

**TITLE**

# A STRUGGLE FOR SOVEREIGNTY: RICE V.CAYETANO & THE ONGOING HAWAIIAN EA MOVEMENT

GRADE LEVEL: HIGHSCHOOL, 11-12TH GRADE

**DISCIPLINE:** History, English

**TOPIC:** The U.S. overthrow of the Hawaiian monarchy, the impacts of colonization on Native Hawaiians, and Native Hawaiian sovereignty movements in the modern era.

**STANDARDS:** CCSS.ELA-LITERACY.RH.11-12.1 | CCSS.ELA-LITERACY.RH.11-12.8 | CCSS.ELA-LITERACY.RH.11-12.7 | APUSH Topics: 6.2, 6.5, 6.6, 8.10, 8.11, 8.14

**OBJECTIVES:**

- Take a dive into the history of Hawai’ian sovereignty movements by looking at the writings of Hawai’ian activists
- Analyze the Rice v. Cayetano Supreme Court case to excavate attempts to suppress Hawai’ian sovereignty.

**ESSENTIAL QUESTIONS:**

- What is the history of the U.S. overthrow of the Kingdom of Hawai’i and annexation of Hawai’i?
- How does this history fit into themes related to the Gilded Age?
- How has colonialism impacted the Native Hawaiian community?
- What resistance movements have arisen for Native Hawaiian sovereignty?
- How do these movements relate to the history of American Civil Rights movements?
- What is Rice v. Cayetano? How has it impacted Native Hawaiian sovereignty movements?

**MATERIALS NEEDED:**

- Print outs "The Colonizer's Story"
- Print outs of "Rice v.Cayetano Notetaking Document"
- Prints outs of "Final Response Paper SampleAssignment"
- Projector for slideshow and videos

**KIT INCLUDES:**

- [Background Reading for Educator](#)
- [Glossary of Terms](#)
- [PowerPoint Slides](#)
- Video Links**
- [How Native Hawaiians Fought the US Navy, and won](#)
- Activities**
- [Rice v. Cayetano Note-taking Document](#)
- ["The Colonizer's Story" reading](#)
- [Final Response Paper Sample Assignment](#)
- [Hawai'i - EA Activism Movements 1960 to 2010](#)
- [Rice v. Cayetano Oral Arguments](#)

**CLASSROOM HOURS NEEDED:** 1 hour, 20 minutes

**FINAL ASSESSMENT TYPE:** Essay

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## HISTORICAL CONTEXT AND THE OVERTHROW OF HAWAII (SLIDES 1-10, 25 MINUTES)

- Introduce the topic for the day as movements for Native Hawaiian Sovereignty, and how that relates to broader social justice movements within U.S. History.
- Then, present slides 2 through 6, describing important historical context in the Gilded Age for the US annexation of Hawai'i.
- Then, play "How Native Hawaiians fought the US Navy, and won" from the beginning to 6:07. Ask students to take notes on the key historical events leading up to statehood for Hawaii.
- Present slides 7 and 8 for additional context the video missed.

### Ask students the following discussion questions:

- Recap: How did Hawai'i go from a sovereign nation under the rule of a monarchy to becoming a state in the U.S.?
- Based on the video, how did themes we discussed like industrialization, the development of big business, and westward expansion influence the U.S. overthrow of Hawai'i?
- Answer: For this question, students should point out that large businesses were interested in sugar production in Hawai'i. They saw Hawai'i as an opportunity to increase their influence and hold over key raw materials. Because these large businesses also held significant political power, they were able to get the U.S. government to eventually support the overthrow of the Hawaiian monarchy..

## NATIVE HAWAIIAN RESISTANCE MOVEMENTS (20 MINUTES, SLIDES 11 TO 17)

- Transition from the history of the U.S. overthrow of Hawai'i's monarchy to the 1970s and movements for Native Hawaiian sovereignty. Present slides 11 to 13.
- Watch the rest of the video, "How Native Hawaiians fought the US Navy, and won" video byVox (11 min).

### Lead students in these discussion questions:

- 1) Can you think of other instances in which the US has invalidated other governments in order to take power?
- 2) Why do you think ALOHA utilized the strategy of occupying lands as a way to advocate for Hawai'ian sovereignty?
- 3) How might the commodification of Hawai'i as a tourist site affect Kānaka and Hawaiian resistance movements?



**READING**  
(10 MINUTES,  
SLIDE 19)

- Have students read and annotate "*The Colonizer's Story: The Supreme Court Violates Native Hawaiian Sovereignty - Again*" by Eric K. Yamamoto

**TAKE HOME  
ASSIGNMENT:**

- Have students listen to the oral arguments of the Rice v. Cayetano Supreme Court Case via Oyez and use the note-taking document to identify key arguments from each side and questions that arise. Then, write a brief summary of the case and its impacts.

⋮ **SUGGESTED DAY 2**

**RICE V.  
CAYETANO  
DEBRIEF**  
(5 MINUTES)

Offer additional insights regarding the background of Rice v. Cayetano by discussing the key findings on slides 23 & 24.

**GROUP DISCUSSION**

**Conduct a group discussion based on students' reading of the Rice v. Cayetano case. Use the following guiding questions:**

- What were the main arguments presented by each side?
- Thinking about Yamamoto's article and the arguments presented in Rice v. Cayetano, how do you think the court's decision impacted Native Hawaiian sovereignty?
- Can this Supreme Court Case be seen as a continuation of conservative and liberal debates over culture, race, and sovereignty in America that characterized the 1960s through 1980s? Why or why not?
- Do you think Rice v. Cayetano created new challenges to activists for Native Hawaiian sovereignty? If so, how do you think activists could respond to these challenges?

## FINAL PROJECT: RESPONSE PAPER

### Final Project: Response Paper

Introduce the final project response paper. Provide students with the Sample Assignment to guide them.

#### Student Instructions:

Write a 5-7 page thesis-driven essay responding to a passage, statement, or concept in the Rice v. Cayetano case. Craft a critical response that directly connects to the court case. Your essay should include identification and analysis of the passage, statement, or concept you pick to analyze. Be sure to consider counter arguments to your position, and defend your position against those arguments. You may incorporate other researched material as well.

## BONUS ACTIVITY - RESEARCH A MOVEMENT

- If there is additional time on either day or you would like to assign an extra credit assignment, have students complete the following:
- Utilize the University of Hawai'i at Manoa library guide, "*EA Hawaiian Activism Movements 1960-2010*" to research a Hawai'iian sovereignty movement of your choice.
- The library guide divides the movements into 7 categories:
  - . *Āina (land)*
  - . *Wai (water)*
  - . *Armed Forces*
  - . *Iwi Kūpuna (the bones of our ancestors)*
  - . *Education*
  - . *Kānāwai (law)*
  - . *Mele Kū ē (protest songs)*

