



Taking a Stand in History

Hawai'i History Day 2005-2006

Eighth grader Ittai Wong of Kailua

Intermediate speaks like a historian in the making about his display, "Martin Luther King: Nonviolently Standing for Equality." "He got from Gandhi that nonviolence changed the world," Ittai said of the Nobel Peace Prize winner and leader of the U.S. civil rights movement. "If he hadn't taken that nonviolent



stand, he wouldn't have been as effective." Reyn Yoshihara of Kalama Intermediate didn't know anything about the Holocaust until he began his History Day project, which he titled "Oskar Schindler: How One Person Made a Difference." Kira Ho Ching and Christin Hoag of Kahuku High & Intermediate, found inspiration *continued on page 4*



Ittai Wong of Kailua Intermediate and the group display that placed second at State History Day.

Workshops for Teachers With a Focus on History

Follow the "Great Migration" of African-Americans from rural to urban centers and examine the influence of the Harlem Renaissance on American art, literature and music. Spend a night on the historic battleship *USS Missouri* and interact with a librarian of a presidential museum as you examine the history of December 7, 1941. Encounter native Hawaiians, missionaries and other foreigners who lived together in 19th century Hawai'i.

Each of these HCH-supported workshops is designed to provide teachers in Hawai'i with innovative opportunities to develop curriculum in line with Hawai'i State Content Standards and Benchmarks.

The Great Migration and Harlem Renaissance

Between 1910 and 1970 more than six million African Americans migrated from the South, many "pulled" to northern cities by economic opportunity. Art, literature and music flourished in the crowded black ghettos of northern cities during the flowering of the "Harlem Renaissance," influencing American culture and the arts.

This workshop for history teachers, on September 16 at Chaminade University, will examine historical interpretations of the "Great Migration," including the transformation of the African American community by urbanization and the impact on American society. It

will lead naturally to an exploration of the Harlem Renaissance, analyzing the work of leading writers, including poets Langston Hughes and Countee Cullen, novelists Zora Neale Hurston and Richard Wright, and essays of Alain Locke and W.E.B. Dubois.

Structured to meet the needs of social studies teachers in Hawai'i public schools, the workshop will teach to newly revised DOE history standards which specifically identify the Great Migration and the Harlem Renaissance.

Chaminade University English Professor Allison Francis will focus on literary studies and History Professor Mitch Yamasaki will tackle

historical interpretations. Both will suggest subjects, issues and interpretations; review corresponding Hawai'i State Department of Education history standards; and introduce available resources in print and on the Internet. They'll also conduct hands-on sessions with lesson plans they've created for the workshop.

Preceding the workshop, a panel discussion for the general public will be presented the evening of September 15, addressing life in the "Jim Crow" South, whether the "push" of racial repression or the "pull" of economic opportunity was the stronger motivation for migration.

Yamasaki will engage *continued on page 3*

HAWAII COUNCIL FOR THE HUMANITIES

Humanities News Summer 2006

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Note from the Executive Director

*What we call the beginning
is often the end*

And to make an end

is to make a beginning.

The end is where we

start from ...

A people without history

Is not redeemed from time,

for history is a pattern

Of timeless moments....

T.S. ELIOT, from *Four Quartets*

History is about the path one takes, the “habits of mind” brought to bear in conducting a particular historical investigation, and, in this way, takes the form of both an argument and a passion. It is not necessarily the only argument that could be made and the passions of today may fade with time. Perhaps even more unsettling is the difficulty we have in reconciling our desire for “facts” with the reality that historians so often argue over history — over what is appropriate to study, what interpretations are reasonable, what sources count as support, about the proper historical context and relevant points of view, and even about the conclusions reached.

It's why history, like philosophy and art, is never finished. Asking what the past means for us today means we must define each of these terms and also what field of meaning we wish to explore. Even if the new social history is now fairly old, many voices remain muted until historians consider them worth attending to. It is in this creative and volatile arena that the real work of teachers as they teach the History Day method and student historians as they prepare and research their History Day projects emerges. I hope you enjoy their stories.

On another humanities track, “What's for dinner?” is also by no means a simple question, varying by cultural, seasonal and even moral



disposition. Certainly from an island perspective, we in Hawai'i know better than most the vicissitudes of historical change and environmental impact related to food and how it gets to the table or backyard gathering. HCH is now planning to bring a second Smithsonian Museum on Main Street (MoMS) exhibition to Hawai'i in 2008. We are asking for host sites that are interested in the theme of *Key Ingredients: America by Food* and able to accommodate its much larger format (requiring 1,000 square feet of display space).

Once again, HCH will be using the NEH *We the People* special initiative to make available mini-grants for community programs and local-interest displays as well as creating a component on the place of food in Hawai'i's unique cultural and historical mix to complement the Smithsonian's national focus. HCH will select up to five sites on as many islands as is feasible for this statewide tour. If you are interested in hosting or supporting this program, please contact Grace Lo at the HCH office for an application form.

Finally, let me mention yet another new HCH project —

Literature and Medicine: Humanities at the Heart of Health Care — that will be featured in the next issue of *Humanities News*. Two humanities scholars, medical anthropologist Heather Young Leslie, a former registered nurse, and Craig Howes, director of the University of Hawai'i Center for Biographical Research, along with HCH staff members Grace Lo and Rob Chang have just returned from Bowdoin College for training in the program by the Maine Humanities Council with support from NEH.

Together with project humanities scholar and HCH Board Member Ken Kipnis, a specialist in medical ethics and applied philosophy, they will now plan a series of pilot programs of this reading-discussion program for health care professionals in Hawai'i to take place at local hospitals, hospices and care facilities in 2007. The heart of the program is reflected by Henry David Thoreau, “Could a greater miracle take place than for us to look through each other's eyes for an instant?” and, since the humanities will here use literature for this looking glass, this observation from William Carlos Williams, “It is difficult to get the news from poems yet men die miserably every day for lack of what is found there.” Both quotes come from the *Literature and Medicine* training manual.

I hope you agree that the public humanities are alive and well in Hawai'i and worthy of your support. HCH is currently in the first year of an ambitious three-year strategic plan that re-examines its current direction, programs and initiatives — a period of reflection and reform that welcomes your input, participation and donations.

Bob Buss

Workshops for Teachers With a Focus on History

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participants in questions on migration and urbanization: What causes people to move? Are the reasons different for ethnic minorities? Who migrated, who did not and why? Were the expectations of migrants unique to African Americans? How did moving to cities change the lives and culture of African Americans?

Francis will tackle questions that can also be applied to other ethnic minorities: "What causes 'renaissances'? Are there different issues when it concerns the culture of an ethnic minority? Who participated in the Harlem Renaissance? Did the black communities at the time know a renaissance was taking place? Can a black writer simply be a writer or must his work always reflect the African American experience?"

(The workshop for teachers of 20th century American history is scheduled for September 16, 2006. For more information, please contact Allison Francis at 735-4863 or Mitch Yamasaki at 735-4824.)

Triumph and Tragedy: Ordinary People in Extraordinary Times

Offered by the Arizona Memorial Museum Association (AMMA), this workshop ties the historical significance of December 7, 1941 to the 2006-07 History Day theme, "Triumph and Tragedy," to biography, and Hawai'i State Content Standards and Benchmarks. The two-day program, on January 4 and 5, 2007, will help high school teachers prepare students for History Day, explore World War II in the context of conflict and the homefront, and acquaint participants with the network of resources available at the National Park site.

"It's an opportunity for teachers to begin viewing Pearl Harbor as an entire site rather than as separate attractions or museums," says AMMA

Education Director Tim Donahue. "They can see the integration and comprehensive nature of the resources available here. We'll draw in the existing and developing museum sites and provide teachers the opportunity to see the range of resources available to them."

With the tie-in with History Day, teachers can see how they might guide students to consider the theme of "Triumph and Tragedy" in the context of Pearl Harbor. Also, the workshop provides the opportunity to look at the specific site and how biography can be used to exemplify the times and trends in Hawai'i, Donahue says, so teachers can guide students to make the appropriate connections.

The workshop will include lectures, workshop activities and hands-on experience, including spending a night on the USS Missouri battleship docked at Pearl Harbor and visits to other Pearl Harbor historic sites. Donahue has recruited Hawai'i-based humanities scholars Warren Nishimoto and Craig Howes to lead sessions on oral history and biography. In addition, Mark Adams, librarian at the Truman Presidential Library in Missouri, will discuss primary sources and how teachers can guide students to tap into a whole network of presidential libraries and archives.

Participants will team up to research an individual connected to one or more of the Pearl Harbor historic sites during World War II and develop a thesis that fits the framework of "Triumph and Tragedy." They'll also learn how teachers can align their History Day projects with DOE standards.

"With various museums in place at Pearl Harbor, there's a growing sense of coordination and cooperation," says Donahue. "Each museum has its own history to tell, collectively the entire Pacific war is well-documented here. Having teachers be aware and take advantage of that is a nice opportunity."

(Enrollment for the workshop is limited to 20 teachers: 10 from O'ahu, 10 from Neighbor Islands. Airfare will be provided for Neighbor Island participants. For more information, please contact Donahue at tim_donahue@arizonamemorial.org)

Kanaka Maoli, Mikanele, a me Haole e a'e (Native Hawaiians, Missionaries and Other Foreigners)

The Mission Houses Museum will present a day-long workshop on August 18 for teachers on the museum, primary source materials available and how people of different backgrounds interacted with each other in 19th century Hawai'i.



The historic printing press at the Mission Houses Museum.

The focus is to assist 4th and 5th grade Hawaiian and American History teachers with interesting and relevant topics for classroom learning, but teachers of other grades are welcome.

In the morning, teachers will begin with a briefing about the museum, then a tour of the museum visitor's center and Frame House, built in 1821 and the oldest wood-framed structure in Hawai'i. They'll see a printing demonstration in Ka Hale Pa'i, the printing office built in 1841, and get a special tour of the exhibition, *Treasures of Hawai'i's Past*, in the Chamberlain House Gallery. Then they'll visit the Hawaiian Mission Children's Society Library on the grounds to view primary source materials.

The afternoon session will be in the library, with workshop participants, museum staff and humanities scholars Noelani Arista and Carol Silva and resource associate Denise Paquin. Arista, Silva and Paquin will discuss how Native Hawaiians, missionaries and foreigners interacted in 19th century Hawai'i.

Teachers will receive a packet of materials, including a museum guidebook, booklet *Ka Pa'i Palapala — Early Printing in Hawai'i* — as well as citations from original source material in the HMCS Library and Archives.

(To register for the August 18th workshop, please call 531-0481, extension 16.)



Taking a Stand in History

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Jaime Gutierrez and Kyle Carboni of Ilima Intermediate as WWII paratroopers in a Junior Division performance.

in a leader with local roots. Their performance about the late Hawai'i congresswoman "Patsy Mink: Taking a Stand Against Discrimination" took 2nd place at Hawai'i State History Day and was recognized as the Outstanding State Entry in the Junior Division at National History Day.

Ittai, Reyn, Kira and Christin discovered, like hundreds of students engaged in 2005-06 Hawai'i History Day, how individuals who had the courage to take a stand changed the course of history for their

"One of the greatest things about History Day is it prepares students for college. Learning to write a thesis is so important. They learn how to do a thesis which puts them way ahead of other college students."

NORMAN CHOCK,
Kalani High teacher.
His students, Randi Koseki and Tracie Lock took 2nd place for Senior Media at the State competition with their project "Freedom of Speech at the School House Gate."

neighbors, communities, nation and often the world.

More than 2,000 students in grades 4 through 12 from xx schools in the state developed research essays, interpretive displays, performances, documentaries and websites on topics reflecting the theme "Taking a Stand in History."

Among them were Mililani High school students of teacher Amy Perruso. "I like that History Day makes it possible for students to work on a topic of their choice, allows students to experience the 'messiness' of history, and gives them permission to draw their own conclusions as long as they can support their conclusions with solid evidence," said Perruso.

"I also like that after the students write the individual research paper, they can choose to work in groups on the final product," she added. "Collaborative and active learning are keys to engaging students and I am very much of the philosophy that if we are not asking students to think critically and act collaboratively in high school, we cannot expect them to be active, engaged, critically thinking citizens."

On April 8, students who had qualified at district fairs for the 16th annual statewide

competition gathered at Hawai'i State History Day 2006, held for the first time at Windward Community College. At the end of the day, students, parents and teachers waited for the announcement of awards and qualifiers for National History Day, held at the University of Maryland, College Park, June 11-15. The large room in the campus center buzzed with conversation about the history that had been brought to life that day — and during the months students had developed their projects.

It was the first History Day for Jaime Guterrez and Kyle Carboni, eighth grade American History students at Ilima Intermediate, and their teacher Ferdenan Damo, who chairs the school's social studies program. The two boys, outfitted as D-Day paratroopers, chose to develop a performance on

"Andrew Cole: Commander of the 502nd Paratroopers in World War II."

"When everyone else was lost, he stood up and showed them the way," Jaime explained. "He regrouped his men for the cause of D-day."

Kyle explained that Jaime did much of the research, with books, a documentary on the History Channel and Internet sites as sources. Then Kyle focused on the script.

"We need to know our history so we can know good things and bad things and learn from the mistakes of the past," said Jaime.

Rachel Gima, 'Aiea Intermediate eighth grader, started out doing an essay but switched to a historical display titled "Queen Lili'uokalani: Taking an Unsuccessful Stand for Her People." Her research took her to the 'Aiea Public

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Marjorie Divina, Roosevelt Golino and Chaslee Ikawa of Maui High took 3rd place at State History Day with their display.

Motheread/Fatheread Hawai'i® on Lāna'i Increases Statewide Reach

At Lāna'i High & Elementary, kindergarten parents will be introduced in the 2006-07 school year to the award-winning Motheread/Fatheread® program by trained staff members Lisa Shin and Linda Rivera. That means the family literacy program, supported in Hawai'i by the Hawai'i Council for the Humanities, now has a presence in schools on all the major islands in the state.

Shin and Rivera, respectively parent coordinator and student coordinator for the school's Primary School Adjustment Program, attended a four-day training workshop at national Motheread® headquarters in North Carolina in June. The workshops prepare individuals to facilitate Motheread® sessions, using children's books from the program's extensive reading list and specially developed curriculum material.

"Everyone just connected," said Shin of the workshop. She likes that Motheread® "is another tool we can use to get parents more involved in reading. It goes hand in hand with 'No Child Left Behind' efforts, to think outside the box, and it incorporates parenting skills as well."

The last day of the North Carolina workshop, participants developed plans for Motheread® sessions in their schools. Shin and Rivera decided they would do a short presentation at orientation sessions for kindergarten parents at the start of the school year, then offer an initial four-week program.

They believe this approach will enable them to explain how the literacy program works to parents, many of them immigrants from the Philippines who don't read to their children and don't have strong reading skills.

"We're excited that we now have trained facilitators on Lāna'i," said Robert Chang,



caption

Motheread® Project coordinator. "They're excited about getting the program going. This is just one more piece in the puzzle of making Motheread® a statewide program."

"This program really focuses on parents' relationships with their children and it builds that relationship through parents reading to their kids and talking to their kids through literature."

Motheread® Hawai'i began offering facilitated programs in Title I public schools and institutions servicing low-income families in 2000. Programs now are offered at schools and institutions on Kaua'i, O'ahu, Maui, the Big Island of Hawai'i, Moloka'i and Lāna'i. As requests for the Motheread® program grew, schools have enrolled staff in training at workshops in Hawai'i led by instructors from the national Motheread® headquarters or in North Carolina.

Chang led the first Motheread® sessions on Lāna'i last fall at the invitation of Principal Pierce Myers. Pleased with the program, Myers jumped at the chance to send Shin and Rivera for training so the school can staff its own program. "This program really focuses on parents' relationships with their children and it builds that relationship through parents reading to their kids and talking to their kids through literature," he said.

"We really want to thank the Hawai'i Council for the Humanities for sending Lisa and Linda to North Carolina and picking up the tab," he added. "What a terrific opportunity for them and for our school."

HCH Executive Director Bob Buss explained, "This is just the sort of collaborative arrangement we are seeking — helping communities with solid support from their home institutions and clear plans for the future get started doing Motheread® for themselves."

As Motheread® Project coordinator, Chang will continue to offer Shin and Rivera guidance as they develop their workshops. Generally facilitators ask what

books on the reading list work best with Hawai'i families.

He also finds that initially facilitators are nervous about their first session, but confidence comes with time. "A lot of people we train work with kids," he said, "to work with parents is a little different for them."

Shin, whose grandparents are immigrants from the Philippines, especially enjoyed the picture book, "Grandfather's Journey" by Allen Say, in which a grandson describes his grandfather's journey to the United States from Japan. She and Rivera, who is her aunt, believe Lāna'i parents will connect with the characters in the story.

"When it's real to us it has more meaning," Shin said. In the discussion about the book at the national Motheread® workshop, Rivera shared details about their family's journey from the Philippines to Hawai'i. "I've learned more about my ancestry and how important it is to ask questions about your parents, grandparents, where they came from," Shin said. It can be a starting point for discussions about different family backgrounds and how a person's roots may affect interaction with others and attitudes in life.

Chang also assists with a Test for Adult Basic Education, administered at the beginning and end of the program, to measure gains in reading comprehension which both HCH and national Motheread® headquarters track to assess the effectiveness of the program.

Lāna'i High & Elementary now joins the expanding roster of schools across the state improving student reading and comprehension skills and strengthening family bonds through Motheread Hawai'i®.

Key Ingredients: America by Food Arrives in Hawai'i in 2008

*Where there is food,
people gather.
Holo i'a ka papa,
kau 'ia e ka manu.
"When the shoals are full of fish,
birds gather over them"*

MARY KAWENA PUKUI,
Hawaiian Proverbs & Poetical Sayings

Every day we sit down for breakfast, lunch, dinner or a snack without giving a second thought to the bounty of history and culture that shapes what we eat. Across America, our recipes, festivals, traditions and even our fast food have been influenced by indigenous traditions, our nation's rich immigrant experience, the innovations of technology and the availability of key ingredients. In Hawai'i, what we eat is a mixed plate of the foods of Native Hawaiians, missionaries from New England, whalers who lived at sea for months, immigrants from Asia and Europe and those who have come to Hawai'i from a world of different backgrounds.



Key Ingredients: America by Food, a Smithsonian Institution traveling exhibition, comes to Hawai'i in 2008, through a partnership with the Hawai'i Council for the Humanities. The exhibition celebrates how "culture, ethnicity, landscape and tradition influence the different foods and flavors we enjoy."

Developed by the Smithsonian Institution Traveling Exhibition Service

(SITES), it is the second Museum on Main Street (MoMS) exhibition to come to Hawai'i. The first, *Produce for Victory: Posters on the American Home Front, 1941-45*, is now traveling to eight venues in the state, during a tour which ends in July 2007.

"*Key Ingredients* is a humanities story," points out HCH executive director Bob Buss, "one seasoned with the rich cultural relationships and

historical connections that food, its growing and its eating, gives us. Though 'eating is an agricultural act,' as Wendell Berry famously said, Michael Pollan in *The Omnivore's Dilemma: A Natural History of Four Meals* adds that it is also an ecological act, and a political act, too. Pollan notes that, 'To eat with a fuller consciousness of all that is at stake might sound like a burden, but in practice few things in life can afford quite as much satisfaction.'

"HCH looks forward to exploring with diverse communities in Hawai'i, 'the pleasures of eating, the kinds of pleasure that are only deepened by knowing,'" says Buss.

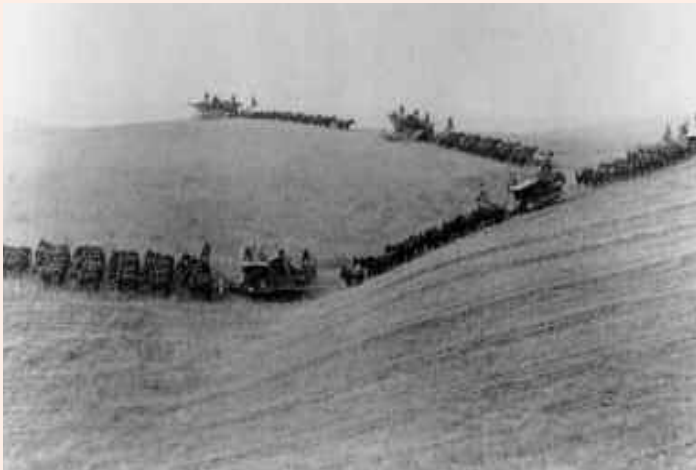
Through photos and memorabilia *Key Ingredients* will explain "the little known, the everyday and the obvious" and entertain and inform us about America's many regional cooking and eating traditions. In Hawai'i, where people from so many different cultures have brought with them a tremendous diversity of foods, flavors and customs, the exhibition is expected to draw a wide audience.

Along with the exhibition designed by the Smithsonian, five venues in Hawai'i will develop their own celebrations of "key ingredients" to reflect "Hawai'i by food." Host institutions will develop activities and events that are both informative and fun for their communities. These may range from cook-offs, oral history projects, food demonstrations, publications, luaus to ethnic food festivals.

Key Ingredients is an opportunity for everyone to sit down and "pot luck" with food, personal stories and local, regional and national history. As the date draws nearer for the exhibition to come to town, HCH will provide additional information on the venues and related programs and publications.



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The Hawai'i Council for the Humanities, in partnership with Smithsonian Museum on Main Street and the Federation of State Humanities Councils, is currently seeking applications from museums, libraries or cultural organizations from local O'ahu and Neighbor Island communities.

Host communities will receive the *Key Ingredients: America by Food* exhibit to display for four to five weeks, plus an HCH mini-grant to support the development and conducting of local community docents and ancillary programs. Representatives from the hosting groups will also attend two workshops, one in 2007 focusing on program possibilities and the other in 2008 on exhibit installation, facilitated by national consultants and the principal humanities scholars for the project, historian Loretta Pang.



Because hosting groups will begin working in 2007 to bring together resources and develop their community exhibit and programs, HCH will be selecting the final tour venues and hosts by the end of 2006. To host *Key Ingredients*, a community must have a facility with at least 1,000 square feet of floor space; the exhibit has six free-standing units, panel-hung vitrines, and 62 objects with 19 light-weight crates for traveling that will need to be stored.



Each host site will also receive supplemental materials developed by the Smithsonian Institution, including posters, brochures, postcards, educational website, banner, docent material, teacher's guide and PR materials. HCH will coordinate the tour itself and provide support to each host to develop local public and school ancillary programs, but each community will bring to the project their own special relationship to the topic and ability to use unique experts, resources and perspectives.

For more information, please contact HCH Program Officer Grace Lo (glo@hihumanities.org) or Executive Director Bob Buss (rbuss@hihumanities.org).



Produce for Victory on Tour on O'ahu

At the King Kamehameha V Judiciary History Center (March 18-April 19)

Produce for Victory: Posters on the American Home Front, 1941-45, a traveling Smithsonian exhibition, premiered in Hawai'i at the Judiciary History Center in March. Members of the Hawai'i Military Vehicle Preservation Association and Hawai'i Historic Arms Association dressed in World War II uniforms as guards for the evening programs on "Propaganda vs. Patriotism" which filled the museum's theater on March 22 and April 12. The Center estimates the exhibition of posters and memorabilia of life on the homefront during World War II boosted its visitor count by about 50 percent. The exhibition is being presented by the Hawai'i Council for the Humanities, in partnership with Smithsonian Museum on Main Street and the Federation of State Humanities Councils.



At Kapolei Public Library (May 7-June 17)

Produce for Victory's second stop was the Kapolei Public Library which offered a series of programs and attracted audiences that included residents who had lived in the area during World War II. In the photo to the left: "Sound of Swing @ Your Library" featured jazz musicians Bailey Matsuda and Bobby Nishida, with performers also speaking of jazz from the 1940s and '50s, influenced by the war years. Below left: At "Life in the Internment Camps During World War II," presented by the Japanese Cultural Center, participants discussed life in the internment camps in Hawai'i and the Mainland during the war. Bottom left: Professional storytellers Nyla Fujii-Babb and Dann Seki read excerpts of oral histories collected of WWII experiences in Hawai'i. This program, "Hawai'i from the Homefront: Stories of Civilians in WWII," was narrated by humanities scholar Warren Nishimoto. Below: Film historian Steven Fredrick hosted "Hawai'i in the '40s" on the lawn of the library, featuring films and music of the war years with a special emphasis on Hollywood's portrayal of Hawai'i, attended by more than 100 residents and visitors to the community.



Transforming Students by Truly Experiencing History

Hawai'i History Day Outstanding Teachers for 2006

Ask Rudy Reed of Lahainaluna High and Cynthia Tong of Mililani High, recipients of this year's Hawai'i History Day Outstanding Teacher Awards, about students transformed by their History Day experiences and what remarkable stories they have to share.

"It is not just a class assignment, but I'd say generally my students will truly 'experience' history, going beyond the books," Reed says. "They are encouraged to make those personal contacts," to meet one on one with primary sources.

Because of History Day, Reed's students have traveled to Kalaupapa to talk to patients with Hansen's Disease. Students have met a Tiananmen Square protest leader. They've met scientists and inventors. As a result of doing history, his students' lives have been "profoundly touched by their contacts' history-making experiences."

Tong has seen students indifferent about school completely turned around by their participation in History Day. One student, a 7th grader in special education with a 3rd grade reading level, had poor self-esteem, was extremely shy and wouldn't participate in class. He insisted to Tong that he "was stupid." "His parents despaired of him finishing school, much less going to college," Tong recalls. "After two years of History Day, he caught up to his peers in reading and the following year, he went to Nationals. He's now in college."

Another student, indifferent about academics and angry about his parents' divorce would strike out physically at students and teachers. He initially approached History Day as a way for him to prove he knew more about a topic than Tong. But he discovered that learning how to do



2006 Hawai'i History Day Outstanding Teachers Rudy Reed of Lahainaluna High and Cynthia Tong of Mililani High.

"It is not just a class assignment, but I'd say generally my students will truly 'experience' history, going beyond the books. They are encouraged to make those personal contacts."

advanced research and critical thinking, spending hours on research and writing, was a way for him to channel his emotions. He's currently in college, getting a degree in history, Tong reports.

An 11th grade student with good academic scores and a poor attitude about history, felt no need for history or research skills because she was going to be a doctor and had already been recognized nationally for her community service. She

was negative and challenging in class. "After working on a History Day research paper and display project," Tong says, "she became more open to the ideas of others and new skills."

The student qualified for State History Day. "During her senior year, she told her physics and English teachers that doing History Day made it possible for her to research and write papers easily," Tong says. The student is currently in college, majoring in pre-med with a minor in history.

It's no wonder Reed and Tong are such strong supporters of History Day. Reed first became interested in History Day around 1992, soon after the program was introduced to Hawai'i by Chaminade University Professor Mitch Yamasaki and the Hawai'i Council for the Humanities. Reed was teaching U.S. History at Lahaina Intermediate at the time and worked closely with a

teacher in Hawaiian Studies to develop the program into an annual school event. During this period, Lahaina continually had district and state winners. On three occasions Reed attended Nationals with his students.

When he moved to Lahainaluna High, he worked to revive the History Day program. And he bumped into a bit of recent past, a former student who in the 8th grade did a historical essay on Kalaupapa. "She must have rewritten that paper a dozen times," Reed remembers. The student made it to Nationals, later went off to college, and is now back on Maui teaching art at Lahainaluna.

Like Reed, Tong has taken History Day to every school at which she's taught, from 7th grade to 12th grade. From "a rural school with economically and academically poor students to suburban schools with upper middle class, academically gifted students, every child gains from History Day, even the ones who may fail the course or leave school early," Tong says. "Every child has an equal opportunity to grow, learn and gain recognition for their work under History Day."

She adds she's been successful at "covering the curriculum, teaching the State standards, having students meet or exceed the State standards, modifying and adapting instruction and providing opportunities to students BECAUSE of History Day. History Day makes my students successful, not just for my course or the years they are with me, but for their other courses and all subsequent learning opportunities."

At Mililani, the School Community Supports History

Mililani High School does History Day at night, too! During the 2005-06 school year, all 10th graders and 130 students in Social Studies teacher Amy Perruso's 11th grade class participated in History Day. Then, to showcase the projects, a History Day Fair was held at night featuring all the entries. Displays were in the cafeteria. There was a separate reading area for the historical essays. Areas were also designated to view the documentaries and the performances which had been taped. More than 800 people attended the fair, a tremendous indication of how much the Mililani school community supports "doing history."

Teacher Amy Boehning explained that because teachers wanted every student to feel it was their night, the announcement of the projects selected for the Central O'ahu District Fair weren't made until the next week.

Led by Boehning and her colleague Cynthia Tong, a growing group of Mililani Social Studies teachers have embraced History Day and are excited about ways to improve and develop the program at



Veronica Griffin, Stephanie Collins and Angelie Cook in "Taking a Stand Against Apartheid: Racial Discrimination Ends in South Africa."

their school. A great deal of support comes from librarians Sylvia Wee and Betty Arai, as well as the administration, including Vice Principal James Petersen who's provided the technological tools valuable in research and the development of the projects.

"I have watched students get very involved and interested in various topics they were researching for Hawai'i History Day," noted Principal John Brummel, who's seen first hand how "when students do 'hands on' projects they become very motivated and excited to learn."

Among the Mililani students who progressed from the school fair to District, State and ultimately 2006 National History Day, were Stephanie Collins, Angelie Cooke and Veronica Griffin. Their performance "Taking a Stand Against Apartheid: Racial Discrimination Ends in South Africa" took 2nd place at State History Day.

Alison Hamada's solo performance, titled "Chinese Pro-Democracy Movement: The Stand That Should Have

Changed a Nation" took 3rd place at State History Day. At National History Day, her project took 8th place as a Senior Individual Performance and was selected "Outstanding State History Day Project."

Cheering on the students at State History Day were their parents, who had much to say in praise of the program. "It gets them to go more in-depth on a subject than they ever would," said Ken Collins, whose son Kenneth took home a special award for his essay, "Railroads, Unions and the Feds: Taking a Stand in Chicago, the Pullman Strike." The year before, Kenneth and two classmates qualified for State History Day with a performance on the media and the Vietnam War.

"They really delve deeply into the subject," his dad said. "The acting they do is fun, but they're doing hours and hours of research for 10 minutes."

"She brought home boxes of books from the Pearl City and Mililani libraries," agreed Geri Hamada, recalling all the research her daughter did for her performance.

Jacqueline Cook noticed how much self-confidence her daughter gained from the experience and she complimented teacher Cynthia Tong for opening her daughter's eyes to history.

Barry and Joyce Griffin added that they were amazed by the power of the performance their daughter Veronica and her classmates had developed.

"That was so moving to me," Joyce said of the project that tackled issues of race. "They didn't even know how good it is. It was bigger than them, what they were discussing, and they represented that diversity."

The project by the Mililani sophomores for Cynthia Tong's World History Class addressed taking a stand against apartheid and the successful drive to end racial discrimination in South Africa.

"I totally despised history before I took this class," confessed Angelie.

"It's more interesting to do something like this," Stephanie agreed.

"It's a learning experience, you gain communication skills," said Veronica. "Even when you look at other performances, you learn a lot. It's more real."

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Allison Hamada placed 8th at National History Day for her performance on the China's Pro-Democracy Movement.

Mililani parents at State History Day: Eric Hamada, Berry Griffin and Ken Collins; Joyce Griffin, Geri Hamada and Jacqueline Cook.



'Aiea Intermediate's 8th Graders Dig into the Past

For 'Aiea Intermediate students Rachel Gima and Sydney Elston, History Day challenged them to "do history" and events and individuals in the past came alive. As they developed their projects, they realized the significance of taking a stand.

Rachel, an 8th grader, started out doing an essay on Queen Lili'uokalani but soon switched to a display board. She did extensive research at libraries, archives and museums. In the end Rachel concluded that although Lili'uokalani could not stop annexation, "being unsuccessful was not a negative, because she did her best for the people and never gave up."

At 'Aiea Intermediate all 290 8th graders participated in History Day. Sydney was a 7th grader, but asked to participate in the program because she loves the subject. "I thought it would be a good experience," she says. "It would be fun and something I could learn from." She wove history and drama into a performance, "Taking a Stand in History for Freedom: Liberty Dances Through Time."

Dressed as the Statue of Liberty, she narrated the story of liberty and freedom through recent times, beginning with the writing of the Declaration of Independence, Civil Rights heroine Rosa Parks refusing to give up her seat on a segregated bus, to the fall of the Berlin Wall. Her first History Day experience has made her even more enthusiastic about her next project as an 8th grader.

Over the years Social Studies Chair Robert Tabije has seen other

students motivated by History Day. He recalls a student who was struggling academically, having great difficulty with the process of History Day and the need to question and analyze rather than just restate facts. "At 'Aiea, we stress the process over the grade or competition," Tabije says, "the journey instead of the destination, how you handle failure, instead of failure."

Through perseverance, the student made it to State History Day. "More importantly than making it to the State competition, his work habits, writing, thinking and motivation improved greatly," Tabije said. The student's score on the Reading portion of the Hawai'i State Assessment Test was extremely high and in high school he was placed in the Honors English and social studies programs.

He remembers a brilliant student bored in school who was doing the minimum in classes. As a History Day project she did an essay on how citizens of the U.S. would not allow the government to control their basic human rights ending prohibition. "Her parents were amazed at her motivation," he says. "They said that the

History Day project was the first project that challenged her academically."

Tabije also was moved by the perseverance with which another student sought out primary sources for a media project on



"History Day definitely meets standards and benchmarks because it pushes students to think beyond rote learning. Students cannot regurgitate information. They must formulate opinions and develop logical arguments which prove their stances. Hawai'i State Standards are grounded in thinking skills and the History Day program targets those skills. But History Day goes further than just meeting the standards, it teaches real-life skills: perseverance, problem solving, time management, goal setting."

ROBERT TABIJE
'Aiea Intermediate teacher

the Korean governments' failure to reunite Korean families separated by the war. She called the Korean consul in Hawai'i five times, spoke with Korean organizations and eventually persuaded three individuals to be interviewed.

"One interviewee couldn't speak English," Tabije recalls. "But his expressions and intonations were so powerful, I knew what he was saying. It definitely moved me. Also watching my student overcome her obstacles really impressed me."

After 16 years participating in History Day, Tabije says, "I think 'thinking' is the most valuable skill students can learn because it crosses subject areas, grades, schools and life's different situations." He

also likes that the program challenges all students, including those performing at high, medium and low academic levels.

"History Day definitely meets standards and benchmarks because it pushes students to think beyond rote learning," he says. "Students cannot regurgitate information. They must formulate opinions and develop logical arguments which prove their stances. Hawai'i State Standards are grounded in thinking skills and the History Day program targets those skills. But History Day goes further than just meeting the standards, it teaches real-life skills: perseverance, problem solving, time management, goal setting."

At 'Aiea, 8th grade English teachers work with core social studies teachers and several of the social studies faculty also seek help from technology and graphic teaching colleagues.

"I am very fortunate to be working with great social studies teachers," Tabije says. "The atmosphere at 'Aiea Intermediate is so supportive. Our social studies department is supported by the whole school. When we asked our faculty and staff about hosting the Central District History Competition, the overwhelming responses were, 'Great, how can we help?' Our students and community also wanted to get involved."



Rachel Gima: Being able to actually see historic documents was exciting.



Meet the Youngest Historians at State History Day

The youngest historians at the 2006 Hawai'i State History Day were the fifth graders from Hau'ula and Kahuku Elementary schools who made history themselves. This was the first year the Youth Division — students in 4th and 5th grades — was represented at the state level. It's the second year students have participated in the youth division in the Windward District. All students do historical displays.

Saga Beus of Hau'ula Elementary took 1st place at State History Day with her project, "British Flint & Boston Steel," about the Americans who took a stand against the British government in an act of civil disobedience.

"The Boston Tea Party sparked a revolution," explained Saga, who got the idea for the project after a family trip. "Last summer we went to the Mainland and visited lots of historical sites in Philadelphia, Washington D.C., and New York, and I wanted to know why we had the Revolutionary War."

Saga did research on the Internet, at websites for the

National Archives and Library. She learned about civil disobedience, which she explained "is doing something against the law because you think the law is wrong."

As a student in the school's Hawaiian Immersion Program, her display also included text in the Hawaiian language. And what did Saga learn about doing history? "It's really interesting," she says. "You learn a lot about the past."

Kahuku Elementary classmates Lacy Chun, Kawena Bikle and Jazmine Emerson are all in the gifted and talented program at the school. For their projects, they chose inspirational individuals from the past. Lacy selected Father Damien who was committed to improving life in Kalaupapa for the victims of Hansen's Disease. Kawena focused on King Kalakaua for his support of the hula which had been discouraged by missionaries.

Jazmine learned about Cesar Chavez, who her grandfather suggested would be a good topic. "Cesar Chavez took a stand for farm workers by forming the United Farmer Workers Association and



Jazmine Emerson, Lacy Chun and Kawena Bikle of Kahuku Elementary.

promoting nonviolence to change labor laws," she said.

She described the process involved in creating her project, from the research, taking notes, writing the essay, and seeking comments and corrections from other students, parents and teachers.

The 2005-06 school year was also Kahuku Elementary

teacher Paul Waite's first involvement with History Day. He teaches gifted and talented students at the school. Since the school's 6th grade students were required to do History Day projects, Waite decided to introduce his students in 4th through 6th grade to the program. He worked with 10 fourth-graders, nine fifth-graders and 15 sixth-graders.

"What a program!" he said. "The process they go through and the skills they learn and develop while going through the process are unreal. You can actually see the thought process develop and change as they work through the steps to complete a final product. Thanks again for a great program and opportunity to learn and grow, both as a teacher and on behalf of the students I work with."

"Last summer we went to the Mainland and visited lots of historical sites in Philadelphia, Washington D.C., and New York, and I wanted to know why we had the Revolutionary War."



Fifth grader Saga Beus of Hau'ula Elementary took 1st place in the Youth Division at State History Day.

Mililani High Student Wins a Silver Medal at Nationals

Kent Yamada from Mililani High was awarded a silver medal for his display on “John Rabe Takes a Stand on the Nanking Massacre” at National History Day. A student of teacher Amy Boehning, he took 2nd place at the national competition at the University of Maryland in College Park in June.

Kent’s project was one of four from Hawai‘i — two senior individual performances and two senior individual displays — that made the National History Day runoffs. Tracey Workman of Moanalua High also made the runoffs and placed 11th nationally with her project, “Ida Tarbell: Taking a Stand Against the Standard Oil Company.” Her teacher was Kevin Chaitin.



National History Day Executive Director Cathy Gorn posed with Hawai‘i students at the event at the University of Maryland.



Kent Yamada of Mililani High took 2nd place for his display at Nationals. Right, Tracey Workman of Moanalua High and, extreme right, Kira Ho Ching and Christin Hoag of Kahuku High & Intermediate.

The Outstanding State Entry for the Junior Division was a group performance, by Kira Ho Ching and Christin Hoag from Kahuku High & Intermediate, titled “Patsy Mink: Taking a Stand Against Discrimination.” The Outstanding State Entry in the Senior Division was a performance, “Chinese Pro-Democracy Movement” by Allison Hamada of Mililani High School. Allison also made the runoffs at Nationals and placed 8th in the nation.

Ana Reidy of Kahuku High & Intermediate was named Jamestown Special Award winner for her performance, “Labing: A Struggle for Democracy, a Stand that Moved a Nation.” Ana also made the runoffs and placed 10th in the nation. Her teacher is Lorey Ishihara. The Jamestown Award, given to one student from each state, is a trip to Jamestown, Virginia, for the student and her teacher.



Maui High's Janyce Omura, a Finalist for History Teacher of Year Award

Janyce Omura, Maui High teacher and HCH board member, was one of 10 finalists for the Richard T. Farrell Teacher of Merit Award. The award, which recognizes outstanding success in teaching history, is given annually to a teacher who develops and uses creative methods to make history interesting for students.

Omura was recognized at the National History Day Welcome Ceremony on June 11 at the University of Maryland. She received a commemorative certificate and a collection of award-winning programs from PBS VIDEO.

Omura has worked with Hawai'i's Department of Education to revise the social studies and history content



HCH Board Member Janyce Omura of Maui High, third from left, was a finalist for the Richard T. Farrell Teacher of Merit Award for outstanding success in teaching history.

standards and benchmarks, and has helped advance various HCH initiatives. She's also been a longtime advocate of Hawai'i History Day, guiding her students through the process of "doing history" and encouraging "habits of the mind" which they can apply

throughout their academic, professional and personal lives.

"We often hear about bringing the three R's (rigor, relevance and relationships) into our schools to help student achievement," said Clint Gima, a teacher at Maui High. "Janyce continues to do

this on a daily basis through her challenging projects and assignments, which include establishing emotional ties with historical events, and the long-term relationships she establishes with her students."

Taking Charge on Kaua'i From the Classroom to the State Level

Kaua'i High teacher Sue Fain had a busy 2005-06 school year, juggling responsibilities for History Day in her classroom, school and district. Fain teaches 9th grade U.S. Government and Hawaiian History at Kaua'i High. All 160 of her students participated in History Day.

Add to that her role as coordinator for Kaua'i High's school fair and the Kaua'i District Fair which included her campus as well as Waimea Canyon Middle School and Waimea High. So it's no surprise Fain found her biggest challenges were time constraints and guiding students who lacked research, writing and time management skills. She found herself needing to educate students about avoiding plagiarism, as she motivated them to aspire to do quality work and ultimately to meet the goals of Hawai'i History Day.

"Still I believe History Day is a valuable experience for all types of students," she said, "since the learner is exposed to essential methods and materials that are beneficial in developing their skill bases.

"What I enjoy the most about History Day is the high level of learning that is achieved in completing the projects," Fain said. "Students not only have the opportunity to increase their knowledge base on their chosen topics, but to also develop invaluable skills in research and analysis. And I must add that I really enjoy gaining further insight into some of the topics, because there have been many instances where I have found myself learning right along with the students.

"However, I do have a word of advice," she volunteered. "If a teacher is planning on working with a student population (that reflects mixed

academic levels), I can't stress enough the importance of starting Hawai'i History Day as early in the school year as possible."

"It is always rewarding to see some of the students develop a sense of history with their projects, to see them demonstrating their understanding that history is a process of change that impacts every part of society."

At Kaua'i High, teacher Laurie Dungan's 10th grade World History Honor students did history projects, too. The top projects from these 9th and 10th grade students were entered in their school fair in

February. The winning entries from the school fair went on to compete in the District Fair in March, and the qualifiers went on to the statewide competition on O'ahu in April.

Along the way, Fain said it was gratifying to hear students tell her that they'd had a positive experience whether their projects made it to State History Day or not. "It is always rewarding to see some of the students develop a sense of history with their projects," she noted, "to see them demonstrating their understanding that history is a process of change that impacts every part of society."

Fain is taking a year off from teaching to pursue academic studies, but she says, "I am looking forward to participating in Hawai'i History Day the following year — and with a new plan!"

Through *Triumph and Tragedy*, How to Really Engage Students in History

Triumph and Tragedy in History, the theme for 2007 National History Day, offers a rich opportunity for students to feel the power and impact of individuals, ideas and events in history. “There’s great potential to really engage students in history,” says Cynthia Smith, HCH coordinator for History Day and associate professor of history at Honolulu Community College. “Let them dig into their topic, develop empathy, then move onto the next step, the ‘so what’ — what was the impact of triumph or tragedy — the cause and effect.”

She cautions that students sometimes become so passionate about an individual or an event or an idea, they’ll only see one side of the story. “History is complex, multi-faceted and interesting,” Smith says. Good historians are conscious of balance — taking into account different perspectives.

If they choose to focus on an individual in history, Smith advises students to move beyond description or biography. Rather than a purely biographical account of an individual, the project should expand on the role that person played in a triumph or tragedy or in helping people deal with triumph and tragedy.

“Look at the consequences of that person’s leadership — the good and bad. Look at the impact of an event, the impact of an idea,” she says, but cautions students’ to also look at cause and not focus only effects.

When she speaks of balance, Smith says she means students should consider that even

something that looks like a triumph has its costs and limitations. In the same way, a tragedy can be beneficial. “Things are not all good or bad,” she explains. “The plague or Black Death was an enormous tragedy because so many people died, but it also relieved a population burden, ended feudal restraints and out of this came economic benefits.”

In this way, she says *Triumph and Tragedy* offers teachers “a neat opportunity to see beyond the simplistic definition of triumph or tragedy. Look at triumph

and tragedy both in the short term and long term. Through history, what looked great in the short term, may in the long term have a different effect. This makes for a more powerful and thought-provoking project. It helps kids understand the world is complicated, with good and bad guys.”

Take technology. In the short term, it made for convenience and progress, but in the long term, there are problems like cars generating pollution or technology being used in warfare.

She advises teachers to “be creative and look beyond immediate consequences.” Brainstorm on the board what the terms “triumph” and “tragedy” mean. Triumph might mean: political power, winning an election, winning a war, being rich and famous. Then the teacher can show how triumph can mean losing. Politically you may win, but there may be failed promise if the winner doesn’t make change for the good.

Rebelling may be a triumph because you don’t give in, even though you may lose the immediate battle. People like Rosa Parks, who was arrested for integrating a bus in the segregated South, failed initially in her efforts but today she is considered a hero of the American civil rights movement.

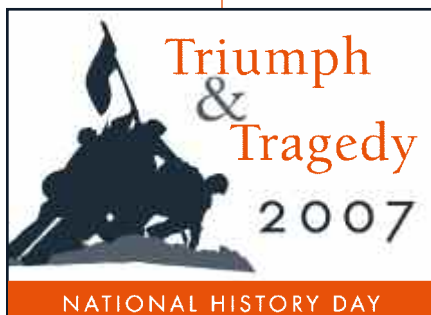
The topic also gives teachers the opportunity to show how different groups view an individual or event or idea — some may consider it a triumph, others a tragedy, depending on who you talk to.

But the student should make it clear how he or she is using the terms, Smith said. In reading or viewing the project, the audience and judges should be able to tell whether the student’s topic is a tragedy, a triumph or a tragedy and triumph.

Also “students can feel strongly but let the evidence speak for itself,” she says. A quote from a primary source — a speech, an individual, a journal or document — can be very effective.

National History Day will provide a long list of possible topics for students to consider, but they may select an individual, event or idea with local impact. Smith suggests teachers help students take these local topics and point to larger effects. Indicate how World War II affected some aspect of life in Hawai‘i. Or if the topic is water rights, the Hawaiian cultural renaissance or sovereignty, develop the project so it gives a sense that this is an example of something of larger significance, perhaps the triumph of indigenous peoples worldwide.

Smith also points out, “Students don’t have to come to a conclusion about which group or point of view is right. Just present clear evidence that to some the topic is a triumph, to others a tragedy.”



Cynthia Smith advises teachers to brainstorm with students about what the terms ‘triumph’ and ‘tragedy’ mean.

Hawai'i State History Day Awards

These awards were presented at Hawai'i State History Day on April 8, 2006. First- and second-place winners qualified to go to the National History Day contest at the University of Maryland at College Park, which was held June 11-15. Because National History Day differentiates between individual and group projects, additional projects were eligible, too. An asterisk indicates the project qualified to go to Nationals.

J U N I O R D I V I S I O N (g r a d e s 6 t o 8)

	DISPLAYS	HISTORICAL RESEARCH ESSAY	DOCUMENTARY MEDIA	PERFORMANCE
1ST	"Kahoolawe: Taking a Stand for What Is Hawaiian" by Alana Aluli, Kahuku Intermediate (Windward O'ahu). Teacher: Annie Gardenkrans.*	"Waiāhole-Waikāne: Taking a Stand Against Housing Development" by Ryan Ringuette, Kailua Intermediate (Windward O'ahu). Teacher: Kathleen Nullet.*	"Koji Ariyoshi: A Modern Day Samurai (His Words Were His Sword)" by Kayla Mikasa and Kerri Yamamoto, Kalama Intermediate (Maui). Teacher: Renee Adams.*	"Abolitionist Movement: A Fight for Freedom" by Darian Auna, Amy Bangerter and Maxine Fonua, Kahuku Intermediate (Windward O'ahu). Teacher: Robert Hensel.*
2ND	"Martin Luther King Jr.: Nonviolently Standing for Equality" by Taylor Mihara, Alison O'Toole and Ittai Wong, Kailua Intermediate (Windward O'ahu). Teacher: Kathleen Nullet.*	"The Life of Martin Luther and the Start of the Reformation" by Maile Carigon, Waiākea Intermediate (Hawai'i Island). Teacher Nino Murray.*	"Charles Darwin: Seeking the Scientific Truth" by Sabine Callarec, Gwendelyn Go and Jessica Matias, Waiākea Intermediate (Hawai'i Island). Teacher: Nino Murray.*	"Patsy Mink: Taking a Stand Against Discrimination" by Kira Ho Ching and Christin Hoag, Kahuku Intermediate (Windward O'ahu). Teacher: Debra Lei Taniguchi-Char.*
3RD	"Rosa Parks: Taking a Stand Against Segregation in Montgomery" by Michaela Bailey, Kailua Intermediate (Windward O'ahu). Teacher: Kathleen Nullet.*	"Taking a Stand in the American Revolution: The Battle of Lexington and Concord" by Aaron Santos, 'Aiea Intermediate (Central O'ahu). Teacher Robert Tabije.	"Margaret Sanger and the Birth Control Movement" by Chelsea Gilchrist and Josie Gomez, Lahaina Intermediate (Maui). Teacher: Leslie Cloud.	"Secrets for the Children—Hawaiians Taking a Stand" by Dianne Veras and Sami Wheeler, Kahuku Intermediate (Windward O'ahu). Teacher: Debra Lei Taniguchi-Char.

Other Projects Qualifying to Participate at National History Day:

Display: • "Muhammed Ali: Fight for Equality" by Shaun Aksionozyk, Hideki Ito and Stephen Vea, 'Aiea Intermediate (Central O'ahu). Teacher: Trisha Toyama-Wakumoto.*

Performance: • "Martin Luther King—I Have a Dream—Standing Up for Civil Rights" by Jonathan Allen, 'Ilima Intermediate (Leeward O'ahu). Teacher: James Chong.*

S E N I O R D I V I S I O N (g r a d e s 9 t o 1 2)

	DISPLAYS	HISTORICAL RESEARCH ESSAY	DOCUMENTARY MEDIA	PERFORMANCE
1ST	"The Greensboro Sit-ins: Standing Up by Sitting Down" by Jonathan Lautaha, Andrina Ramos and Minnie Whitford, Kahuku High (Windward O'ahu). Teacher: Lisa Lessing.*	"Breaking News: Upton Sinclair Tackles Meaty Issues of the Progressive Era" by Kristen Chang, Mililani High (Central O'ahu). Teacher: Amy Perruso.*	"Japanese Americans in WWII: Taking a Stand Against Racial Discrimination" by Kilelli Tuyau and Mikia Weidenbach, Waialua High (Central O'ahu). Teacher: Mary Chun.*	"Labing: A Struggle for Democracy, the Stand that Moved a Nation" by Ana Reidy, Kahuku High (Windward O'ahu). Teacher: Lorey Ishihara.*
2ND	"Ida Tarbell: Taking a Stand Against the Standard Oil Company" by Tracey Workman, Moanalua High (Central O'ahu). Teacher: Kevin Chaitin.*	"Vietnam Veterans Against the War: They Never Stopped Fighting" by Tina Grandinetti, Mililani High (Central O'ahu). Teacher: Amy Perruso.*	"Freedom of Speech at the School House Gate (Tinker vs. Des Moines School)" by Randi Koseki and Tracie Lock, Kalani High (Honolulu). Teacher: Norman Chock.*	Taking a Stand Against Apartheid: Racial Discrimination Ends in South Africa" by Stephanie Collins, Angelie Cook and Veronica Griffin, Mililani High (Central O'ahu). Teacher: Cynthia Tong.*
3RD	Taking a Stand Against Miscegenation: Loving vs. Virginia" by Marjorie P. Divina, Roosevelt P. Golino and Chaslee Ikawa, Maui High (Maui). Teacher: Janyce Omura.*	"The Hairpin Drop Heard Round the World" by Mari Takemoto-Chock, Waiākea High (Hawai'i Island). Teacher: Pamela King.	"Maya Lin" by Cori Sadanaga, Jamie Tamura and Denece Wong, Mililani High (Central O'ahu). Teacher: Amy Perruso.	"Chinese Pro-Democracy Movement: The Stand That Should Have Changed a Nation" by Allison Hamada, Mililani High (Central O'ahu). Teacher: Amy Boehning.*

Other Projects Qualifying to Participate at National History Day:

Display: • "John Rabe Takes a Stand During the Nanking Massacre" by Kent Yamada, Mililani High (Central O'ahu). Teacher: Amy Boehning.*

Documentary Media: • "Taking It to the Xtreme" by Rory Tripp II, Kamehameha Schools (Hawai'i Island). Teacher: Shelly Cravalho-Wagner.*

Senior Performance: • "The Story of Minamata" by Christian Brady, Samuel Cheng and Matthew Kor, Iolani School (Honolulu). Teacher: Jeffrey Hackler.*

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History Day Awards

continued from page 16

These categories were not eligible for the National History Day competition. The Senior Web category was offered in Hawai'i for students who wanted to create websites as History Day projects. The Youth Display...

History Day Schedule

To come.

SENIOR WEB

1ST "Taking a Stand in the 1960s" by Laura Do, St. Andrew's Priory (Honolulu). Teacher: Heather McCoy.

2ND "Is the Ku Klux Klan Ku Ku?" by Robin Caplett and Olena Penn, St. Andrew's Priory (Honolulu). Teacher: Heather McCoy.

3RD "Galileo and the War for His Beliefs" by Jordan Olive, Waiākea High (Hawai'i Island). Teacher: Lisa Kamalani.

YOUTH DISPLAY

"British Flint & Boston Steel" by Saga Beus, Hau'ula Elementary (Windward O'ahu). Teacher: Tiare Teo.

"David Kalakaua" by Kawena Bikle, Kahuku Elementary (Windward O'ahu). Teacher: Paul Waite.

"Cesar Chavez" by Jazmine Emerson, Kahuku Elementary (Windward O'ahu). Teacher: Paul Waite.

"Father Damien" by Lacy Chun, Kahuku Elementary (Windward O'ahu). Teacher: Paul Waite.

Advice on Creating History Day Websites

This year students participating in Hawai'i History Day had the option of participating in a website category. This category is not eligible for the National History Day competition but was offered in Hawai'i for students who wanted to create websites as History Day projects. In 2006-07, websites by individuals or groups of up to three students, junior and senior divisions, will again be a demonstration category at Hawai'i District and State History Days.

Karen Jolly, University of Hawai'i professor of history, enlisted UH students to assist her in analyzing and judging the demonstration project websites. The students were history majors planning to go into education or education majors with an emphasis on social studies. With Jolly, they assessed the websites at State History Day and offered some

advice for students and teachers considering this category for future History Day projects. Her students also viewed essays, displays, performances and media at this year's Hawai'i State History Day competition.

Jolly and her team strongly recommended that all students — in any category — begin their project by doing an essay "because the historical essay fulfills History Day better than any other category." The work involved in researching and writing the essay strengthens the historical content, evidence and analysis of the project, she said, no matter what the age of the student.

Their recommendations generally fall into two categories: content and technology. In creating a website, Jolly said students should not ignore historical content for technology. As in a

Technology is not a substitute for content. A lot of "bells and whistles" or the handsomest web design will not make up for a lack of historical content.

display, students need to use the permitted amount of words to present a thesis and conclusion, bolstered by evidence, preferably from primary sources.

Technology is not a substitute for content. A lot of "bells and whistles" or the handsomest web design will not make up for a lack of historical content.

She advised teachers who may not have graphic design or technology backgrounds recruit a colleague with those skills to provide the students with guidance. Students need

someone who can advise them on the basics of web design so they don't make the mistake of placing type on a web page background that is not readable because of font (choice of type or size) or color (light blue on blue). A web page may look great but not be readable. Also, Jolly said guidance needs to be provided about the use of appropriate images. For example, a tragedy should not be illustrated with cartoonish icons.

While all kinds of software exist for web design, students need to be guided, perhaps more by someone with a graphic design than a technology background. Although students with hi-tech skills may be more versatile on the computer than their teacher, she said they still need to pay attention to content, grammar and basic editing to produce projects of merit.

Special Awards for Hawai'i History Day



Ana Reidy of Kahuku High & Intermediate took 1st place at State History Day for Senior Performance.

The **HAWAII COUNCIL FOR THE HUMANITIES** awarded the 11th annual Hawai'i History Day Outstanding Teachers awards to Cynthia Tong from Mililani High and Rudy Reed of Lahainaluna High for their longtime support of Hawai'i History Day and their inspiring role in getting students to "do history" and learn "history's habits of the mind."

HAWAII PACIFIC UNIVERSITY presented four scholarships of \$2,500 each to Erin Goya and Aisha Tanaka of Waiākea High for a display entitled "Greensboro Four: An Effective Way to Protest Segregation"; and to Killeli Tuyay and Miki Weidenbach of Waialua High and Intermediate for a display on "Japanese-Americans in WWII: Taking a Stand Against Racial Discrimination."

CHAMINADE UNIVERSITY OF HONOLULU presented a \$6,500 scholarship to Kristen Chang of Mililani High for her essay entitled "Breaking News: Upton Sinclair Tackles Meaty Issues of the Progressive Era."

BRIGHAM YOUNG UNIVERSITY, HAWAII CAMPUS, presented two scholarships of \$3,000 each to Tracey Workman of Moanalua High for a display called "Ida Tarbell: Taking a Stand Against the Standard Oil Company"; and to Ana Reidy of Kahuku High & Intermediate for a performance entitled "Labing: A Struggle for Democracy, the Stand that Moved a Nation."

The **ASSOCIATED CHINESE UNIVERSITY WOMEN, INC.**, presented awards to students and their teachers for outstanding projects in Chinese or Chinese-American History. The Junior Division award went to Alex Chun from 'Iao Intermediate for an essay entitled "Sun Yat-Sen: Taking a Stand for China." His teacher was Jayne Hori. The Senior Division award went to Sandra Huang of Castle High for an essay called "Tiananmen Square: Struggle for a New China." Her teacher was Cary Izuka.

The **HAWAII HERITAGE CENTER** gave awards to students and their teachers for outstanding projects in local or ethnic history. In the Junior Division, the award was presented to Colby Corneau, Maelysa Paakaula and Melody Rigney of Wai'anae



Taylor Chock and Amber Turner received a special award from the Foundation for Hawai'i Women's History.

Intermediate for their documentary "Protect Kaho'olawe: The Fight to Reclaim Kaho'olawe." Their teacher was Luane Higuchi. Senior Division winners were Brenton Francisco, Kasey Okihara and Troy Yamase of Waimea High for their display on "Pablo Manlapit." Their teacher was Darlene Muraoka.

The **CENTER FOR BIOGRAPHICAL RESEARCH** at the University of Hawai'i presented cash awards to students and their teachers for outstanding history projects using biographical sources. The Junior Division award went to Joshua Wells of 'Aiea Intermediate for a performance entitled

"Mahatma Gandhi: Standing Tall for India's Freedom." His teacher was Robert Tabije. The Senior Division award went to Kent Yamada of Mililani High for a display called "John Rabe Takes a Stand During the Nanking Massacre." His teacher was Amy Boehning.

The **ALEXANDER & BALDWIN FOUNDATION** gave awards recognizing outstanding projects in plantation, agricultural or maritime history. In the Junior Division, the recipients were Amber Duldulao and Violeta Dunaway of Waimea Canyon Elementary & Intermediate for their display entitled "A Filipino Labor Leader in Hawai'i." The Senior Division award went to Brenton Francisco, Kasey Okihara and Troy Yamase of Waimea High for their display on "Pablo Manlapit."

The **BENDON FAMILY FOUNDATION** presented awards for outstanding projects on the history of ideas and culture to Shaun Aksionozyk, Hideki Ito and Stephen Vea of 'Aiea Intermediate for a display called "Muhammad Ali: Fight for Equality"; and to Hiilei Haru and Jennifer Quach of Castle High for a display on "Restricting Knowledge."



Hiilei Haru and Jennifer Quach received a special award from the Bendon Family Foundation for outstanding project on the history of ideas and culture.

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The **FOUNDATION FOR HAWAII WOMEN'S HISTORY, INC.**, presented awards for outstanding projects on the role of women in history to Erin Hollmann, Jennifer Leung Wai and Jessica Partlowe of 'Aiea Intermediate for their performance "Taking a Stand Against the Injustice of Slavery"; and to Taylor Chock, Kelly Kim and Amber Turner of 'Iolani School for their display on "The Woman Rebel: Margaret Sanger."

The **HAWAII ASSOCIATION OF SCHOOL LIBRARIANS** gave awards for excellence in historical research using primary documents to Saga Beus of Hau'ula Elementary for her display on "British Flint & Boston Steel"; and to Sabrina Kawana of Mililani High for her essay entitled "Women Spies of the Civil War: One Step Closer to Equality."

The **HAWAII LABOR HERITAGE COUNCIL** gave awards to students and teachers for outstanding projects in labor history. They were presented to Malio Kodis of Wai'ākea Intermediate for a display on "The Miner's Angel" and her teacher Joy Ito-Carver; and to Kenneth Collins III of Mililani High for an essay entitled "Railroads, Unions, and the Feds: Taking a Stand in Chicago" and his teacher Amy Perruso.

The **HAWAII NIKKEI HISTORY EDITORIAL BOARD** presented books for outstanding projects on the Japanese-Americans during World War II. In the Junior Division, the recipients were Camden Nakashima for a display on "Daniel K. Inouye," and Kayla Mikasa and Kerri Yamamoto of Kalama Intermediate for a documentary called "Koji Ariyoshi: A Modern Day Samurai (His

Words were His Sword). In the Senior Division, the recipients were Caitlin Shishido of Baldwin High for an essay entitled "Fred Korematsu: Don't Be Afraid to Speak Up"; Mawei-Gail Talion of Kapolei High for a display called "From Zeros to Heroes"; Kllelli Tuyay and Mikia Weidenbach of Wai'alua High and Intermediate for a documentary "Japanese Americans in WWII: Taking a Stand Against Racial Discrimination"; and Cori Sadanaga, Jamie Tamura and Denece Wong of Mililani High for a documentary on "Maya Lin."

The **JAPANESE CULTURAL CENTER** gave awards for outstanding projects in Japanese or Japanese-American history to Evan Schlaich, Ren Tachino and Tyler Yafuso of Highlands Intermediate School for their documentary on the "Bombing of Pearl Harbor"; and to Caitlin Shishido of Baldwin High for her essay, "Fred Korematsu: Don't Be Afraid to Speak Up."

The **PACIFIC AND ASIAN AFFAIRS COUNCIL** recognized outstanding projects on historical research related to international understanding with awards to Samantha Monge, Celine Munoz and Jordan Ondatje of Sacred Hearts School for the documentary "El Che: A Revolutionary Doctor"; and to Enne Mae Guerrero of Kapolei High for an essay "Stand Up for Peace."

The **SONS AND DAUGHTERS OF THE 100TH INFANTRY BATTALION** presented awards for outstanding use of primary sources in a History Day project. In the Junior Division, awards went to Joshua Wells of 'Aiea Intermediate for a performance entitled "Mahatma Gandhi:

Standing Tall for India's Freedom"; Rachel Gima of 'Aiea Intermediate for a display on "Queen Liliuokalani: Taking an Unsuccessful Stand for Her People"; Tracy Lau of 'Aiea Intermediate for an essay "Queen Liliuokalani: The Last Hawaiian Monarch Who Took a Stand for Her People"; Ryan Ringuette of Kailua Intermediate for an essay "Wai'āhole-Waikāne: Taking a Stand Against Housing Development" and to Koral Gill of Sacred Hearts School for a performance "Walking a Humble Mile." In the Senior Division, awards were given to Kenneth Collins III of Mililani High for an essay "Railroads, Unions, and the Feds: Taking a Stand in Chicago; The Pullman Strike" and to Jonathan Lautaha, Andrina Ramos and Minnie Whitford of Kahuku High & Intermediate for a display entitled "The Greensboro Sit-ins: Standing Up by Sitting Down School."

The **CENTER FOR ORAL HISTORY** at the University of Hawai'i gave awards for outstanding historical research using oral histories to Reyn Yoshiura of Kalama Intermediate for a display "Oskar Schindler: How One Person Made a Difference" and to Randi Koseki and Tracie Lock of Kalani High for a documentary entitled "Freedom of Speech at the School House Gate (Tinker vs. Des Moines School District Case)."

The **BARBARA BENNETT PETERSON AWARD IN HISTORY** was presented to the outstanding Junior and Senior Division essays: "Wai'āhole-Waikāne: Taking a Stand Against Housing Development" by Ryan Ringuette of Kailua Intermediate and "BREAKING NEWS: Upton Sinclair Tackles Meaty Issues of the Progressive Era" by Kristen Chang of Mililani High.



Reyn Yoshiura of Kalama Intermediate found a survivor of the Holocaust now living on Maui to interview for his project.

Taking a Stand in History

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Library, the University of Hawai'i's Sinclair and Hamilton libraries, the Hawai'i State Library, Bishop Museum and the State Archives.

She spent so much time at the archives the staff knows her by name. Rachel's eyes lit up as, like a true historian, she described the exhilaration she felt when she "got to see the actual documents," such as a resolution or letter from the late 1800s and early 1900s. "Seeing the real thing," she said, "was exciting."

"I didn't feel this project was for a grade," said Ittai, who was representing teammates Taylor Mihara and Alison O'Toole at the state competition. Their historical display took 2nd place in the Junior Division. "I realized this was honoring a great man who changed the world."

He especially liked Martin Luther King's quote, pointing to it on the display board: "We must learn to live together as brothers or perish as fools." "He focused on not slamming the white man or shaming him, but winning his friendship," Ittai said.

He and his classmates in teacher Kathleen Nullett's class started on their projects early last fall. They organized research and bibliography on index cards and then wrote an

essay. Ittai, whose favorite subjects are history and English, read "a whole lot of books from the Kailua Library" and did research on the Internet.

"This project allowed me to incorporate all of these subjects together," he said, "so I could see how Martin Luther King changed the world, seeing the difference between then and now, seeing how if it weren't for him, it'd be really different."

Karen Hirata brought her son, Akira Ito, a 9th grader at 'Aiea High to State History Day even though his project didn't qualify this year. Last year his display made it to the state competition. She liked that through the program her son learned about primary sources and more. "It didn't give him answers but made him think," she said. "It raised questions and made him think about the process, helped him to comprehend things and see the big picture."

Hirata believes that her son's SAT scores are a positive reflection of his History Day experience. In addition, "his grades skyrocketed," she said. He was boosted into the honors program and has been able to maintain a 3.6 GPA. Hirata is so sold on History Day, she said, "I hope he'll do this again next year."

Mililani School Community

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"You're being part of history," Stephanie said.

The girls were validating why Perruso as an 11th grade social studies teacher is so high on the History Day program. "I decided to start running the program because it seemed to me that the critical thinking practices encouraged, and reading and writing skills developed through History Day were precisely what I wanted to foster in my classroom," she said. "If social studies education is truly about the development of a historically minded and critical citizenry, then my students were absolutely going to need to be able to ask historical

questions, locate and evaluate multiple primary and secondary sources written from various points of view, and articulate a well-justified historical argument.

"I also like that after the students write the individual research paper, they can choose to work in groups on the final product," Perruso added. "Collaborative and active learning are keys to engaging students and I am very much of the philosophy that if we are not asking students to think critically and act collaboratively in high school, we cannot expect them to be active, engaged, critically thinking citizens."

Call for Nominations to the Board of the Hawai'i Council for the Humanities

The Hawai'i Council for the Humanities (HCH) is actively seeking nominations of qualified individuals to serve on its board of directors. Candidates must live in Hawai'i, believe in the importance of the public humanities and their relevance to contemporary life, and be willing to devote time and energy to the work of the board. If you would like to nominate someone, or are

interested yourself, please submit a letter of nomination and three-page resume to the HCH office. This year, the Council is especially interested in finding members from Maui, West Hawai'i and O'ahu.

Nominations will be kept on file for three years to be considered for HCH membership. For consideration this year, please submit nominations by September 30, 2006.



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for the Humanities**

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