

THE USE OF SIMULATION AS A TEACHING STRATEGY FOR CIVIC UNDERSTANDING AND PARTICIPATION

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Introduction

Simulations are generally considered a highly effective pedagogical tool. They involve students in inquiry-based, problem-solving activities that integrate content and process. Furthermore, simulations are motivational and require argumentation and reflection.¹ The purpose of this paper is to present a model simulation that can be used with college or high school students to prepare them to participate in civic discourse about reparations as an important public policy issue. Although this simulation focuses specifically on Native Hawaiians and the history of their relationship with the state and federal governments, an issue of important contemporary debate in Hawai'i and recently in Congress, it can be adapted to discuss the issue of reparations for other groups who have reason to believe they may be entitled to compensation from the government, whether at the federal, state, or local levels. This report, therefore, includes information on the concept of reparations and provides historical information explaining why Native Hawaiians might be entitled to them. It then outlines the simulation itself, including questions to be used for debriefing. It concludes with specific suggestions as to how the simulation can be adapted to be used with other groups who might be considered eligible for reparations.

The Concept of Reparations

Although many Native Hawaiians today are seeking the restoration of their land and their self-governing powers in the context of Hawaiian sovereignty and self-

¹ Although simulation is generally believed to be an effective instructional strategy, it should be noted that research has indicated that there is little difference in student performance whether simulations/games or conventional instruction is used. See Josephine M. Randel, Barbara Morris, C. Douglas Wetzel and Betty V. Whitehill, "The Effectiveness of Games for Educational Purposes: A Review of Recent Research," *Simulation and Gaming, An International Journal of Theory, Design, and Research*, 23 (September 1992), 261-275. See also John Dekkers and Stephen Donatti, "The Integration of Research Studies on the Use of Simulation as an Instructional Strategy," *Journal of Educational Research*, 74 (July-August 1981), 424-427. While some studies indicate students using simulations/games show greater retention of material over time than those using conventional instruction (Randel, et al., 269), other studies contradict this finding (Dekkers and Donatti, 426-27). However, students do report more interest in simulation and game activities than in conventional instruction (Randel, et al., 269), and simulation as an instructional strategy seems to be more effective than the lecture method for attitude formation (Dekker and Donatti, 426). For information regarding designing and determining the effectiveness of simulations, see Linda Morra, "The Discrepancy Evaluation Model: A Strategy for Improving Simulation and Determining Effectiveness," paper presented at the annual meeting of the American Educational Research Association (March 1978), 26 pages. See especially 11-14 for concepts that can be used to determine the face validity of a simulation.

determination, this simulation focuses on a more limited issue: reparations for Native Hawaiians. Reparations are usually defined as the settlement of a claim for monetary compensation. Reparations is also the term that historically has referred to the compensation a defeated country must make for damages or injury to the enemy during war. Although it may seem something of a misnomer—restitution might be a more appropriate word—reparations has been the term most often used in regard to the settlement of Native Hawaiian claims and it is the term used in this simulation.² Even though the word reparations usually connotes monetary compensation, in this simulation reparations may include any or all of the following: cash, land, and educational and cultural programs.

Reparations are a highly complex and often very emotionally charged issue. Debating whether or not a specific group of people may be entitled to reparations requires a knowledge of the history of that group and its relationship with the government, most often the federal government. Reparations have legal, constitutional, and moral implications. Depending on the group involved, claims to reparations may be based in treaties, in international law, in the Fifth Amendment protection against being deprived of life, liberty, or property without due process of law, in the "equal protection" clause of the Fourteenth Amendment, or in any combination of the provisions, terms, and/or protections offered in these legal documents.³

Students probably will be familiar with the concept of reparations in relation to Japanese Americans. Starting in 1990, the federal government began to issue reparations checks, in the amount of \$20,000 per person, to approximately 60,000 individuals of Japanese ancestry, who were interned under the authority of Executive Order 9066 during World War II. Less well known are the reparations paid to surviving Aleuts of the Aleutian and Pribilof Islands of Alaska who were also evacuated during the war. The Aleuts were removed to deplorable relocation camps in southeast Alaska where it is estimated at least ten percent of them died. As of May 1993, a total of 524 Aleuts had been paid reparations of \$12,000 each; 22 more cases are pending.⁴

² Melody Kapilialoha MacKenzie, ed., *Native Hawaiian Rights Handbook* (Honolulu: Native Hawaiian Legal Corporation and the Office of Hawaiian Affairs, 1991), 80 and 100. See also Henry Campbell Black, *Black's Law Dictionary* (St. Paul, MN: West Publishing Company, 1983), 674 and 682.

³ For information regarding the rights of Native Hawaiians to reparations, see Mari Matsuda, "Minority Critique of CLS: Looking to the Bottom," *Harvard Civil Rights—Civil Liberties Law Review*, 22 (Spring 1987), 369-373. For a discussion of the land claims of native Americans, including Hawaiians, see Linda S. Parker, *Native American Estate: The Struggle over Indian and Hawaiian Lands* (Honolulu: University of Hawaii Press, 1989).

⁴ There are numerous sources on the subject of the wartime internment of people of Japanese ancestry. For basic information on this subject, see Commission on Wartime Relocation and Internment of Civilians, *Personal Justice Denied* (Washington, D.C.: Government Printing Office, 1982). Information about Aleuts and Pribilof Islanders can also be found in *Personal Justice Denied*, 18-23 and 317-359. Information about reparations paid to Aleuts received in personal communication from the Department of the Interior, Bureau of Indian Affairs, Tribal Operations Office, Juneau, Alaska, May 3, 1993.

The Historical Context for Hawaiian Reparations

The simulation of a reparations hearing described here was originally written as a culminating activity for a unit in a high school history textbook, *A History of Hawai'i*.⁵ The reparations hearing is the final activity in the first unit of the text. That unit discusses the political, economic, social, and land history of Hawai'i from pre-contact times, that is, before the coming of foreigners in 1778, until 1900. The four chapters in the unit emphasize the impact of Westernization on the indigenous Hawaiian culture during that time period. Successive lessons describe how chiefly rule was supplanted by a constitutional monarchy, how a subsistence economy became a market economy, and how native Hawaiian society changed with the coming of American missionaries and the establishment of Christianity and a Western school system. The last chapter, which focuses on land history, describes how land, once the domain of the gods and owned by no one, became privatized, a commodity to be bought and sold. The watershed event in this unit is the overthrow of the Hawaiian monarchy in 1893 with the support of American troops, and the subsequent annexation of Hawai'i to the United States five years later.

Today, one hundred years after the loss of the Hawaiian Kingdom, Native Hawaiians are seeking justice from the American government for the loss of their lands, their culture, and their sovereign nation.⁶ When Hawai'i was annexed in 1898, the Republic of Hawai'i ceded almost two million acres of what were then called Crown and Government lands to the United States. The federal government used some of these lands for military bases and parks and turned the management of the rest over to the Territory of Hawai'i. In 1959 when Hawai'i became a state, the federal government continued to use some of these lands, now called ceded lands, and turned the remainder over to the State of Hawai'i to be held in trust for all the people of Hawai'i. The Admissions Act, the legislation that made Hawai'i a state, specified that 20 percent of the monies from these ceded lands was to be used for the betterment of the condition of Native Hawaiians, specifically those of at least 50 percent blood quantum. These Native Hawaiians have documented, however, that historically they have received 20 percent of the income from only certain ceded lands, not all of them, such as the highly lucrative property where the Honolulu International Airport is located. Today the state and federal governments still own about 40 percent of Hawai'i's land.⁷

⁵ Linda Menton and Eileen Tamura, *A History of Hawai'i* (Honolulu: University of Hawai'i, Curriculum Research & Development Group, 1989).

⁶ Although the mainland press uses the term "Hawaiian" to refer to anyone who lives in the Islands, this usage is incorrect. Hawaiians are the indigenous people of Hawai'i. Today Native Hawaiians number about 220,000 in Hawai'i's population of approximately one million. For information about Hawai'i's population by ethnic group, see *State of Hawaii Data Book*, (Honolulu: Department of Business, Economic Development and Tourism, 1991), 40-41.

⁷ It should be noted that the State of Hawai'i and the Office of Hawaiian Affairs, which was established in 1978 by constitutional amendment to serve all Hawaiians, recently negotiated an initial settlement of \$136 million dollars for monies owed by the state to those Native Hawaiian people of 50

Although land is a very critical issue for Native Hawaiians in their quest for reparations and more recently for sovereignty, other issues are also frequently discussed in the same context. These include the involvement of the American government in the coup that forced the abdication of Queen Lili'uokalani in 1893, and the concomitant destruction of Hawaiian sovereignty, as well as the depredation of the Hawaiian language and culture that occurred in the wake of the American takeover. Today Native Hawaiians, who comprise approximately 20 percent of the state's population, have one of the highest cancer rates in the nation. They have the lowest life expectancy and the highest infant mortality rate among ethnic groups in Hawai'i. They are dramatically underrepresented in the university student and faculty populations, overrepresented in the prison and welfare populations, and have the lowest median income of any ethnic group in the state.⁸

By the time they have completed the first four chapters in *A History of Hawai'i*, students are expected to be thoroughly familiar with the historical events and information described above. Although they are not expected to be knowledgeable about the more legalistic aspects of subjects such as Hawaiians' trust relationships with the state and federal governments, they are required to understand such terms as Crown lands, Government lands, and ceded lands. They then take part in a simulated congressional hearing on the subject of reparations for Native Hawaiians.

Besides learning about reparations *per se*, and synthesizing historical information, this simulation requires students to sharpen their basic skills. They must write persuasively, speak convincingly before the class, and listen to and rebut opposing points of view. Just as importantly this simulation can prepare students to take part as responsible adults in civic discourse on this and other issues at public hearings. Congressional study commissions have met in Honolulu and the Neighbor Islands twice in recent memory to hold hearings on the subject of Native Hawaiians claims. The current sovereignty movement will assuredly involve similar public debate. High school students, who will soon become voters, need to learn how to take part in these and similar public meetings as informed and knowledgeable members of a democratic society. As the recent framework for civic education, *Civitas*, points out:

Our representative democracy is based on the long cherished idea that for democracy to work, citizens must engage in debate with one another on policy issues; public officials must come to learn about the views and concerns and hopes that citizens hold on these issues; and citizens in various ways, must act on policy issues. It is central to this democratic tradition that the policy process takes the form of continuous public debate.⁹

percent or more blood quantum for the use of ceded lands.

⁸ For information on Hawaiians' income, life expectancy, and health, see George S. Kanahele, *Current Facts and Figures About Hawaiians* (Honolulu: Project WAIAHA, 1982). See also, Native Hawaiian Research Consortium, Medical Task Force, *E Ola Mau: The Native Hawaiian Health Needs Study* (Honolulu: Alu Like Inc., 1985).

⁹ Charles N. Quigley and Charles F. Bahmueller, eds., *Civitas, A Framework for Civic Education* (Calabasas, CA: Center for Civic Education, 1991), 638.

A Reparations Hearing Before a Congressional Study Commission

Instructions for the Teacher

This activity, including student preparation time, will take five or six class periods of approximately 50 minutes each. This does not include the time necessary to gather and evaluate resources from the library if textbook material is inadequate. The number of students in each group can be expanded or contracted depending on class size. As given here, there are roles for 26 students. Both sides, pro and con, should have the same number of students, and the number of students in each group should be the same for both sides. Students should be given a copy of **Directions for Students**, as given here or as adapted.

The teacher needs to decide how student roles will be determined. Some teachers may have students sign up for roles, others might determine roles randomly by writing each role on a slip of paper and having students draw a slip from a paper bag. Still other teachers may want to balance the pro and con teams by assigning roles and being sure there are strong members on each side. Students can be assigned to a position they do not personally agree with; they need to learn to argue a point of view that differs from their own on a subject. At the end of the hearing all students will be given an opportunity to express their personal opinion on the issue of reparations, pro or con, regardless of the role they played during the simulation.

Before the students begin to work, the teacher needs to decide how students will be graded for this activity and communicate that clearly to the class. Will individual grades be given, group grades, or both? Will students be required to turn in their written work? How will their oral presentations be evaluated? Note that each side, pro and con, has a position for a student coordinator. During both the preparation phase and the simulation itself, the teacher should delegate the coordination of this activity to these students. Doing so frees the teacher to observe and evaluate students, and to serve as more of a consultant rather than as the director of the simulation.

Once students have been assigned their roles, the teacher should go over the questions to be addressed at the hearing (see **Questions** in the section entitled **Directions for Students**). The teacher should then read aloud the sample testimony (see **Sample Testimony** immediately below). Students should not be given copies of the sample testimony, but should listen and take notes as the teacher reads. This will give them some models to base their work on while precluding their simply copying the information in the samples.

Sample Testimony

For the teacher

Sample Testimony: For Reparations*

Hawaiians United

Honorable Members of the Reparations Commission, my name is _____ and I represent a membership of 500 Native Hawaiians who belong to an organization called Hawaiians United. We believe that the United States government owes us, the Hawaiian

people, some recompense or reparations for the wrongs that were done to us when the monarchy was overthrown in 1893.

We believe that the United States, through its representatives in Hawai'i at the time, was responsible for the loss of the Kingdom of Hawai'i. When the monarchy was overthrown we lost our ruler, Queen Lili'uokalani. We lost lands that had belonged to the Crown and to the government. That land was eventually given or ceded to the American government when Hawai'i was annexed to the United States in 1898.

We believe that Hawaiians should be compensated in two ways:

1. Ceded lands that belonged to us should be returned to the Hawaiian people to administer as they see fit through elected representatives.
2. Monies from those lands that are presently being used, such as the land the Honolulu International Airport is built on, should go to aid as many Hawaiians as possible. The income from those ceded lands now in use should be used for the education of Hawaiian children and adults and for developing programs to preserve our language, culture, and history.

Thank you for your attention.

*To the best of the author's knowledge, neither the Hawaiians United nor the Hawai'i Taxpayers' Association is a real organization, nor are the views expressed here meant to reflect the positions or beliefs of any existing organization.

For the teacher

Sample Testimony: For Reparations

Honorable members of the Reparations Commission, my name is _____. I live on the Big Island and I am a Native Hawaiian. I am here today to ask this commission to give serious consideration to reparations for Native Hawaiians. For many years, we, the Hawaiian people, flourished in isolation from the rest of the world. But after the foreigners came, including Americans, we could no longer live in isolation. We watched our land and our resources being destroyed as successive waves of traders and whalers came and took our sandalwood and whales and left behind diseases we had never known before, diseases that decimated our population. We lost our lands. Foreigners, including American citizens and American companies, gained them. Now, we Hawaiians are strangers on our own country.

Today we Hawaiians have serious health problems—we have a shorter life expectancy than any other group in Hawai'i and more Hawaiian babies die in infancy than in any other ethnic group. I suggest that the United States government grant reparations to Hawaiians in the form of cash payments that would be used for medical, cultural, and educational purposes. For every native Hawaiian of 50 percent or more blood quantum, \$10,000 would be allocated; for every Hawaiian of less than 50 percent blood quantum, \$5,000 would be allocated. This money would be invested to earn maximum interest. The money would be administered by elected representatives of the Hawaiian people to benefit all Hawaiians.

Thank you for your attention.

For the teacher

Sample Testimony: Anti-Reparations

The Taxpayers Against Reparations

Honorable Members of the Reparations Committee, my name is _____ and I am the president of the Taxpayers against Reparations. There are about one thousand members in our organization, and our main purpose is to see to it that our taxes are spent wisely and well.

If reparations are given to Native Hawaiians, the tax burden on every American citizen and every citizen in Hawai'i will increase. It does not matter how reparations are granted, it will still cost money, and we will have to pay for it. In fact, Hawaiians themselves, unless they are exempted, will have to pay taxes for their own reparations.

The Taxpayers Against Reparations does not argue that reparations are not needed because no wrong was ever done to the Hawaiian people. Our objection is to using tax money to right that wrong. After all, none of us, or our children, were alive in 1893 when the Hawaiian Kingdom was overthrown. Why then should we be expected to pay for these wrongs a hundred years later?

Thank you for your attention.

For the teacher

Sample Testimony: Anti-Reparations

Honorable members of the Reparations Committee, my name is _____ and I am here to speak against reparations for Native Hawaiians. First of all, I disagree with those who state that the American government was responsible for the overthrow of the monarchy. True, Americans were involved, even American officials, but they were acting on their own, not on orders from Washington. As for the loss of land, we the citizens of Hawai'i have been compensated for this loss already because money from the lands ceded to the American government goes to pay for public buildings and parks. Native Hawaiians of 50 percent or more blood quantum are already entitled to 20 percent of the income generated by lands ceded to the American government so long ago.

I recognize that there are social problems that the Hawaiian people may suffer from more than other people in Hawai'i, but I think the solutions already exist. Every child is already entitled to a free public education. We don't need to set up another education system for Hawaiian children. Our community is full of doctors and hospitals to take care of all of us when we are sick. We do not need to set up special health care for Hawaiians. I suggest that if the Hawaiian community would use the resources that already exist in our community, the problems that have been discussed here could be solved without imposing additional burdens on the American taxpayers.

Thank you for your attention.

Directions for Students**A Reparations Hearing**

Reparations are generally considered as the settlement of a claim for cash payment. Some people think that Native Hawaiians should be compensated for the loss of their lands, their government, and to a great extent, their culture, as a result of the overthrow of the Hawaiian monarchy in 1893. They point out that the American government was involved in deposing the Hawaiian queen, Lili'uokalani, and then officially annexed Hawai'i in 1898. Congressional study commissions have met in Honolulu several times recently to discuss these issues.

The following exercise is a simulation, an attempt to recreate, such a hearing. For this exercise you will be assigned a role and a position, pro or con, on the issue of reparations for the Hawaiian people. You may be assigned a position you do not agree with. Defend the position as best you can. In this simulation almost everyone must speak at least once, so whatever your role, you will have to prepare for it carefully to present the best possible case for your side's position. The following pages outline the duties and responsibilities of groups and individuals debating the following:

Be it resolved that:

A wrong has been committed against the Native Hawaiian people that the federal government is obliged to remedy.

The groups involved in this hearing are

The study commission. The commission is made up of four members of Congress. Two are Republicans, two are Democrats. Two are from the mainland, two are from Hawai'i. Each has one staff member to assist with research and questions.

The pro-reparations group. The pro-reparations group consists of three organizations representing various Hawaiian groups. The organizations speak for their members. Five other individuals will speak for themselves in favor of reparations. One coordinator will be assigned to this group to coordinate the testimony of all these speakers.

The anti-reparations group. The anti-reparations group consists of three organizations who represent taxpayers and other groups opposed to reparations. These organizations speak for their members. Five other individuals will speak for themselves against reparations. One coordinator will be assigned to this group to coordinate the testimony of all these speakers.

Questions

These are the questions that must be addressed in deciding on reparations. All groups must study all the questions to be able to prepare testimony and respond to questions. The commission must study all the questions to be able to ask questions and come to a sound decision on the issues.

1. Are the Native Hawaiian people entitled to the reparations because
 - a. representatives of the American government were responsible for the overthrow of the Hawaiian monarchy in 1893?
 - b. they lost their land? Should those who are at least half Hawaiian be entitled to more than 20 percent of the income from what are today called ceded lands?
 - c. they lost their culture, and more particularly, because thousands of Hawaiians suffered and died from diseases brought by foreigners, including Americans?
2. Who should get reparations and why?
 - a. Should reparations be given to all Hawaiians? Why or why not?
 - b. Should only Hawaiians of 50 percent blood quantum, that is, only those who are at least one-half Hawaiian, be entitled to reparations? Why or why not?
3. What form should reparations take?
 - a. Should reparations be in cash? Why or why not?
 - b. Should reparations be in land? Why or why not?
 - c. Should reparations be in the form of funds for cultural and educational programs? Why or why not?
 - d. Are there other ways of granting reparations? Or should the three suggestions above be combined?
4. Who should pay for reparations, if any, and why?

Assignments and Duties

Student directions

Groups	Number of students	Reading/research information	Duties
The study commission	4	Chapters 1, 2, 3, and 4	The commissioners must elect a chairperson to run the hearing. They must listen to testimony from both sides and ask intelligent questions. Therefore, commissioners must study the issues that those testifying will address. Commissioners should take notes on the readings and develop a list of questions they intend to ask, and they should formulate questions throughout the hearings to clarify the issues. Finally, the commission must make recommendations for or against reparations.
The researchers	4	Chapters 1, 2, 3, and 4	Researchers assist the commissioners in reading all materials and in formulating questions. They should divide the workload among themselves and their respective commissioners and then brief each other. Commissioners should ask their researchers for their opinions and should ask them to locate information that is needed. Researchers should prepare name cards to stand on the commissioners' table to identify the members of the commission.
The pro-reparations group	8	Chapters 1, 2, 3, and 4	The pro-reparations group consists of representatives of three Hawaiian organizations and five persons speaking as individuals. The three people testifying for organizations should choose names for each group. The pro-reparations group members must present testimony favorable to reparations. They must anticipate and intelligently answer the commission's questions. They must anticipate and be prepared to rebut the other side's arguments. During the hearing all group members must take notes to assist their coordinator in preparing a summary and rebuttal statement.

Assignments and Duties—continued

Student directions

Groups	Number of students	Reading/research information	Duties
The anti-reparations group	8	Chapters 1, 2, 3, and 4	The anti-reparations group consists of three persons speaking for three organizations and five persons speaking as individuals. The three persons speaking for groups should each choose an appropriate name for their group. The anti-reparations side must present testimony favorable to its side, that is, against reparations. They must anticipate and intelligently answer the commission's questions. They must be prepared to rebut the testimony of the opposing side. During the hearing all group members must take notes to assist the coordinator in preparing a summary and rebuttal statement.
The coordinators	2	Chapters 1, 2, 3, and 4	It is the coordinator's responsibility to see that his or her group addresses all questions listed. This person should be sure that all questions have been addressed and that there is repetition of testimony only when it is necessary to impress the commission. At the end of the hearings, after all testimony has been heard, the coordinator will present a rebuttal of the other side's points. Therefore, during the hearings he or she must take notes and be prepared to point out any inaccuracies stated by the opposition. The coordinator must also summarize the testimony of his or her group. Each coordinator will be given 3 minutes to speak.

Timetable**Day 1**

Choose or be assigned to roles. The teacher will go over procedures and questions that must be addressed. The teacher will read sample testimonies; students will take notes.

Days 2 & 3

Meet in respective groups and divide responsibilities. Begin to research and write testimony; those testifying should speak for about 2 minutes and expect to be questioned for at least another minute. Commission members prepare questions.

Day 4

Finish writing testimony. Work in pairs within your respective groups and practice giving your testimony. Be sure that neither side hears the other side's testimony at this time. The coordinator reviews all testimony to see that all points have been addressed.

Days 5 & 6

Mock commission hearing using procedure outlined as follows.

Procedure for the Hearing

The commissioners should sit together at a table at the front of the room with their staff members behind them.

The chairperson of the commission is to call for testimony and maintain decorum. After a person has testified, the commissioners should question the person and clarify any points that are not clear.

Those testifying should address the commission and be ready for questions. Testimony should not be read, but the person testifying may glance at notes if necessary. The person testifying should state his or her name and the organization, if any, that he or she is representing. The commissioners should be addressed as the Honorable Mr. or Ms. _____. Each person testifying should talk for about 2 minutes and be prepared for another minute of questions from the commissioners.

The pro and con sides should alternate testifying on each question. All the pro witnesses should testify for Question 1. Then all the con witnesses should testify against Question 1. Questions 2, 3, and 4 should be argued in the same way.

After all the testimony has been heard, there should be a 5-minute break to allow each side to confer and prepare a summary and rebuttal statement. This statement must

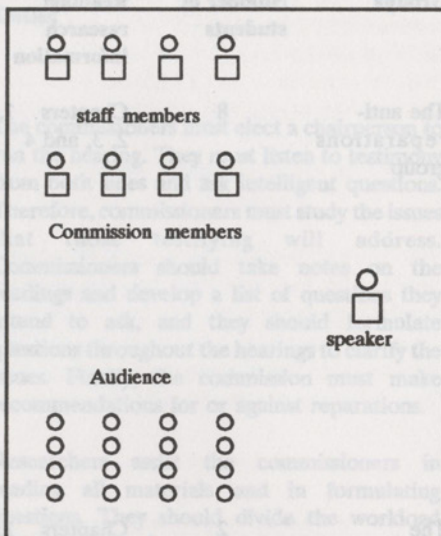


Diagram of hearing

Student directions

be delivered by the coordinator for each side. The statement should take about 3 minutes to deliver.

The commission then confers and votes on the issue of reparations. Commissioners must respond to all four questions and subquestions, explaining why they think as they do. In real hearings, the commission recommends to the entire Congress what it thinks should be done or not be done. In this simulation, the commissioners should give their decision on the issue of reparations to those present and tell what they will recommend to their colleagues in Congress. If Congress were to approve of reparations, funding would come from American taxpayers.

Your Own Opinion

After the simulation is completed, the coordinators will distribute secret ballots to the class which will then vote for (yes) or against (no) reparations. Voters may vote as they personally choose on the secret ballot, even if during the simulation they had to speak for the other point of view.

Coordinators should count the votes and put the results on the board. Then the class will take part in a debriefing session.

Debriefing

Debriefing is an opportunity to discuss and evaluate what happened during the simulation. Here are some discussion questions:

1. Did the commission's vote and the class vote match? If so, why do you think this happened? If not, why not?
2. Do you think the commissioners and the class voted on the merits of this issue or were other factors involved? If other factors were involved, what were some of them? Do these factors affect real-life decisions on issues?
3. How did you react to the statements made, pro and con? Did they help you understand the issues? Do you think listening to people testify at public hearings is a good way for elected officials to learn about issues? Are public hearings a good way to help the general public learn about an issue?
4. What do you think the class as a whole could have done to improve the simulation? If you had to do it again, what would you do differently?
5. Write a brief essay, about one page long, beginning with this statement:

I agree/disagree that a wrong was committed against the Native Hawaiian people which the federal government is obliged to remedy.

Give reasons for your opinion. You will not be graded on whether or not you agree or disagree with the statement but on how well you support your opinion.

Student Response to the Simulation

Student response to this simulation has been positive. The simulation was initially pilot-tested with two heterogeneously-grouped ninth-grade social studies classes at the University

of Hawai'i Laboratory School. An in-house questionnaire was distributed to these 45 students. Students were asked how difficult they found this activity (difficult, just right, or too easy). They were also asked how much they liked the activity (liked, liked a little, disliked). Finally they were asked how much they had learned from the activity (learned, learned a little, learned nothing). Table 1 presents their responses. Almost half of the students rated the activity difficult, while slightly more than half rated it just right; none found it too easy. The majority of the students liked the activity or liked it a little; only two students disliked it. The majority of the students, three out of four, said they had learned from the activity and one out of four said they had learned a little; none said they had learned nothing.

Table 1
Student Responses to Reparations Activity
Percent of Student Responses

N=45

Difficult 49%	Just Right 51%	Too Easy 0%	100%
Liked 67%	Liked a little 29%	Disliked 4%	100%
Learned 76%	Learned a little 24%	Learned nothing 0%	100%

Students were also asked which of the nine activities they liked best or least in the chapter materials on land history they had just completed. Forty seven percent chose the reparations hearing as the activity they liked best. Twenty percent said it was the activity they liked least; the remainder of the students chose other activities as the most or least liked activities. Informal anecdotal information from teachers has consistently indicated positive teacher and student reaction to this simulation.

Adapting the Simulation

This simulation can be easily adapted to address the issue of reparations for other groups besides Native Hawaiians. Such groups could include Native American Indian tribes, Alaskan Natives, including Aleuts relocated during World War II, people of Japanese, Italian, or German ancestry who were also interned during the war, or African Americans whose ancestors were slaves. Before beginning to adapt this simulation, the teacher must be sure that students will have access to information about an affected group and its relationship to government in textbooks and in other materials available through the library or other sources.

Assuming such materials are available, the following sections of the simulation need to be changed:

- A. The **Sample Testimony** must be rewritten to reflect the history of the group of people seeking reparations.
- B. In **Directions for Students**, the following sections must be adapted:
1. The introduction and the "Be it resolved" sentence.
 2. The specific information in the subsection regarding the "groups" involved in the hearing must be revised to be relevant. At least one member of the study commission should be from the home state or the racial or ethnic group of the people seeking reparations; however, the commission should be balanced with insiders and outsiders.
 3. The "Questions" section will need to address the issues appropriate to the group seeking reparations.
 4. The "Reading and research information" on the "Assignments and Duties" page will need to reflect the sources students are expected to consult. All students should have access to all available sources of information.

Conclusion

All too often history teachers listen to students complain, "This stuff is boring, what does it have to do with me?" Simulations provide teachers and students with a valuable means of making history come alive. Properly designed and used, simulation can be a valuable tool. This simulation was designed to help students learn or reinforce a variety of skills from the simple to the complex. In researching, writing, and then orally presenting their arguments for or against reparations, for example, students sharpened their basic reading, writing and speaking skills. The structure of the simulation itself, with its specific directions as to what questions and issues were to be addressed, gave students a means of synthesizing very complex historical information. This synthesis then provided them with the background needed to understand larger historical issues and trends, to comprehend, for example, that many of Hawai'i's most important contemporary political issues, including reparations and sovereignty for Native Hawaiians, are the direct results of events that happened long ago.

Although the simulation did appear to help students understand the links between the past and the present, this did not mean that they then reacted positively to the idea of reparations for Native Hawaiians. During the pilot testing, and during subsequent use of the simulation with other University of Hawaii Laboratory School classes, students consistently voted "no" on their secret ballots when asked if they believed Native Hawaiians should be paid reparations. Although the purpose of the simulation was emphatically not to convince students that such reparations should be paid, but rather to give them the opportunity to learn about and address a controversial issue in a simulated public forum, this result was unexpected, particularly at the University Laboratory School where Native Hawaiian students are overrepresented in a student population selected to mirror that of the Hawai'i public school population in terms of ethnicity, socio-economic status, and ability levels. It is not clear, even after reading student narratives explaining their views on the subject, exactly why students voted as they did. It is possible that students are reflecting

what is sometimes being said in the larger community on the issue. It may be that once students learned in the simulation that monies for reparations would come from the taxpayers, they chose, like many Americans do in real life, to use the privacy afforded by a secret ballot to vote their pocketbooks. Or it may be that students reacted to social pressure in the classroom unknown to the teacher. Whatever the reasons, these student choices certainly call into question our pedagogical assumptions that knowledge, in this instance knowledge gained through intensive examination of an issue, informs opinions and decision-making. Further study, therefore, is warranted to determine if and why students from a variety of ethnic and socio-economic backgrounds using this simulation, or an adaptation of it, both in Hawai'i and on the Mainland, would choose to make the same decision as the students described here have consistently done.

Note: Teachers who are interested in participating in a comparative study with their students are requested to contact the author at the University of Hawai'i, 1776 University Avenue, Honolulu, Hawai'i 96822. Phone (808) 956-6719, Fax (808) 956-4114.