LESSON TITLE
Kamehameha: Unification of the Hawaiian Islands

LESSON OVERVIEW

In this lesson students will use Google Expeditions and Google Tour Builder to learn about key events that led to the unification of the Hawaiian islands by Kamehameha the Great. There are three parts of the student experience:

- **BEFORE THE EXPEDITION:** Students will think about what potential issues might arise on a small island with limited resources and many competing chiefs.
- **DURING THE EXPEDITION:** As Expedition Explorers, students will visit locations where key events during the unification happened and learn more about their importance.
- **AFTER THE EXPEDITION:** Students will become Expedition Guides and perform more in depth research about the events. As a culmination of their experience they will collaborate to craft a Google Tour Builder demonstrating a deeper, more contextualized understanding of the unification of Hawaii and its importance.

Possible extensions for the activity include making their own videos for inclusion in the Tour Builder and reflecting on their experience through writing or a video blog.

LESSON BACKGROUND

Grade(s): 5 to 12

Subject(s): Social Studies, History and/or ELA

Number of Students: Whole class

Objectives: To learn about significant events that led to the unification of the Hawaiian Islands by King Kamehameha the Great.

Vocabulary: ali'i (chief), wa'a (canoe)

Place in Unit of Study: Beginning / Middle / End

Grouping: Whole Class & Small Group

Google Apps Used: Google Slides, Google Docs, Google Forms, YouTube, Google Search, Google Expeditions and Google Tour Builder

STANDARDS ADDRESSED

CCSS Anchor Standards	CCSS ELA Capacities	ISTE Standards for Students
Reading	They build strong content knowledge.	Empowered Learner A, C, D
CCSS.ELA-LITERACY.CCRA.R.1		
CCSS.ELA-LITERACY.CCRA.R.2	They respond to the varying demands of audience, task, purpose and discipline.	Digital Citizen B, C
CCSS.ELA-LITERACY.CCRA.R.3		
CCSS.ELA-LITERACY.CCRA.R.7		Knowledge Constructor A, B, C
Writing	They comprehend as well as critique.	
CCSS.ELA-LITERACY.CCRA.W.2		Creative Communicator A, B, C, D
CCSS.ELA-LITERACY.CCRA.W.3	They value evidence.	
CCSS.ELA-LITERACY.CCRA.W.4		Global Collaborator A, B, C
CCSS.ELA-LITERACY.CCRA.W.6	They use technology and digital media strategically and capably.	
CCSS.ELA-LITERACY.CCRA.W.7		
CCSS.ELA-LITERACY.CCRA.W.8		
Speaking & Listening	They come to understand other perspectives and cultures.	
CCSS.ELA-LITERACY.CCRA.SL.1		
CCSS.ELA-LITERACY.CCRA.SL.2		
CCSS.ELA-LITERACY.CCRA.SL.3		
CCSS.ELA-LITERACY.CCRA.SL.4		
CCSS.ELA-LITERACY.CCRA.SL.5		

EXPEDITION PREP

Selected Expedition: Kamehameha: Unification of the Hawaiian Islands

Selected Points of Interest: All

Additional videos / resources: None

BEFORE THE EXPEDITION

Discussion Questions & Student Activity *(How are students building background knowledge to prepare for the Expedition?)*:

Supplement Your Curriculum

This lesson and the accompanying Expedition can be used to reinforce and supplement a number of different topics in almost all social studies and ELA curriculum. Some topics that could incorporate this lesson include but but is not limited to:

● Hawaiian history
● American history
● Polynesian diaspora
● History of indigenous peoples
● British colonialism
● Monarchies
● Feudalism
● Military history
● And much more!

What was it like?

Have students start talking about issues that might arise on an island with limited resources and many chiefs jockeying for power. Teachers may opt to have a casual, full class discussion or they can discuss in small groups then share with the entire class. To have them record the key points of their group discussion share a presentation with the class and assign a slide to each group. Click on the Slides icon to use the ready made template.

Present students with the following situation:

Imagine you are a villager on a small island in Hawaii with limited resources. On your island are many different villages all of them with their own ruling chiefs.

Think about the following questions:

Q1: With many chiefs and limited resources what is likely to happen?
A: Chances are there will be much conflict. With little resources chiefs will fight for power to make sure they had access to the most resources.

ᄀThose chiefs not killed during battle were often offered as a human sacrifice to the war god K ̄.

Q2: When war would break out between chiefs what do you think might happen to the losing chief?
A: If the chief did not die in battle often times they were sacrificed to the war god K ̄.

Q3: If your chief lost a war what do you think might happen to you, the villager?
Villagers were often offered a choice between being sacrificed or pledging allegiance to the victorious chief. This meant they would become almost the equivalent of slaves to the new chief and their lands and resources would be taken.

Q4: What do you think are some ways to solve this situation?
Answers will vary but answers will lean towards creating a truce among the chiefs or having only one chief to rule all the lands.

This discussion should get them thinking about one of the reasons Kamehameha was determined to unify the islands of Hawaii.

Discussion Questions & Student Activity *(How are students recording and processing what they learn from the expedition?)*:

The Expedition itself has the content and questions necessary to introduce students to the major events that occurred during the unification of the Hawaiian islands. Questions embedded in the Expedition should allow for reinforcing understanding of content as well as advanced questions that allow students to reflect on the significance of what they are learning and how it applies to their own lives.

Discussion Questions & Student Activity *(How are students synthesizing and analyzing what they learn from the expedition?)*:

Activity Overview

With an overview of the key events around Kamehameha's unification of Hawai'i, students now have an opportunity to gain a deeper, more contextualized understanding of the events.

- First students will conduct more in depth **research** of the events described in the Expedition. They should look for information, pictures and videos that will provide more information and context about the event.
- Students will then work collaboratively to **create** a Google Tour Builder presentation that demonstrates what they learned while researching the events.
- Students will then have a chance to engage in **peer review** to get feedback from fellow students on ways to improve their projects.
- Finally, they will **publish** their Tour Builders to a blog or class site to share their accomplishments.

You can view a sample of student work by clicking on the Kamehameha icon.

Research

In small groups or 3 or 4 students should begin by sharing a Google Doc with each other. This shared document will house all of the research groups will do on the Unification of the Hawaiian Islands. Click the YouTube icon for a video tutorial on how to share Docs.

Using Google Search or the Research Tool, have the groups find text, images and videos that gives additional information about each event. This is a good opportunity for students to refine their search engine skills by using more advanced features of Google Search. You can find a link to a Google Search Cheat Sheet by clicking the Google icon on the left.

TIP: When students find interesting pictures or videos they want to use they should drop the URLs into the document instead of pasting the pictures in. Later they will only have to paste the links into Tour Builder making it easier for them to build. If students use the Research Tool in Google Docs, students can automatically cite their images and information with hyperlinks in the footer.

NOTE: For students to effectively research the different events it is important they are able to reference the Points of Interest in the Expedition as they collect more information and artifacts for their Tour Builder. For students to access the panoramas and slides they will need to have access to the devices they used during the Expedition. To gain full access to all of the panoramas in the Expedition they will have to switch from Follower to Guide. They can do this by pressing the "Explorer" menu in the top left and choosing to "Be a guide" and "LEAD" instead.

Create

With their plan in place now they can work together to create their Tour Builder. The Tour Builder should include descriptions of each event, images that illustrate important aspects of the event, hyperlinks to source materials or additional resources. Students can also include videos about the event or location. To learn more about how to use Tour Builder click the icon to the right.

Tour 📍 Builder

Peer Review

Once groups have completed their Tour Builders they can share them to receive feedback on how to improve their projects. When they have finished editing they can press the blue Share button to open the different sharing options. First they must change the "Who can access" from "Private" to "Anyone who has the link can view." Then they can share the link with the other groups via email or direct invite.

Have groups work together to review other group Tours. They should think about things they like about the tours they review as well as ways they think it could be improved. As they review other Tours they should focus on:

- Content
- Links back to source material
- Links to additional resources
- Images used
- Videos used
- Location accuracy

Once groups have reviewed other tours it is time to deliver feedback. There are a number of ways groups can communicate feedback to the other groups:

1. Groups can "consult" with each other in person. Set up a rotation for groups to take a few minutes explaining to each other what they liked about each other's Tours and offer advice on improvements that could be made. One of the benefits of this approach is students have

personal, face to face interactions where they can work directly with each other and ask follow up questions.

2. Students can also submit their reviews into a Google Doc shared with the entire class. The benefit of this approach is students will see the feedback from all of the teams in one location. This helps them to not only assess their Tours in the context of the reviews they received but also the reviews other groups received. Click on the Doc icon to the right for a template you can copy and use.

3. Also, students can use a Google Form to provide feedback. The benefit of using the form is it can help students address specific review criteria. The Google Form also allows them to provide different types of feedback in the form of rating scales and check boxes. Once all the feedback has been collected you can share the Google Sheet that accompanies the Form with the entire class so they can read through the feedback. For a sample Form you can use during this activity click on the Form icon on the right and make a copy.

Publish

Now students can share their projects with the world! There are a number of ways students can publish their work. The blue Share button provides the following options:
● Share with others using Gmail
● Post the Tour to Google+
● Post the Tour to Facebook
● Post the Tour to Twitter

For those students without access to social media they can use the hyperlink to share with just about anyone through multiple formats. They can post a link to:
● Class website
● Blog
● Digital school bulletins
● And many more!

Publishing to the Hawaii Expeditions Student Gallery
Have some cool student projects you want to share? We would love to see them! As more and more students use Expeditions and these lesson plans we will be building a Student Gallery where students can have their work published for the world to appreciate. Just click on the Google Form to the right and send us a link!

NOTE: The Form has information on how to protect student privacy so you can share their work safely and appropriately.

EXTENSION IDEAS

For the **Create** portion students can also include videos of themselves as content for the Tour Builder. If they have access they can record videos on the devices they used for the Expeditions experience and upload them to a shared YouTube account or they can bypass YouTube and upload their videos directly to Tour Builder.

For the **Publish** portion students can also film a reflection about the project and what they learned. This can be used as part of their blog, or social media post with a link back to the Tour Builder.

Find more Expeditions lessons at www.moonshotincubator.com/expeditions.