MODULE FOUR: Pacific Islander Americans

Learning Objectives:
1. Students will gain an introductory understanding and geographical knowledge of the Pacific Islands
2. Students will familiarize themselves with common issues faced by Pacific Islander students
3. Students will be able to distinguish commonly held myths about PIs from the real experiences and social issues that PI communities face

Procedure:
I. Warm-Up (10 ~ 15 min)
   - Show a map of the Pacific Islands in the Pacific Ocean
   - The 20-30,000 islands are sometimes collectively known as Oceania
   - The region is divided up into three: Melanesia, Micronesia, and Polynesia
     ▪ Melanesia: means black islands, includes New Guinea, New Caledonia, Zenadh Kes, Vanuatu, Fiji, and the Solomon Islands
     ▪ Micronesia: means small islands and includes Marianas, Guam, Wake Island, Palau, the Marshall Islands, Kiribati, Nauru, and the Federated States of Micronesia
     ▪ Polynesia: means many islands, including New Zealand, Hawaiian Islands, Rotuma, the Midway Islands, Samoa, American Samoa, Tonga, Tuvalu, the Cook Islands, Wallis and Futuna, Tokelau, Niue, French Polynesia, and East Island. This is the largest of the 3 areas

II. Introduction
   - Go over learning objectives of the lesson
   - Ask students to brainstorm works that come to mind when you talk about the Pacific Islands, especially Hawaii. Ask them to think of the images, sights, sounds, and smells.

III. Presentation
   - Show the “Pacific Islander American” section of the DVD
   - Have students jot notes on the types of issues Pacific Islander students face

IV. Activity 1 - Video debrief:
   - Have students discuss in small groups the following:
     ▪ What are the issues that Pacific Islander students face?
     ▪ What about Pacific Islander history was surprising or new information for you?
     ▪ Ask students to discuss how the real-lived experiences of Pacific Islander students might contrast from the idealized “islander life” images of the Pacific and especially Hawaii.
   - Share-out in a whole class what was discussed in small groups

V. Activity 2 – “Deconstructing Tourism in the Pacific”
   - Divide your class into small groups and pass out tourist brochures to Hawaii, and other Pacific Islands
   - Discuss: How do the brochures make you feel? Are they enticing or unappealing? Be specific in terms of the captions or images used.
   - Write: As a group, decide what type of Island the brochures are portraying for you. Write a few paragraphs describing this place based solely on information given from the brochures: climate, geography, population (include race, gender, characteristic of the people in the photos), and culture. What do people do there? Eat? This can be creative. Can be a poem or a prose, but just base it on information from the brochure only.
   - Share what has been created and go over the following discussion questions:
     ➢ To whom are these brochures selling these islands to?
     ➢ Whose point of view is represented in the brochure?
     ➢ How are Pacific Islanders depicted?
     ➢ Are they positive or negative images? Or both?
     ➢ Are these descriptions and images truthful? Why or why not?
   - Have students read “The Aloha Industry” by Haunani-Kay Trask
   - Discussion:
     ✦ What are the effects of tourism on indigenous populations, especially women?
     ✦ How have other cultures been commodified? Give examples you’ve come across and compare that to the commodification of Hawaiian or Pacific Islander culture
VI. **Extended Activities:**

- Have students create a new brochure that discourages its audience from participating in the tourist industry in Hawaii or another Pacific Island.
- **Have students create political cartoons critiquing the tourist industry**

VII. **Resources:**

- Articles:
  - “The Aloha Industry: For Hawaiian women, tourism is not a neutral industry” by Haunani-Kay Trask
    <http://www.culturalsurvival.org/ourpublications/csq/article/the-aloha-industry-for-hawaiian-women-tourism-not-a-neutral-industry>

- Books: