



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

Uniting Against the Sugar Empire

Time: ~7 days

Grade Level: 11-12

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

Students will learn about the historical context in Hawai'i that led to the sugar plantation strikes. In particular, they will examine how racism, capitalism, and colonialism work in concert. They will also close-read oral histories of labor organizers during the sugar strikes as well as various primary and secondary sources during the Kalama Valley Struggle thirty years after the sugar strikes to consider how people continue to resist the ongoing impacts of colonialism, racism, and capitalism.

Unit Enduring Understandings Alignment:

- Colonialism, racism, and capitalism work simultaneously together to disconnect us from our relationship to the land and waters as well as to each other
- Organizing across difference is complicated, tiring, and challenging work—but it is both possible and necessary
- What happens in the past has reverberations to the present; pay attention to how everyday people strive to protect each other and build a better world

Lesson Guiding Questions:

- Essential Question: How does racism, capitalism, and colonialism work together to disconnect us from the land and each other?
 - **Sub-question**
 - What might community healing and resistance look like in response to the ongoing legacy of this history of harm?

Essential Skills:

- Close-reading skills, reading comprehension
- Geography mapping skills

- What is an oral history?
- Primary vs secondary sources

Cultural Wealth (Yosso, p. 78):

- Resistant capital
- Social capital

Ethnic Studies Principles Alignment:

- Cultivate empathy, community actualization... especially Native peoples
- Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.
- Critique empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy

Standards Alignment:

- **Language 12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **Language 12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Reading 12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- **Reading 12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event

Materials:

| | |
|---|--|
| <ul style="list-style-type: none"> ● Teacher will need: <ul style="list-style-type: none"> ○ Projector with sound ○ Reading print-outs | |
|---|--|

Modifications, Accommodations, Resources for Multilingual Students :

| |
|--|
| <ul style="list-style-type: none"> ● Multiple access points/differentiated materials to engage with (visuals, text, videos) ● Sentence starters/frames |
|--|

Critical Vocabulary:

| | | |
|--|--|--|
| | | |
|--|--|--|

| CRITICAL VOCABULARY | Definition and Rationale for choosing this word, phrase, or concept | Idea for pre-teaching or front-loading the concept. |
|----------------------------|---|---|
| capitalism | An economic system based on private ownership for the purposes of increasing profit | Continuous Venn Diagram reflections throughout the entire lesson to pull out examples of these concepts from various activities |
| racism | A form of oppression based on skin color; can be at the individual level or at the systemic level (harder to see) | |
| colonialism | The practice of one country controlling another's land, often by force, to exploit its resources and people | |

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: "Solidaridad Sindical" mural visual

Description: Before engaging in the lesson, students examine the "Solidaridad Sindical" mural to begin making predictions.

| STEP | DESCRIPTION | TIME |
|------------------|---|-------------|
| Slide 2 | Land Acknowledgement Share with the students briefly about Hawaii being an indigenous land. There will be a video later to go more into depth. | 5 min |
| Slide 3 | Ancestor Acknowledgement Dr. Haunani-Kay Trask made groundbreaking contributions to the Hawaiian sovereignty movement. Take some time to center her work and spirit before starting this lesson. You may also take time to acknowledge ancestors of students in the room. | 5 min |
| Slide 6 | "Solidaridad Sindical" mural visual Do a visual exploration of the mural to make predictions about what this lesson might be about. | 15-20 min |
| Slide 7-8 | Introduce the essential question, "How does racism, capitalism, and colonialism work together to disconnect us from the land and each other?" Explain to students that they will be maintaining a 3-way Venn | 5 min |

| | | |
|-------------------|--|--------|
| | Diagram to connect the three concepts together. Students may create the Venn Diagram on regular size paper or on poster paper (preferable - they will have more space to write and make connections) | |
| Slide 9-10 | What is Land? What is our relationship to land? Use the two brief excerpts and prompt students to do a think-pair-share to find a golden line. Use these excerpts to activate student knowledge about how we understand land. Is land dead? Is land alive? What is our relationship to it? What is our responsibility to land? | 15 min |

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity: Mapping Sugar, Organizing Oral Histories, and the Kalama Valley Struggle

Description: In this section students will learn participate in three activities to 1) understand the larger historical context about settler colonialism and capitalism in Hawai'i, 2) explore oral histories of community organizers from the sugar strikes, and 3) engage with various primary and secondary sources from the Kalama Valley Struggle to make connections from the sugar strike history to subsequent movements.

| STEP | DESCRIPTION | TIME |
|--------------------|--|------------------|
| Slide 9-33 | Activity 3: Mapping Sugar: "The Big Five" takes over Slide 9-33 Provide students with the blank map of Hawai'i as well as drawing utensils. Read aloud the instructions on each slide, pausing after each slide to give students time to label and draw on their map. Slide 28 has a video about how the U.S. stole Hawai'i. (Thjis can be a whole lesson in itself, but for the purposes of this lesson, the video serves to provide historical context). | 60 min |
| Slide 34 | Pause, Reflect, Discuss Based on the mapping activity, have students collect their reflections on their Venn Diagrams (in groups, if possible). Guiding question: What are examples of racism, capitalism, and colonialism in this story? | 20-30 min |
| Slide 35-37 | Activity 4: Inter-Ethnic Labor Organizing Oral History Activity 1. Provide students with some background context info on slide 36. 2. Count students off from 1-7 to assign them to one of | 60 min |

| | | |
|--------------------|---|---|
| | <p>the seven oral history readings. Provide students with the mixer worksheet. Students will participate in a mixer to “meet” other organizers in the oral history activity.</p> <p>Note: Extension activity: Your students may notice an uneven distribution of gender representation in the oral history activity. Engage students in a discussion about why this might be; how might women’s organizing work have been invisibilized or not documented? Why? Has this pattern been replicated in other social movements?</p> | |
| Slide 38 | <p>Pause, Reflect, Discuss Based on the mixer activity, have students collect their reflections on their Venn Diagrams (in groups, if possible).</p> <p>Guiding question: What are examples of racism, capitalism, and colonialism in this story?</p> | 20 min |
| Slide 39-42 | <p>Activity 5: Kalama Valley Struggle The purpose of this next activity is to give students an opportunity to reflect on the legacy of the sugar strikes. What connections can they make from the sugar strikes to the Kalama Valley Struggle in the 70s? What was the legacy of the Kalama Valley Struggle in relation to the subsequent Hawaii Sovereignty Movement?</p> <p>Introduce the essential question again on slide 40 as well as a new question: <i>What might community healing and resistance look like in response to the ongoing legacy of this history of harm?</i></p> <p>Slides 41-42 have some background information for why the Kalama Valley Struggle is important to study.</p> | 10 min |
| Slide 43 | <p>Activity 6: Kalama Valley Struggle Gallery Walk</p> <p>Provide students with the primary/secondary sources as well as the graphic organizer. There are 10 possible sources for students to look at. You may curate a select few for students or give students options.</p> | <p>60 min or more</p> <p>Make a copy of each primary and secondary source in the folder.</p> |
| Slide 44 | <p>Pause, Reflect, Discuss Based on the mixer activity, have students collect their reflections on their Venn Diagrams (in groups, if possible).</p> | 20 min |

| | | |
|--|---|--|
| | Guiding question: What are examples of racism, capitalism, and colonialism in this story? | |
|--|---|--|

C3: Community Collaboration and/or Critical Cultural Production

| STEP | DESCRIPTION | TIME |
|--------------------|---|-----------------------|
| Slide 45-47 | <p>Activity 7: Letter from an Ancestor</p> <p>In response to the question about how we might heal from ongoing legacies of harm, have students select one of the ILWU organizers from the oral history activity or Larry or Edwina from the Kalama Valley organizers.</p> <p>Students may use this graphic organizer to write a letter from the perspective of one of these ancestors to themselves. What lessons might these ancestors provide us today for how to fight racism, colonialism, and capitalism?</p> | 60 min or more |

C4: Conclusive Dialogue/Critical Circular Exchange

| | |
|--|---|
| 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>Slide 45-47</p> <p>The Letter from an Ancestor activity will provide students an opportunity to connect all the lessons they’ve learned from these community organizers to their present day lives.</p> |
| Assessment: How will the students be assessed? | <p>Activity 49: Community Circle</p> <p>Pair share or facilitate a community circle for students to share their ancestral letter with their classmates.</p> |
| Evaluation: How will the effectiveness of | <p>This lesson will have been effective if students have a complex, nuanced, thoughtful, and creative answer for the</p> |

this lesson plan be evaluated?

essential question as well as the following sub questions:

How does racism, capitalism, and colonialism work together to disconnect us from the land and each other?

- What might community healing and resistance look like in response to the ongoing legacy of this history of harm?
- How do you see racism, capitalism, and colonialism showing up in our modern-day context? In your local context?
- What are ways our communities can collectively fight racism, capitalism, and/or colonialism?
- How are racism, capitalism, and colonialism deeply intertwined?
- How is the fight for a better world a fight in which everyone is both welcome and needed?

RESOURCES AND NOTES

- **Additional Resources**

[Strikers, Scabs, and Sugar Mongers: How Immigrant Labor Struggle Shaped the Hawai'i We Know Today](#)

Hawai'i's Story by Hawai'i's Queen
Cane Fire (documentary)

[The Filipino Piecemeal Sugar Strike of 1924-1925](#)

From a Native Daughter by Haunani-Kay Trask

[The Birth of the Modern Hawaiian Movement: Kalama Valley, O'ahu by Haunani-Kay Trask](#)

- **Worksheets and Handouts: Include links here.**

Slides: [Slides](#)

Activity 2: [What is Land? Haunani-Kay Trask Excerpt](#)

Activity 3: ["The Big Five" Takes Over Map](#)

Activity 4: [ILWU Oral Histories](#) and [mixer graphic organizer](#)

Activity 5: [Kalama Valley primary/secondary sources](#) and [graphic organizer](#)

Activity 6: [Letter from an Ancestor](#)