

America Becomes a Pacific Nation

Hawaiian Annexation

TAHPDX: Teaching American History Project

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America Becomes a Pacific Nation

Hawaiian Annexation

Introduction to Guide

Topic: America Becomes a Pacific Nation

Subtopic: The Annexation of Hawaii

Abstract:

This guide explores the Annexation of Hawaii in 1898. Using classroom activities, a dramatic play, and a DBQ exercise, students will study and chart the key events that led to the overthrow of the Hawaiian monarchy and establishment of Hawaii as a republic. The eventual annexation of Hawaii into the United States will be studied within the context of Hawaii's strategic importance – economically, politically and militarily. The annexation of Hawaii can be used to study the United States ascendancy as a Pacific power.

Goals: Students will be able to:

- Identify and explain the term “annexation.”
- Locate Hawaii on a map.
- Explain Hawaii's strategic location in relationship to the United States.
- Recognize the difference between a monarchy and a democratic government.
- Chart the key events that led to the overthrow of the Hawaiian monarchy.
- Describe the attitudes that white non-native Hawaiians held in regard to Hawaiians.
- List the reasons why the United States would want to annex Hawaii.

Rationale:

1. Classroom Activity #1: invite students to describe their thoughts and ideas about Hawaii.
2. We recommend that the drama is performed first because it informs the students of the abdication of the Hawaiian Monarchy and circumstances that surrounded the annexation of Hawaii.
3. Next, introduce the Hook: a simulation in which students confront the consequences when their school is annexed by a larger, more powerful neighboring school.
4. Begin the DBQ.
5. There are an additional three classroom activities that can be used to supplement learning. Classroom activities #2 and #3 are directly grounded in two of the DBQ documents. Activity #4 is the converse of the hook: students are engaged in the annexation of their house or classroom.

America Becomes a Pacific Nation

Hawaiian Annexation

Background Narrative

DBQ Exercise: The Annexation of Hawaii

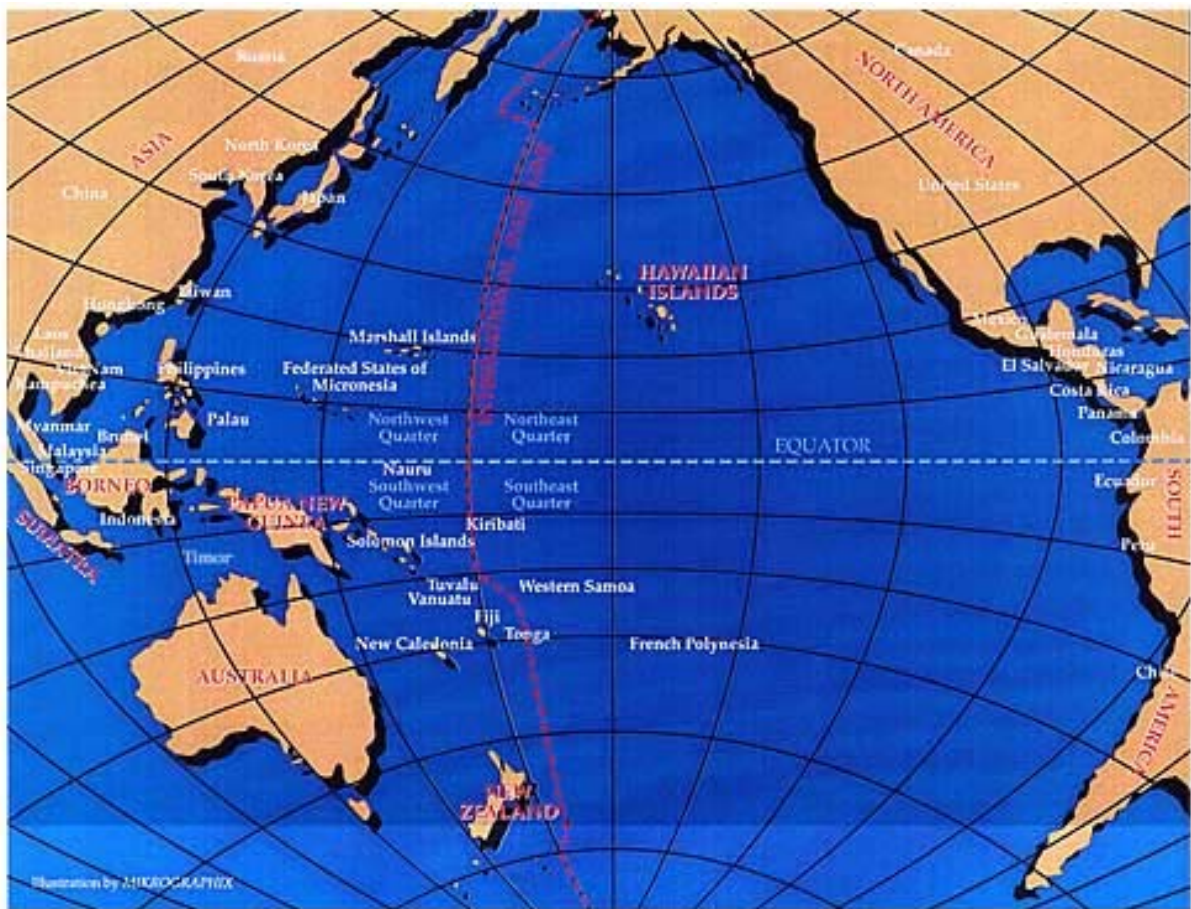
Background Narrative

In our times, the beginning decade of the twenty-first century, “colonialism” is considered a bad thing. No government today refers to their nation as an “empire.” On the contrary, “empire” is most often used to categorize and criticize world leaders who illegitimately seek to extend their power and influence into places and countries where they have no “right” to be, at least as reflected by general world opinion.

At the end of the nineteenth and the dawn of the twentieth century, however, Europeans and Americans competed for military and economic dominance of the entire globe. Most of the Western European powers (France, Spain, Portugal, Great Britain) had already laid claim to and colonized much of the known world and established elaborate and jealously guarded trade routes that spanned the Atlantic Ocean. These trade routes linked the valuable raw resources of the colonized territories in Africa, Asia and South America with lucrative markets in Europe and Eastern North America.

The United States’ expansion into its western continental territories, fueled by the idea of “manifest destiny,” began the U.S. experiment with empire. By the late 1700s, a sizable number of American settlers had reached the Pacific, a vast ocean that promised unfettered access to the Asian continent and ports on the islands of the South Pacific. The trade in Pacific Northwest furs during this time period established strong economic relationships between American, Canadian and Chinese business interests. Spices, exotic merchandise and tropical resources such as sugar from Asia and the South Pacific made their way back to the Western ports of the expanding U.S. territory.

The islands of Hawaii (also known as the Sandwich Islands), with a sizable native population governed by a native monarchy, occupied a key position in the Pacific Ocean and quickly became a restocking station for ships hauling goods and materials to and from Asia and the North American coast. It also became a contested nation among the global powers. During the 1830s, Britain and France, with their formidable military might, forced the Hawaiian monarchy to sign treaties granting them economic privileges on the islands. U.S. political leaders were concerned that Hawaii might become part of an expanding European empire in the Pacific which would jeopardize US trade routes. After much lobbying in Hawaii and in Washington DC, in 1849 the United States and the Hawaiian monarchy concluded a treaty of friendship that provided a foundation of political and economic cooperation between the two parties.



The Islands of the Pacific Ocean

A key provisioning spot for American whaling ships, fertile ground for American missionaries, and a new source of sugar cane production, Hawaii's economy became increasingly integrated with the United States. U.S. sugar plantation owners, the elite of the population, soon came to dominate the economy and politics of the islands. Haole (non-native) residents of Hawaii formed the Hawaiian League to protect the property



Hawaiian Sugar Plantation
(http://www.sgiquarterly.org/common_images/quarterly/0310/13.jpg)

interests of white land owners. The Honolulu Rifles were a sub-group of the League, a military organization armed with rifles from the mainland US. In 1887 the powerful pro-haole interests used the threat of the Honolulu Rifles to force King Kalakaua to sign a new constitution, replacing the treaty of friendship that had governed US and Hawaiian interests since 1849. The new constitution vastly reduced the power of the Hawaiian monarchy and nominally extended political representation to anyone who was literate and owned more than three thousand dollars worth of land. Because so few Native Hawaiians met these requirements, this “Bayonet Constitution” basically put the white Americans in control of the Hawaiian government and people.

In 1893, Queen Lili’uokalani, who succeeded King Kalakaua, announced plans to establish a new constitution, replacing the "Bayonet Constitution." The new constitution would have restored much power to the monarchy. But the move was countered by the Committee on Annexation, a small group of white businessmen and politicians who felt that annexation by the United States (the primary importer of Hawaiian agricultural products) would be beneficial for the economy of Hawaii. The move was supported by John Stevens, the U.S. Minister to Hawaii.

A contingent of Marines from the warship, U.S.S. *Boston*, had also been dispatched by U.S. President Benjamin Harrison to restore the “peace.” Despite pleas by the Queen, the overthrow of Queen Lili’uokalani was successful and the monarchy ended in January, 1893. It was replaced by a Provisional Government set up and controlled by the Americans. The Provisional Government proclaimed Hawaii a republic in 1894, which was soon recognized by the United States.

A delegation from Hawaii was sent to Washington DC in 1894 seeking annexation of the Republic on the grounds that it would serve and strengthen the interests of the U.S. economically, politically and militarily. But the new President, Grover Cleveland, opposed annexation. He insisted that Queen Lili’uokalani’s overthrow was illegal and tried to restore the monarchy. In addition, many insisted that Hawaii was too culturally, historically, and racially different from that of the mainland United States to be able to fit well into the Union. Others opposed annexation on the grounds that the U.S. should not be involved in such distant places (the isolationists).

Many native Hawaiians also sought to restore independence and during this time sent anti-annexation petitions to Washington DC. In Hawaii, native Hawaiians staged mass protest rallies. On January 5, 1895, the protests took the form of an armed attempt to derail the annexation but the armed revolt was suppressed by the US-backed forces of the Republic. The leaders of the revolt were imprisoned along with Queen Lili’uokalani who was accused of treason for failing to put down the revolt.

Cleveland was unable to counter the attitudes and actions of the pro-annexation forces either in Washington D.C. or in Hawaii. Strategically, pro-annexation forces only had to delay Cleveland until the presidency changed hands again, as U.S. politics was quite divided on the

subject of expansion in general and Hawaiian annexation in particular. In March of 1897, William McKinley, who was in favor of the annexation of Hawaii, was inaugurated as President of the United States. On June 16, 1897, McKinley and three representatives of the government of the Republic of Hawaii – Lorrin Thurston, Francis Hatch, and William Kinney – signed a treaty of annexation. President McKinley then submitted the treaty to the U.S. Senate for ratification.

In response, grassroots organizations in Hawaii staged a mass anti-annexation petition drive. They hoped that if the U.S. government realized that the majority of native Hawaiian citizens opposed annexation, the move to annex Hawaii would be stopped. The “Petition Against Annexation, ” written in both the Hawaiian and English languages, was signed by 21,269 native Hawaiian people, or more than half the approximately 39,000 native Hawaiians and mixed-blood persons reported by the Hawaiian Commission census for that year. Queen Lili’uokalani and four Hawaiian delegates successfully lobbied in Washington against annexation. The treaty was defeated in the Senate in early 1898.

This victory was short-lived, however. The sinking of the Battleship *Maine* in Havana harbor in Cuba sparked the Spanish-American War, part of which was fought in the Philippine Islands. Hawaii became an important mid-Pacific fueling station and naval installation for the United States. The pro-annexation forces in Congress rallied and submitted a proposal to annex the Hawaiian Islands by joint resolution, which required only a simple majority vote in both houses. The proposal passed Congress and was signed into law by President McKinley on July 7, 1898. In an annexation ceremony at the Iolani Palace in August of 1898, the Hawaiian flag was taken down and the U.S. flag raised.

In 1900, Hawaii was made a territory of the United States. In 1959, it became the 50th state in the Union. The actions of the U.S. with regard to the colonization and annexation of

Hawaii brought into U.S. control a once sovereign nation. This action was controversial at the time and remains so today. A resurgence of pride in native Hawaiian culture and a “Hawaiian Independence” movement is growing in strength on the islands. In 1993, President Clinton signed a Congressional Resolution apologizing for the “illegal” overthrow of the Hawaiian Kingdom. The text states that the U.S. Congress "acknowledges that the overthrow of the Kingdom of Hawaii occurred with the active participation of agents and citizens of the United States and further acknowledges that the Native Hawaiian people never directly relinquished to the United States their claims to their inherent sovereignty as a people over their national lands, either through the Kingdom of Hawaii or through a plebiscite or referendum" [U.S. Public Law 103-150 (107 Stat. 1510)].

The drama that follows provides an exciting way to understand the events and the people involved in the overthrow of the Hawaiian monarchy and the annexation of Hawaii into the United States. Historical events are juxtaposed with the 1993 apology (from President Clinton) to the Hawaiian people.

The DBQ exercise explores the question of how a nation such as the United States, founded on the principle that "governments are instituted among men, deriving their just powers from the consent of the governed," might explain and justify this expansion of its colonial “empire” in the late 1800s? Documents and images explore what attitudes and events of the era contributed to Hawaii’s eventual assimilation into the United States.

America Becomes a Pacific Nation

Hawaiian Annexation

Classroom Activity #1

America Becomes a Pacific Nation

Hawaiian Annexation

Drama

Players:

President Clinton,	<i>President of the United States</i>
Narrator,	<i>this player exists outside of time and space</i>
Lorrin Thurston,	<i>a Hawaiian-born American politician and businessman in Hawaii during the late 1800's-early 1900's</i>
King <u>Kalakaua</u> ,	<i>King of the Kingdom of Hawaii</i>
Queen <u>Lili'oukalani</u> ,	<i>Queen of the Kingdom of Hawaii (post Kalakaua)</i>
John L. Stevens,	<i>American minister at Honolulu</i>
Nurse,	<i>attendant to the Queen</i>
Charles Wilson,	<i>Marshall of the Hawaiian government</i>

NOTE: The underlined words can be found in the vocabulary/pronunciation guide at the end of the drama.

As the lights come up, President Clinton is seated in a chair behind a desk center stage. There are four people standing behind him in anticipation. One of them is the narrator. Upstage right and left are benches for actors when not playing parts. Projected on the screen: 1993, Hawaii. There is a document in front of him and he has a pen in his hand.

Clinton: (reading) Whereas, it is proper and timely for the Congress on the occasion of the impending one hundredth anniversary of the event, to acknowledge the historic significance of the illegal overthrow of the Kingdom of Hawaii, to express its deep regret to the Native Hawaiian people, and to support the reconciliation efforts of the State of Hawaii and the United Church of Christ with Native Hawaiians; Now, therefore, be it resolved by the Senate and House of Representatives of the United States of America in Congress assembled...

Narrator steps forward and snaps. The actors freeze.

Narrator: It's November 23, 1993 and America is apologizing for something. Did you hear that? Listen again.

Narrator snaps. Clinton unfreezes.

Clinton: ...to acknowledge the historic significance of the illegal overthrow of the Kingdom of Hawaii, to express its deep regret to the Native Hawaiian people...

Narrator snaps. Clinton freezes.

Narrator: And another signed document interprets Hawaii's history. What happened in paradise 100 years ago? Look past the tourism. Past Don Ho and ukeleles. Turn right at the surfboards. Circumnavigate through hula skirts and the luau. If you reach Captain Cook, you've gone too far: turn back around and look to your left. There in the distance is a small haole child of missionaries.

Enter Thurston from SL and stands to the left of the narrator.

Though his frame is small, inside him is a lawyer, a business man, a newspaper owner, a tourism guru, a revolutionary, a rebel, a liar, a traitor, an opportunist, and a human. When the sun sets on the stage, it will be 1874, and this man to my left is Mr. Lorrin Thurston, the thirty year old interior minister serving the kingdom Kalakaua of Hawaii.

Clear the desk area ladies and gentlemen.

Narrator snaps. The four additional Players clear off papers from the desk.

See you in a bit, Bill.

Bill Clinton sits down on bench USA. Players take three rifles with bayonets and a king's sash from under the desk. Narrator passes out the props to the people as he re-introduces them in their new characters. As this transition occurs, the lighting onstage should simulate a sunset.

(handing a player the sash and a document)

Sir, you can be King Kalakaua.

(handing the other three players guns)

You three will be soldiers.

*When the stage is black, the projector screen shows **Hawaii, 1878**. Imposed over the date is a picture of King Kalakaua. It is titled "The King and the Honolulu Rifles." When the lights come up, Kalakaua is seated at the desk reading through a document, the rifles are around his desk and Thurston is downstage left.*

Kalakaua: I see you have been busy, Thurston. This is a different constitution.

Thurston: I've merely made amendments, sir.

Kalakaua: Is that the haole way of saying it?

Thurston: Sir, we've amended specific articles so that they reflect the attitude of Hawaii's new demographic. Things have changed since 1864. Americans and Europeans are land owners now. We want to be represented.

Kalakaua continues reading the document.

Kalakaua: You've changed the way **my** people are represented. Only twenty-four representatives and they shall serve until 1890. Representatives are elected biennially, Thurston.

Thurston: We've streamlined protocol, king.

Kalakaua: (*reading*)... "shall be based upon the principles of equality...". I see that you've also changed who can vote. "All men, Hawaiian, European, and American who can read and write. And own at least \$3000 in property." Are you aware of how many of my people are literate? And you know good well, how many Hawaiians have assets that great.

Thurston: It is important for voters to be informed.

Kalakaua: I refuse to sign this constitution.

Thurston: Sir, you tried to fire us. And then you refused to sign the treaty with the US allowing free trade of sugar cane.

Kalakaua: Minister, the US demanded that Pearl Harbor be a coaling station. I feel that our archipelago is owned by enough haoles: I don't want the US military to have ownership.

Thurston: You and your damned nationalism. Do you really think that your monarchy is going to last? Look at you in your throne now! It's in the middle of the night and I'm forcing you to read a new version of your constitution. Read and understand, Kalakaua. This is your future. Pick up your pen and sign the constitution.

Kalakaua: Your tactics betray your politics.

Thurston: Unquestionably, this is not in accordance with law; neither was the Declaration of Independence from Great Britain. Both are revolutionary documents, which had to be forcibly effected and forcibly maintained. If you need any encouragement to sway your loyalty from your people's uncivilized ways, look behind you. Let the bayonets speak wisdom to you and grant direction to your autograph.

After hesitation, Kalakaua signs. Narrator snaps fingers: players freeze.

Narrator: This became known as the bayonet constitution. And this paved the way for the destruction of the Hawaiian monarchy. Let's fast forward sixteen years to January 14, 1893. There is a new monarch: Queen Lili'oukalani.

Slide on screen changes to show the courtyard at Iolani Palace. The Queen approaches narrator. He gives her the crown and then bows.

Why don't you tell us why today is important?

Queen: As you all know, King Kalakaua was forced to sign a new constitution that limited Hawaiian rights and increased the influence of mainlanders upon Hawaiian governance. On this Saturday, I announced my intention to correct the constitution so that it accurately reflected the rights and intentions of Hawaiians.

Narrator: Congratulations.

Thurston approaches narrator on the left.

Thurston: Let's not have preemptive celebratory tidings.

Narrator: Why not?

Thurston: My safety committee considered the situation and devised ways and means for the maintenance of the public peace and the protection of life and property.

Narrator: *(to Queen)* Oh, so your proclamation caused a public stir?

Queen: Hardly. Thurston's safety committee agreed upon a "provisional government until terms of union with the United States of America have been negotiated and agreed upon." Those are your words, are they not, Thurston.

Thurston: They sound familiar.

Queen: It was a quiet and slow afternoon.

Narrator: Do you agree, Thurston?

Thurston: Our safety committee saw fit to write to Mr. John L. Stevens, the American minister at Honolulu.

Queen pulls out a piece of paper from the desk. She reads.

Queen: We are unable to protect ourselves without aid, and therefore hope for the protection of United States forces." Do those also sound familiar, Mr. Thurston?

Thurston: Mr. Stevens requested the Captain of the U.S.S. Boston to land a force “for the protection of the United States legation, United States consulate, and to secure the safety of American life and property.”

Queen: I feel as though it was an ostentatious display of power.

Narrator: What happened Thurston?

Thurston: Troops came accompanied with gattlin guns. They marched through the streets to a public hall.

Queen: I was more than alarmed at this brazen display of power. Like I said before, the streets were silent: there were no protests or displays of dissidence. We sent a letter to Mr. Stevens informing him that the proper authorities were able and willing to afford full protections to the American legation and all American interests in Honolulu.

Thurston: We were being precautionary, queen. There, in the hall across from the government building and across from your palace. Stevens, why don’t you step forward and read your place.

Narrator: With all due respect, Thurston, you are not narrating. That’s my job.

Thurston: Right, Mr./Ms. Narrator. Truly sorry to bruise your storytelling ego. In fact, I am just a figment of our storytelling imagination.

Narrator: I now introduce Mr. John L. Stevens.

Stevens approaches DSL.

Stevens: “Such provisional government has been proclaimed, is now in possession of the Government department buildings, the archives, and the treasury, and is in control of the city. We hereby request that you will, on behalf of the United States, recognize it as the existing *de facto* government of the Hawaiian Islands and afford to it the moral support of your Government, and, if necessary, the support of American troops to assist in preserving the public peace.”

Queen: Stevens, was there audience who was present when the proclamation was read?

Thurston: You’re not obligated to answer, Stevens.

Narrator: The proclamation for a new government was read, but those being governed were not present to hear about the regime change?

Thurston: (to narrator) Isn't it convenient to look back one hundred years and judge?

Narrator: Sanford B. Dole was appointed the president of the new government.

Queen: Later that day, I was informed by Stevens that the Provisional Government would be maintained--forcibly--if necessary.

Stevens: Resistance would result in useless sacrifice of life. Dear queen, you could surrender under protest and your case would be considered later at Washington.

Narrator snaps fingers. Players freeze.

Narrator: Thank you for your narration skills. Stevens and Thurston, you may return to your respective benches.

They return to their benches USL.

Narrator: At this point, our story leads us to the interior room of the Iolani Palace where the Queen is imprisoned. That's right, imprisoned: House Arrest. Outside the palace, American naval troops have barricaded her in order to ensure public peace and safety.

The slide changes and projects an interior room of the palace.

Narrator: The stress of the situation has taken its toll, and the Queen has been struggling with ill health. Nurse, please come and take your place next to the Queen.

Narrator snaps. The nurse comes forward and begins to attend to the Queen. The Queen unfreezes and responds to her medical attendant.

Narrator: Mr. Charles Wilson, please take your place. He is the current Marshall of Hawaii's government. Here, he met the queen at her palace during her imprisonment. For a while they had been friends.

Narrator snaps again. Wilson comes forward and stands next to the desk.

Wilson: Come, fair Queen and take your place. Are you feeling better?

She shakes her head, no. Then she sits at the desk. She places the crown on her head. Wilson places some papers in front of her on the desk.

Queen: What is this?

Wilson: It is a letter saying that you will abdicate the throne, and stop this nonsense.

Queen: I would rather die than sign this, and am prepared to do so in order to save my people.

Wilson: I don't doubt that this is true. Tell me though, are you willing to have the blood of six of your co-conspirators on your hands?

Queen: Of course not, why would you even suggest this?

Wilson: If you refuse to sign, those six will die.

Queen: And if I do? What assurance do I have of their safety?

Wilson: If you will sign this document, I can assure you that your friends will be immediately released.

Queen: And no alternative exists under which I might avoid signing?

Wilson: Those people have been imprisoned because of their love and loyalty towards you, Queen. It would seem heartless and cruel to see them killed because of your stubborn reluctance.

Queen thinks for a moment, clearly struggling with the weight of the decision.

Queen: It seems the stream of blood will only be stayed by my pen.

She reaches out her hand for the document on the table.

Queen: How shall I sign?

Wilson: Lili'uokalani Dominis.

Queen: What?

Wilson: *(With a bit more force, and in a somewhat condescending tone).*
Lili'uokalani Dominis.

Queen signs the document, with obvious reluctance.

Wilson: *(hands the queen another document)* And this....

Queen: I have done what was agreed!

Wilson: Read it and sign....need I remind you of the consequences?

Queen: I, Lili'uokalani Dominis, do solemnly swear in the presence of Almighty God that I will support the Constitution, Laws and Government of the Republic of Hawaii, and will not, either directly or indirectly, encourage or assist in the restoration or establishment of a Monarchical form of Government in the Hawaiian Islands.

She again reluctantly signs. Wilson leaves. Then the attendant leaves. Lili'uokalani slowly removes her crown and lowers her head. The lights fade. A new picture is projected, it is of the Iolani palace when the Hawaiian flag was replaced by the American flag.

Narrator: It is May 12, 1898. Let's have some music.

Narrator snaps. "Hawai'i Pono" is played over the sound system.

Narrator: You are looking at the Iolani palace. Today the Hawaiian flag will be lowered and replaced by the American flag. There are no Hawaiians to watch. They are shuttered in their homes and silent. Western businessmen and their families surround the flagpole, the warm tropical breeze cascades over their face, through their hair. They are hot and sweaty in their western clothes. When the American flag is raised, the band plays "The Star Spangled Banner."

There is no retirement for the Hawaiian flag. It is not folded. It is not given back to the Queen. It is cut into 2 or 3 inch strips and distributed to those present. Their flag is a souvenir...a chotchke to commemorate a fallen kingdom.

The lights raise and in the dim light, Bill Clinton enters with a handful of scraps of the flag and stands next to Lili'uokalani at the table. He continues reading his speech from the beginning.

Clinton: ...expresses its commitment to acknowledge the ramifications of the overthrow of the Kingdom of Hawaii...

Queen: *(speaks as she writes a letter)* ...my people, about forty thousand in number, have in no way been consulted by those who claim the right to destroy the independence of Hawaii...

Clinton: ...expresses its commitment to acknowledge the ramifications of the overthrow of the Kingdom of Hawaii...

Queen: ...the perpetuation of the fraud whereby the constitutional government was overthrown, and, finally an act of gross injustice to me.

Clinton: ...in order to provide a proper foundation for reconciliation between the United States and the Native Hawaiian people...

Queen: ...and it is thereby in violation of international law.

Clinton: ...in order to provide a proper foundation for reconciliation between the United States and the Native Hawaiian people...

Queen: Therefore, I, Lili'oukalani of Hawaii, do hereby call upon the President of that nation, to whom alone I yielded my property and my authority, to withdraw said treaty from further consideration...

Clinton: ... and to support reconciliation efforts between the United States and the Native Hawaiian people...

Queen: I ask the honorable Senate of the United States to decline to ratify said treaty and implore the people of this great and good nation from whom my ancestors learned the Christian religion, to sustain their representatives in such acts of justice and equity as may be in accord with the principles of their fathers, and of the Almighty Ruler of the universe, to him who judgeth righteously, I commit my cause.

Clinton: ...and to support reconciliation efforts between the United States and the Native Hawaiian people...

Queen: I yield to the superior force of the United States of America so that upon facts being presented to it, undo the action of its representatives and reinstate me in authority which I claim as the Constitutional Sovereign of the Hawaiian Islands.

Clinton: ..and to support reconciliation efforts between the United States and the Native Hawaiian people.

Clinton then sits down next to the morose queen. Together, they begin to weave the fragments of the flag back together. Lights fade.

END PLAY

Debriefing Activities and Questions for the Drama:

1. What is President Clinton seeking to accomplish in his speech?
2. Why is that speech being made in 1993?
3. What circumstances do you think might have lead to the delivery of the speech?
4. How do you think Hawaiians responded to the speech at that time?
5. Why were signed documents important in the drama?
6. Chart the actions of Lorrin Thurston throughout the two Hawaiian monarchies.
7. The drama depicts over a century of American-Hawaiian relations. Describe how the attitudes have changed over time.

Teacher Notes:

A contemporary Hawaiian Sovereignty movement has been advocating for independent sovereignty and reparations for Hawaiian peoples. There are numerous internet resources that provide information about this movement. See www.alohaquest.com for resources.

Haunani Kay Trask is a leader in the Sovereignty Movement and director of the Hawaiian Studies department at the University of Hawaii. Here are some quotes from her book, *From a Native Daughter*:

“Our country has been and is being plasticized, cheapened, and exploited. They’re selling it in plastic leis, coconut ashtrays, and cans of ‘genuine, original Aloha.’ They’ve raped us, sold us, killed us, and still they expect us to behave...Hawaii is a colony of the imperialist United States.”

Kehau Lee on evictions of Hawaiians from Native lands, 1970. (Trask, 1)

“The time has come to create a mechanism for self-government for the Hawaiian people. The question of Hawaiian sovereignty and self-determination needs to be dealt with now.”

Milina Trask before Congress on Hawaiian sovereignty, 1990 (Trask, 1)

“Our daily existence in the modern world is thus best described not as a struggle for civil rights but as a struggle against our planned disappearance. For example, in the United States, the ‘vanishing’ Indian has steadfastly refused to vanish, resisting all manner of genocide from Wounded Knee in the Lakota nation, to the removal of Navaho and Shoshone peoples from their sacred lands.” (Trask, 50).

For further reading, consult *The Social Process in Hawaii*. It is a journal of the University of Hawaii.

Hawaiian Annexation Drama

Pronunciation Guide

Kalakaua [kah – lah – kah’oo – ah]

This is the name of the last king of Hawaii. King Kalakaua, known as the "Merry Monarch" for his lavish lifestyle, served as king for 17 years, traveled around the world, and built and occupied Iolani Palace. The AU is a diphthong (a speech sound or glide that begins with one vowel and gradually changes to another vowel within the same syllable) that approximates the English "OU" (as in HOUSE).

Lili’oukalani [lee – lee – oh’oo – kah – lah – nee]

This is the name of the last monarch of Hawaii. Queen Liliuokalani, the sister of King Kalakaua, served two years before being removed in a bloodless coup. The OU is a diphthong that approximates the English "OW" (as in BOWL), a smooth version of OH-OO.

Haole [how – leh]

A non-native (usually Caucasian) person living in Hawaii. The AO is a diphthong that approximates the English "how," with a smooth transition from AH-OH (keep the mouth open with the AH, not puckered as in OO). The word IS NOT pronounced "how' lay" or "how' lee."

Iolani [ee – oh – lah – nee]

The last official residence of the ruling Hawaiian monarchy (Queen Lili’oukalani). The vowels (IO) are pronounced separately (they are not a diphthong).

-
- A: Pronounced "ah" and never "ay."
 - E: Pronounced "eh" as in the short "e" in the English language.
 - I: Pronounced "ee" as in the long "e" in the English language.
 - O: Pronounced "oh," never differently.
 - U: Pronounced "oo" as in "goo," never differently.

Diphthongs:

- AI: Pronounced like "I" in ICE.
- AE: Pronounced like EYE.
- AO: Pronounced OW like in HOW, without any nasal twang.
- AU: Pronounced OU like in HOUSE, without any nasal twang.
- EI: Pronounced EI (or AY) like in chow MEIN.
- IU: Pronounced EW like in FEW.
- OI: Pronounced OY like in VOICE.
- OU: Pronounced OU like in BOWL
- UI: Pronounced like GOOEY but as a single syllable

America Becomes A Pacific Nation

Hawaiian Annexation

Document-Based Question Exercise

Annexation of Hawaii Hook Activity

Annexation (Latin ad, to, and nexus, joining) is the legal incorporation of some territory into another geo-political entity. Usually, it is implied that the territory and population being annexed is the smaller, more peripheral, and weaker of the two merging entities.

Imagine the following scenario: A larger school in our area has decided to annex our school. We will now go by their name, and all of our students will go to “their” school even though we will stay in our building. You will continue to go to class as normal, but your school I.D. card will change, and all school activities will be merged.

Get together with two or three partners, and discuss the following questions as a small group. Please write down your answers on a separate piece of paper, as you will be sharing them with the class.

Are there elements of our school culture that are unique? Do we have traditions, names, or activities that we want to preserve? How might these change due to the annexation?

Think about all the extra-curricular activities that you participate in during or after school, such as clubs or sports. Which of these do you think will get better after the annexation? Which might get worse? Why?

Is this annexation fair?

Are there any circumstances in which this is a good idea for our school? Who benefits more from this annexation, the other school or our school?

Teacher Note: Other local government issues may also be relevant for class discussion. For example, the City of Beaverton’s attempts to annex Nike’s unincorporated campus might make for interesting discussion in the Portland, OR area.

Document Based Question: The Annexation of Hawaii

Consider these documents as you answer this question:

High School Level Question: How did business leaders and policy-makers in the United States explain their annexation of Hawaii?

Middle School Level Question: What attitudes do these documents display about the annexation of Hawaii?

Document A:

December 17, 1897, *New York Times* “For Hawaiian Annexation”

John W. Foster (ex-Secretary of State)

“I do not think the islands will pass under the dominion of Japan. If the people of American origin now in control of the Government are rejected by Congress, they will, in my opinion, turn to their kinsmen, the English and Canadians. They have learned from the Colonial history of Great Britain that wherever the British flag goes there follows equal taxation, just and impartial administration of the laws, and honest and orderly government.

“While I have no information as to the purpose of the present Hawaiian rulers, I feel sure that when it is finally determined that they are not to be annexed to the United States they will lose no time in opening negotiations with Great Britain, and the result of these negotiations will be neither slow nor uncertain.”

- 1. What do you suppose Foster thinks the “results of these negotiations” will be?**
- 2. Does Foster question whether or not Hawaii will remain independent?**

Document B:



The political cartoon "What The United States Has Fought For" was created by John T. McCutcheon. This political cartoon was published in the Chicago Morning news.

1. What do the top images of "oppressed people" show of U.S. perceptions of foreign people?
2. According to this cartoon, has life as U.S. citizens improved for persons facing oppression?

Document C:

To the question, "Have the natives been consulted?" Mr. James replies:

"No, but were the American Indians consulted in the early days here, or the natives of Alaska in later times? The natives have proved themselves to be incapable of governing and unfitted for the condition of civilization, as is shown by their rapid decline in numbers and their inability to adapt themselves to changed conditions; and the importance of their supposed opinions on annexation has been greatly exaggerated. Numbering 500,000 in the time of Captain Cook, they are now reduced to about 30,000, and occupy much the same relation to the white population as our Indians do here. Indolent and easy-going, they are perfectly content with any form of government which allows them to sun themselves, bedecked with flowers. This view is borne out by the failure of the recent mass-meeting in Honolulu, organized solely for the purpose of proving that the native Hawaiians are actively opposed to annexation. It is natural that the white man should become the governing power; and in the exercise of this power it is equally natural that he should wish to turn over his territory to a strong civilized nation for protection and advancement, since, if they rely solely on their ability to defend themselves, it is impossible for the islands to maintain their independence for any length of time."

1898 – *North American Review*

Arthur C. James (Financier and Prominent Businessman)

1. What is James saying about the ability and the desire of the natives to govern themselves?

2. Do you think James is for or against annexation of Hawaii to the U.S.?

Document D:



"His Little Hawaiian Game Checkmated." Cartoon, chromolith. [New York], Judge. n.p., c1894. Hawaiian Historical Society, Whitney scrapbook, p.114, 999.6 W61S. Kahn Collection [37/35], Hawai'i State Archives. Also at Bernice P. Bishop Museum Archives. Honolulu, Hawai'i.

- 1. How does the cartoonist portray Uncle Sam? What expressions does the cartoonist give President Cleveland (sitting)?**
- 2. How is Queen Lili'uokalani portrayed on the chess board?**
- 3. How might the annexation of Hawaii be like a game of chess?**

Document E:

Map of the strategic importance of Hawaii (Sandwich Islands) for exploration and trade in the Pacific. Source: *A New Map of the World with all the New Discoveries by Captain Cook and other Navigators* (1799).



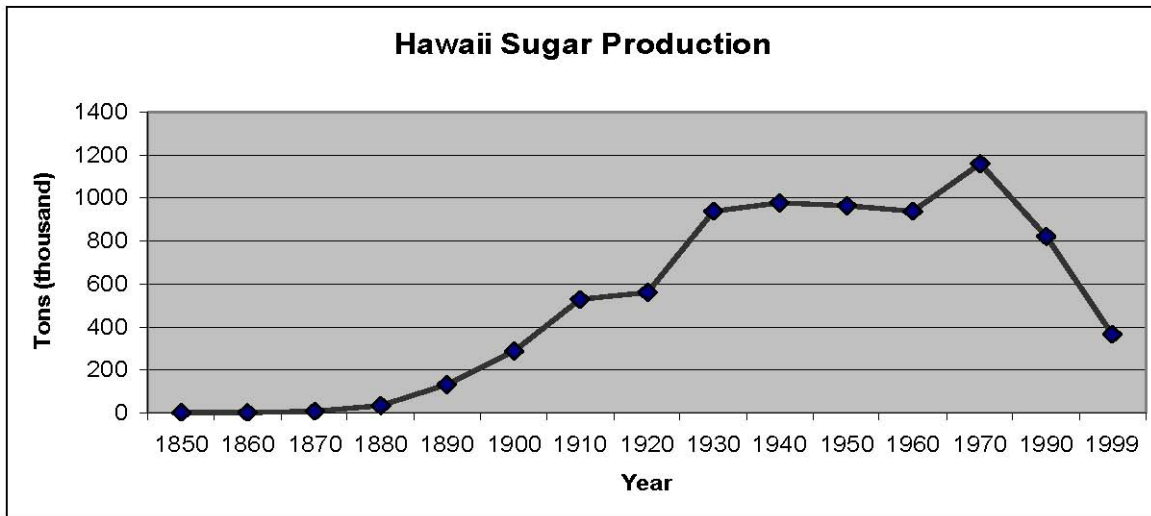
1. Where is Hawaii located in relation to the U.S. West Coast?
2. What notations on this map might explain why Hawaii was important?
3. What does "strategic importance" mean and why might the U.S. push for annexation of the Hawaiian island?

Note: In order to fully show the relationship of Hawaii to the Asian coast (which is related to its strategic importance), the full map is also in the powerpoint slideshow and can be projected in its entirety than printed out for students.

Document F:

Hawai'i Sugar Production over time (in thousands of tons) Note that the time period from the Bayonet Constitution (1897) to the annexation of Hawaii (1893) took place during a great rise in sugar production.

1. What can you say about what was going on in the sugar industry in Hawaii from 1850 through the 1900s?
2. How might the sugar industry have played a part in the United States' desire to annex the Hawaiian Islands?



Source: University of Hawaii, "Economic History of Hawaii." 2001.

America Becomes a Pacific Nation

Hawaiian Annexation

Classroom Activities #2-4

The first two activities pre-teach two of the documents for the DBQ. Activity one deals with sugar production. Activity two engages with trade routes and Hawaii's strategic location. Activity three explores the logistical consequences of annexation with the students.

Activity One:

This can be done individually or in groups. Each student is given the raw data from Document F in the DBQ. Students then choose a way to graphically display the information, i.e. line, picto, bar graph, etc. They need to colorfully depict their information and label it appropriately.

Hawaiian Sugar Production (1850-1999)

Year	Tons (1000)
1850	1/2
1860	1
1870	9
1880	32
1890	130
1900	290
1910	530
1920	560
1930	939
1940	977
1950	961
1960	936
1970	1162
1990	820
1999	368

Source: University of Hawaii "Economics of Hawaii" 2001.

Activity Two:

Pass out copies of the historic map of the Pacific, Document E. These maps should be modified so that they are blank showing continents and Hawaiian islands only. Next, project the map from the DBQ so that the students can see it. Students need to label bodies of water, land masses, and illustrate trade routes. It needs to be colorfully illustrated with no white space.

NOTE: These two student created documents are to be used alongside Documents E and F during the administration of the DBQ.

Activity Three: Classroom Takeover

Introduction:

Discuss different types of agreements. Brainstorm different vocabulary for agreements (treaty, contract, law, pact, vow, etc)

Examine as a class several types of agreements (use current examples where possible).

Who are the parties to the agreement?

What area of life and activities does the agreement govern?

What specific items and clauses might be important parts of this agreement?

Some examples:

Entertainer's contract

Repairperson's work order

Geneva convention

US Constitution

Through:

Write an agreement between you and your parents/teacher. Your goal is to take control of the household/classroom. What are the "keys" that would enable you to control life in your house?

Discussion questions:

How did you decide what was important for you to control?

Were you able to let your parents/teacher have some things they regard as important without giving up much control?

If you could only take control of one aspect of your household/classroom, which one would give you the most power?

Beyond:

In what global issues might agreements play an important role?

America Becomes a Pacific Nation

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Annotated Bibliography

Annexation of Hawaii Annotated Bibliography

Books

Boot, Max. *The Savage Wars of Peace*. New York: Basic Books, 2003.

Max Boot recounts the history of American involvement in small wars since the founding of the republic. His focus is on military history rather than the moral dimension. A great deal of the material deals with US foreign involvements before being a world power, mostly in the Caribbean and Latin America. There is little on the annexation of Hawaii, but it does fill in the background of US involvement in the Asia Pacific region.

Raised in Los Angeles, Boot earned a bachelor's degree in history from the University of California, Berkeley in 1991, and a master's degree in diplomatic history from Yale University in 1992. The author also writes for the Wall Street Journal, and wrote an article for the Weekly Standard: "The Case for American Empire," Weekly Standard, October 2001. Its thesis: "The September 11 attack was a result of insufficient American involvement and ambition; the solution is to be more expansive in our goals and more assertive in their implementation" gives some idea of his attitude towards imperialism.

Trask, Haunani-Kay. "The Broken Gourd." *Social Process in Hawai'i - Women in Hawai'i: Sites, Identities, and Voices* 38 (1997): 92-93.

A poem by a native Hawaiian, expressing remorse about the white takeover of Hawaiian lands.

Trask, Haunani-Kay. *From a Native Daughter: Colonialism & Sovereignty in Hawai'i*. Monroe, Maine: Common Courage P, 1993.

Haunani-Kay Trask is the Director of the Center for Hawaiian Studies at the University of Hawai'i, and a controversial leader in the Native Hawaiian sovereignty struggle.

Internet Sources

"Annexation of Hawaii." *Hawaii School Reports*. 2002. Last accessed 03 May 2008.
<<http://www.hawaiischoolreports.com/history/annexation.htm>>.

A good introduction to the key figures and documents related to Hawaiian annexation. Biographical information on Sanford Dole and Queen Lili'uokalani are included, as well as several key treaties and agreements. In addition, this site includes links to several interesting quotes from figures such as Mark Twain which shed new light on popular opinion of the time.

Apology. Alohaquest. Last Accessed 03 May 2008.
<<http://www.alohaquest.com/archive/archive.htm>>.

Alohaquest is maintained by proponents of the Hawaiian Sovereignty movement. This website provides beneficial primary source documentation, specifically the various

Hawaiian Constitutions. Also of import are documents that detail correspondence between Queen Lili'uokalani and President Cleveland. Through these documents and others, the history of Hawaii's overthrow and annexation are displayed without additional historical commentary or interpretation.

Blount Report: Affairs in Hawaii. University of Hawai'i At Manoa Library. University of Hawai'i. Last accessed 03 May 2008.

<<http://libweb.hawaii.edu/digicoll/annexation/blount.html>>.

A web-based searchable copy of 1894-1895 Congressional documents related to the Blount Affair (investigating the overthrow of the Hawaiian monarchy during Cleveland's presidency). Housed in the Hawaii collection of the University of Hawaii.

Debate Over the Annexation of Hawaii. LoveToKnow, Inc. Last accessed 17 May 2008.

<http://www.publicbookshelf.com/public_html/The_Great_Republic_By_the_Master_Historians_Vol_IV/hawaiihis_ci.html>.

Debate Over the Annexation of Hawaii. The Great Republic by the Master Historians Vol. IV. The book was published in 1902 and edited by renowned American historian Hubert H. Bancroft. It covers United States history from the period before Columbus' arrival through the French and Indian War. Within the book, Bancroft comments on each historical event, as well as includes more detailed accounts by other historians.

Dhalle, Kathy. "Alfred Stedman Hartwell." *Bits of Blue and Grey*. Dated August 2006. Last accessed 17 Jun 2008. <<http://www.bitsofblueandgray.com/august2006.htm>>.

This gives the history of A.S. Hartwell, mostly as an officer in an African American Regiment of the Union Army. While useful for background of Hartwell, it only mentions Hawaii peripherally.

Foster, John W. "For Hawaiian Annexation." *The New York Times*. 17 Dec. 1897. Last accessed 03 May 2008.

<<http://query.nytimes.com/gst/abstract.html?res=9F0CEFD9163DE433A25754C1A9649D94669ED7CF&scp=2&sq=For+Hawaiian+Annexation&st=p>>.

"For Hawaiian Annexation": Arguments Put Forward by John W. Foster, ex-Secretary of State. This article describes an account of John Foster's arguments in favor of the annexation of Hawaii. He states why the United States needs to act quickly before Hawaii begins negotiations with Great Britain.

Hawai'i- Independent and Sovereign. Last accessed 03 May 2008 <<http://www.hawaii-nation.org/>>.

Useful pro-Hawaiian site that includes a chronological history of Hawaii, information on the overthrow of the monarchy, many useable images of the key players and the royal palace, among others.

Hawaii. Wikipedia. 12 June 2008. Last accessed 17 May 2008.

<<http://en.wikipedia.org/wiki/Hawaii?redirect=no>>.

Overthrow of the Hawaiian Monarchy: In 1893, Queen Liliuokalani announced plans to establish a new constitution that would have replaced the so-called "Bayonet

Constitution” that was established during the reign of King Kalakaua by American and European residents under threat of violence.

Hawaiian Roots. Last accessed 03 May 2008. <<http://www.hawaiian-roots.com/hawaiihistory.htm>>.

This is a history section from a site that is primarily concerned with genealogy for Hawaiians. Suitable for students who need a quick introduction to the history of Hawaii, though it is too cursory for indepth research. The Monarchy section gives a brief but useful list of Hawaiian monarchs from Cook's landing onward.

"The Hawaiian Monarchy." *Hawaii Travel Newsletter*. Last accessed 03 May 2008 <<http://www.hawaiitravelnewsletter.com/monarchy/>>.

Information about the Hawaiian Monarchy including its history, rulers, royal palaces, dynasties, and the members of its royal family.

Kitchen, T. "Map Collections." *American Memory*. Comp. I Evans. 1799. The Library of Congress. Last accessed 17 May 2008 [Digital ID g3200 ct001219]. Last accessed 19 June 2008. <<http://hdl.loc.gov/loc.gmd/g3200.ct001219>>.

A new map of the world: with all the new discoveries by Capt. Cook and other navigators, ornamented with the Solar System, the eclipses of the sun, moon & planets. T. Kitchen, geographer. London: I. Evans, 1799. Scale 1:50,000,000. Available for download on the American Memory, Map Collections page.

Leupp, Gary. "The Rosy Dawn of US Imperialism." *Counter Punch*. Ed. Alexander Cockburn and Jeffrey St. Clair. 16 Jan. 2003. Last accessed 03 May 2008. <<http://www.counterpunch.org/leupp01162003.html>>.

A short history of U.S. imperialism from 1820 onwards that uses Hawaiian annexation as its primary example. The article documents the forced overthrow of the monarchy and the establishment of haole government.

LILIUOKALANI, Queen. "Hawaii's Story by Hawaii's Queen." *Celebration of Women Writers*. Ed. Mary M. Ockerbloom. 1898. Last accessed 03 May 2008. <<http://digital.library.upenn.edu/women/liliuokalani/hawaii/hawaii.html>>.

An excellent first-hand account of Queen Lili'uokalani's life. This primary document chronicles the queen's early childhood all the way through her forced abdication from the throne. Written in a very personal style, we almost get the sense that we are reading the queen's diary, although she clearly intends for this document to be read by others, and adds her own editorial comments. A great source for getting a sense of the Queen's style of speaking and writing.

Morgan Report. Wikipedia. Last accessed 17 May 2008. <http://en.wikipedia.org/wiki/Morgan_Report>.

A short background of the official 1893 U.S. Congressional investigation into the overthrow of the Hawaiian monarchy, conducted by the United States Senate Committee on Foreign Relations, this document coincided with an effort by Grover Cleveland to reestablish the Hawaiian throne.

The Office of Electronic Information, Bureau of Public Affairs, "Annexation of Hawaii." *Timeline of U.S. Diplomatic History*. U.S. Department of State. Last accessed 17 Jun 2008. <<http://www.state.gov/r/pa/ho/time/gp/17661.htm>>.

Published by the State Department, this page tells a simplified and sanitized version of the takeover.

On this day in history...Hawaii-U.S. Treaties. Last accessed 17 June 2008. <<http://www.hartford-hwp.com/archives/24/152.html>>.

This page provides links to some of the original treaties between Hawaii and the United States, as well as some documents from 1993 that deal with modern re-assessment of the legality of U.S. actions surrounding the annexation of Hawaii. This page is part of the *World History Archives* by Hartford Web Publishing.

"Queen Lydia Lili'uokalani." *Hawaii Travel Newsletter*. Last accessed 17 May 2008. <<http://www.hawaiitravelnewsletter.com/monarchy/queen-lydia-liliuokalani.htm>>.

Pictures and information about Queen Lydia Lili'uokalani of Hawaii.

"Revolution." *The Morgan Report*. 17 Jan. 2008. Last accessed 03 May 2008. <<http://morganreport.org/mediawiki/index.php?title=Image:Revolution.png>>.

An image of a modern bumper sticker showing modern opinions of sovereignty in Hawaii.

Schmitt, Robert, ed. *The Mahele to the Overthrow (1848-1893)*. HawaiiHistory.org. HukilauNetwork. Last accessed 17 Jun 2008.

<<http://www.hawaiihistory.com/index.cfm?fuseaction=ig.page&PageID=359>>.

HawaiiHistory.org is the first site launched by Hukilau Network, a family of community-based websites designed to help set the stage for an active and informed dialogue about creating a sustainable future in Hawaii. The site has a brief overview of Hawaiian history. The section on 1848-1893 is a good overview of important developments in Hawaiian society, useful in that it focuses more attention on Kamehameha's Mahele (monarchy). This helps one understand what Hawaiians lost before annexation. In "The Library" the site displays short entries for a wide range of Hawaiian history topics, arranged chronologically. These are a useful, but again brief, resource.

Soma, Linda M., comp. *Political Caricatures of the Hawaiian Kingdom* (circa 1875-1905). 1999. Kapi'Olani Community College Library. Last accessed 17 May 2008.

<<http://library.kcc.hawaii.edu/~soma/cartoons/>>.

Various political cartoons involving the annexation of and US attitudes toward Hawaii.

Story Behind "Righting the Wrong" PBS - American Experience. 1997. Last accessed 17 May 2008 <<http://www.sereneartistry.com/Flag.html>>.

PBS – American Experience – Hawaii's Queen. Story Behind "Righting the Wrong."

The retelling of the August 12, 1898 ceremony of the Hawaiian islands being annexed to the United States. On the actual day of annexation the queen shuttered herself at Washington Place surrounded by her court.

Theophilus, Davies. "The Hawaiian Situation." *Making of America*. 1893. Cornell University. Last accessed 17 Jun 2008 <<http://cdl.library.cornell.edu/cgi-bin/moa/pageviewer?frames=1&coll=moa&view=50&root=%2Fmoa%2Fnora%2Fnora0156%2F&tif=00611.TIF>>.

Davies main purpose is to inform the continental reader of what has transpired in Hawaii, with an emphasis on pointing out who has been consistent and who has violated earlier agreements.

Whaples, Robert. "Economic History of Hawai'I." *Economic History Services*. 28 Sept. 2001. Eh.Net. Last accessed 17 May 2008. <<http://eh.net/encyclopedia/article/lacroix.hawaii.history>>. Chart of Sugar Production in Hawaii, 1850-1999. Data Source: University of Hawaii, Sumner LaCroix Center's "Economic History of Hawaii." This site also provides some narrative about the growth of the sugar industry in Hawaii and its role in the eventual annexation of the islands.

America Becomes a Pacific Nation: The Annexation of Hawaii

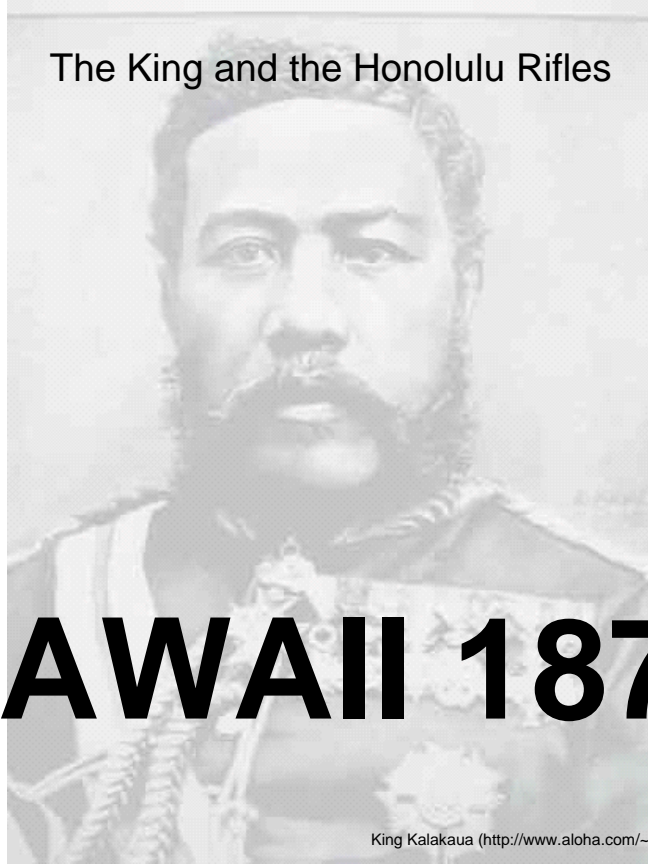
Drama Backdrop Slides

World Map - 1799



Clinton Signs Hawaii Apology Act, 1993 (<http://coconutgirlwireless.files.wordpress.com/2007/05/apology.gif>)

The King and the Honolulu Rifles



HAWAII 1878

King Kalakaua (<http://www.aloha.com/~hvguides/HotPics/Kalakaua.html>)



US Troops in Hawaii and the Bayonet Constitution (<http://hilohynes.com/Ustropshawaiirevolution.jpg>)



Iolani Palace (<http://www.fullon.us/images/IolaniPalace1.jpg>)

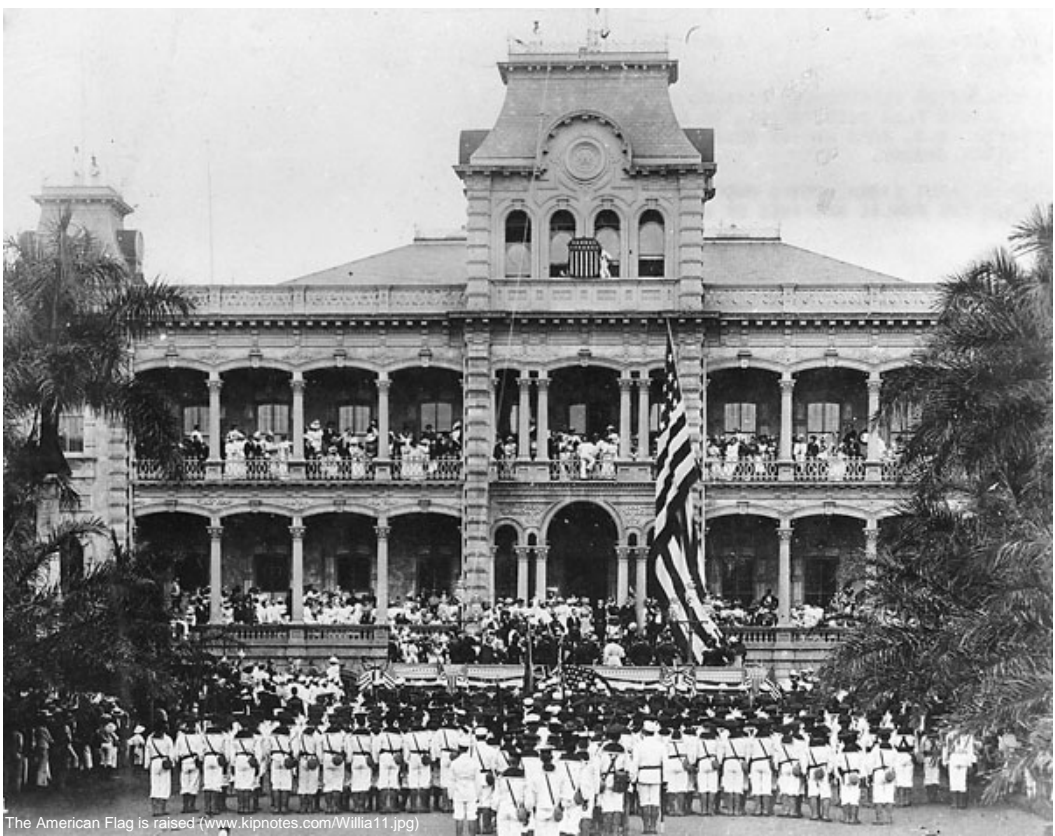


Throne Room at the Iolani Palace (http://upload.wikimedia.org/wikipedia/en/thumb/9/96/Iolani_palace_throne_room.gif/400px-Iolani_palace_throne_room.gif)

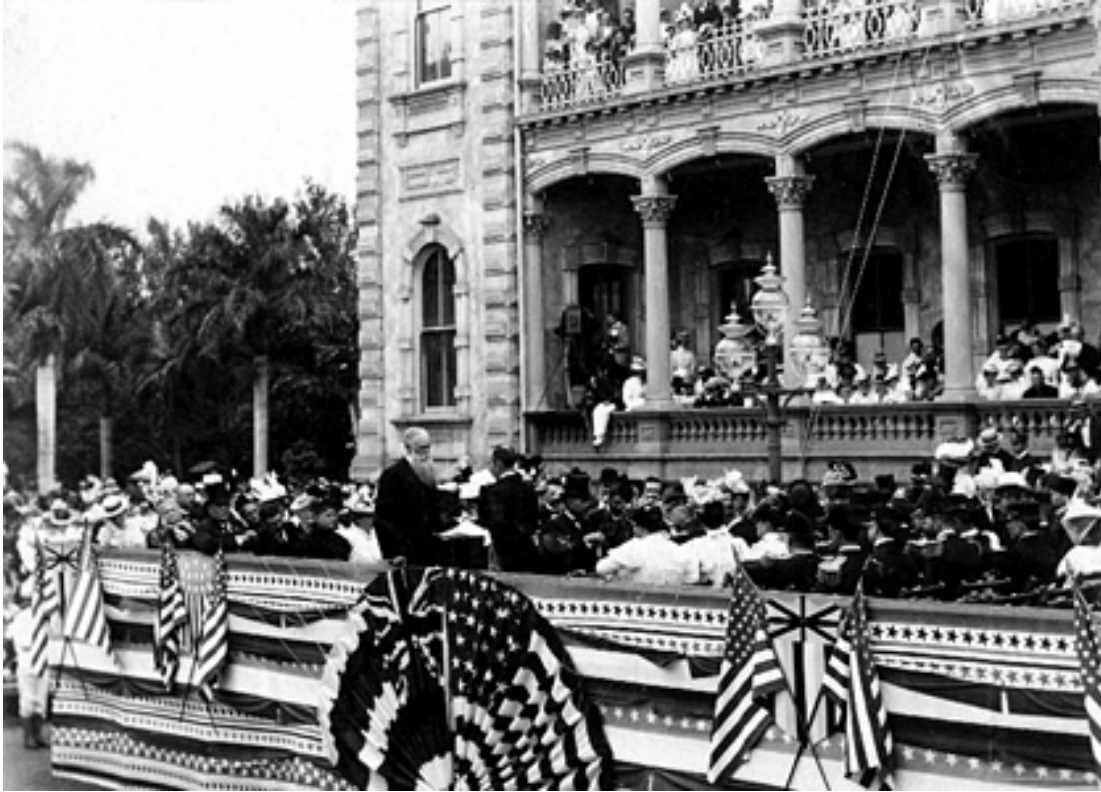


Lowering the Hawaiian Flag at Iolani Palace

visit HawaiiHistory.com



The American Flag is raised (www.kipnotes.com/Willia11.jpg)



Hawaii Annexation Ceremony at Iolani Palace (<http://www.hawaiitravelnewsletter.com/images/annexation-ceremony-honolulu-1898-419x300.jpg>)



Kitchen, T. "Map Collections," *American Memory*. 1799. The Library of Congress <<http://hdl.loc.gov/loc.gmd/g3200.ct001219>>. A new map of the world with all the new discoveries by Capt. Cook and other navigators, ornamented with the Solar System, the eclipses of the sun, moon & planets. Scale 1:50,000,000.