	The student: Depicts distribution/density of human (early settlement patterns) and/or physical features (distribution of natural resources).	Students in the groups present their maps that show distribution/density of the physical and human features of the three island groups.	Using information from above, construct maps or use overlays on previously constructed maps to show early settlements and distribution of natural resources.
Interpret and construct geographic representations to explain human and physical distributions and patterns.	The student: Explains and interprets patterns drawn from the distribution data.	Students write a geographical report including an explanation and interpretation of the distribution of human settlement and natural resources for each island group.	Using the above information, students describe the settlement patterns they discern from the data, e.g., New Guinea and many small ones, e.g., Micronesia and why there were different settlement patterns in high and low islands and in large islands. Provide "What I noticed..." worksheets to discern patterns.

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**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.**

**Migration/Settlement**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: Explains how demographic concepts (birth and death rates, population growth) affect different islands in the three groups.	Teacher holds mini-conferences with sub-groups to assess progress. <b>Status of Class:</b> Groups report on progress and information collected so far on demographic concepts. Others take notes on demographics.	*Use with G1 and G2 and see HHK. *Research on each of these indicators is taking place simultaneously. Ask groups to continue with their research but now groups divide up with some focusing on demographics of the islands/groups. Students will need to explain population growth and changes, variances in birth and death rates and how these affected the different major islands.
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: Gives examples of the cultural elements (religious, political, social, etc.) of the three groups of islands.	Teacher holds mini-conferences to assess progress. <b>Status of Class:</b> Groups report on progress and information collected so far. Other groups take notes on cultural elements.	Assign another group to research the cultural elements of the three island groups focusing on major islands in the group.
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: Illustrates pattern(s) of cultural diffusion on the three groups.	Teacher holds mini-conferences to assess progress. <b>Status of Class:</b> Groups report on progress and information collected so far. Other groups take notes on cultural diffusion.	Assign another group to examine diffusion and assimilation. Give mini-lesson on diffusion and assimilation.
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: Classifies and explains some of the economic activities of the three groups.	Teacher holds mini-conferences with assess progress. <b>Status of Class:</b> Groups report on progress and information collected so far. Other groups take notes on economic activities.	Assign another sub-group to look at economic activities of three groups.



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BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: If pertinent, gives reasons for conflict over territoriality issues (land and water use).	<b>Status of Class:</b> Groups report on progress and information collected so far. Other groups take notes on territorial issues.	If applicable, assign a sub-group to research territorial issues.
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: If applicable, explains causes and consequences of urbanization.	Teacher holds mini-conferences to assess progress. <b>Status of Class:</b> Groups report on progress and information collected so far. Other groups take notes on urbanization.	Assign another sub-group to look at causes and effects of urbanization.
Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.	The student: Formulates a conclusion about the groups based on the data.	Groups share research and conclusions. Peer and teacher feedback. *To bring this standard to closure, individuals synthesize all information and indicators and write a geographical report on one of the island groups.	Remind all groups to synthesize their notes from the mini presentations to prepare for writing a geographical report.

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History  
Pacific Island Studies

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

**Values and Norms of Pre-Contact in 3 Major Island Groups**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Develop historical empathy-analyzing the past on its own terms; not judging it solely by present-day norms and values.	The student: Identifies and/or explains the values and norms of pre-contact people in the three major Pacific island groups.	<b>Author's Circle:</b> Students write brief historical narrative drafts explaining the norms and values of their island group. In small Author's Circles, students read their narrative and receive feedback from peers.	*See G4. Invite guest speakers. Read a biography, legend, myth or historical fiction to generate interest. *Reading excerpts from Herman Melville's <i>Typee</i> or <i>Oomii</i> will stimulate discussion on values and norms even though this is after contact. Provide text sets on Pacific Islands. Give mini lesson on inferential reading and review values and norms if necessary. From the readings, in the three island groups, ask students to speculate on norms and values of the people of the three major island groups.
Develop historical empathy-analyzing the past on its own terms; not judging it solely by present-day norms and values.	The student: Shows how an event, issue, or decision was a reflection of the values and norms of pre-contact.	<b>Author's Circle:</b> Students add to narratives with specific events and explanations of how it/they were reflections of the values and norms. Read and discuss in Author's Circle.	Assist students in examining some events/ issues/decisions of daily life in pre-contact Pacific Island groups. *Much of this information is inferential. Help them to determine how it was a reflection of their values and norms. Ask student to add to their narratives.
Develop historical empathy-analyzing the past on its own terms; not judging it solely by present-day norms and values.	The student: Explains the feelings, thoughts and experiences of the people of pre-contact.	<b>Author's Circle:</b> Students add to draft narratives by speculating on feelings, thoughts and experiences of the people in relation to the events. If asked, students provide justification for their inferences.	In groups hold discussion on how to infer through cultural elements and social/political organizations, the feelings, thoughts and experiences of the people. Suggest that students construct a chart to organize the information with justifications for the information.
Develop historical empathy-analyzing the past on its own terms; not judging it solely by present-day norms and values.	The student: If applicable, explains the connections between present day events, issues and decisions with those of pre-contact.	Groups share contemporary issues and connections to the past issue/event/decision. *To bring closure to this standard, individuals write final draft of historical narrative identifying connections to present day. Encourage students to include illustrations.	Depending on the events/issues/decisions chosen from above, groups connect to a similar contemporary issue/event/decision such as ongoing cultural contacts, immigration issues, conflicts in values, conflicts over land or water rights, etc.

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

**Contact: Europeans/Polynesia, Micronesia and Melanesia**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Identify possible causal relationships in historical chronologies.	The student: Describes the connections between causes of exploration/further contact with the Pacific and the effects on selected islands of the 3 Island groups.	In short draft essay, students describe causes of European exploration and subsequent contact with the Pacific, the effects on selected islands of the three different groups and an explanation of the connections between causes and effects.	*See H4. Read some of Melville's writings to spark interest. Form groups to research causes and effects of European exploration of the Pacific, e.g., Cause: quest for power and land Connection: beliefs, knowledge and values of Europeans Effects: killing, subjugation.  Give mini-lesson on causes (factors), connections (the reasons for the cause) and effects (results, impact, consequences, benefits). For students who need more structure, provide an outline such as Introduction followed by Thesis Statement then Causes listed from most immediate to most remote or distant ending with a Conclusion. Model on an overhead projector how to use the structure. Ask groups to prepare flow charts, timelines or other graphic organizer to show causes, effects and connections.
Identify possible causal relationships in historical chronologies.	The student: Identifies the extent/type of effects of exploration of the selected islands and whether the effects are indirect, unintended, long term or immediate, etc.	Students analyze the effects of the decisions they discussed for their extent and type. Students add this information to their draft essays.	Ask groups to look at the effects of certain decisions or actions and determine the extent or range of the effects, e.g., Cook's decision to turn back to Hawaii or mutiny on Bligh's ship. In exploratory talk groups, ask students to discuss extent/type of consequences. After discussion, ask them to list effects from most direct to most indirect, immediate to long term, intended to unintended.
Offer fact-based explanations for change and continuity.	The student: Selects exploration/contact that caused change(s) and justifies its/their importance within the chronology.	Students add major changes to essays, including major changes to an island in each of the groups. Document with evidence and justify the importance of each change to the cultures involved.	In exploratory talk groups, ask students to determine major changes as a result of exploration/contact.

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

**Colonization**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Analyze and accept multiple perspectives and interpretations to avoid historical linearity and inevitability.	<p>The student: Based on Pacific Island cultures, identifies the factors (beliefs, norms, values) that color the outlook of specific Pacific Island cultures-one from each group.</p> <p>Determines the beliefs, values and norms of the European explorers/traders, whalers, missionaries.</p>	Using charts and matrices, students present and explain the value and norms of their Island or European group. Students explain how they determined the norms and values and what sources they used.	<p>*See H1. Provide an array of primary and secondary sources including literature and art if possible on Pacific Islands. Ask groups to research island and European groups to examine factors that influenced their way of thinking and behaving.</p> <p>Read and discuss folktales of the cultures to give added insight. Read excerpts from Melville.</p> <p>Ask groups to prepare matrices or charts to record information. Teach students to identify cultural markers that give insight into values of a culture, e.g., visible indicators such as dress, tools, weapons, implied indicators such as postures, social conventions, and language markers such as expressions, dialogue patterns, mannerisms, signs of respect.</p>
Analyze and accept multiple perspectives and interpretations to avoid historical linearity and inevitability.	The student: Constructs examples of historical contingency; how different choices could have led to different consequences.	Groups create scenarios of historical “what ifs”. Groups explain the results, effects or consequences of their “what ifs”.	<p>Speculate on “what ifs”. What if Cook had not turned back to Hawaii? What if Europeans did not settle but returned to Europe? What if the islands were not exploited economically? What if Indians had not been brought to Fiji? What if the values and norms of the islanders were different?</p> <p>Relate these questions to the values and beliefs of the groups.</p>
Analyze and accept multiple perspectives and interpretations to avoid historical linearity and inevitability.	The student: Defends or challenges various perspectives (interpretations) of an event, a person’s actions, and/or period in history.	Given an event a person’s action or a period, groups present their arguments for or against a certain perspective.	Ask groups to select one perspective of a particular event and defend or challenge it, e.g., using the same islands, looking at different views of the effects of the missionaries.

INSTRUCTIONAL GUIDE, Grade 7  
History  
Pacific Island Studies

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

**Doing History: Polynesia, Micronesia and Melanesia**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Frame and answer questions through historical research.	The student: Develops a set of historical questions that includes factual ones, ones that shape understanding and ones that require reflection (why, how, what if).	Groups exchange, review and discuss each other’s questions. Peer check for variety of levels and types of questions.	Use text sets of primary and secondary sources on Pacific Island history to initiate research. Form groups to select an island to further investigate. Ask groups to read and discuss information from text sets and generate questions (who-what-where, why-how, and what if, what might have, etc.). Review levels of questions (factual, analysis and reflective).
Frame and answer questions through historical research.	The student: Categorizes questions by content, theme or topic.	Teacher selects a student from each group to tell how and why they chose their content categories. Class provides feedback and discussion on the categories and quality/accuracy of the questions.	Ask groups to re-categorize questions into like topics, e.g., Samoa-What was Tu’i Manu`a, how and why did it lose its power, why did it end, what if Samoa did not agree to American control? Groups post questions on large charts.
Frame and answer questions through historical research.	The student: Selects multiple sources to answer historical questions.	Given the questions they generated, ask students from the different groups to explain which sources provided the best answers to their questions.	*These indicators can be taught in any order or simultaneously. Ask groups to interview, read and discuss secondary and primary sources to find answers to their questions. *A single source of information limits learning. Multiple and diverse sources expand learning.
Differentiate between primary and secondary sources, recognizing the potential and limitations of each.	The student: Tests the validity of resources using sound criteria, e.g., source, objectivity, accuracy, current-cy, to determine their usefulness in the context of the research.	Groups post rating checklists and compare validity of sources. Students bring best resources to table to discuss validity, reliability and credibility.	As groups are researching, they maintain a rating sheet for primary and secondary sources and record validity of the sources. Give mini-lessons on detecting bias, omissions, author’s intentions and background, audience, date of writing, corroborating or supporting facts in other documents, eye witness, oral, visual or written, historical context, etc.
Differentiate between primary and secondary sources, recognizing the potential and limitations of each.	The student: Shows the advantages and disadvantages of resources selected.	Students write a review of each source including validity criteria and usefulness to own research.	Ask groups to record how the sources helped them, e.g., provided first-hand account, quotes, difficult to read, didn’t answer my questions, etc.

INSTRUCTIONAL GUIDE, Grade 7  
History  
Pacific Island Studies

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

**Governments: Polynesia, Micronesia and Melanesia**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Identify possible causal relationships in historical chronologies.	The student: Describes the connections between causes/effects for different types of governments on an island from each of the three groups.	Using the timelines, designated students from each group explain connections between causes and effects of different types of government.	Ask groups to construct timelines to trace changes in selected island's government, e.g., Precontact, Colony, Independence (monarchy), Trust/Free Association, etc.  Explain connections between causes and effects, e.g., cause/reason: lineage, power, "Big Man" theory link: values, beliefs, social system effects: class system, kapu, wars, sacrifices.  Review <b>Raising Questions</b> to establish causes. See H1 above for C/E structure.
Identify possible causal relationships in historical chronologies.	The student: Identifies the extent/type of effects of changing governments (whether the effects are indirect, unintended, long-term or immediate, etc).	Individuals select one important decision, event, etc. and explain the extent and duration of it.	Ask groups to look at consequences of such ideas/decisions as maintaining of oral traditions, impact of European traders, Missionaries, blackbirders, etc. and evaluate the effects as long term, unintended, etc. Groups add captions to timelines to explain extent of consequences.
Offer fact-based explanations for change and continuity.	The student: Justifies the importance of change within the chronology.	Groups exchange historical descriptions and assess each other's descriptions. Look for major changes that resulted as the governments changed. Justify the importance of each change to the cultures involved.	Ask groups to revisit effects of traders, missionaries and other cultural contacts. Students write historical descriptions of the changes that occurred as a result of governmental changes. Put together a group report. Groups show important changes on a timeline.

INSTRUCTIONAL GUIDE, Grade 7  
Political Science/Civics  
Pacific Island Studies

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

**Contemporary Governments in Pacific**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Explain the purposes and structures of governments (local, state, national and international) and demonstrate participation in their local government, e.g., letter writing, campaign, holding election signs.	The student: Explains responsibilities of each of the types of government that selected islands experienced (monarchy, free association, trust territory, independence).	Groups present and describe their government with a focus on the responsibilities of that government. Others take notes.	Given a list of contemporary governments, small groups select and examine a contemporary government from the three Pacific Island groups. Ask groups to construct matrices showing the roles, responsibilities and general description of each type of government. <b>Reciprocal Teaching:</b> Groups teach each other about the government they are researching.
Explain the purposes and structures of governments (local, state, national and international) and demonstrate participation in their local government, e.g., letter writing, campaign, holding election signs.	The student: Describes how the governments were/are organized, e. g, levels, branches, departments/agencies.	Groups compare flow charts. Others take notes Individuals freewrite on three or four different types of governments.	For each government, groups construct a flow chart or other organizer to show organization of each type of government.

INSTRUCTIONAL GUIDE, Grade 7  
Political Science/Civics  
Pacific Island Studies

**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.**

**US and Pacific Islands**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Argue the influences of America on other nations and/or organizations and vice versa and take and defend a position on particular interactions, both historical and contemporary.	The student: Details an event/interaction involving the U.S. and another country or international organization.	Students write their descriptions of the selected interaction. Peer feedback using criteria for descriptive historical writing and check for accuracy and content	*See CA2 and CA 4. Groups select an island or island group from each of the three groups. After review of their research and further research, groups describe an interaction or event (fishing rights/licenses, nuclear waste deposits, political status issues) involving the US and the island or group.
Argue the influences of America on other nations and/or organizations and vice versa and take and defend a position on particular interactions, both historical and contemporary.	The student: Explains how the culture of a selected island shaped or changed each other, both historical and contemporary, e.g., trace/establish the cultural/political relationship.	Using the political, social and economic beliefs/aspects of the islands' cultures and similar beliefs/aspects of American culture, students trace the relationship between US and the selected islands to show how each influenced/changed the other.	Invite guest speakers to discuss the relationship between US and an island or island group. Ask groups to review/research the cultural/political economic beliefs/values, norms of the island culture. Lead a brainstorm on the beliefs/values etc. of present American culture in general. Ask students to read and discuss primary source documents, interviews, etc. to determine the history between the US and the selected island. Remind groups to keep data retrieval charts. Roving reporters visit other groups for ideas to share with own group. Ask groups to come to consensus on American values and beliefs. Review descriptive and explanatory historical writing.
Argue the influences of America on other nations and/or organizations and vice versa and take and defend a position on particular interactions, both historical and contemporary.	The student: Explains and summarizes the reactions/responses of each entity to the specific event.	Given the cultural/political relationship between the US and the selected island, students explain the response of each group to the issue or event.	Using primary sources, editorials and interviews, students examine the response of US and island to the event (fishing, political status, nuclear waste etc.).
Argue the influences of America on other nations and/or organizations and vice versa and take and defend a position on particular interactions, both historical and contemporary.	The student: Supports or opposes one of the country's actions/decisions (take a position and defend it based on evidence).	Groups present their case. Audience gives feedback according to pre-established criteria.	Provide time for groups to prepare a defense/opposition of the selected action or decision. Review genre of persuasive writing and preparing a sound argument.



INSTRUCTIONAL GUIDE, Grade 7  
Cultural Anthropology  
Pacific Island Studies

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

**Present Issue: Given an island of Polynesia, Micronesia and Melanesia**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among different individuals, groups and/or nations, and suggest alternative win-win solutions to persistent contemporary and emerging global issues.	The student: Generates a statement of the persistent contemporary and/or global problem/issue of the cultures/individuals under study.	Students present their issues statement and tell why it is a global issue or why it is persistent contemporary issue. See CA4 below.	*Combine with CA 4. Using information gathered from above lessons, groups investigate current issues of islands, e.g., Melanesia-ethnic issues, Polynesia-tourism issues, Micronesia-health, economic issues.  Review how to write a synopsis of the issue.  Discuss global elements of the issues.
Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among different individuals, groups and/or nations, and suggest alternative win-win solutions to persistent contemporary and emerging global issues.	The student: Constructs examples and defines the motivations that contribute or have contributed to conflict between/among the islands and/or U.S. social, economic, political, military.  AND/OR	Designated students cite their examples of conflict and the motivations that contributed to the conflict. Other students provide documentation of evidence.	Using above research, ask groups to determine specific examples of conflict or issues between or among islands and/or US, e.g., Indians and Fijians or bombing of Bikini Atoll.  Ask groups to speculate, based on evidence, on the motivations that contribute/d to the conflict, e.g., economic and military/political.
Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among different individuals, groups and/or nations, and suggest alternative win-win solutions to persistent contemporary and emerging global issues.	The student: Constructs examples and defines the specific conditions and/or motivations that contribute or have contributed to cooperation and/or interdependence between/among the islands and/or U.S., e.g. social, economic, political.	If applicable, designated students cite their examples of cooperation and the motivations that contributed to it. Others provide documentation of evidence.	If applicable, cite examples of interdependence or conflict resolution of the above issues.

INSTRUCTIONAL GUIDE, Grade 7  
Cultural Anthropology  
Pacific Island Studies

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
<p>Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among different individuals, groups and/or nations, and suggest alternative win-win solutions to persistent contemporary and emerging global issues.</p>	<p>The student: Proposes and develops a viable solution to the problem/issue of the cultures/individuals under study.</p>	<p>Groups present their solutions, evaluate them and send them on to the appropriate governing agency for consideration if possible. *This standard can be met by students by including all of the indicators in their proposed solution.</p>	<p>Ask to suggest a viable solution to the conflict if it has not been resolved to the satisfaction of both parties or is a persistent contemporary issue. Groups prepare a solution to the conflict.</p>

INSTRUCTIONAL GUIDE, Grade 7  
Cultural Anthropology  
Pacific Island Studies

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

**Current issue/problem**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Use tools, theories and methods of anthropologists to examine persistent current issues and social problems and use the data to analyze personal and collective decision.	The student: Given the selected issue in CA2 or PS/C3, identifies a current issue/problem for one island in each group.	Groups present their issues stating why it is one. See CA2 or PS/C 3.	*Combine with CA2 and G5. Using information gathered from above lessons, groups investigate current issues of islands, e.g., Melanesia-ethnic issues, Polynesia, tourism issues, Micronesia, health, economic issues.
Use tools, theories and methods of anthropologists to examine persistent current issues and social problems and use the data to analyze personal and collective decision.	The student: Collects relevant data by using appropriate tools, theories and methods of the cultural anthropologist.	Groups share data collections on daily or weekly basis. Students are accountable for explaining the data, how and why they collected it and what tools and methods they used.	Invite guest speakers to speak to the issues. Discuss what to collect and ways to collect the needed information. See H3.
Use tools, theories and methods of anthropologists to examine persistent current issues and social problems and use the data to analyze personal and collective decision.	The student: Categorizes and uses data to make informed decision(s).	Groups present their solution.	Using data, groups suggest a viable solution to the conflict if it has not been resolved to the satisfaction of both parties. See CA2.
Use tools, theories and methods of anthropologists to examine persistent current issues and social problems and use the data to analyze personal and collective decision.	The student: Interprets and evaluates the decisions and/or solutions that the data indicated.	Groups evaluate the solutions and send them on to the appropriate governing agency for consideration. *See CA2.	*See CA 2.4.Groups look at solutions and assess the validity, reliability and feasibility of the solution. Groups come up with a judgment as the worth of the solution and if it is long term and mutually beneficial to all parties.

INSTRUCTIONAL GUIDE, Grade 7  
Geography  
Pacific Island Studies

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

**Issues of the Pacific**

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Analyze the distribution of natural resources, variations of physical systems, natural hazards and positive and negative environmental impacts in different parts of the world and engage in an environmental care-taking action/project.	The student: Based on the geographic issues of the Pacific, selects one or more to investigate.  Plots and/or describes the pattern of resource distribution.	Groups or individuals discuss the issue, and show maps and data to explain why it is an issue. Maps will show the resource distribution patterns.	*Can be combined with CA 4 and 2, PS/C 3 depending on the issue. Whole class reads, interviews, discusses current environmental issues of the Pacific Islands. Groups/class select/s one or more environmental issue to investigate (water use, tuna fishing, mining, tourism, etc.). Plot resources on maps.
Analyze the distribution of natural resources, variations of physical systems, natural hazards and positive and negative environmental impacts in different parts of the world and engage in an environmental care-taking action/project.	The student: Explains how humans adapt to the physical system in the location.	Groups/designated students present their geographic visuals and explain the human adaptations.	Based on the island under study, ask groups to research modern adaptation to the island’s geography, e.g., development of tourism in the Marshalls, etc. Groups prepare charts, graphs or maps to show human adaptation.
Analyze the distribution of natural resources, variations of physical systems, natural hazards and positive and negative environmental impacts in different parts of the world and engage in an environmental care-taking action/project.	The student: If applicable, describes the effects of natural hazards on the people.	Groups/designated students describe natural hazards if applicable to their issue.	If applicable, groups research the natural hazards of the island under study.
Analyze the distribution of natural resources, variations of physical systems, natural hazards and positive and negative environmental impacts in different parts of the world and engage in an environmental care-taking action/project.	The student: Assesses different viewpoints regarding positive and negative use of environment.	Groups/designated students share their analysis of the results of polls and describe effects on the environment.  Provide an evaluation of the different view points.	Ask groups to construct and take surveys or polls on the issue/s and its/their effect on the environment.  Discuss why people have different view points on issues.

INSTRUCTIONAL GUIDE, Grade 7  
 Geography  
 Pacific Island Studies

BENCHMARKS 6-8	PERFORMANCE INDICATORS	SAMPLE ASSESSMENT TASK	SAMPLE INSTRUCTIONAL STRATEGY
Analyze the distribution of natural resources, variations of physical systems, natural hazards and positive and negative environmental impacts in different parts of the world and engage in an environmental care-taking action/project.	The student: Using above data, plans and implements an environmental act that benefits social and/or environmental conditions on earth.	Groups/designated students present results of their action plan. Students write reflections on the process and address how their action benefited either social or environmental conditions.	Lead a brainstorm to plan an action that will address the issue (letter campaign, legislative or policy change, PSA, presentation to tourism boards, etc.). Groups implement their plan and analyze results. Students keep journals, logs or mini-portfolios on the project.