



Tourism and Colonization: The Commodification of Native Hawaiian Culture

Time: 3-5 days (depending on school schedule)

Grade Level: 11th-12th

Purpose (What will students learn from this lesson?):

Students will explore the impact of U.S. colonization and imperialism on Hawai'i from the Native Hawaiian perspective, focusing on the tourism industry and prostitution of Hawaiian culture.

Unit Enduring Understandings Alignment:

- Students will examine how the effects of U.S. colonization and imperialism in Hawai'i persist into the present day.
- Students will recognize the importance of examining historical events through the lens of those under colonial rule, acknowledging the unique experiences, challenges, and resilience of the indigenous population.
- Students will gain insight into cultural commodification, understanding how cultural elements have been exploited for commercial purposes, and the impact of such practices on the authenticity and integrity of indigenous traditions.
- Students will understand the resilience of indigenous cultures and communities in the face of historical challenges and tragedies, exploring how these communities have navigated and preserved their cultural identity amidst external pressures.

Lesson Guiding Questions:

- **Essential Questions:**
 - *Why is it important to look at the history and impact of colonization from the perspective of people under colonial rule?*

- *How does U.S. colonization of Hawai'i compare to other instances of colonization around the world?*
- *How can an understanding of the past inform discussions and actions aimed at addressing present-day challenges?*
- *How have indigenous communities demonstrated resilience in preserving and revitalizing their cultural identity in the face of historical challenges?*

Essential Skills:

- **Close reading, reading comprehension**
- **Construct argumentative claims that are grounded in strong, accurate evidence**
- **Build cultural awareness, competency, and empathy**
- **Research skills**
- **Formulating and responding to historical inquiry**

Cultural Wealth (Yosso, p. 78):

- **Resistant capital**
- **Navigational capital**
- **Familial capital**
- **Social capital**
- **Linguistic capital**

Ethnic Studies Principles Alignment:

- **Cultivate** empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.
- **Celebrate** and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.
- **Challenge** imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.
- **Connect** ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.

Standards Alignment:

- **H / SS CS.10.4.3**– Explain imperialism from the perspectives of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
- **CCSS.ELA-LITERACY.RH.11-12.1**– Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-LITERACY.RI.11-12.1**– Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- **CCSS.ELA-LITERACY.RL.11-12.4**– Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Materials:

<ul style="list-style-type: none"> ● Lesson slideshow: <ul style="list-style-type: none"> ● Unit 11.4 U.S. Colonization and Imperialis... ● Videos <ul style="list-style-type: none"> ○ Iolani Palace Speech by Dr. Haunani-Kay Trask ○ Haunani-Kay Trask on cultural prostitution ○ “The Dark History of the Overthrow of the Kingdom of Hawai’i” by Sydney Laukea ○ “Hawaiians and capitalism” ● Texts <ul style="list-style-type: none"> ○ (Primary sources) <ul style="list-style-type: none"> ■ Queen Liliuokalani Abdicat... ○ (Poetry) <ul style="list-style-type: none"> ■ Trask-KonaKaipua-2002.pdf ○ (Essays) <ul style="list-style-type: none"> ■ How_to_Swallow_a_Colon... ● Activity Sheets <ul style="list-style-type: none"> ○ Hexagonal Thinking ○ TIP Chart template 	<ul style="list-style-type: none"> ● Projector ● Speaker ● Pens/Pencils ● Highlighters
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Modifications, Accommodations, Resources for Multilingual Students :

<ul style="list-style-type: none"> ● Projecting content on class projector in conjunction with slide notes for students with IEPs or 504s and ESLs ● Physical copies of readings and articles (may want to provide annotated copies for students with IEPs or 504s and ESLs) ● Video captioning ● Extended time for written responses ● Group read-alouds ● Visual and written instructions ● Sentence frames for writing assessments 	
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and verbal discussions	
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Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Capitalism	<p>Definition: “An economic and political system in which industry and trade are based on a “free market” and largely controlled by private companies instead of the government. Within Ethnic Studies, scholars are often very critical of the system of capitalism as research has shown that Native people and people of color are disproportionately exploited within the system. In a capitalist economy, surplus value (profit) is generated from human labor and everything is commodified.”</p> <p>Rationale:</p>	
Colonization	<p>Definition: “The action or process of settling among and establishing control over the Indigenous people of an area. It can also be defined as the action of appropriating a place or domain for one's own use.”</p> <p>Rationale:</p>	
Counternarrative	<p>Definition: “Refers to the narratives that arise from the vantage point of those who have been historically marginalized. The idea of “counter” implies a space of resistance against the status quo.”</p> <p>Rationale:</p>	
Cultural Appropriation	<p>Definition: “The adoption of elements of a culture (i.e. clothing, jewelry, language/slang, iconography, textiles, sacred traditions, etc.) other than your own (often historically marginalized groups), without knowledge or respect for the original culture.”</p> <p>Rationale:</p>	
Decolonization	<p>Definition: “The process of undoing</p>	

	<p>colonialism. In the very literal sense, decolonization is the act of formerly colonized countries working to establish their own independence. However, decolonization or decolonize is frequently used to describe the un-learning of hegemonic and oppressive systems, practices, and ways of being in the quest for self-determination.”</p> <p>Rationale:</p>	
Hegemony	<p>Definition: “The dominance or influence of one group over another, often supported by legitimating norms and ideas. Hegemony describes the dominant position of a particular set of ideas and their tendency to become commonsensical and intuitive, thereby inhibiting the dissemination or even the articulation of alternative ideas.”</p> <p>Rationale:</p>	
Imperialism	<p>Definition: The extension of one nation’s dominance, power, or rule over another via policy, ideology, influence (social, economic, religious, etc.), or military.</p>	
Settler Colonialism	<p>Definition: “A form of colonialism that seeks to replace the original population of the colonial territory with a new group of uninvited settlers.”</p>	
List of ‘Ōlelo Hawai’i	<p>Maui College Library</p>	

C1: Cultural Rituals and Energizer

Description:

How will you engage the students? This energizer contributes to setting the “culture” of the classroom while also connecting the main concepts of lesson plan to the students prior experiences/knowledge/interests. Please indicate if this ritual or energizer should be done daily, weekly, or just one time.

We encourage Ethnic Studies lessons to start off with land and ancestor acknowledgement.

STEP	DESCRIPTION	TIME
DAY 1 Step 1 / slide 5	<p>Land Acknowledgement: Mauna Kea [MOW+NUH KAY+UH]</p> <p>Mauna Kea One of the most sacred mountains on the island of Hawai'i. Mauna Kea is where "the heavens meet the earth" and is known as the "home of the gods." It holds high value in Native Hawaiian culture as a place of worship. Wherever we may be in the world, may we acknowledge and honor the original stewards of the land in addition to their ancestors that they still protect and care for.</p> <p>Guide to Land Acknowledgement Native Land app</p>	2 minutes
Step 2 / slide 6	<p>Ancestor Acknowledgement: Dr. Haunani-Kay Trask</p> <p>Dr. Haunani-Kay Trask, born in 1949, is a highly respected Native Hawaiian scholar, poet, and activist. As a professor emerita at the University of Hawai'i at Manoa, she has dedicated her life to advancing indigenous rights and raising awareness about the impacts of colonization on the Hawaiian people. Dr. Trask's academic work encompasses issues of cultural identity, land rights, and the intersection of gender and ethnicity in the context of Hawaiian history. Renowned for her influential poetry and powerful essays, she has been a vocal advocate for the preservation of Hawaiian language and culture. Dr. Trask's life and work are marked by a commitment to decolonization and social justice, leaving an enduring impact on the discourse surrounding indigenous rights in Hawai'i and beyond.</p> <p>Reflection: <i>Who would you like to acknowledge and honor that is a fierce protector and perpetuator of your culture or community?</i></p> <p>Supplemental Resource: Remembering a Hawaiian Hero: Haunani-Kay Track and Her Fight for the Rights of Native Hawaiians</p>	2 minutes
Step 3 /	Cultural Energizer (part 1):	10 minutes

slide 7-8	<ol style="list-style-type: none"> 1. Have students do a think-pair share to the guiding question: <i>What comes to mind when you think about Hawai'i?</i> (5 minutes) 2. Show students pictures of a commodified Hawai'i. Have them discuss the images in think-pair shares using the guided questions (on slide) (5 minutes) 	
Slide 9-10	<p>Cultural Energizer (part 2):</p> <ol style="list-style-type: none"> 3. Introduce the gallery walk to students. Have students walk around the class and examine the visuals posted. They must write down comments about the visuals in the poster margins. In addition, have students circulate back-and-forth between posters and respond to two other comments. (15 minutes) 4. After time is up, reflect on the gallery walk. What did students learn or discuss? What were some outstanding comments or questions? (5 minutes) <p>LINK to Gallery Walk Slides that can be printed.</p>	20 minutes
Slide 11	<p>Cultural Energizer (part 3):</p> <ol style="list-style-type: none"> 5. Show students culturally accurate images of Hawai'i. Have them discuss the images and compare them to the previous slides (think-pair shares). 	5 minutes
Slide 12	<p>Cultural Energizer (part 4):</p> <ol style="list-style-type: none"> 6. Have students create a two slide presentation or poster that compares how others perceive their culture versus how they perceive it themselves. 7. Have students share their work with each other prior to having a few share out to the class. 	20 minutes
Slide 13	<p>Cultural Energizer (final):</p> <p>Have students write a 2-3 sentence reflection for each of the following questions (10 minutes):</p> <ol style="list-style-type: none"> 1. (Pick one) Have you: <ol style="list-style-type: none"> a. unintentionally contributed to cultural 	15 minutes

	<p>appropriation, either by adopting elements from another culture or ...</p> <p>b. Witnessed the appropriation of your own culture?</p> <p>2. How might increased awareness and understanding help prevent or address such instances in the future?</p> <p>Then, have students share with each other their reflection prior to sharing with the class (5 minutes).</p>	
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C2: Critical Concepts

Description:

How will you present the critical concepts and vocabulary to the students? *Will you do an interactive lecture, video, text, or activity?*

STEP	DESCRIPTION	TIME
DAY 2 Slides 16-19 / Step 1	<p>Introduce Cultural Norms, Essential Questions and Learning Objective(s):</p> <p>1. (slide 17) PLAY video of Kumu Haunani-Kay Trask before going into the Essential Questions.</p> <p style="padding-left: 20px;">a. After video, cover EQs and have students choose 1 inquiry to respond to. (5 minutes)</p>	15 minutes
Slide 20-21 / Step 2	<p>Cover Cultural appropriation and Colonization</p> <ul style="list-style-type: none"> ● As you progress through the lesson, have students ponder the connection between the two using the following inquiry: <ul style="list-style-type: none"> ○ “How is cultural appropriation connected to colonization?” ○ For teacher to reflect on as they guide students to answer this inquiry: <ul style="list-style-type: none"> ■ Cultural appropriation is deeply linked to colonization, as it often involves the dominant culture exploiting and commodifying elements of marginalized cultures without understanding or respecting their historical and cultural significance, mirroring the extractive and oppressive practices of colonial powers. 	5 minutes

Slide 22 / Step 3	Look at the Overthrow of Hawai'i <ul style="list-style-type: none"> ● Have students watch video on slide 22. As they watch video, have them take active notes using the video-dependent questions: <ul style="list-style-type: none"> ○ What did U.S. missionaries help the Hawaiian royals (ali'i) establish? ○ Descendants of the missionaries established their own political group. What was this group called and what was its purpose? ○ How was the Bayonet constitution created and what did it do to Native Hawaiians? Who created this legislation? ○ When did the coup of Queen Lili'uokalani happen? ○ What happened to Hawai'i during the Spanish-American war? ● Discuss the questions after video 	15 minutes
Slide 23 / Step 4	Examine the primary document, "Queen Lili'uokalani Relinquishing Power in Hawai'i" <ul style="list-style-type: none"> ● Have students read and examine the primary document ● Have students annotate the text for key points that and respond to the following guided questions: <ul style="list-style-type: none"> ○ What is the main point of this document? ○ How did colonization contribute to the events mentioned in this statement? ○ How might the relinquishing of power relate to the broader impact of colonization on Native Hawaiians in terms of land, culture, and self-determination? ● After 15 minutes, have students share their responses with a partner then share out as a class <p>Sample responses located in speaker notes for this slide.</p>	20 minutes
Slide 24 / Step 5	Transition back to inquiry from slide 21 <ul style="list-style-type: none"> ● Have students reflect and respond to the inquiry: "How is cultural appropriation connected to colonization?" ● Students will: <ul style="list-style-type: none"> ○ Respond in 4-5 sentences – include the critical concepts: Cultural Appropriation and 	15 minutes

	<p>Colonization in their responses.</p> <ul style="list-style-type: none"> ○ Share response with partner ○ Class share out 	
Slide 25 / Step 6	<p>Conclude with brief explanation of inquiry:</p> <ul style="list-style-type: none"> ● “How is cultural appropriation connected to colonization?” <ul style="list-style-type: none"> ○ Power dynamics between colonizer and native population ○ Imbalance of power ○ Economic exploitation of native population ○ Erosion of cultural identity ○ Lack of consent and respect ○ Resistance and empowerment <p>Explanations of points in speaker notes for this slide</p>	5 minutes
DAY 3		
Slide 27 / Step 1	Review previous lesson’s inquiry: “How is cultural appropriation connected to colonization?”	5 minutes
Slide 28 / Step 2	<p>Transition to new critical concepts: “capitalism” and “imperialism”</p> <ul style="list-style-type: none"> ● Have students record these concepts ● Connect these new concepts to the previous lesson’s inquiry ● For teacher to reflect and use as a guide to the lesson: <ul style="list-style-type: none"> ○ <u>Cultural appropriation</u> is connected to <u>colonization</u> through <u>capitalism</u> and <u>imperialism</u>, as both systems drive the exploitation and commodification of indigenous cultures for profit, mirroring the extractive and oppressive practices that characterized colonial rule and reinforced the dominance of the colonizers over the colonized. 	5 minutes
Slide 29 / Step 3	<p>Cover capitalism</p> <ul style="list-style-type: none"> ● Have students watch the video and respond to the question: <ul style="list-style-type: none"> ○ How does the video differentiate capitalism between the colonial perspective and the perspective of those under colonial rule (in this case, Native Hawaiians)? 	10 minutes

Slide 30 / Step 4	Cover imperialism <ul style="list-style-type: none"> ● Explain key features of imperialism 	5 minutes
Slide 31 / Step 5	Introduce new lesson inquiry: <ul style="list-style-type: none"> ● “How does this all tie into ‘tourism?’” 	5 minutes
Slide 32 / Step 6	Introduce critical concepts: Hegemony and Settler Colonialism <ul style="list-style-type: none"> ● Have students record critical concepts in their own words 	5 minutes
Slide 33 / Step 7	Cover Hegemony <ul style="list-style-type: none"> ● Explain concept of hegemony and connect it to colonization <ul style="list-style-type: none"> ○ Hegemony and colonization are connected as colonization establishes and maintains cultural, political, and economic dominance over colonized peoples, enforcing the hegemonic control of the colonizing power. ● Further connect the concept to tourism <ul style="list-style-type: none"> ○ Hegemony and tourism are connected as tourism often perpetuates the dominant culture's narratives and perspectives, shaping and commodifying the representation of local cultures to align with hegemonic interests and expectations. 	5 minutes
Slide 34 / Step 8	Introduce “Cultural prostitution” <ul style="list-style-type: none"> ● Watch Dr. Haunani-Kay Trask’s video on “cultural prostitution ● Have students take active notes that will help them to respond to the following: <ul style="list-style-type: none"> ○ How does Dr. Trask describe “cultural prostitution?” ○ How does this term connect to cultural appropriation and hegemony? <p>Sample responses located in speaker notes on this slide</p>	10 minutes
Slide 35 / Step 9	Cover Settler Colonialism <ul style="list-style-type: none"> ● Go over causes and effects of settler colonialism ● Have students reflect and respond to the question: 	10 minutes

	<ul style="list-style-type: none"> ○ “Aside from Native Hawaiians, who else suffers from settler colonialism?” <ul style="list-style-type: none"> ■ Indigenous peoples worldwide, such as Native Americans, Aboriginal Australians, and Indigenous peoples of Canada, suffer from settler colonialism. ■ Palestinians in the context of Israel's occupation and settlement of Palestinian lands. ■ Tibetans in the context of Chinese colonization and control over Tibet. ■ Indigenous peoples of Latin America, facing ongoing colonization and exploitation of their lands and resources by settler societies (i.e. Spanish). ■ The Maori people of New Zealand, historically marginalized and dispossessed of their lands by European settlers. 	
Slide 36-38 / Step 10	<p>Transition to closing inquiry:</p> <ul style="list-style-type: none"> ● “In what ways is tourism interconnected with and/or sustaining colonization?” ● Have students respond in 4-5 sentences <ul style="list-style-type: none"> ○ They must include critical concepts in their responses ○ Sample response in speaker notes on slide 37 ● Close out with breakdown to the inquiry 	15 minutes
DAY 4		
Slide 40 / Step 1	Review previous lesson’s closing inquiry	5 minutes
Slide 41 / Step 2	<p>Introduce lesson inquiry:</p> <ul style="list-style-type: none"> ● “What is the response by those under colonial rule?” 	5 minutes
Slide 42-43 / Step 3	<p>Introduce new critical concepts: Decolonization and Counter-Narrative</p> <ul style="list-style-type: none"> ● Have students record concepts in their own words 	5 minutes
Slide 44 / Step 4	<p>Read and examine No’u Revilla’s essay, “How to Swallow a Colonizer Or, What I Learned from Haunani-Kay Trask”</p> <ul style="list-style-type: none"> ● How does this essay establish itself as a counter-narrative? 	20 minutes

- How can you connect this essay back to the statement written by Queen Lili'uokalani during the overthrow?

C3: Community Collaboration and/or Critical Cultural Production

STEP	DESCRIPTION	TIME
Step 1	<p>Introduce the Cultural Production:</p> <p>Create a one-page infographic or poster that either:</p> <ol style="list-style-type: none"> 1) Informs others of your own culture 2) Informs others of a culture or community that is different from your own <p>Engage in critical cultural appreciation by deeply researching and analyzing the stories, histories, and contributions of marginalized communities. Focus on understanding the systemic challenges they have faced, celebrating their resilience and achievements, and recognizing the impact of colonialism, racism, and other forms of oppression on their narratives.</p>	5 minutes
Step 2	Showcase Examples	5 minutes
Step 3	Have students work on cultural production	25 minutes

C4: Conclusive Dialogue/Critical Circular Exchange

<p>Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?</p>	<ul style="list-style-type: none"> • Circle back to Essential Questions. Have students choose ONE EQ and respond in 2-3 sentences • Have them share their response with a partner prior to whole class share out • End with closing reflection question: <ul style="list-style-type: none"> ○ How can this lesson help you to be more aware of both your own perception of your culture and your perception towards other cultures?
<p>Assessment: How</p>	Infographic poster or slideshow

will the students be assessed?	
Evaluation: How will the effectiveness of this lesson plan be evaluated?	<ul style="list-style-type: none"> ● Observations of student discussions and responses to inquiries ● Written responses to inquiries ● Cultural energizer, cultural production, and conclusive dialogue engagement

Lesson Plan Contributor(s): Nash Salas

RESOURCES AND NOTES:

Resource	Notes
'Aina Momoana - Haunani-Kay Trask	
In Memoriam: Haunani Kay Trask	
The Polynesian Panthers: What You Need to Know	
Hexagonal Thinking	