

LESSON PLAN: “Great Grandfather’s Drum”

(Special thanks to Scott Clarke-HP Baldwin High School Social Studies Department, Maui, Hawaii)

I. Introduction:

This lesson is designed around the video, “Great Grandfather’s Drum”. The video is centered on the social, economic, and political history of Americans of Japanese Ancestry (AJA) in Hawaii. While this particular lesson was designed for an 11th grade Modern Hawaiian History class, it could easily be adapted for a lesson in language arts.

II. Materials

1. DVD-“Great Grandfather’s Drum”
2. Teachers may choose to copy the attached handouts for distribution or have students create their own:
 - A. Great Grandfather’s Drum-Themes for Me and You
 - B. Video Notes
 - C. Extended Response (ER) for “Great Grandfather’s Drum”

III. Standards:

This lesson is based on the following standards:

1. Common Core State Standards:
Students will be able to write informative/explanatory texts, including the narration of historical events.
2. Hawaii Content and Performance Standard
SS. 9 MHH 3.7: Identify events leading to the bombing of Pearl Harbor and describe its effects in Hawaii, such as the role of the U.S. military and anti-Japanese sentiments.

IV. Content Objective:

1. Students will be able to analyze how historical events influenced the lives of AJA in Hawaii.

V. Language Objectives:

1. Students will be able to write an extended response (ER) that identifies one of the seven themes portrayed in the video.
2. Students will be able to write an ER that demonstrates the analysis of two historical events in connection to the theme and the effects of these events on the lives of AJA.

VI. Procedure:

Day 1:

1. For a “Do Now” – Have the following question on the board – “Is there racial intolerance in America? Provide a specific example to support your response.”
Give students time to formulate an answer and then open the class up for discussion. Look for common themes that develop and see if you can connect it to the themes in #2.
2. Pass out the “Great Grandfather’s Drum – Themes for Me and You” hand out. Read off the seven themes listed – Cultural Traditions, Sacrifice, Perseverance, Obligation, Ethnic Identity, Prejudice, Human Connectedness.

3. In the “Me” column, students will write down how each theme relates to their life. For instance, what cultural traditions are part of their families life? How has prejudice impacted them at some point in their life?
4. Once the students have filled in the “Me” column, they will go on a “discovery walk” to fill in the “You” column. As they roam the class, they should ask several students what they wrote for the various themes. As they listen to the responses, they should write it in the “You” column. The interviewee will then sign after the information is verified next to the signature.
5. Once students have gathered information for all the themes and settled back in their seats, conduct a whole class discussion on what was discovered. As students discuss, have them pay attention to commonalities for each theme. Discuss these commonalities.
6. Inform students that they will be analyzing these 7 themes in relation to the experiences of AJA as they view the video, “Great Grandfather’s Drum”. As students watch the video, they will be looking for examples of how the experiences of the AJA fit into the previously discussed themes. The Video Notes handout can be used or students can use the backside of the paper they were working on to take notes from the video. They can rewrite the 7 themes leaving space after each for notes.
7. Explain that their notes will help them write the ER that will be used as the final assessment for this lesson. Pass out the ER sheet and go over the prompt and rubric. Check for understanding.
8. Begin the video. Depending on the time allotted for the class period, you will probably only get to half of the video (30 minutes). Continue on with the video the next class period.
9. As homework after day 1, students should go back and organize their notes and add in any connections they saw between historical events and the themes.

Day 2:

10. At the start of Day 2, for a “Do Now”, have students write down 2 historical events they noticed in the first half of the video. Ask for examples and lead a discussion on the influence of these events for all people in Hawaii. This should be an opportunity to do a background knowledge check on the students in relation to events such as plantation life, WW II, internment of AJA, etc.
11. Continue with video.
12. With the time remaining after the video, students can begin outlining the ER.
13. Homework – complete the ER.

Day 3: Wrap up

14. Students will do a peer review of an ER (student pairs). Encourage students to comment on what they read and score the ER based on the rubric.
15. Collect ERs for teacher evaluation.
16. Reflection Questions:
 - A. Looking at our society today, do you think we have learned from the experiences of AJA in regards to human relations? Why or why not? Please provide a specific example as evidence.
 - B. Predicting the future – 50 years from now, do you think there will be an improvement in human relations? Why or why not?

**“Great Grandfather’s Drum”
“Themes for Me and You”**

Theme	Me	You
Cultural Traditions		Signature:
Sacrifice		Signature:
Perseverance		Signature:
Obligation		Signature:
Ethnic Identity		Signature:
Prejudice		Signature:
Human Connectedness		Signature:

Video Notes

Directions: As you watch the video, "Great Grandfather's Drum," write down notes that relate to each of the themes. Pay particular attention to historical events, people, places, etc.

Theme	Notes
Cultural Traditions	
Sacrifice	
Perseverance	
Obligation	
Ethnic Identity	
Prejudice	
Human Connectedness	

Name:

Period:

Extended Response for “Great Grandfather’s Drum”

Directions: Please write an Extended Response to the following prompt: *Using your notes from the video, identify one of the seven themes (cultural traditions, sacrifice, perseverance, obligation, ethnic identity, prejudice and human connectedness) and analyze how two (2) historical events (i.e., plantation life, the bombing of Pearl Harbor, internment, political involvement, etc.) influenced the evolution of that theme for Japanese-Americans in Hawaii.* You may use only the space below and the back of the paper for your response.

4-Exceeds	3-Meets	2-Approaches	1-Below
Student clearly identifies one of the 7 themes. Two historical examples are present and a high level of analysis is used to connect the events to the theme. Specific details of both historical events are used in the analysis.	Student identifies one of the 7 themes. Two historical examples are present and connected to the theme, but only a moderate level of analysis of the connection is evident. Specific details of one historical event is used in the analysis	Student identifies one of the 7 themes. Two historical examples are used and connected to the theme, but with very little analysis of the relationship. Details are not evident in the discussion of the historical events.	Student identifies one of the 7 themes. Only one historical event is used in connection to the theme. Analysis of the relationship between the theme and events is not evident.
27-30 points	26-23 points	22-19 points	18 and below

Peer Review:

Score:

Teacher Review:

Final Score: