



# LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

## Decolonization Movements in the Pacific Islands

Time: 1-2 days

Grade Level: 9-12

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

From this lesson, students will become familiar with colonization of the Pacific Islands and the effects of colonization on different areas of indigenous ways of life. They will be able to identify the 7 Pillars of Colonization in the Pacific Islands.

### **Unit Enduring Understandings Alignment:**

- Students will be able to critically identify the impacts of colonization on indigenous ways of life in the Pacific Islands

### **Lesson Guiding Questions:**

- How did colonization of the Pacific Islands affect indigenous ways of life?
- What did colonization in the Pacific Islands look like?

### **Essential Skills:**

- Students will be able to define the 7 Pillars of Colonization
- Students will be able to identify which pillar of colonization is being exemplified in various examples
- Students will be able to locate the Pacific Island geographical area on a map

**Cultural Wealth (Yosso, p. 78):**

- **Navigational capital:** students will learn how Pacific Islanders use their cultural practices and traditions to resist colonization

**Ethnic Studies Principles Alignment:**

- Celebrate and honor Native Peoples of the land and Communities of Color by providing a space to share their stories of struggle and resistance...
- Connect ourselves to past and contemporary resistance movements that struggle for social justice to ensure a truer democracy

**Standards Alignment:**

- CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Materials:**

Google slides, google docs, Jamboard (all included in this lesson)

**Modifications, Accommodations, Resources for Multilingual Students :**

<ul style="list-style-type: none"><li>● Frontloading vocabulary with Frayer</li><li>● Creating choice options for students at different reading levels</li><li>● Using different resources including videos and texts</li></ul>	
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**Critical Vocabulary:**

<b>CRITICAL VOCABULARY</b>	<b>Definition and Rationale for choosing this word, phrase, or concept</b>	<b>Idea for pre-teaching or front-loading the concept.</b>
<b>Pacific Islands</b>	Pacific Islands refers to a geographical area in the Pacific Ocean, consisting of three general areas	Jamboard frayer vocabulary model
<b>Melanesia</b>	one of the three principal divisions of Oceania, comprising the island groups in the S Pacific NE of Australia	
<b>Micronesia</b>	a subregion of Oceania, composed of	

	thousands of small islands in the western Pacific Ocean. It has a close shared cultural history with three other island regions: the Philippines to the west, Polynesia to the east, and Melanesia to the south; as well as with the wider Austronesian peoples.	
<b>Polynesia</b>	subregion of Oceania, made up of more than 1,000 islands scattered over the central and southern Pacific Ocean.	
<b>colonization</b>	the action or process of settling among and establishing control over the indigenous people of an area as well as the land's resources	
<b>decolonization</b>	process by which colonies become independent of the colonizing country and regains autonomy of their government and lands	
<b>Unincorporated territory</b>	area or region not governed by a local municipal corporation and is not on a track to statehood	

## C1: Cultural Ritual and/or Energizer

### Title of Cultural Ritual/Energizer:

Land acknowledgment and family practices

### Description:

One consequence of colonization is that indigenous cultures, traditions, and languages are erased in lieu of the colonizer's culture, tradition, and language. After the land acknowledgment, give students time to individually or collectively reflect upon traditions or languages that are present in their families.

STEP	DESCRIPTION	TIME
<b>Step 1</b>	<b>Land Acknowledgement - Whose land are you on?</b> <a href="#">Guide to land acknowledgment</a> <a href="#">Native Land</a>	<b>5 min</b>
<b>Step 2</b>	<b>Ancestor Acknowledgement</b> "Bring an ancestor into our space today. Who would you like to acknowledge and honor?"	<b>5 min</b>
<b>Step 3</b>	<b>Family practices or traditions</b>	<b>5 min</b>

	Option 1: "What is a tradition that you and your family partake in? Why is it important to you?"	
	Option 2: "What languages are spoken in your household or loved ones?"	

## C2: Critical Concepts

**Title of Lecture, Slidedeck/Presentation, and/or Activity:**

**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
Step 1	<p><b>Map activity</b></p> <p>Give students the labeled map of the Pacific Islands. Instruct students to use Google to locate the three geographical areas of Melanesia, Micronesia, and Polynesia, then circle and label them on the map.</p>	<b>10-15 min</b>
Step 2	<p><b>Vocab Front Load</b></p> <p>Share the Jamboard vocabulary activity to students (students will make a copy). There are 6 vocab words to frontload.  <a href="https://jamboard.google.com/d/14-hEnhBCjCp4nOCMHhZRUVNv4m0WNPnClb1xC-FDbb4/copy">https://jamboard.google.com/d/14-hEnhBCjCp4nOCMHhZRUVNv4m0WNPnClb1xC-FDbb4/copy</a></p>	<b>30-45 min</b>
Step 3	<p><b>7 Pillars of Colonization</b></p> <p>Using the provided <a href="#">Cornell Notes</a> template, have students take guided notes while you go over the 7 pillars of colonization using the Google Slides presentation.</p>	<b>30-45 min</b>
Step 4	<p><b>Colonization stories (expert group/home groups)</b></p> <ol style="list-style-type: none"> <li>1. Split your students into groups of 4, assigning each student a number from 1-4.</li> <li>2. Each student will be an expert on the respective video they are assigned to. Give students time to watch their assigned video and take notes in this <a href="#">graphic organizer</a>.</li> </ol>	<b>20 min</b>

- Video 1: [Guam's colonization story part 1 video](#) and [part 2 video here](#)
- Video 2: [Hawaii's colonization story video](#)
- Video 3: [Fiji colonization & independence story video 1](#)
- Video 4: [Fiji Geography Now video 2](#)

3. Then, have students return to their groups, each student will take turns sharing out what they learned in their video while their classmates take notes in the respective graphic organizer box.

Step 5

HOW PACIFIC ISLAND COLONIZATION CHANGED INDIGENOUS LIFE

**Copy link:** [Question/Response Document](#)

Based upon your research and the shared research, respond to **questions 1-7** on the Question/Response Document.

**Questions 8-9** on the Question/Response Document, students will be given a menu of learning choices (food & health, language, land rights and/or racial hierarchy). For this section students write a paragraph response to two prompts based upon their understanding of the learning menu resources they choose.

**[Here is an example of a completed Question/Response Document](#)**

LEARNING MENU

**Food and health**

- [Why Spam Is popular in Guam video](#)
- [Hawaiian food practices pre western contact video](#)

**Language**

- [American Psychological Association study on Chamorros and their language](#)
- [Struggle for the Hawaiian language](#)

**Land rights**

- [Land rights on Guam](#)
- [Hawaiian sovereignty](#)
- [Angel Santos & Chamorro land rights](#)

**Racial hierarchy**

- [Interrogating racial hierarchy in Hawaii](#)
- [Hawaii little known facts](#)
- [Racial hierarchy in Guam during Spanish rule](#)

**Gallery walk - graphic organizer (identify which pillar of colonization)**

Step 6

**[Infographic flyer](#)**  
**[Example of completed Infographic flyer](#)**

Choose 2 of the 4 topics

	Identify which pillar of colonization is being used this instance	
	<b>Option 1:</b> Adobe Spark: spark.adobe.com (Use Gmail to login)	
	<b>Option 2:</b> Canva	

## C3: Community Collaboration and/or Critical Cultural Production

**Title of Main Activity(ies):** Celebrating Indigenous ways of life

**Description:** After learning about colonization and the effects of colonization, students will end this lesson by learning about the Festival of the Pacific Arts and Cultures as well as organizations working today to decolonize their lands and maintain their indigenous ways of life.

STEP	DESCRIPTION	TIME
<b>Step 1</b>	<p><b>Resisting Colonization through Celebration</b></p> <p>Give students time to peruse and research about the Festival of Pacific Arts and Cultures.</p> <p><a href="#">Festival of Pacific Arts &amp; Cultures</a></p>	<b>30 min</b>
<b>Step 2</b>	<p>Provide students a list of organizations that work towards decolonization</p> <ul style="list-style-type: none"> <li>• <a href="#">Organizations for Guam independence</a></li> <li>• <a href="#">Hawaii Independence organizations</a></li> </ul>	<b>30 min</b>
<b>Step 3</b>	<p>Using this <a href="#">Instagram template</a>, have students create an Instagram profile that highlights 3 Pacific Islander cultural practices, songs, languages, or traditions.</p> <p>Then have students highlight 3 decolonization organizations on the profile page. Students can include images, written descriptions, and hashtags.</p>	<b>30-60 min</b>

## C4: Conclusive Dialogue/Critical Circular Exchange

<p><b>Connection:</b> 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"> <li>● We have members of the Pacific Islander communities in our schools; it's rare we ever hear about their experiences</li> <li>● The United States espouses democratic philosophy and self governance; however, we maintain colonies</li> <li>● It's important to be consistent with what we value and how we as a nation perform on those values</li> </ul>
<p><b>Assessment:</b> How will the students be assessed?</p>	<p>Conduct a <a href="#">community circle</a>. Possible reflection questions:</p> <ul style="list-style-type: none"> <li>● What experiences are similar to other communities?</li> <li>● How do the 7 pillars of colonization show up in other communities?</li> <li>● What is something new you didn't know before?</li> <li>● How did learning about this make you feel?</li> <li>● What can you do to support the Pacific Islander community?</li> </ul>
<p><b>Evaluation:</b> How will the effectiveness of this lesson plan be evaluated?</p>	<p>The community circle will allow a space for students to reflect upon how colonization has affected either their ancestors and/or their peers' ancestors.</p> <p>Teacher can conduct breakout rooms before doing the larger circle and ask students this prompt: "Something I heard from a classmate was..."</p>

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**RESOURCES AND NOTES**

<ul style="list-style-type: none"> <li>● <b>Worksheets and Handouts:</b>  <a href="#">Map</a>  <a href="#">Jamboard vocab</a>  <a href="#">7 Pillars of colonization cornell notes template</a>  <a href="#">Colonization of Pacific Islands home/expert group graphic organizer</a>   <a href="#">Instagram template</a>  <a href="#">Community circle template</a> </li> </ul>
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