

Modern History of Hawaii
Kailua High School
Social Studies Requirement
2020-2021
Mr. Wilson

Rules for On-line Learning

Any prohibited actions connected with online learning and video conferencing including, but not limited to: “cyberbullying” or “Inappropriate and/or questionable uses of internet, software and hardware” will result in school disciplinary actions as outlined in Chapter 19.

- a. When attending class virtually, students are expected to abide by the behaviors and expectations of school policies.**
- b. Students are expected to**
 - i. Log on to the meeting on time**
 - ii. Be in proper dress code.**
 - iii. Conduct themselves appropriately and professionally at all times.**
 - iv. Participate fully in class by activating their video to create opportunities for 2-way communication and ensure full participation.**
 - v. Mute when you are not speaking**

An Overview of Modern History of Hawaii

Modern History of Hawaii will begin with a reading about Pious Mau Piailug. We will then read about Ben Finney and Herb Kane. The readings for Finney and Kane will require you to answer simple who, what, when, why, and how questions. Then we will know why Mau Piailug came to Hawaii and what Finney’s and Kane’s and Piailug’s contributions to the Polynesian Voyaging Society were, and why the Polynesian Voyaging Society is important.

Having established that Modern History of Hawaii reveals that colonization of Ancient Hawaii is the result of successful seafaring cultures (Island Southeast Asia, possibly Micronesia, Melanesia, and Polynesia), we will map general¹ migration routes which begin in

¹ Generally speaking, human migration into the Pacific Ocean may have begun from Taiwan. However, by the time the islands of the Polynesian Triangle are settled, human culture, over time, changes into different varieties. The first culture that migrates from Taiwan into the Philippines is called Austronesian. But Austronesian, which means “southern islands,” is a word that also means a family of languages of people who are spread out from Taiwan, south through the Philippines and into Borneo, Malaysia, Sumatra, east to Madagascar off of the coast of East Africa; from Mindanao in the Philippines southwest into the Solomon Islands, and then westward to the Society

Taiwan. However, since anthropologists are astounded by the many variations of cultures in Oceania,² we will learn about a time period before Austronesian migration because when we look at a map of Southeast Asia, we have to ask why Australia is not part of Austronesia? To answer our question about the linguistic separation of Australia from Austronesia, we will first learn about an ancient land mass called Sundaland, and its separation into Sunda and Sahul.

When we look at a map of Southeast Asia, we see many islands that include Taiwan, Philippines, Indonesia, the Malaysian peninsula, as well as Papua New Guinea, Solomon Islands, Vanuatu, New Caledonia, and of course Australia.

At weisun.org, there is a list of migration maps that begin with two global maps of human migration. We will look at maps of Sundaland Riverine Civilizations, Sundaland Disappearing with Sea-level Rising, a Map of Sunda and Sahul as separate land masses, migration from Sunda and Sahul, Austronesian Maritime Trade Network, the Chronological Spread of Austronesian People, the Possible Extent of Austronesian Expansion, modern Southeast Asia, and finally modern Oceania. This early mapping part of the class will end with two map tests, one on Southeast Asia and one on Austronesian migration, and a short essay on how climate change affected human migration in the past, and how change is affecting human migration in the present among the people of the Marshall Islands.

In addition to the short readings and their respective exercise concerning Finney and Kane, there are two rather lengthy readings that have study guides and vocabulary. The first reading deals with colonization of the Pacific Ocean and the author of the reading is Ben Finney! The name of Finney's reading is "The Other One-Third of the Globe" and it deals with the maps that I mentioned above. The other reading is about rising sea-level and its impact on the Marshall Islands. I hope that you will see the connection between Ben Finney's reading and "Landlocked Islanders" by Krista Langlois as both readings and the migration

Islands, northwestward to Hawaii, southwestward to Rapa Nui, as well as southeastward to Aotearoa. The whole family of languages is also called Malayo-Polynesian.

²Oceania is all the islands in the Pacific Ocean, and in our class, we will include Australia. However, Australia is not part of Austronesia, because Austronesia refers to a family of languages. Simply said, Aboriginal Australian language is different from Austronesian language, and the culture of the Aborigines of Australia is different than the culture of Austronesians. Aborigine culture is much older than Austronesian culture: Aborigines date back to the Paleolithic era, whereas Austronesian culture dates back to the Neolithic era. The important difference between the eras is the agricultural revolution.

maps will give you ideas about writing a short essay on how climate change has affected human migration in the past and is affecting human migration in the present.

Concurrent with our understanding of human colonization of the Pacific Ocean, and the continuous migration of people from the Pacific to the Mainland and other parts of the world, we will also learn about the impact of humans on the environment with a short reading about Rats on Rapa Nui. We will also explore the struggle for civil rights in Hawaii by reading about the experience of people from Hawaii who traveled to the historic civil rights march from Selma to Montgomery, Alabama in 1965. This will allow us to explore events in Modern History of Hawaii between the Republican Revolution of 1893 and the rise of the Democratic Party in 1954 that made civil rights movements on the Mainland relevant to local struggles in Hawaii where people were also struggling for civil rights as well as economic equality. We will learn about the dominance of the Republican Party representing wealth and business, and the victory of the Democratic Party as representing labor and civil rights in Hawaii. This part of the class will culminate with either an essay on political organizations such as the ILWU or the Burns Machine, or a student project on a selected topic such as, The Bayonet Constitution and the Republican Party, The Hawaiian Sugar Strike of 1946, The Rise of the Democratic Party after World War II, or Executive Order 9066. Students may also choose to do an art history project on artists from Hawaii.