



## **American Imperialism: The Annexation of Hawaii**

**From Lorraine Dooley**

Grade 11

Length of class period: 65 minutes

**Inquiry:** Was the annexation of Hawaii an example of American imperialism?

**Objectives:** Students will be able to define imperialism and explain its importance during the late 19<sup>th</sup> century.

Students will be able to list three arguments for and three arguments against the annexation of Hawaii.

**Materials:** Background reading on US imperialism during the late 19<sup>th</sup> century and the annexation of Hawaii from appropriate text. Two student handouts (see attached).

**Activities:** Start with a class discussion on imperialism and the ways it played a role in the development of US foreign policy at the end of the 19<sup>th</sup> century.

Assign reading about the annexation of Hawaii (homework or class assignment).

Next class period, have students analyze the two documents included for this assignment. The analysis may take the form of a whole class discussion, small groups, pair-share activity as deemed to be most appropriate by the teacher.

After analyzing the documents, assign each student one of the following roles:

Queen Lili'uokalani

A member of the Hawaiian Patriot League

Senator opposed to the annexation of Hawaii

John Stevens, US minister to Hawaii

President Benjamin Harrison

Sanford Dole, President of the Provisional Government of Hawaii

President William McKinley

Allow students an appropriate amount of time to research their assigned role, complete the worksheet, and prepare to represent that person in a panel discussion in class.

During the panel discussion, students should complete the handout. The closure activity should be a discussion of the main reasons for/against the annexation of Hawaii. Students can make a list of these arguments in their notebooks and this question could be the analysis essay on their test.

**Assessment:** Work and research on individual, panel presentation in class, test at end of the unit.

### **Connecticut Grade Level Expectations:**

Standard 3.1 Use evidence to develop an interpretation of an event. Evaluate a historical event using primary and secondary sources.

Standard 8 Analyze and evaluate the significance of major US foreign policies and major international events and conditions over time

Standard 9 Analyze ways different groups in society view places and regions differently.

**Extension Activities:** There is an excellent video available from PBS entitled “Nation Within” that would be beneficial to many students who are interested in learning more about this topic.

Another activity would be to have students research the bill to grant native Hawaiians sovereignty. This could also be developed into a CAPT interdisciplinary writing assignment.

Another activity would be to have students research the status of other regions such as: American Samoa, Commonwealth of Puerto Rico, Guam, Virgin Islands, Washington D.C. and compare it to statehood in the US.

Students could have to research the process by which a territory becomes a state, and analyze the advantages and disadvantages of statehood.

Students could create their own political cartoon related to the annexation of Hawaii.

**Description:** A woman (Hawai'i) and Uncle Sam are getting married, kneeling before the minister (McKinley) who is reading from a book entitled "Annexation Policy". The bride seems ready to bolt. Behind the couple stands Morgan with a shotgun.

Courtesy of the Bernice Pauahi Bishop Museum Archives.  
<http://library.kcc.hawaii.edu/~soma/cartoons/wedding.html>



Schamel, Wynell and Charles E. Schamel. "The 1897 Petition Against the Annexation of Hawaii." *Social Education* 63, 7 (November/December 1999): 402-408.

### PALAPALA HOOPHI KUE HOOHUIAINA.

I ka Mea Mahaloia WILLIAM McKINLEY, Peresidena, a me ka Aha Senate, o Amerika Huipua.

ME KA MAHALO :-

NO KA MEA, ua waihoia aku imua o ka Aha Senate o Amerika Huipua he Kuikahi no ka Hoohtui aku ia Hawaii nei ia Amerika Huipua i oleloia, no ka noonooia ma kona kau mau iloko o Dekemaba, M. H. 1897; nolaila,

O MAKOU, na poe no lakou na inoa malalo ibo, he poe makaainana a poe noho oiwi Hawaii hoi no ka Apana o Honolulu Kona, Mokuapani o Oahu, he poe lala no ka AHAHUI HAWAII ALOHA AINA O KO HAWAII PAEAINA, a me na poe e ae i like ka manao makee me ko ka Ahahui i oleloia, ke kua aku nei me ka manao ikaika loa i ka hoohtui aku o ko Hawaii Paearina i oleloia ia Amerika Huipua i oleloia ma kekahi ano a louna paha.

IKAA-ATTEST:

*Enoch Johnson*  
Sept. 4, 1897  
Kakouolo - Secretary.

### PETITION AGAINST ANNEXATION.

To His Excellency WILLIAM McKINLEY, President, and the Senate, of the United States of America.

GREETING :-

WHEREAS, there has been submitted to the Senate of the United States of America a Treaty for the Annexation of the Hawaiian Islands to the said United States of America, for consideration at its regular session in December, A. D. 1897; therefore,

WE, the undersigned, native Hawaiian citizens and residents of the District of Honolulu Kona, Island of Oahu, who are members of the HAWAIIAN PATRIOTIC LEAGUE OF THE HAWAIIAN ISLANDS, and others who are in sympathy with the said League, earnestly protest against the annexation of the said Hawaiian Islands to the said United States of America in any form or shape.

*James Keolu*  
Peresidena - President.

	INOA—NAME.	AGE.		INOA—NAME.	AGE.
1	Keamiani	30	26	J. B. C. Hirairi	32
2	Kaululehua	42	27	Loane	38
3	Phillip Naone	17	28	Irahea	22
4	J. H. Naone	21	29	Ilaia	54
5	Kealakai	30	30	Kahaiiali	36
6	L. Naone	32	31	Solomon K.	24
7	P. L. Stephens	58	32	Jacob Lioa	35
8	Kealoha Kauloa	62	33	Koa	52 76
9	L. M. Kamaua	47	34	Kawika Kamaha	16
10	J. A. Lawlor	31	35	Kauhau Kapepe	26
11	J. Chi Apana	28	36	Kalanola	40
12	Thomas Anea	17	37	R. S. Pakau	27
13	Alona Apana	37	38	Elia	28
14	John Keahi	23	39	M. S. Maikai	32
15	Kalachaaka	48	40	Daniel Opio	27
16	Kaula	45	41	Gell Kelo	36
17	Keaupuni	20	42	J. M. Makane	56
18	Lane. Kaiti	48	43	William Rose	22
19	Thomas Johnson	29	44	Keaka	38
20	Kailele Maukahi	45	45	Lai Palapala	17
21	Pahirikita	48	46	Kealoha	17
22	Mama	32	47	James Koloa	22
23	Joseph Kani	32	48	James Holose	18
24	P. J. Heleao	62	49	Kelihiuiniho	15
25	Maikai Williams	28	50	Ohu Kelihiuiniho	18

## Student Handout

### Annexation of Hawaii

Your name \_\_\_\_\_

Assigned Role \_\_\_\_\_



You will represent an individual who played an important role in the annexation of Hawaii.

Research the person, and represent his/her views in a panel discussion. Be sure to include the following information, as well as a bibliography listing the sources you used while researching your role. **You must use at least one primary source for this assignment.**

In the panel discussion, you may use any information you have researched and written but do your best to pretend to be the actual person from history.

Your grade will be based on the following:

- Demonstration of research skills
- Appropriate use of at least one primary source
- Oral presentation/panel discussion

Due date: \_\_\_\_\_

Part 1: Identify your role. Who are you? What is your background? (approx. ½ page typed)

Part 2: What is your opinion on the annexation of Hawaii? (approx.. ½ page typed)

Part 3: Do you think American imperialism is justified? (approx.. ½ page typed)

Part 4: During the class presentations, complete handout about roles portrayed by other students.

Person	Background	Opinion of annexation	View of imperialism
Queen Lili'ukolani			
Member of Hawaiian Patriot League			
Senator opposed to the annexation of Hawaii			

John Stevens			
President Benjamin Harrison			
Sanford Dole			

President William McKinley			
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