

## Unit 3: Brown Amerika Unit on “Small Kid Time”: Sakadas of Hawaii’s Plantation

Developed by Judith Miguel

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**Curriculum Areas:** Social Studies, Language Arts, Science, Drama, Art

**Grade Level:** 5<sup>th</sup> - 7<sup>th</sup> Grade

### **Purpose/Essential Questions:**

How did Hawaii’s Plantation Life effect/impact the lifestyle of the different ethnic groups who lived in Hawaii? How can we build in our students an awareness and appreciation for Hawaii’s Plantation Culture and have them apply its values to their lives today?

**Time Frame:** 4+ weeks

### **General Learner Outcomes:**

- Ability to be responsible for one’s own learning
- Understanding that it is essential for human beings to work together
- Ability to be involved in complex thinking and problem solving
- Ability to recognize and produce quality performances and products

### **Content Standards and Benchmarks:**

#### **Social Studies:**

- *Culture:* Students explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior
- *Time, Continuity, and Change:* Students expand their understanding and appreciate differences in historical perspectives, recognizing that

interpretations are influenced by individual experiences, societal values, and cultural traditions

- *People, Places, and Environments:* Students relate their personal experiences to happenings in other environmental contexts, and use data and apply skills in analyzing human behavior in relation to its physical and cultural environment
- *Individual Development and Identify:* Students examines oneself in relation to others in society and culture
- *Individuals, Groups, and Institutions:* Students examine ways in which institutions change over time, promote social conformity, and influence culture
- *Science, Technology, and Society:* Students explore the complex relationships among technology, human values, and behavior
- *Civic Ideals and Practices:* Students expand their ability to analyze and evaluate the relationships between ideals and practice

### **Language Arts: Reading and Literature**

- *Comprehension Processes:* Students use strategies within the reading processes to construct meaning
  - Infer ideas from text
  - Modify initial interpretations in light of new information and prior experience
- *Response:* Students respond to texts from a range of stances: initial understanding, personal, interpretive, critical
  - State the important ideas and interpret author’s message, theme, or generalization
  - Compare own ideas with ideas in text, and analyze similarities and differences
  - Demonstrate a critical response by representing text in another form, genre, or medium

- *Diversity*: Interact thoughtfully with texts that represent diversity in language, perspective, and/or culture
  - Interact thoughtfully with each other about texts that represent diverse perspectives

## Language Arts: Writing

- *Range*: Students write using various forms to communicate for a variety of purposes and audiences
  - Write to create understanding of ideas and information for self
  - Write to communicate information, express opinions, and influence others

## Language Arts: Oral Communication

- *Convention and Skills*: Students apply knowledge of verbal and nonverbal language to communicate effectively
  - Apply knowledge of verbal and nonverbal language to create and interpret messages

## Science: Domain I: How humans think while understanding the natural world

- *Habits of the Mind*: Students apply the values, attitudes, and commitments characteristic of an inquiring mind

## Science: Domain II: What we know today about the world

- *Understanding Ourselves and the World Around Us*: Students explain what influences learning and human behavior

## Fine Arts: Drama

- Students understand and apply artistic collaboration in drama
- Collaborate in groups to plan and improvise scenes, demonstrating social and interpersonal skills

- Students understand and apply the skills of acting
- Assume roles in drama activities

## Fine Arts: Visual Arts

- Students understand and apply art materials, techniques, and processes in creating original artworks based on ideas, experiences, and opinions
- Students identify, understand, and apply multiple combinations of elements and principles of art using the language of the visual arts
- Students exhibit visual understanding in their evaluation and use of visual symbols

## “Small Kid Time”:

## Generalizations and Essential Questions

### Concept: Perspectives

### Ethnic/Cultural Perspectives

Hawaii’s “Plantation Culture,” which includes the Hawaiian culture and cultures from immigrants of China, Japan, Philippines, Korea, and Portugal, were major influences in the workforce of Hawaii’s Sugar and Pineapple Plantation Industries in the early 1900’s, as well as, in the livelihood of the people living in Hawaii during this time.

### Generalizations

- Each culture is unique in traditions and customs
- People in a community depend on each other for survival and to accomplish common goals
- When people interact, they are able to share ideas, learn, change, and grow
- “You get out of a place what you put into it” – Yasushi “Scotch” Kurisu
- Invention grows from necessity and imagination

## Essential Questions

- What was early plantation life like?
- What are the contributions/traditions of the different cultural/ethnic groups found in Hawaii?
- How did/can people of different ethnic groups/backgrounds get along harmoniously?
- What were some of the negative aspects of Hawaii's Plantation workforce?
- What were some of the stereotypes that developed from the Plantation time period?
- What qualities make for a successful community?
- Why is it important to learn about our ancestors and where they came from?
- What values can we learn from people of past generations? People of the early plantation days?
- How can we apply what we've learned from the people of early plantation life in our own lives today?
- How can we preserve our "local" lifestyle?
- How does time affect cultural traditions and values?
- What determines the continuation of these cultural/family traditions and values?

## Building Background: "Bento," "Shaka," "Pidgin"

### Day 1

1. Ask:
  - a. What is meant by "living local"?
  - b. Where did this term originate and by whom?
2. Ask:
  - a. What are some other terms or ideas that we can relate to as "local"?
    - mixed plate, plate lunch, bento
    - shaka
    - pidgin
    - rubber slippers

- b. Where did these ideas come from?
  - c. How do these ideas connect together?

3. Have students share questions with their parents/grandparents/family members, and take notes of their discussion in their "Journey Through the World" Journal. Students will share what they learned during their "talk story" time with their family on the next class day.

### Day 2

1. Begin with having the students share their family discussion with a friend, and after, allow for any thoughts about how their family discussions compared with each others in a class discussion
2. Share in a gallery walk format photographs of people during the early plantation era, working, playing, eating, living
3. Have students take a gallery walk through the collection of photographs and have students collect in their journal:
  - a. What can you observe?
    - people, plants, animals
    - colors, patterns, artifacts, clothing
    - actions, activities
  - b. What sounds can you hear?
    - transportation – trains, railroad tracks, bicycles, running, jeeps, cars
    - labor – working in the fields, machinery
    - leisure - musical instruments, games
    - language – everyday talk, songs
  - c. What can you smell and taste?
    - traditional recipes
    - local produce
  - d. What textures can you feel?
    - artifacts, tools, implements, fabric, clothing
    - game, singing, dancing, cooking, arts and craft demonstrations
  - e. What does picturing yourself inside this time and place feel like?
    - emotions

4. Bring class together to share their collection of observations and reflections, and create a class chart
5. Share that these pictures represent a time of people/children of the plantation life and labor in Hawaii in the 1900's

### Day 3

1. Using the collection of observations from the gallery walk, discuss and collect responses:
  - a. What is "Plantation"?
  - b. Who were the people living and working on this plantation?
  - c. How and why did they come over?
  - d. What did they do at home and at work?
2. In small groups, have students discuss how they could organize the photographs in some logical order and have them explain their thinking behind it
  - a. chronological order
  - b. ethnic groups
  - c. age groups
  - d. groups by activities
  - e. progression of technology
3. Remind students that we will be revisiting our thinking about what is "plantation" and "plantation life," as we continue to learn more about this era in Hawaii.

### Deepening the Understanding: Bringing "Home" to Hawaii

#### Day 4

1. Place some artifacts from each of the ethnic groups who came to Hawaii in the early 1900's in "Learning Stations." Some examples can include the following:
  - a. Hawaiian: tapa cloths, working tools (opihi shells, etc.),
  - b. Japanese: kagami mochi with tangerine, tatami mats, sakura cards, kadomatsu

- (gates of pine), ikebana (flower arrangements), paintings, Japanese writing (hiragana, katakana, kanji), origami crane
  - c. Chinese: jade, tea set/bags, red envelope, gau, calligraphy
  - d. Philippines: parole (Christmas star), sungka (children's game), sipa (children's game), barong tagalog (men's dress clothing)
  - e. Korea: duk, cheyong (doll), yut-nori (children's game), kim chee, hanbok (traditional clothing), Korean alphabet
  - f. Portuguese: Portuguese song lyrics, bregina (guitar like instrument), churros, sweet basil, sweet bread
2. Assign small groups into Learning Stations and have students collect data on each artifact in their journal
    - a. What does it look like? What are the unique/common features you notice?
    - b. What is it made of? How was it made? Who made it?
    - c. What is it? What is it used for?
    - d. Sketch artifacts in journal
  3. Allow time for the small groups to rotate to the different learning stations
  4. Bring class together to share their data and based on the data, have class come up with a general understanding or generalization of the items observed
  5. Share the different ethnic/culturally diverse people who arrived to Hawaii by sharing the origin of each item, and in small groups, allow time for students to explore and experience these items
  6. If possible, invite grandparents, parents, or students to volunteer in sharing the origin, use for, and experiences with the items
  7. Leave these items on display throughout the rest of the unit, as the students can develop an appreciation for them over time

### Day 5-6-7

1. Tell students that soon we will be visiting the Hawaii's Plantation Village located in Waipahu, so they will begin developing a greater understanding of each cultural group by researching an assigned group and building a "Plantation Home"
2. Divide students into small groups and assign them to research the ethnic/cultural groups of Hawaii's Plantation Era, which their research should include finding information on the following:
  - a. Where did they come from?
  - b. When did they immigrate to Hawaii?
  - c. What were the characteristics of the people who immigrated (gender, education, religion, profession)?
  - d. Why did they migrate? What factors influenced their movement?
  - e. Did the group face difficulties adjusting to their new environment? What were they? Did they resolve them? How?
  - f. Did the migrants stay in Hawaii or return home? Why or why not?
3. Also, have the students research what the cultural groups brought with them from their homeland:
  - a. artifacts – tools, toys, religious amulets
  - b. clothing
  - c. language
  - d. food
  - e. arts, science
  - f. traditions and customs
4. Encourage students to bring in photographs, artifacts, clothing, and other items representative of their researched culture for their "Plantation Home" to share with the class

### Day 8-9

1. While small groups share research information, have the audience take notes from each presentation
  - a. Something new I learned...
  - b. Something important I learned...
  - c. Something interesting I learned...
  - d. Something insightful I learned...
2. After small groups share information, allow time for the students to reflect and collect inquiry questions to ask at the Hawaii's Plantation Village in their journal

### Day 10

1. Learning Experience Trip to Hawaii's Plantation Village:
  - a. Have students bring their journal to collect more information, as well as, to ask their questions with their tour guides/experts
  - b. Encourage students to use the digital camera to take photographs of artifacts and activities
2. After returning from the plantation trip, have students reflect on their experience

### Day 11

1. Have printed photographs of our trip to the Plantation Village posted along the walls of the classroom for the students to observe and recollect their experience of the trip
2. Gather students to share their reflections, feelings, new questions, discovered answers, new information as a result of the trip
3. Ask:
  - a. How did the trip help us to understand more about life during the plantation time?
  - b. Was there anything that surprised you?
  - c. Compare and contrast between the houses and artifacts and the different ethnic groups that existed in the village
  - d. What patterns did you notice throughout the village?

- e. What feelings did you experience at the village and why so?
- 4. Allow time for students to share their thoughts and connections

### Deepening the Understanding: Life and Labor in Hawaii

#### Day 12

1. Have students take out their journal and open to their last entry, where they will be given 3 minutes to circle key words and phrases that they feel best describes the home life, work life, feelings, and actions of the plantation people
2. Point out that the living areas or “camps” during the plantation period in Hawaii were organized (segregated) based on ethnicity; ethnicity was also segregated in the work fields, as well
3. Tell the students that we will be simulating how home and work life was like during the plantation period in Hawaii
4. Assign separate areas in the room for each assigned ethnic group and have them bring their items collected from their on-going research into their “Plantation Home” and work space
5. Share rules to be enforced by labor supervisors or “Lunas”
  - a. Only live and work in assigned areas
  - b. The first whistle will signal for work, second whistle for lunch or “kau kau” time, and a third whistle to signal the end of work day or “pau hana”
  - c. Everyone will have a short lunch time, where the different ethnic group can get together to eat or “kau kau” and “talk story”
6. In same groups, have students go to assigned areas and spend time with each other for home and work life, and have them share new findings and artifacts with each other
7. As the teacher in role of the “Luna,” share that the pay rates have been finalized and reveal each ethnic group’s pay rate by passing out the information in an envelope to each group
8. Allow for ethnic groups to view, and the other groups to act on their curiosity
9. Simulate a day in the life of the plantation workers using the key words and phrases to create frozen images and pantomimes of the plantation people:
  - a. home life
  - b. work life
  - c. feeling, emotions
10. Have students reflect on their “day” in our simulated “Plantation Village” in their Plantation Journal, taking on the perspective of a plantation worker
11. Allow time for the students in their respective ethnic group to share out loud:
  - a. What happened at home? At work?
  - b. What did you like or didn’t like? Why?
    - divide and rule
    - discrimination
    - inequality
  - c. How did you feel acting like a character during the plantation times?
  - d. What values do you think the plantation people needed to have in order to survive the hardships of plantation life with each other and move towards racial harmony?
    - Close family ties
    - Community, cooperate with neighbors, communication
    - Trust, respect, honesty, communication
    - Hard work
    - Appreciate land
    - Live simply
  - e. How do you think life back then and life now are similar and different?
12. In their journal, have the students create a Venn Diagram that compares and contrasts between “Plantation Life” and “Life Today”

\*"Kau Kau" time played an important role in the socialization between ethnic groups. It was a time when people were able to share their homemade foods, reflecting their ethnic backgrounds. This partaking of offerings was an act of acceptance and the beginning of the "Plantation Culture."

\*"Talking Story" is the telling of stories between immigrants, where the shared and adaptation of each other's languages created a common form of language, in which the plantation workers could communicate and understand each other through "pidgin" talk.

\*Speaking "Pidgin English" among friends in the Plantation Village was a language of warmth, intimacy, and informality.

## Deepening the Understanding: Making "Something" Out of "Nothing"

### Day 13

1. Share that in the early plantation days, the parents had to work long hours, from the early whistle to the "pau hana" whistle, and even so, money was hard to come by
2. With no specialty shops for games, electronics, or toys (and no money), the youth during the plantation days were forced to play games and make things/toys with whatever they had, with whatever was available to them at home or in their environment
3. Simulate an environment with materials that would have been available to kids during the plantation days and pose: "You are bored, with no games or toys to play with. So, what do you do for fun?"
4. Have students scan area/environment and plan how they can use the materials around them to create their own means for fun, emphasizing on applying the values as kids living during the plantation times
5. After some time for creating and playing, ask:
  - a. What were some the challenges you faced as a plantation kid? Celebrations?
  - b. What skills did you have to use in order to create/invent your game/toy?
  - c. How would these skills help you to deal or cope with some of the challenges you face today?

- creativity
- imaginative
- resourceful
- innovative
- ability to communicate
- ability to cooperate

d. How was the life of the youth during the early plantation days similar and different with the life of the youth today?

6. Have students share inventions
7. Pose question: "How do you think the different ethnic groups (adults and kids) were able to communicate, work, and play together?"

### Day 14

1. Reintroduce the posing question: "How do you think the different ethnic groups (adults and kids) were able to communicate, work, and play together?"
2. Collect ideas of students, and if it isn't brought up, share the terms "Pidgin" and "Talk Story"
3. Share some short stories of people who have integrated the pidgin language into their writing and have students try to figure out the meanings of the pidgin words to collect into their journal
4. After we have reviewed each pidgin word collected and all students have agreed on the meaning, tell them that we will now write "pidgin" phrases to use for our "Pidgin Pictionary" game
5. When all students have had their phrases turned into a box, divide the class into two groups and begin the game
6. After the game, have students take the time to reflect in their journal on how it feels to read and talk pidgin, and challenge them to write out their thoughts incorporating the pidgin language
7. Allow time for students to share their reflections out loud

## Applying the Learning: The Power of the Plantation People

## Week 3-4

Since our families have moved to, worked, and settled in Hawaii, many ethnic groups all share Hawaii as "Our Home." "Living local" then, has become our way of life, which is colored by the traditions and values of all our ethnic families, brought together in hopes to survive the Plantation Life. In Hawaii, people participate in many different traditions and customs as if they belonged to each of us. The Plantation Culture grew from the blending or mixing of each other's traditions and customs, and is what has made living in Hawaii truly special.

Over time, one by one, our plantation fields have shut down, and only those who lived through Hawaii's Plantation Era, hold the stories to our plantation roots and its "local" ties with Hawaii. Over time, the importance and authenticity of our Plantation Culture is being diluted, and only bits and pieces have been passed on. Today, our younger generations will never get the chance to experience first hand, the Plantation life...

1. Is it worth it to share the stories of the Plantation People?
2. How can we preserve our "local" lifestyle?
3. What can we do to ensure the continuation of our unique cultural/family traditions and values?

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**~ Independently or in small groups,  
have the students select one of the ideas below  
to pursue ~**

### **Culminating Activity: Idea #1:**

Videotape interviews with plantation people to honor their life in Hawaii and to share lessons they wish to pass on to the future generations of Hawaii.

\*The University of Hawaii's College of Social

Smithsonian Asian Pacific American Project

Sciences welcomes educational institutions and students to take advantage of their Center of Oral History. Students will find a wealth of support in the interview process and in developing the final product of their oral history report:

"Guidelines for Oral History Interviews: The History Channel."

<http://www.historychannel.com/classroom/oralhistguidelines.pdf>

University of Hawaii: College of Social Sciences:  
Center of Oral History.

<http://www.oralhistory.hawaii.edu/>

### **Culminating Activity: Idea #2:**

Create and publish a class book on the people, places, ideas, and things we can collect from our on-going research (what do we want to know, learn, share) from the plantation days and present/distribute to community.

Collect plantation ideas for playing/toys/games to publish and share book with other classes/community.

### **Culminating Activity: Idea #3:**

Providing materials available during the plantation days, have students create/invent games/toys to put into our "Small Kid Time" Game/Toy Box. The students can share their creations with other students in the school or invite people of the plantation times to come and learn from us what values we've learned from them through the creations we've made, encouraging students to apply values practiced by people of this time.

Consider applying for a patent for games/toys invented.

### **Culminating Activity #4:**

Filipino American Curriculum Project, 2006



Find plantation (Grandma, Grandpa) pen-pals to write letters to each other to share and “talk story” or invite them to talk story with kids in the school.

## Resources & References

### Print:

1. “Small Group Research.” (pdf form)
2. “Independent Investigations.” (pdf form)
3. Hawaii Hiroshima Heritage Study Group. Fun and Games: Small Kid Time in Hawaii
4. Waipahu Centennial Committee. Waipahu: Its People and Heritage
5. Chinen, Karleen, Arnold T. Hiura. From Bento to Mixed Plate
6. Chock, Eric, and James Harstad, et al. Growing Up Local
7. Clarke, Joan. Family Traditions in Hawaii
8. Halagao, Patricia Espiritu and Timoteo Cordova (2001). Pinoy Teach
9. Kiehm, Eve Begley. Plantation Child and Other Stories
10. Kurisu, Yasushi “Scotch”. Sugar Town: Hawaii Plantation Days Remembered
11. Takaki, Ronald. Pau Hana: Plantation Life and Labor in Hawaii

### Online:

1. “The Lasting Legacy: The SAKADA.”  
<http://www.k12.hi.us/~grojo218/portfolio-gerald.html>

2. Nagtalon-Miller, Ph.D. (1997). “Plantation Legacy In Hawaii: Filipino-American Culture In Hawaii.”

<http://members.tripod.com/philippines/haw2.htm>

3. Magaoay, Michael. (2006). “Way of Life Dies with Plantation.”

<http://the.honoluluadvertiser.com/article/2006/Feb/05/op/FP602050308.html>

4. “Guidelines for Oral History Interviews: The History Channel.”

<http://www.historychannel.com/classroom/oralhistguidelines.pdf>

5. “NASAexplores: Invention Convention: Teacher Sheets”

[http://www.nasaexplorers.com/show\\_58\\_teacher\\_st.php?id=040126150341](http://www.nasaexplorers.com/show_58_teacher_st.php?id=040126150341)

6. “NASAexplores: Invention Convention: Student Sheets.”

[http://www.nasaexplorers.com/show\\_58\\_student\\_st.php?id=040126150341](http://www.nasaexplorers.com/show_58_student_st.php?id=040126150341)

### Places:

1. Hawaii’s Plantation Village.  
[www.hawaiiplantationvillage.org](http://www.hawaiiplantationvillage.org)  
(808) 677.0110
2. The Filipino Community Center, Inc. Waipahu, Hawaii.  
<http://www.filcom.org/index.shtml>  
(808) 847.6401
3. The Honolulu Academy of Arts: The Lending Collection. Honolulu, Hawaii.  
[www.honoluluacademy.org](http://www.honoluluacademy.org)  
(808) 532.8736

\*The Collection is open to educational institutions and non-profit organizations only; not open to the general public.

4. University of Hawaii: College of Social Sciences: Center of Oral History. Honolulu, Hawaii. <http://www.oralhistory.hawaii.edu/>