



TITLE

UNDERSTANDING MICRONESIAN EXPERIENCES IN HAWAII:

GRADE LEVEL: 10-12

DISCIPLINE: History / Social Studies / English

TOPIC: Historical overview of the prejudices faced by Micronesians in Hawaiian societies.

STANDARDS: CCSS.ELA-LITERACY.RH.6-8.6 | CCSS.ELA-LITERACY.RH.9-10.6 | CCSS.ELA-LITERACY.RH.11-12.2 | CCSS.ELA-LITERACY.RH.11-12.6 | CCSS.ELA-LITERACY.RH.11-12.1.

OBJECTIVES:

- 1) Understand the prejudices that Micronesians face in Hawaiian societies and the roots of their discrimination.
- 2) Hone analytical skills from discussion activities. a topic through collaborative thinking, writing, and
- 3) Strengthen personal voice in writing activities after reading personal narratives from Micronesians to make text-to-self, text-to-text, or text-to-world connections.

MATERIALS NEEDED:

Paper and writing devices for classroom use. Classroom use of student electronic device such as a laptop or chromebook to access readings and complete online worksheet.

KIT INCLUDES:

- Student Worksheets:
 - [Case Studies Note Tracker](#)
 - [Exit Ticket](#)
- [Slidedeck](#):
 - Historical Sources and Academic readings
- Activity Outline

CLASSROOM HOURS NEEDED:

1 hour

FINAL ASSESSMENT TYPE:

Exit ticket or take home worksheet evaluating student's knowledge over key themes and ideas discussed in lesson.

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INTRODUCTION

Lesson Plan Roadmap:

- Think-Pair-Share Activity (5 minutes)
- Lecture (10-15 minutes)
- Case Studies: Reading Micronesian Perspectives (20 minutes)
- Class Discussion (10 minutes)
- Exit Ticket (remainder time left)

Think-Pair-Share: Slide 3

Guiding Question: What do you know about Pacific Islanders' communities? What kind of discrimination do you think they face historically and to this day? If you're not sure, expand on what you would like to know more about in relation to Pacific Islanders.

Have students think about the question and write down any notes in a notebook. (1 minute)

Have students pair up within their groups or with 1-2 people nearby (if not in a group) and each discusses their responses to the question. (2 minutes)

Have at least 1-3 groups volunteer to share out their group discussions with the class. (2 minutes)

A timer is added to combine the time for both the thinking and pairing activity. When the timer is finished, that is a resource for you to begin the mini class share-out.

ACTIVITY:

Teacher Lecture: Slides 4-9

Begin to lecture the information presented in the slides. Present students the option of taking notes in their appropriate notebooks. Feel free to also delegate how you would like students to interact with the lecture (note-taking, etc). Be sure to pause for questions for every 2-3 slides.

Class Discussion: Slides 11-12

The class share-out will begin with students who read the first source, "[No Aloha for Micronesians in Hawaii](#)", to share their key takeaways. The students who did not read this source should write in the appropriate column what their peers shared.

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ACTIVITY:

The class share-out will continue with students who read the next source, "[Why Talking About Anti-Micronesians Hate Is Important](#)", to share their key takeaways. The students who did not read this source should write in the appropriate column what their peers shared

The class share-out will wrap up with students who read the final source, "[#BeingMicronesians in Hawaii Means Lots Of Online Hate](#)", to share their key takeaways. The students who did not read this source should write in the appropriate column what their peers shared.

After each source has been discussed among your whole class, pose a final guiding question for all students (regardless of their selected source) to think and briefly discuss in the class: What does this tell us about the social experience of Micronesians migrants in Hawaii?

**TAKE HOME
ASSIGNMENT:**

Exit Ticket: Slides 13

For the remainder of the class period, have students answer the [Exit Ticket](#) to confirm their understanding of the history of Micronesians and anti-Micronesians hate in Hawaii. Students should be able to reflect on the lecture and information from the case studies sources to develop thoughtful and well-written responses.