

Inquiry Design Model (IDM) Blueprint™

Compelling Question	Can Hawai'i's aloha spirit survive a war?		
Standards and Practices	<p>Inquiry Standard 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).</p> <p>Content Standard SS. MHH.3.19.2: Analyze the local sociopolitical effects of the bombing of Pearl Harbor.</p>		
Staging the Question	Engage the students in learning the values of "aloha spirit" and its deep-rootedness in Hawai'i. Then, have them apply their understanding to this photo of Japanese American soldiers taken in front of 'Iolani Palace in 1943.		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Following the bombing of Pearl Harbor, what sociopolitical changes occurred in Hawai'i?	How did the people of Hawai'i on the home front respond to these sociopolitical changes?	How did the Japanese American soldiers from Hawai'i respond during the war and soon thereafter?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Complete Graphic Organizer 1 , listing the sociopolitical changes that occurred in Hawai'i following the bombing of Pearl Harbor. Reflect on how you might have responded to those changes.	Complete Graphic Organizer 2 with various comments from the local population of Hawai'i in response to these sociopolitical changes.	Complete Graphic Organizer 3 with examples and details about how five Japanese American soldiers from Hawai'i responded during World War II and soon thereafter.	
Featured Sources	Featured Sources	Featured Sources	
<p>Source A: Online source from <i>Hawaii News Now</i>, "In aftermath of Pearl Harbor attack, Hawaii grappled with martial law." http://bit.ly/HNNMartialLaw</p> <p>Source B: Online source from <i>Mā'alaea</i>, "The Impact of World War II on Hawaii." http://bit.ly/MaalaeaWWIIimpact</p> <p>Source C: Online source from <i>Huffington Post</i>, "Forbidden Photos Reveal What Life In Hawaii Was Like After Pearl Harbor." http://bit.ly/HuffPoAfterPearlHarbor</p>	<p>Source A: Online source from Densho, "Morale Committees." http://bit.ly/DenshoMorale</p> <p>Source B: Online source from the 100th Infantry Battalion Veterans, "Emergency Service Committee." http://bit.ly/100EmerServComm</p> <p>Source C: Online source from Discover Nikkei, "Varsity Victory Volunteers Role in Activation of 442nd RCT." http://bit.ly/DiscoverNikkeiVVV</p>	<p>Source A: Infographic: "What is the Legacy of the Nisei Soldiers of World War II?" https://bit.ly/InfographicLegacyofNiseiSoldiers</p> <p>Source B: Video, "Ganbare! Never Give Up! Hawai'i Soldiers in World War II." http://bit.ly/JCCHVideo</p> <p>Video overview with time stamps is available for teacher reference.</p> <p>Source C: Online source from Densho, "GI Bill." http://bit.ly/DenshoGIBill</p>	
Summative	Argument	<p>Can Hawai'i's aloha spirit survive a war? Ask students to create a written response or oral argument that discusses the compelling question from their own perspectives. Then have a</p>	

Performance Task		group discussion to share and discuss individual perspectives, while practicing the spirit of aloha.
	Additional Assessment (optional)	Create a “Live Aloha” talk show with guests advocating for how sociopolitical changes that occurred as a result of World War II have (or haven’t) contributed to Hawai’i’s aloha spirit.
Taking Informed Action	<p>UNDERSTAND Articulate the importance of the individual’s contribution in protecting our civil liberties and in practicing the spirit of aloha.</p> <p>ASSESS Present your argument and/or explanation using specific examples in an effective and appropriate print, verbal, or digital format.</p> <p>ACT Connect your product to the commemoration of Hawai’i’s Civil Liberties and the Constitution Day staged annually on January 30. Another option is to learn more about National History Day’s Sacrifice for Freedom Program.</p>	