



2023 Teacher's Workshop
Digital Notebook

Tuesday, June 13th - Saturday June 17th

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NATIONAL
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PARTNERS



JAPANESE CULTURAL
CENTER OF HAWAI'I



GO FOR BROKE
NATIONAL EDUCATION CENTER



COLLEGE OF SOCIAL SCIENCES
MATSUNAGA INSTITUTE FOR PEACE
University of Hawai'i at Mānoa™



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Welcome to our very first Hidden Histories of WWII!



We hope that as you experience the week with us that you are moved and inspired to uncover more hidden histories.

Using a place-based approach to learning helps to introduce students to complex historical and cultural understandings. By utilizing the environments that students live in to teach concepts, these ideas become more applicable in students' lives, allowing them to be understood beyond a conceptual level and actually applied to issues in their community.

We hope to bring a sense of hope that enables teachers to uncover whole stories and all sides of history. We also hope this workshop allows for the creation of additional content and curriculum that looks at the broader outlook on effective curriculum to teach complex historical events and themes that celebrate our unique island home.

Learning environment

To create a safe and productive learning environment, we ask that participants:

- Take care of yourself. Safety first for mind, body and soul.
- Be fully present.
- Take responsible risks. Be open to new ideas and feedback.
- Be mindful of other learners. Be on time, keep side conversations to a minimum, and use technology in a way that doesn't distract others.
- Have an appreciation of our differences. The educators in this program cover elementary to college-level teaching. This is a great opportunity to see how the learning continuum for our students transfers to others in this program.
- Get in touch with your purpose! Why are you here and what experiences do you bring to the table? The work and contribution of each of you is connected to something bigger than us.



Teacher Teams:

Your teacher teams are your home groups for this week. You will learn together and create together. At the end of this week, you will have a full lesson plan (pre-activity, lesson with one of the standards, and post activity with formative or summative assessment) ready to use when you go back to the classroom in the fall. At the presentation of your lessons on Saturday, you will be eligible for a \$90 stipend for participating in this workshop and creating a curriculum.

You will gather in your teacher teams at the end of each day to reflect and debrief together on what you learned, how you felt, and your ideas on “What next?”.

We are hoping that you will keep in touch with your teacher team after this week as they are also resources and new teacher friends. We understand teaching is sometimes like a silo. You are the only adult you talk to in a day. We hope this program helps to form a support system when you return to your classroom in the fall.

Digital Notebook:

This notebook will be where daily agendas and schedules will be posted. Please refer to the notes for each day as required materials and instructions are included in this notebook. It is also where daily reflection questions and activities to help you notate your ideas and creations for the curriculum you will create. Resources for further research and links to our compiled research are also included in this notebook.

Housekeeping:

- JCCH guest wifi will be distributed upon arrival
- Bathrooms are located on the 5th floor of the JCCH
- Parking- check in with Devynn Kochi (JCCH Coordinator)



Media Release:

Participant does hereby grant and convey unto Go For Broke National Education, Hawai'i Council for the Humanities, Japanese Cultural Center of Hawai'i, Matsunaga Peace Institute, and Pacific Historic Parks (hereinafter collectively called, "Organizers"), and their agents, and all right, title, and interest in any and all photographic images and video or audio recordings made by the Organizers during the Participant's activities with the Organizers, including, but not limited to, any royalties, proceeds, or other benefits derived from such photographs, recordings, and all other materials generated for or at the event.



Land Acknowledgement

Greetings.

We are “Hidden Histories of WW2” teacher workshop.

We are immigrant and guests on this ‘āina who now call Hawai‘i home. As immigrants, we can currently trace our roots back to other lands.

We would like to begin by acknowledging that the ‘āina on which we gather is part of the larger territory recognized by Indigenous Hawaiians as their ancestral grandmother, Papahānaumoku.

We recognize that her majesty Queen Lili‘uokalani yielded the Kingdom of Hawai‘i and these territories under duress and protest to the United States to avoid the bloodshed of her people. We further recognize that Hawai‘i remains an illegally occupied state of America.

We recognize that each moment we are in Hawai‘i she nourishes and gifts us with the opportunity to breathe her air, eat from her soils, drink from her waters, bathe in her sun, swim in her oceans, be kissed by her rains, and be embraced by her winds. We further recognize that generations of Indigenous Hawaiians and their knowledge systems shaped Hawai‘i in sustainable ways that allow us to enjoy these gifts today. For this we are grateful and as guests and immigrants, we seek to support the varied strategies that the Indigenous peoples of Hawai‘i are using to protect their land and their communities, and we commit to dedicating time and resources to working in solidarity.

Mahalo.

Schedule Overview

(see day-to-day schedule's for details)

	TUES 6/13/23	WED 6/14/23	THURS 6/15/23	FRI 6/16/23	SAT 6/17/23
8:00 am		Transport			
8:15 am					
8:30 am		C h e c k - i n s			
8:45 am			Intro	Transport	Intro
9:00 am	Intro	Tour	Recap		
9:15 am					
9:30 am					Block 1
9:45 am	Block 1		Block 1	Tour	
10:00 am		Transition			
10:15 am					Transition
10:30 am		Block 1	Transition		
10:45 am	Block 2				Block 2
11:00 am				Transport	
11:15 am		Lunch	Block 2		
11:30 am				Lunch	
11:45 am	Lunch				Lunch
12:00 pm			Lunch		
12:15 pm				Activity	
12:30 pm	Block 3	Block 2			Block 3
12:45 pm					
1:00 pm			Block 3	Debrief	
1:15 pm					
1:30 pm	Debrief	Debrief	Debrief		Debrief
1:45 pm					
2:00 pm					
2:15 pm				Transport	
2:30 pm	End	Block 3	End	End	End
2:45 pm					
3:00 pm					
3:15 pm		Transport/ End			



Teacher Teams

Come up with your team name and insert it below.
Follow the same rules as you would direct your students about naming themselves.

TEAM	NAMES
------	-------

Click to type Team Name Here

*Michael Takeda
Jennifer Walker
Jaclyn Preciado
Tammy Johnson*

Click to type Team Name Here

*Pua Rossi-Fukino
Michael Oishi
Danette Nelson
Gwyn Bourlakov
Tamara Zuniga-Brown
Taylor Smith*

Click to type Team Name Here

*Jason Elder
Nani Kawaa
Belinda Toyama
James Densley
Merica Mitchell*

Click to type Team Name Here

*Karen Harada
Diane Mokuau
Kristi Auyong
Sean Spinks*

Tuesday, June 13, 2023

Focus: Outbreak of War
Japanese Cultural Center of Hawaii

ACTIVITY	DESCRIPTION	TIME
Check-ins	<i>Program will begin promptly at 9:00 am</i>	8:30 am - 9:00 am
Protocol	<i>Morning Briefing</i>	9:00 am - 9:30 am
Block 1 JCCH 1st Floor	<i>Welcome/introduction</i> Opening this new educational program, we'll introduce our schedule, our purpose, and goals for the week.	9:30 am - 10:30 am
Block 2 JCCH 5th Floor	<i>Okage Sama De Tour</i> The JCCH 's historical gallery tells a story about immigration that resonates with all ethnicities across the United States. Experience the multi-generational history of the Japanese in Hawai'i.	10:30 am - 11:30 am
Lunch	<i>Screening "Hidden Heroes"</i>	11:30 am - 12:30 pm
Block 3 JCCH 5th/ 1st Floor	<i>Exploring resources</i> Learn about the many resources that teachers can utilize in the classroom. From curriculum, libraries, and more, we'll showcase a variety of tools that can be easily accessed!	12:30 pm - 1:30 pm
Debrief	Home teams may take time to recap, share notes, and come up with questions for the next day. We'll also brief everyone on the next day of activities	1:30 pm - 2:30 pm
END		



Day 1 - Tuesday, June 13, 2023

Background/Resources Day

Speakers of the day: Nate Gytoku and Kelli Nakamura

Ice Breaker: In your Teacher Teams, go around and tell your best Dad Joke. Pick the best 5 jokes from your Teacher Team to be in the competition! Your representative will face off with the other teams to make Nate Gytoku laugh. Every time he laughs, your team gets point. The team with the highest number of points wins worthless bonus points!

Before we begin the tour rotations:

Please take a moment to jot down your ideas and feelings to the questions below. You will share your responses with your team before we start the tours.

Why are you here at this workshop? What are you hoping to learn?

[Click here to write.](#)

Why are "Hidden Histories" important to teach?

[Click here to write.](#)



Okage Sama De

I am what I am because of you

Please take photos of the artifacts if you want to include them in your lesson plans

United States History and Government
SS.US.1.16.1- Analyze reasons groups migrated to and within the United States
SS.US.1.8.2- Assess effects of anti-immigrant politics on public policy
SS.US.8.17.2 Assess the social, political, and economic transformation of the United States during World War II
Pacific Island Studies
SS.7PI.2.12.3 Evaluate how Pacific Islander participation in global economies changed during the colonial era through World War II
SS.7PI.2.7.4 Analyze the interests and obligations of colonial powers in Pacific Island nations and entities since World War II
Modern History of Hawaii
SS.MHH.3.17.3 Compare and contrast the internment of Japanese Americans on the West Coast with those in Hawai'i



Okage Sama De Scavenger Hunt Questions

Values/Arrivals:

1. Find the English translation of the value “Meiyo”

Click to write here.

2. Find the English Translation of the value “Sekinin”

Click to write here.

3. Find the English Translation of the value “Shikata Ga Nai”

Click to write here.

4. Find the English translation of the value “Gaman”

Click to write here.

5. What does the floor at the beginning of the museum symbolize?

Click to write here.

6. List any other Japanese words and their translations that speak to you:

Click to write here.

7. Name of the first Japanese workers who arrived in 1868.

Click to write here.



Okage Sama De Scavenger Hunt Questions

Plantation House/Sugar Plantation

8. What is the term used for a worker's plantation identification tag? How were the workers identified and divided?

Take a picture and insert here.

9. What is the term for a worker's lunch pail with lid used to carry lunch to work on the plantation?

Take a picture and insert here.

How would you feel if you no longer had a name and were reduced to just a number?

Click to write here.

10. What machine helped keep food cold before we had refrigerators?

Click to write here.

11. In the organized labor section, what Act ended contract labor in the Territory of Hawaii?

Click to write here.

12. In the Plantation House, why is there a baseball bat, trumpet, and a violin- what does it symbolize?

Click to write here.



Okage Sama De Scavenger Hunt Questions

Pre-War

13. Who was responsible for keeping Japanese language schools open in the 1920s?

[Click to write here.](#)

14. How much is a bob haircut in the Umemoto Barber Shop?

[Click to write here.](#)

15. How many pairs of geta slippers and zori slippers are in the D. Tsuneda General Merchant store display?

[Click to write here.](#)

16. Take a picture of the artifact that has a true “hidden history” during WW2.

17. What was is the significance of the photo taken in front of Iolani Palace in 1943?

[Click to write here.](#)



Okage Sama De Scavenger Hunt Questions

Post War/Democratic Revolution

18. In the Democratic Revolution room, how did education acquired post WWII help to reshape the sociopolitical landscape in Hawaii?

Click to write here.

19. Name 2 businesses that were started by Nisei veterans post war.

Click to write here.

20. Insert picture of the first ballot with JA representatives (hint: think pink)

Click to write here.

21. What was the turning point that enabled Hawaii citizens to participate in civic duties?

Click to write here.



Okage Sama De Scavenger Hunt Questions

Cultural Traditions

22. In the Cultural Traditions room, how many dolls are in the photo of the Hina Matsuri day display?

Click to write here.

23. What's the significance of filling in a daruma's eyes?

Click to write here.

Internment

24. Name two internment camps NOT in Hawaii.

Click to write here.

25. Name two internment camps in Hawaii.

Click to write here.

26. Which local political leader was interned at Honouliuli?

Click to write here.

27. Was Honouliuli considered under the Department of Justice or the Department of Defense?

Click to write here.

Resource Center

28. In the Resource Center, find the "Finding Archival Collection Finding Aids" binder. Using the finding aid, look for "AR 10". What is the title/subject of that collection?

Click to write here.

29. Using the finding aid, look for "AR 57". What is this collection called?

Click to write here.

30. What services does the Resource Center Provide?

Click to write here.



Hidden Heros: The Nisei Soldiers of WWII

Participation in Democracy
SS.PID.3.17.1 Explain the significance and impact of landmark Supreme Court cases in American history
SS.PID.3.7.2 Assess the importance of exercising the rights and responsibilities of citizenship in a democracy
World History
SS.WH.6.17.3 Analyze the turning points in the Pacific and European theatres of combat during WWII
United States History and Government
SS.US.1.16.1 Analyze reasons groups migrated to and within the United States
SS.US.1.8.2 Assess effects of anti-immigrant politics on public policy
SS.US.8.17.2 Assess the social, political, and economic transformation of the United States during World War II
SS.US.8.19.3 Analyze the role of the United States in the outcome of World War II in the European and the Pacific theaters
Modern History of Hawaii
SS.MHH.3.19.2 Analyze the local sociopolitical effects of the bombing of Pearl Harbor
SS.MHH.3.17.3 Compare and contrast the internment of Japanese Americans on the West Coast with those in Hawai'i



Hidden Heros
Film Notes:

Click to write here.



Reflection Questions

In the film, Senator Daniel Inouye described visiting the Japanese Americans in the internment camp. He cited that as a unifying experience between the Hawaii soldiers and the ones from the continent. He shared that the Hawaii soldiers asked themselves, “Would I have volunteered from that camp?”. We ask that question of you. If you were interned in a camp, would you have volunteered? Please include your reasoning and feelings behind your response.

[Click to write here.](#)

In the Okage Same De exhibit, Fred Makino (from your Scavenger Hunt) was responsible for fighting to keep Japanese language schools open. In the film, the Military Intelligence Service (MIS) was created because of the Nisei’s ability to speak and understand Japanese. How do you think the war would have turned out if Fred Makino didn’t win that fight for Japanese Language school and we didn’t have their ability to understand Japanese?

[Click to write here.](#)

Should we embrace this type of bilingual pride into schools? How can English Language students be included and integrated while keeping their identity?

[Click to write here.](#)



[Click here to go to history standards](#)

In your Teacher Teams, take a look at the standards for your grade level or class. What are some ideas you have for a lesson or activity to teach what you learned from this morning and from the film.

Standard (copy and paste)	Ideas for introduction, instruction, or assessment
Insert standard here.	Write ideas here.
Insert standard here.	Write ideas here.
Insert standard here.	Write ideas here.
Insert standard here.	Write ideas here.

Did anything shock you to learn from the film?

Click to write here.

Other lesson ideas or compelling questions:

Example: What is your “Monte Cassino”? How can you overcome and achieve at your “Monte Cassino”? Students can write or even create a visual of the obstacles and challenges they face.

Click to write here.

Using Google maps and Google Earth, check out the area around Monte Cassino. Look at the terrain and how there was no cover for the soldier to use to hide from enemy fire. How could you use this in the classroom?

Click to write here.



Exploring Resources

Jodie Mattos- Hawaiian Collection [Link](#)

Jodie Mattos is a librarian in the Hawaiian Collection, University of Hawai'i at Mānoa (UHM) Library. She has been with the Hawaiian Collection since 2010, spending the bulk of her career at UHM as a History librarian who also worked with Ethnic Studies (among a few other departments). Jodie would love to have a dog and does not ask owners before petting their dog (to her family's dismay!).

Dawn Sueoka- Congressional Papers Archivist, University Archives and Manuscript Collections, UH Mānoa Library [Link](#)

Dawn Sueoka has been managing the Hawai'i Congressional Papers Collection since February 2020. She has over 10 years of experience working as an archivist in Hawai'i, most recently at the Honolulu Museum of Art and at the Shangri La Museum of Islamic Art, Culture & Design. She is a contributor to the book *Museum Archives: Practice, Issues, Advocacy*, published by the Society of American Archivists in 2022. She has served on the board of the Association of Hawai'i Archivists, and currently serves as board chair for the Hawai'i Council for the Humanities.

[Lib Guide](#) created by the librarians. Click the link for access!

[Link](#)

Reflection Question:

What other community resources are available to use for further resources and research?

Click to write here.

[Hawaiian Mission Homes](#) [Link](#)

[Library of Congress](#) [Link](#)

Add your own ideas and ideas from your team:

Click to write here.

Picture Prompt



Looking at the photo of the children in a studio portrait with the word "mask" labelled on their bags (presumably gas masks), pick one of the following prompts to write about:

- Write a poem, short story, diary entry inspired by that image.
- What do you think the image is saying? What does it communicate?
- What do you think is going on in this picture?
- Create your own prompt

[Click to write here.](#)



Activity

[Click link to access the article.](#) (book found in the LibGuide- [Personal Justice Denied: Report of the Commission on Wartime Relocation and Internment of Civilians \(1981-1982\)](#)).

Find Part I, appendix: Latin Americans

2. Read pages 305-307. [Appendix pdf](#)

[Justice Denied](#)

3. In your teacher team, can you create 2 questions about the information found on those pages to fit Inquiry Standard 1: SS.9-12.1.1 Create compelling questions representing key ideas of the disciplines

[Click to write here.](#)

4. What 12 Latin American countries deported enemy alien internees to the United States?

[Click to write here.](#)

5. In the same document, under Part II the Aleuts: War and Evacuation in Alaska, beginning on page 338, describe the living conditions in the camps in which the Aleuts were housed?

[Click to write here.](#)



Debrief

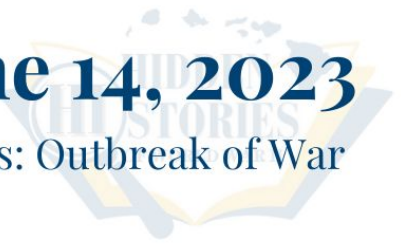
In your teams, let's unpack the contents of the day. Take some time to share what you learned and what stuck with you.





What lesson plan ideas do you have in mind? Write them down and take some time to start creating, especially with your team!

Click to write here.

Wednesday, June 14, 2023

Focus: Outbreak of War



ACTIVITY	DESCRIPTION	TIME
Transition	Transportation to Honouliuli	8:00 am - 8:30 am
Check-ins	<i>National Parks Service introduction</i>	8:30 am - 8:45 am
Block 1  Honouliuli	<i>Honouliuli National Historic Site</i> Visit Hawaii's longest standing internment site named "Jigoku Dani" otherwise known as hell valley.	8:45 am - 10:00 am
Transition	<i>Transportation to Pearl Harbor</i>	10:00 am - 10:15 am
Block 2  Pearl Harbor	<i>Teacher Ranger Teacher</i> Educational talk on resources relating to Honouliuli.	10:15 am - 11:00 am
Lunch		11:00 am - 12:00 pm
Block 3  Pearl Harbor	<i>Pearl Harbor National Museum (PHNM)</i> Embark on a tour of PHNM museums, view films, and visiting the USS Arizona Memorial.	12:00 pm - 1:45 pm
Debrief	<i>Debriefing PHNM educational experience</i>	1:45 pm - 2:15 pm
Block 4  Pearl Harbor	<i>Preservation of a Memorial</i> Explore stories of Hawaii and the impacts militarization has on the land, and its connections to its people.	2:15 pm - 3:00 pm
Transition	Transportation	3:00 pm - 3:15 pm

END



Day 2 - Wednesday, June 14, 2023

Outbreak of War: Mobilization and Incarceration

Speaker of the day: Nate Gyotoku

Oahu Teachers:

8:00am: bus leaves *be here early

Neighbor Island Teachers:

7:45am: transportation leaves to JCCH. We will all leave from JCCH together.

10:00am: Honouliuli to Pearl Harbor

3:15pm: Depart Pearl Harbor to JCCH

Bags will be checked for prohibited items. Please refer to the NPS website for more information

What to Wear:

Covered shoes (make sure they're comfy)

Long sleeved shirt

Hat

Put on sunscreen before



Field Trip Day

World History and Culture

SS.WH.6.17.3 Analyze the turning points in the Pacific and European theatres of combat during WWII

US History and Government

SS.US.8.17.2 Assess the social, political, and economic transformation of the United States during World War II

SS.US.8.19.3 Analyze the role of the United States in the outcome of World War II in the European and the Pacific theaters

Participation in Democracy

SS.7PI.2.12.3 Evaluate how Pacific Islander participation in global economies changed during the colonial era through World War II

Modern History of Hawaii

SS.MHH.3.16.1 Analyze Hawai'i's position in the geopolitics surrounding the bombing of Pearl Harbor

SS.MHH.3.19.2 Analyze the local sociopolitical effects of the bombing of Pearl Harbor

SS.MHH.3.17.3 Compare and contrast the internment of Japanese Americans on the West Coast with those in Hawai'i



Notes and Reflections:

Click to write here.

Thursday , June 15, 2023

Focus: Impact of War
Japanese Cultural Center of Hawaii

ACTIVITY	DESCRIPTION	TIME
Check-ins	<i>Program will begin promptly at 8:45 am</i>	8:30 am - 8:45 am
Protocol	<i>Morning Briefing</i>	8:45 am - 9:00 am
Recap	<i>Recap of fieldtrip</i>	9:00 am - 9:30 am
Block 1 📍 JCCH 5th Floor	<i>Guest speaker: General David Bramlett</i> - The Nisei Soldier in WWII: The Price of Citizenship	9:30 am - 10:30 am
Transition	<i>Short Break</i>	10:30 am - 10:45 am
Block 2 📍 JCCH 5th Floor	<i>Guest speaker: Tom Coffman</i> - Impact of war on Hawai'i	10:45 am - 11:45 am
Lunch		11:45 am - 12:45 pm
Block 3 📍 JCCH 5th Floor	<i>Guest speaker: Bill Kaneko & Carole Hayashino</i> - The Hawai'i evacuation story and redress	12:45 pm - 1:45 pm
Debrief	Home teams may take time to recap, share notes, and come up with questions for the next day. We'll also brief everyone on the next day of activities	1:45 pm - 2:30 pm

END



Day 3 - Thursday, June 15, 2023

Impact of War

Speaker of the day: Dr. Mitch Maki

Inquiry Standard
SS.9-12.5.2 Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
World History and Culture:
SS.WH.6.17.3 Analyze the turning points in the Pacific and European theatres of combat during WWII
US History and Government:
SS.US.8.17.2 Assess the social, political, and economic transformation of the United States during World War II
SS.US.8.19.3 Analyze the role of the United States in the outcome of World War II in the European and the Pacific theaters
Participation in Democracy:
SS.PID.3.7.2 Assess the importance of exercising the rights and responsibilities of citizenship in a democracy
Modern History of Hawaii
SS.MHH.3.16.1 Analyze Hawai'i's position in the geopolitics surrounding the bombing of Pearl Harbor
SS.MHH.3.19.2 Analyze the local sociopolitical effects of the bombing of Pearl Harbor
SS.MHH.3.17.3 Compare and contrast the internment of Japanese Americans on the West Coast with those in Hawai'i
SS.MHH.4.9.1 Determine the socioeconomic effects of the decline of agriculture, growth of the tourism industry, and continued military presence



Panel Bios

Panel 1 - General Bramlett

Panel 1 - General Bramlett

A 1964 graduate of the United States Military Academy at West Point, General Bramlett began his career in Hawaii as a lieutenant of Infantry with the 25th Infantry Division. He retired on October 31, 1998, concluding his military career as the Commanding General of US Army Forces Command. As commander of the Army's largest organization, he was responsible for training and deploying forces worldwide in support of theater Combatant Commanders.

Key Army assignments included Division Commander of the 6th Infantry Division (Light) in Alaska, 1992-94, and Assistant Division Commander with the 25th Infantry Division (Light) in Hawaii, 1987-89. Additionally, General Bramlett served as the Commandant of Cadets at West Point, 1989-92. He also commanded brigades in the 82d Airborne Division and the 101st Airborne Division (Air Assault). Joint assignments include Deputy Commander/Chief of Staff, US Pacific Command, 1994-96, and Deputy J5 (Plans, Policy, and Programs), US Central Command, 1986-87. Years later he received the 2016 Doughboy Award from the National Infantry Association and was selected as a 2019 Distinguished Graduate of West Point.

While in retirement, he has been a formal mentor and an occasional participant in seminars on security issues and international affairs. He has also been an adjunct instructor with Hawaii Pacific University in the graduate school (courses in History and Literature) and a Regent of Chaminade University. He currently serves as a volunteer on the management boards of several community service organizations on Oahu, to include

His commitment to tell the Nisei story is reflected in his volunteer work with the Nisei Forum on Universal Values, the Go For Broke National Education Center, and in numerous speeches both in Hawaii and the mainland, as well as in England. The 100th Battalion veterans in Hawaii have selected him to be an Honorary Member of Club 100.

He is married to Nora K. Harmsen, D.D.S.



General Bramlett

Notes/Questions

- 100th battalion
- 442nd regimental combat unit
- Military Intelligence Service
- Varsity Victory Volunteers
- 1399 Engineering Unit

Click to write here.



Panel Bios

Panel 2 - Tom Coffman

Tom Coffman is a graduate of the Kansas University School of Journalism. He originally came to Hawaii at age twenty-two as a reporter for the Honolulu Advertiser (1966) and then the Honolulu Star Bulletin (1968-1973), where he became chief political reporter and wrote the widely read political history *Catch A Wave*. Since 1973 he has been an independent writer, author and documentary film producer/director. The underlying theme of his work is the social and political development of Hawaii in context of the Pacific Rim.

He is the recipient of the State of Hawai'i Award for Excellence in Literature. He received the Hawaii Publishers' annual award for Best Nonfiction for three of his books: *Nation Within*, *The History of America's Occupation of Hawaii*; *The Island Edge of America*; and *I Respectfully Dissent*; *A Biography of Edward H. Nakamura*. Among his many other community-based projects, in the early 1980s he produced and partially wrote a widely disseminated multimedia plan of Hawaiian cultural revival (OHA Culture Plan: Draft One). He served as writer and editor of former Gov. George R. Ariyoshi's biography, *With Obligation to All*.

His numerous documentaries prominently include *O Hawaii, From First Settlement to Kingdom* (aired by PBS); *Nation Within* (PBS); *Arirang, The Korean American Journey* (PBS), *First Battle: The Battle for Equality in Wartime Hawaii* and *Ninoy Aquino and the Rise of People Power* (PBS).

He and his wife Lois, a retired social worker, are avid NBA fans (go Warriors) and, post-pandemic, are nursing a pent up need to travel. Also, as a public speaker he's never successfully told a joke.



Tom Coffman

Notes/Questions

- Pre-war
- Martial Law
- Morale Committees

Click to write here.



Lunch Reflection Question

Does the declaration of “martial law” make it legal to suspend civil rights?

Click to write here.



Panel Bios

Panel 3 - William Kaneko

William Kaneko is a Partner at Honolulu offices of Dentons, the world's largest law firm, where he advises clients on administrative law, government relations, and public policy. Since 2009, he was selected amongst his peers and listed in Best Lawyers in America for government relations law, and Honolulu Magazine's Best Lawyers in Hawaii. In 2014, 2017, 2021, he was named Hawaii Lawyer of the Year for Government Relations. Mr. Kaneko is highly skilled and recognized for understanding the legal, regulatory, policy and political framework in which companies and governments exist, and developing practicable inter-disciplinary solutions to advance key initiatives. He received the Award for Public Service from the U.S. Department of Justice; the Trailblazer Award from the National Asian Pacific American Bar Association, and the Alan Saunders Award for Achievements in Civil Liberties from the American Civil Liberties Union of Hawai`i. Mr. Kaneko received his Bachelor of Arts degree from the University of Puget Sound, his Juris Doctor degree from the Catholic University of America, and an Honorary Doctor of Laws degree from the University of Puget Sound.

Interesting Tidbit: I played drums in high school and college, and had my own band. I also teach a course in Zen & Politics at a Zen-martial arts dojo in Hawai`i.



Panel Bios

Panel 4 - Carole Hayashino

Carole is the former president and executive director of the Japanese Cultural Center of Hawai'i. Prior to her appointment with the JCCH, Carole served as Vice President for University Advancement at California State University Sacramento, taught in Asian American Studies at San Francisco State University and worked at the National Japanese American Citizens League Headquarters in San Francisco where she was involved in the national legislative campaign for redress and reparations Americans of Japanese ancestry interned during World War II. Carole also worked for the former Governor David Ige and former First Lady Dawn Amano Ige.



William Kaneko/Carole Hayashino

Notes/Questions

- Redress
- Civil Rights
- Evacuees

Click to write here.



Takeaway

“Fifty years ago, we were scraping away, trying to get a good education and there were leaders and groups who helped us. **Now, it’s really our responsibility and our turn to be able to assist newer immigrant communities, the Filipinos, Southeast Asians, and to stand up for their rights.** Whether it be political power or economic power where we’re clearly in a position to be able to spread it out and to be able to assist newer immigrant groups, we need to fulfill our responsibility.” [Hawai’i Herald](#)
[\(Herald, Hawaii. “The Hawaii Herald - Hawaii’s Japanese American Journal.” The Hawaii Herald, www.thehawaiiherald.com/2022/01/07/william-kaneko/.\)](#)

How do you feel about this quote? Agree or disagree?

Click to write here.

What essential question could be created based on or from that bolded statement?

Click to write here.

Examples:




How are the different stories of immigrant communities, across time and geography, similar?

What can stories of immigrant struggles teach us or tell us about our rights and responsibilities?

Friday, June 16, 2023

Focus: Impact of War



ACTIVITY	DESCRIPTION	TIME
Check-ins  Kapiolani Community College	<i>Program will begin promptly at 8:45 am</i>	8:45 am
Transition	<i>Transportation to Waikiki</i>	8:45 am - 9:00 am
Protocol	<i>Morning Briefing</i>	9:00 am - 9:30 am
Block 1  Royal Hawaiian	<i>Waikiki WWII Tour</i> Royal Hawaiian Waikiki Resort	9:00 am - 11:00 am
Lunch	<i>Lunch</i>	11:15 am - 12:00 pm
Block 2  KCC - Kopiko 126	<i>Sarah Bellian: military impact on the community</i>	12:00 pm - 1:00 pm
Debrief	Home teams may take time to recap, share notes, and come up with questions for the next day. We'll also brief everyone on the next day of activities	1:00 pm - 2:15 pm
Transition	<i>Transportation to JCCH</i>	2:15 pm - 2:30 pm
END		



Day 4 - Friday, June 16, 2023

Impact of War

Everyone meet at Kapiolani Community College (KCC), parking lot A. We will catch busses to the Royal Hawaiian Hotel. The bus will depart promptly at 8:45 am, so please be on time.
Lunch bentos from Sunrise Restaurant.

For the second half of the day, we will be back at KCC for lunch and in Kopiko 126, 127A, B, 128.

Pacific Island Studies
SS.7PI.2.12.3 Evaluate how Pacific Islander participation in global economies changed during the colonial era through World War II
SS.7PI.3.14.1 Explain the social, environmental, and economic impacts of nuclear testing and militarization on Pacific Islander peoples and island environments
SS.7PI.3.14.1 Explain the social, environmental, and economic impacts of nuclear testing and militarization on Pacific Islander peoples and island environments
Modern History of Hawaii
SS.MHH.3.16.1 Analyze Hawai'i's position in the geopolitics surrounding the bombing of Pearl Harbor
SS.MHH.3.19.2 Analyze the local sociopolitical effects of the bombing of Pearl Harbor
SS.MHH.4.9.1 Determine the socioeconomic effects of the decline of agriculture, growth of the tourism industry, and continued military presence



Royal Hawaiian Tour

Tour Guide: Kehau Kam

Notes/Questions

Click to write here.



Now and Then Activities

Wander over to Duke's Waikiki.

Inside the restaurant is a hallway called "The Ho'okahiko Award Hallway."

Go down the hallway.

Find the photo of "Pualani Mossman" and take a picture of her. Insert here.

You will learn her story in the afternoon.

Now and Then Activities

Look at the photos of Waikiki back then.
Recreate the same photo today and insert it into your notebook.

Then



Now





Now and Then Activities

Look at the photos of Waikiki back then.
Recreate the same photo today and insert it into your notebook.

Then

A large, empty rectangular box with a light gray border, intended for a historical photograph of Waikiki.

Now

A large, empty rectangular box with a light gray border, intended for a modern-day photograph of Waikiki.



Now and Then Activities

Look at the photos of Waikiki back then.
Recreate the same photo today and insert it into your notebook.

Then

A large, empty rectangular box with a light gray border, intended for a historical photograph of Waikiki.

Now

A large, empty rectangular box with a light gray border, intended for a modern-day photograph of Waikiki.



Sarah Bellian

Museum curator at the USS Bowfin Submarine Museum

Notes/Questions

Click to write here.



Worthless Bonus Points!

What hotel now stands where the “Lalani Village” used to be?

Click to write here.

Extra worthless points!

Name the 2 streets that form a corner where the Lalani Village used to stand.

Click to write here.



Debrief

Content Standard SS.MHH.4.9.1 Determine the socioeconomic effects of the decline of agriculture, growth of the tourism industry, and continued military presence.

Examples:

- **Socioeconomic Effects of Decline of Agriculture:** global competition, increased costs, increased land values for urban development
- **Socioeconomic Effects of Tourism:** changing demographics, diversification of tourism industry, dominance of service sector jobs
- **Socioeconomic Effects of Military:** civilian employment, military spending

How do you see the future of Hawai'i? What does it look like? How have things changed? Have they changed?

Click to write here.

Saturday, June 17, 2023

Focus: Where to go now?

University of Hawaii at Manoa, Campus Center

ACTIVITY	DESCRIPTION	TIME
Check-ins	<i>Program will begin promptly at 8:45 am</i>	8:30 am - 8:45 am
Protocol	<i>Morning Briefing</i>	8:45 am - 9:15 am
Block 1	Can the Aloha Spirit survive a war? Jane Kurahara, Betsy Young	9:15 am - 10:15 am
Transition	<i>Short Break</i>	10:15 am -10:30 am
Block 2	<i>"Where to go now?" Educational discussion panel, reviewing the tools collected throughout the week and how one might use them.</i>	10:30 am - 11:30 am
Lunch	<i>Lunch</i>	11:30 am - 12:30 pm
Block 3	<i>Presentations</i>	12:30 pm - 1:30 pm
	PAU!!!	



Day 5 - Saturday, June 17, 2023

Conclusion: Watching a lesson in action from the curriculum

Speakers of the Day - Dr. Mitch Maki and Nate Gyotoku

Meet at UH, Webster Hall at 8am.

Send a picture of the parking ticket to education@jcchawaii.com for a reimbursement by June 25, 2023.

Breakout 1- curriculum: Can the Aloha Spirit Survive?

[IDM Blueprint](#)

[Narrative](#)

[Graphic Organizer 1](#)

[Graphic Organizer 2](#)

[Graphic Organizer 3](#)

[Infographic](#)



Breakout 2 - What Do I do Now?

Brainstorm ideas for objectives:

3 websites with examples of verbs for learning objectives:

- [Measurable Performance Verbs for Writing Objectives](#) [Link 1](#)
- [List of Verbs for Formulating Educational Objectives](#) [Link 2](#)
- [Verbs for Learning Objectives- using Bloom's Taxonomy](#) [Link 3](#)

List your ideas for potential learning objectives:

Click to write here.



Activities

In your team, brainstorm all your ideas for activities around what you learned this week.

Click to write here.



Frontloading - activating background knowledge	Constructing Meaning	Assessment
Anticipation Guides	Say Mean Matter charts	Exit Pass
KWL charts	Think Aloud	Problem/Solution outlines
Picture Prompts/Inferences	Double Entry Journals	Jigsaw
One Word	Think, Pair, Share	Writing
T-charts	Gallery Walk	Comic Strip
Vocabulary	Post it notes	Portfolio
Write here.	Retellings	Socratic Seminar/ Fish bowl
Write here.	Write here.	Unsent Letters
Write here.	Write here.	Write here.
Write here.	Write here.	Write here.



Presentations

As a team, you will present your lesson plan ideas

Create a 15 minute presentation to walk us through your ideas for a beginning, during, and after activity. Try to include essential questions, learning objectives, and 1 standard.

Click to write here.



The End!

[Post Workshop Survey](#)





History Standards

Inquiry Standards:

SS.9-12.1.1 Create compelling questions representing key ideas of the disciplines

SS.9-12.1.2 Critique compelling questions that reflect an enduring issue in the field

SS.9-12.1.3 Create supporting questions that address key ideas identified in compelling questions

SS.9-12.1.4 Explain how new compelling and supporting questions emerge Anchor Standard 2

Gathering and Evaluating Sources

SS.9-12.2.1 Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value

SS.9-12.2.2 Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information Anchor Standard 3 Creating Claims

SS.9-12.3.1 Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both

SS.9-12.3.2 Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims Anchor Standard 4 Communicating Conclusions

SS.9-12.4.1 Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses

SS.9-12.4.2 Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)

SS.9-12.5.1 Identify local, regional and/or global problems or issues by using interdisciplinary lenses

SS.9-12.5.2 Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it

SS.9-12.5.3 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns

SS.9-12.5.4 Create an action plan to address a solution to the problem or issue and demonstrate substantive evidence of implementation



History Standards Cont.

World History and Culture:

Content Standard SS.WH.6.17.3 Analyze the turning points in the Pacific and European theatres of combat during WWII

US History and Government:

Content Standard SS.US.1.16.1 Analyze reasons groups migrated to and within the United States

Content Standard SS.US.1.8.2 Assess effects of anti-immigrant politics on public policy

Content Standard SS.US.8.17.2 Assess the social, political, and economic transformation of the United States during World War II

Content Standard SS.US.8.19.3 Analyze the role of the United States in the outcome of World War II in the European and the Pacific theaters

Participation in Democracy:

Content Standard SS.PID.3.17.1 Explain the significance and impact of landmark Supreme Court cases in American history (Korematsu Case, HI evacuees)

Content Standard SS.PID.3.7.2 Assess the importance of exercising the rights and responsibilities of citizenship in a democracy (Kaneko day)

Pacific Island Studies

Content Standard SS.7PI.2.12.3 Evaluate how Pacific Islander participation in global economies changed during the colonial era through World War II

Content Standard SS.7PI.2.7.4 Analyze the interests and obligations of colonial powers in Pacific Island nations and entities since World War II

Content Standard SS.7PI.3.14.1 Explain the social, environmental, and economic impacts of nuclear testing and militarization on Pacific Islander peoples and island environments (ex. Social Nuclear Testing Impacts: loss of culture, ongoing health concerns, relocation of entire populations · Environmental Nuclear Testing Impacts: contaminated animals, food, plants, and water; physical damage to reefs · Economic Nuclear Testing Impacts: denial of use of prime land and harbor areas, inability to harvest fish · Militarization: land annexation, military bases, missile defense sites)

Modern History of Hawaii

Content Standard SS.MHH.3.16.1 Analyze Hawai'i's position in the geopolitics surrounding the bombing of Pearl Harbor (ex. · Geographical Location: base of the Pacific fleet, strategic port in the Pacific · Reasons Hawai'i Targeted: intent to cripple American fleet, last line of defense against Japan and the Axis Powers, southern resource area, undermining American morale)

Content Standard SS.MHH.3.19.2 Analyze the local sociopolitical effects of the bombing of Pearl Harbor (Ex. Sociopolitical Effects: 100th/442nd, increase in G.I. population during wartime, Japanese American internment, martial law)

Content Standard SS.MHH.3.17.3 Compare and contrast the internment of Japanese Americans on the West Coast with those in Hawai'i (ex. · Compare and Contrast: 442nd, criteria for internment, economic impact (individual and community), Honouliuli, Kilauea Military Camp, Korematsu v. U.S., Manzanar, percentage of Japanese interned, Topaz War Relocation Center, treatment by non-Japanese, Tule Lake, wartime restrictions)

Content Standard SS.MHH.4.9.1 Determine the socioeconomic effects of the decline of agriculture, growth of the tourism industry, and continued military presence (ex. Socioeconomic Effects of Decline of Agriculture: global competition, increased costs, increased land values for urban development · Socioeconomic Effects of Tourism: changing demographics, diversification of tourism industry, dominance of service sector jobs · Socioeconomic Effects of Military: civilian employment, military spending)



Additional Resources

Go For Broke National Education Center Resource Page: <https://goforbroke.org/resources/>

Examples of videos found there:

[How the Japanese American Soldiers Broke the Gothic Line during WWII](#)

[Heroes Among Us: Why Did They Serve?](#)

Books:

- *Japanese Eyes, American Heart, Volume 1.*
- *Facing the Mountain* by Daniel James Brown (100/442)
- *Ambassadors in Arms* by Thomas Murphy (100)
- *Honor by Fire* by Lynn Crost (100/442, MIS)
- *Boyhood to War* by Dorothy Matsuo (100/442)
- *Just Americans* by Robert Asahina (100/442)
- *My Life's Journey* by Ted Tsukiyama (VVV/MIS)
- *Twice Heroes* by Tom Graves (100/442, MIS)
- *Inclusion*, by Tom Coffman (2021)
- *Achieving the Impossible Dream*, by Mitchell T. Maki, Harry H.L. Kitano, and S. Megan Berthold (1999)

Movies:

- "Go For Broke" (1951)- free on YouTube. Many of the 100th and 442nd veterans played themselves in this movie.
- "Forced Removal" (2023)- film from Willian Kaneko to premiere on June 29, 2023 at the Hawaii Convention Center