

The Annexation of the Kingdom of Hawai'i (1875–1898)



*Accession photograph of Queen Lili'uokalani
(Hawaii State Archives, Queen Lili'uokalani Photograph Exhibition, PP-98-12-006)*

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BY MISHA MATSUMOTO YEE (CREATED IN 2024)

Misha Matsumoto Yee has been teaching middle school, high school, and Advanced Placement US History for the past eight years in Honolulu, Hawai'i. In 2022, she was named National History Teacher of the Year. She would like to acknowledge the assistance of Dr. 'Umi Perkins and Kumu Aggy Kusunoki.

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GRADE LEVELS: 9–12

RECOMMENDED TIME FOR COMPLETION: Four 45-minute class periods

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary source materials. These skills will enable students to understand, summarize, and evaluate documents of historical significance.

The four lesson plans in this unit explore the process by which the United States overthrew the Kingdom of Hawai'i and annexed the territory. Students will analyze formal resolutions, a treaty, petitions, and music. The teacher will assess students' understanding through an essay.

Students will be able to

- Understand and summarize key points of a secondary source
- Analyze primary sources, draw inferences, and explain authors' arguments
- Compare and contrast the motivations and arguments expressed in primary sources
- Understand how American national borders have changed (e.g., annexation of Hawai'i)
- Demonstrate oral communication skills
- Organize ideas, support ideas with evidence, and write an essay

ESSENTIAL QUESTIONS

- Which decision-makers most influenced annexation?
- How did the people of Hawai'i advocate for themselves before and during the overthrow?
- What conditions gave the United States incentives to overthrow the Kingdom of Hawai'i's monarchy and annex the nation?

- How did the people of Hawai'i experience annexation?

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-Literacy.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA- Literacy.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA- Literacy.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

MATERIALS

- Activity Sheet 1: History of the Kingdom of Hawai'i Pre-Test
- Source 1: Historical Background
- Activity Sheet 2: The Reciprocity Treaty
- Source 2: "Citizens Committee, October 1897 to William McKinley, U.S. President." Trans. Noenoe Silva.
 - o Source: "Citizens Committee, October 1897 to William McKinley, U.S. President." Trans. Noenoe Silva. *The Annexation of Hawaii: A Collection of Document*. University of Hawai'i at Mānoa Library, June 2003. <https://libweb.hawaii.edu/digicoll/annexation/protest/liliu9.php>
- Source 3: Queen Lili'uokalani, "Ke Aloha o Ka Haku (Queen's Prayer)," 1895
 - o Source: Queen Lili'uokalani. 1895. "Ke Aloha o Ka Haku (Queen's Prayer)." Track 18 on *E Lei Ho'i, E Lili'ulani E*. Queen Lili'uokalani Trust.
 - Lyrics: https://www.huapala.org/Q/Queens_Prayer.html
 - Lyrics (pg 19, Queen Lili'uokalani's Personal Hand-written Songbook of her Compositions): https://files.hawaii.gov/dags/archives/M93/M93-14-128i_o.pdf
 - Mele (song): <https://onipaa.org/queens-mele>
- Source 4: William McKinley, Excerpt from "McKinley's First Annual Message," 18967
 - o Source: McKinley, William. "McKinley's First Annual Message." *The American Presidency Project by Gerhard Peters and John T. Woolley*. UC Santa Barbara, 6 Dec. 18967. <https://www.presidency.ucsb.edu/node/205322>
- Activity Sheet 3: Anticipating the Newlands Resolution to go with these documents.
- Source 5: The Newlands Resolution
- Source 6: Memorial of Queen Lili'uokalani in relation to the Crown Lands of Hawai'i
- Activity Sheet 4: Comparative Document Analysis

- Source 7: Excerpt from Senate Joint Resolution 19: to Acknowledge the 100th Anniversary of the January 17, 1893 Overthrow of the Kingdom of Hawaii, and to Offer an Apology to Native Hawaiians on Behalf of the United States for the Overthrow of the Kingdom of Hawaii
 - o Source: Senate Joint Resolution 19: to Acknowledge the 100th Anniversary of the January 17, 1893 Overthrow of the Kingdom of Hawaii, and to Offer an Apology to Native Hawaiians on Behalf of the United States for the Overthrow of the Kingdom of Hawaii. Honolulu: Land and Natural Resources Division, Office of Hawaiian Affairs, 1993. <https://www.govinfo.gov/content/pkg/STATUTE-107/pdf/STATUTE-107-Pg1510.pdf>
- Activity Sheet 5: Organizing an Essay (recycle from Columbus)

HISTORICAL BACKGROUND

THE ANNEXATION OF THE KINGDOM OF HAWAII

by Dr. Natalee Kēhaulani Bauer, Mills College

The 1898 annexation of Hawai'i was a contentious process involving the overthrow of the Hawaiian monarchy, an erosion of Indigenous rights, empowerment of the *haole* (foreign) business elite, and an expansion of the United States settler-colonial empire.*

The last reigning monarch of the Kingdom of Hawai'i, Queen Lili'uokalani, assumed the throne in 1891. At this time, the Hawaiian Kingdom had long-established political and economic relationships with countries across the globe, including the United States, European nations, Japan, China, and other island nations throughout the Pacific. The kingdom was indisputably recognized on the world stage as independent and sovereign.

Prior to Lili'uokalani's ascension to the throne, the 1887 Bayonet Constitution, imposed by a group of *haole* businessmen, sugar planters, and missionary descendants known as the Committee of Safety, critically undermined the authority and sovereignty of the monarchy while shifting power to foreign interests. This paved the way for the overthrow of the monarchy: on January 17, 1893, the Committee of Safety, with the support of the US Marines, forcibly removed Lili'uokalani from power and proclaimed a provisional government, soon followed by the formation of the Republic of Hawaii in 1894. Sanford B. Dole, a key leader in the overthrow, became the republic's first president. After an attempt to restore the monarchy in 1895, Lili'uokalani was imprisoned in Iolani Palace, never to return to her throne.

Neither the annexation, nor any of the events leading up to it, were determined by a popular vote among *Kanaka Maoli* (Native Hawaiians), the monarchy, or the general population of the islands. Contrary to the standard treaty ratification process, there was never any formal treaty authorizing the annexation of Hawai'i. Instead, the annexation was accomplished through the Newlands Resolution passed by Congress in 1898. The resolution declared Hawai'i a US territory, despite strong opposition in Hawai'i and across the continental US.

In general, the annexation of Hawai'i was fueled by politics and economic greed, not by necessity or benevolence. The annexation of the islands benefited primarily the United States and its military as well as American businesses and plantation owners. In the century-plus since the annexation, those benefits have extended to the descendants of late nineteenth-century missionaries and businessmen, along with American settlers seeking to establish themselves in the islands economically or simply as residents of "paradise." Meanwhile, the negative effects on *Kanaka Maoli* and the environment were and continue to be immeasurable. *Kanaka* have been dispossessed of lands, culture, and language, and face some of the most stark negative effects (health, houselessness, imprisonment, etc.) of any ethnic group in the islands. While some relegate the annexation as an act confined to history, the immediate and lasting effects of US settler colonialism must be studied and acknowledged to understand the United States through to present day.

Dr. Natalee Kēhaulani Bauer is a Kanaka Maoli (Native Hawaiian) scholar born in Honolulu and raised between Hawai'i and the San Francisco Bay Area. She is the department chair of race, gender, & sexuality studies and program head for ethnic studies at Mills College as well as the faculty advisor to the Indigenous Women's Alliance. Bauer is the author of Tender Violence in US Schools: Benevolent Whiteness and the Dangers of Heroic White Womanhood (Routledge, Nov. 2022).

*Evelyn Nakano Glenn, a professor of ethnic studies at UC Berkeley, defines settler colonialism thus: "The settler goal of seizing and establishing property rights over land and resources required the removal of indigenes, which was accomplished by various forms of direct and indirect violence, including militarized genocide. Settlers sought to control space, resources, and people not only by occupying land but also by establishing an exclusionary private property regime and coercive labor systems, including chattel slavery to work the land, extract resources, and build infrastructure." (Glenn, "Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation," *Sociology of Race and Ethnicity* 1, no.1 (2015), 54.)

LESSON 1

THE RECIPROCITY TREATY, 1875

BY MISHA MATSUMOTO YEE (CREATED 2024)

OVERVIEW

This lesson explores the Reciprocity Treaty between the US and Hawai‘i. Students will take a pre-test as a motivating activity, and then read a copy of the Reciprocity Treaty (1875). The teacher will assess students’ understanding through an activity sheet and short presentations.

MATERIALS

- Activity Sheet 1: Pre-Test: History of the Kingdom of Hawai‘i
- Source 1: Historical Background
- Activity Sheet 2: The Treaty of Reciprocity between the United States and the Hawaiian Kingdom, January 30, 1875, Treaties and Other International Acts, Exhibit Q-6, Pilot 7, Department of Land and Natural Resources, State of Hawaii, <https://dlnr.hawaii.gov/mk/files/2017/02/Q-6-Treaty-of-Reciprocity-1875.pdf>

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GRADE LEVELS: 9–12

RECOMMENDED TIME FOR COMPLETION: One 45-minute class period

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary source materials. These skills will enable students to understand, summarize, and evaluate documents of historical significance. This unit explores the process by which the United States overthrew the Kingdom of Hawai‘i and annexed the territory.

PROCEDURE

1. Distribute Activity Sheet 1, which is a pre-test to see how much the class knows about the history of the Kingdom of Hawai‘i.
 - a. Students should provide the source of their information—class discussion, a textbook, a book read independently, family history—and should articulate the reliability of this source of information.
 - b. Review the answers to the pre-test with students. Have them self-score their test.
 - c. Have students reflect on whether they did better or worse than they thought they would.
2. Distribute Source 1, the Historical Background essay.
 - a. You may have the whole class “share read” the essay, divide the class into small groups, or have them read the essay independently.

To share read the text have the students follow along silently while you (or a lead reader in the small groups) begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class or group to join in with the reading after a few sentences while you (or the lead reader) continue to read aloud, still serving as the model. This technique will support struggling readers as well as English language learners (ELL).
 - b. In a class or small group discussion, highlight some of the answers to the pre-test questions.
 - c. Explain how the annexation of Hawai‘i is a sensitive topic that should be approached and discussed with respect.

3. Distribute copies of Activity Sheet 2: The Treaty of Reciprocity between the United States of America and the Hawaiian Kingdom (1875).
4. Define the term “reciprocity.”
5. Divide the class into six groups. Each group will focus on one article of the treaty.
 - a. Group 1: Introduction and Article VI
 - b. Group 2: Article I
 - c. Group 3: Article II
 - d. Group 4: Article III
 - e. Group 5: Article IV
 - f. Group 6: Article V
6. You may choose to have the class share read the full document or have each group read the full document before focusing on their own section.
7. Give the students ten minutes to complete their portion of the activity sheet. As students read through their section of the document, have them highlight or underline textual evidence that can support the answers to their questions. Alternatively, students may cite evidence from the excerpts in their answers.
8. Invite each group to share their answers with the class. As students listen to the other students’ answers, have them list the benefits for both nations on the T-chart portion of the activity sheet. This will allow students to have a quick visual reference of what each nation received as a result of the treaty.
9. Once all students share their answers, have them draw a conclusion about which nation benefited the most from the Reciprocity Treaty, addressing the question, “Did the Reciprocity Treaty truly reflect the term ‘reciprocity?’” Students should use evidence from the T-chart to support their answers.

LESSON 2

ANTICIPATING THE NEWLANDS RESOLUTION, 1895–1897

BY MISHA MATSUMOTO YEE (CREATED IN 2024)

OVERVIEW

This lesson explores debates between President William McKinley, an organization of US citizens, and Queen Lili‘uokalani about whether the US annexation of Hawai‘i would be morally or otherwise justifiable. Teachers will assess student learning through an activity sheet, a written paragraph, and / or a short presentation.

MATERIALS

- Source 2: Excerpts from “Citizens Committee, October 1897 to William McKinley, US President.” Translated by Noenoe Silva. *The Annexation of Hawaii: A Collection of Documents*. University of Hawai‘i at Mānoa Library, June 2003, libweb.hawaii.edu/digicoll/annexation/protest/liliu9.php
- Source 3: Queen Lili‘uokalani, “Ke Aloha o Ka Haku (Queen’s Prayer),” 1895
 - o Lyrics: Lili‘uokalani, “Liliuokalanis Prayer: Ke Aloha O Ka Haku. The Lords Mercy,” *Hawaiian Songs with Words and Music, Translated, Composed, or Arranged by Liliuokalani of Hawaii*, Washington DC, 1897, p. 19, Archives of Hawaii, files.hawaii.gov/dags/archives/M93/M93-14-128i_o.pdf.
 - o Mele (song): Queen’s Mele, Lili‘uokalani Trust, Sung by Del Beazley, onipaa.org/queens-mele.
- Source 4: Excerpt from President McKinley’s First Annual Message, 1897, *The American Presidency Project by Gerhard Peters and John T. Woolley*. UC Santa Barbara, December 6, 1897, presidency.ucsb.edu/node/205322.
- Activity Sheet 3: Anticipating the Newlands Resolution

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GRADE LEVELS: 9–12

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PROCEDURE

1. Divide the class into three groups. Each group should be assigned a different primary source to evaluate.
2. Distribute at least one copy of the source and one copy of Activity Sheet 3, to each group. Explain to students that each source conveys a different perspective.
3. Have the groups read through their document in its entirety.
4. Next, have them identify the following elements in their document using Activity Sheet 3
 - a. Who wrote this document? (Consider whether an individual or group wrote the document)

- b. Who was the audience for this document?
 - c. Is it for or against the US annexation of Hawai'i?
 - d. Highlight the reasons why the document is for/against annexation.
 - e. Identify the tone of the document.
5. Instruct each group to create a short presentation that includes a summary of their document's purpose and stance on overthrowing and annexing the Kingdom of Hawai'i.
 - a. You might ask students to summarize their ideas with a written paragraph. Paragraph summaries should include who wrote the document, the audience, and its arguments for/against annexation.
6. Presentations will include students reading the document aloud and presenting their paragraph summary. Have the students who are analyzing "Ke Aloha o Ka Haku (Queen's Prayer)" play the song instead of reading the lyrics. Project or distribute copies of the lyrics so students may follow along. Note: The song is performed in Hawaiian; however, the lyrics have both Hawaiian and English translations.
7. Before the presentations begin, distribute Sources 2, 3, and 4 so every student has a copy of every source. You may also choose to distribute enough copies of Activity Sheet 3 to allow every student to record the information for all three sources, or you may write the questions on the board and have the students record the answers on the back of the sources.

LESSON 3

THE NEWLANDS RESOLUTION, 1898

BY MISHA MATSUMOTO YEE (CREATED IN 2024)

OVERVIEW

This lesson plan explores the Newlands Resolution (House Joint Resolution 259, 55th Congress, 2nd Session) and Queen Lili'uokalani's petition against annexation. Teachers will assess students' understanding through an activity sheet.

MATERIALS

- Source 5: Excerpts from the Newlands Resolution (1898), Joint Resolution to Provide for Annexing the Hawaiian Islands to the United States, July 7, 1898; Enrolled Acts and Resolutions of Congress; General Records of the United States Government, 1778-1992; Record Group 11; National Archives. Available on Milestone Documents, [archives.gov/milestone-documents/joint-resolution-for-annexing-the-hawaiian-islands](https://www.archives.gov/milestone-documents/joint-resolution-for-annexing-the-hawaiian-islands).
- Source 6: Memorial of Queen Lili'uokalani in relation to the Crown lands of Hawaii; 12/19/1898; Petitions and Memorials Referred to the Committee on the Territories of the 55th Congress Regarding Hawaii; Petitions and Memorials, 1825-1946; Records of the U.S. House of Representatives, Record Group 233; National Archives. Source: Memorial of Queen Lili'uokalani in relation to the Crown Lands of Hawai'i, December 19, 1898 of the U.S. House of Representatives; Petitions and Memorials Referred to the Committee on treaties; 1825-1946; National Archives. <https://s3.amazonaws.com/NARAprdstorage/opastorage/live/90/5953/595390/content/arcmedia/legislative/595390/Job-10-A2-210.pdf> <https://www.docsteach.org/documents/document/memorial-queen-liliuokalani>
- Activity Sheet 4: Comparative Document Analysis

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PROCEDURE

1. Distribute copies of Source 5: The Newlands Resolution and Source 6: Memorial of Queen Lili'uokalani in Relation to the Crown Lands in Hawai'i with Activity Sheet 4: Comparative Document Analysis to each student.
2. Begin by reading the title of each of the document and asking students to explain what they already know about the authors. Then, share read the two documents as a class.
3. Once the share reading is complete, have students partner up to complete the activity sheet together.

LESSON 4

REFLECTING UPON ANNEXATION

BY MISHA MATSUMOTO YEE (CREATED IN 2024)

OVERVIEW

This lesson will examine how the 103rd United States Senate (1993) categorized, interpreted, and judged the Kingdom of Hawai'i's transition to a US territory and then state. In particular, students will focus on a Senate resolution that uses the word "overthrow," and will explore which specific acts the US government has decided require an apology. You will assess students' ability to verify the US Senate resolution's use of historical information through a five-paragraph essay. In this essay, students will explain how different points made in the Senate resolution are or are not supported by the primary sources included in this unit.

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MATERIALS

- Source 1: Historical Background: "The Annexation of the Kingdom of Hawai'i" by Dr. Natalee Kēhaulani Bauer, Mills College
- Sources 2–6
- Source 7: Excerpts from Senate Joint Resolution 19, Senate Joint Resolution to Acknowledge the 100th Anniversary of the January 17, 1893 Overthrow of the Kingdom of Hawaii, and to Offer an Apology to Native Hawaiians on Behalf of the United States for the Overthrow of the Kingdom of Hawaii. Honolulu: Land and Natural Resources Division, Office of Hawaiian Affairs, 1993, govinfo.gov/content/pkg/STATUTE-107/pdf/STATUTE-107-Pg1510.pdf.
- Activity Sheet 5: Organizing an Essay

PROCEDURE

1. Students will use Senate Joint Resolution 19 as the foundation for a summative essay that verifies the historical reasoning behind the US Congress's apology to Native Hawaiians for the overthrow of the Kingdom of Hawai'i. They will write to the following prompt:
 - a. Drawing on at least three primary sources, explain whether or not the US Senate accurately described how the United States came to control Hawai'i. Did these actions constitute an "overthrow"? (You may wish to define "overthrow.")
2. Students should prepare to write the essay by completing Activity Sheet 5.

3. In developing the essays, students should use at least three of the primary source documents from the unit to support their argument.
 - a. The Treaty of Reciprocity
 - b. Excerpts from “Citizens Committee, October 1897 to William McKinley, U.S. President.”
 - c. “Ke Aloha o Ka Haku (Queen’s Prayer)”
 - d. Excerpt from McKinley’s “First Annual Message”
 - e. The Newlands Resolution
 - f. Memorial of Queen Lili‘uokalani in relation to the Crown Lands of Hawai‘i
4. Essays should be five paragraphs in length:
 - a. Paragraph 1 (Introduction): Include contextual information about what led to the development of the Reciprocity Treaty. Students should use the Historical Background to help develop the introduction.
 - b. Thesis Statement: The thesis statement and line of reasoning should appear at the end of the introduction.
 - c. Body Paragraphs: Three body paragraphs should provide evidence from the documents and the historical background to support the thesis statement. Evidence should be connected back to the argument.
 - d. Conclusion: Summarize the essay’s main points and restate the thesis statement.

Students who do not complete their essay in class may finish it as homework.

NAME

PERIOD

DATE

Activity Sheet 1

PRE-TEST: History of the Kingdom of Hawai'i

Answer the following to the best of your abilities to gauge your knowledge of the Kingdom of Hawai'i's history.

1. Who was the last reigning monarch of the Kingdom of Hawai'i?
2. Identify the document that removed the power of the Hawai'i's government.
3. Who was the first president of the Republic of Hawai'i?
4. Where was the last reigning monarch imprisoned after the overthrow of Hawai'i?
5. What year did the overthrow occur?
6. What was the document that annexed Hawai'i to the United States?
7. Was a treaty ever ratified to annex Hawai'i?
8. Which US president signed the document annexing Hawai'i?
9. Which US president supported the restoration of Hawai'i's monarchy?
10. Identify the document that established an agreement between Hawai'i and the United States for a duty-free market, creating special economic privileges for the US.

Answer Key:

1. Queen Lili‘uokalani
2. The Bayonet Constitution
3. Sanford B. Dole
4. ‘Iolani Palace
5. 1893
6. The Newlands Resolution (Joint Resolution)
7. No (only a Joint Resolution)
8. President William McKinley
9. President Grover Cleveland
10. The Reciprocity Treaty

Source 1: The Annexation of the Kingdom of Hawai'i

by Dr. Natalee Kēhaulani Bauer, Mills College

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In general, the annexation of Hawai'i was fueled by politics and economic greed, not by necessity or benevolence. The annexation of the islands benefited primarily the United States and its military as well as American businesses and plantation owners. In the century-plus since the annexation, those benefits have extended to the descendants of late nineteenth-century missionaries and businessmen, along with American settlers seeking to establish themselves in the islands economically or simply as residents of "paradise." Meanwhile, the negative effects on *Kanaka Maoli* and the environment were and continue to be immeasurable. *Kanaka* have been dispossessed of lands, culture, and language, and face some of the most stark negative effects (health, houselessness, imprisonment, etc.) of any ethnic group in the islands. While some relegate the annexation as an act confined to history, the immediate and lasting effects of US settler colonialism must be studied and acknowledged to understand the United States through to present day.

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NAME

PERIOD

DATE

Activity Sheet 2

The Treaty of Reciprocity between the United States and Hawaiian Kingdom, 1875

The United States of America and His Majesty the King of the Hawaiian Islands, equally animated by the desire to strengthen and perpetuate the friendly relations which have heretofore uniformly existed between them, and to consolidate their commercial intercourse, have resolved to enter into a Convention for Commercial Reciprocity. For this purpose, the President of the United States has conferred full powers on Hamilton Fish, Secretary of State, and His Majesty the King of the Hawaiian Islands have conferred like powers on Honorable Elisha H. Allen, Chief Justice of the Supreme Court, Chancellor of the Kingdom, Member of the Privy Council of State, His Majesty's Envoy Extraordinary and Minister Plenipotentiary to the United States of America, and Honorable Henry A. P. Carter, Member of the Privy Council of State, His Majesty's Special Commissioner to the United States of America.

Source: Treaty of Reciprocity between the United States and the Hawaiian Kingdom, 30 January 1875, Treaties and Other International Acts, Exhibit Q-6, Pilot 7, Library of Congress.

1. What were the benefits of this treaty between the Hawaiian Kingdom and the United States?
2. Who was assigned power to negotiate this treaty, and what were their titles?

Article I:

For and in consideration of the rights and privileges granted by His Majesty of the Hawaiian Islands in the next succeeding article of this Convention, and as an equivalent therefor, the United States of America hereby agree to admit all the articles named in the following schedule, the same being the growth and manufacture or produce of the Hawaiian Islands, into all the ports of the United States free of duty.

Schedule:

Arrow-root, castor oil, bananas, nuts, vegetables, dried and undried, preserved and unpreserved; hides and skins, undressed; rice; pulu; seeds, plants, shrubs, or trees; muscovado, brown, and all other unrefined sugar, meaning hereby the grades of sugar heretofore commonly imported from the Hawaiian Islands, and now known in the markets of San Francisco and Portland as "Sandwich Island sugar"; syrups of sugar-cane, melado, and molasses; tallow.

1. What did Article I allow to enter all US ports? Did this treaty allow the imposition of taxes on these items?
2. What is the predominant Hawaiian good outlined in Article I?
3. Which nation benefited the most from Article I?

NAME

PERIOD

DATE

Article II:

For and in consideration of the rights and privileges granted by the United States of America in the preceding article of this Convention, and as an equivalent therefor, His Majesty the King of the Hawaiian Islands hereby agrees to admit all the articles named in the following schedule, the same being the growth, manufacture, or produce of the United States, into all the ports of the Hawaiian Islands free of duty.

Schedule:

Agricultural implements; animals; beef, bacon, pork, ham, and all fresh, smoked, or preserved meats; boots and shoes; grain, flour, meal, and bran, bread and breadstuffs, of all kinds; bricks, lime, and cement; butter, cheese, lard, tallow; bullion; coal; cordage, naval stores including tar, pitch, resin, turpentine raw and rectified; copper and composition sheathing; nails and bolts; cotton and manufacturers of cotton, bleached and unbleached, and whether or not colored, stained, painted, or printed; eggs; fish and oysters, and all other creatures living in the water, and the products thereof; fruits, nuts, and vegetables, green, dried, or undried, preserved, or unpreserved; hardware; hides, furs, skins and pelts, dressed or undressed; hoop iron and rivets, nails, spikes, and bolts, tacks, brads, or sprigs; ice; iron and steel and manufactures thereof; leather; lumber and timber of all kinds, round, hewed, sawed and unmanufactured, in whole in or part; doors, sashes, and blinds; machinery of all kinds, engines and parts thereof; oats and hay; paper, stationary, and books, and all manufactures of paper or of paper and wood; petroleum and all oils for lubricating or illuminating purposes; plants, shrubs, trees, and seeds; rice; sugar, refined or unrefined; salt; soap; shooks, staves, and headings; wool and manufactures of wool, other than ready-made clothing; wagons and carts for the purposes of agriculture or drayage; wood and manufacturers of wood, or of wood and metal except furniture either upholstered or carved and carriages; textile manufactures, made of a combination of wool, cotton, silk, or linen, or of any two or more of them other than when ready-made clothing; harness and all manufactures of leather; starch; and tobacco, whether in leaf or manufactured.

1. What did Article II allow to enter all Hawaiian ports? Did this treaty allow the imposition of taxes on these items?
2. What types of goods were exported from the United States to Hawai'i, as outlined in Article II?
3. Which nation benefited the most from Article II?

NAME

PERIOD

DATE

Article III:

The evidence that articles proposed to be admitted into the ports of the United States, or the ports of the Hawaiian Islands, free of duty, under the first and second articles of this Convention, are the growth, manufacture, or produce of the United States of America or of the Hawaiian Islands, respectively, shall be established under such rules and regulations and conditions for the protection of the revenue as the two Governments may from time to time respectively prescribe. [Text is underlined for this lesson, not in the original.]

1. State the underlined text in Article III in your own words.

Article IV:

No export duty or charges shall be imposed in the Hawaiian Islands, or in the United States, upon any of the articles proposed to be admitted into the ports of the United States or the ports of the Hawaiian Islands free of duty under the first and second articles of this Convention. It is agreed, on the part of His Hawaiian Majesty, that, so long as this Treaty shall remain in force, he will not lease or otherwise dispose of or create any lieu upon any port, harbor, or other territory in his dominions, or grant any special privilege or rights of use therein, to any other power, state or government, nor make any treaty by which any other nation shall abstain the same privileges, relative to the admission of any articles free of duty, hereby secured to the United States.

1. Who was given exclusive rights to trade with Hawai'i?
2. Commercially, what did Article IV of the Reciprocity Treaty restrict for Hawai'i?
3. Which nation benefited the most from this article?

 NAME

PERIOD

DATE

Article V:

The present Convention shall take effect as soon as it shall have been approved and proclaimed by His Majesty the King of the Hawaiian Islands, and shall have been ratified and duly proclaimed on the part of the Government of the United States, but not until a law to carry it into operation shall have been passed by the Congress of the United States of America. Such assent having been given, and the ratifications of the Convention having been exchanged as provided in Article VI, the Convention shall remain in force for seven years from the date at which it may come into operation; and further, until the expiration of twelve months after either of the contracting parties shall give notice to the other of its wish to terminate the same; each of the high contracting parties being at liberty to give such notice to the other at the end of the said term of seven years, or at any time thereafter.

1. When will the treaty go into effect?

2. Identify the various ways the treaty could be ended.

Article VI:

The present convention shall be duly ratified, and the ratifications exchanged at Washington City, within eighteen months from the date hereof, or earlier if possible.

In faith whereof the respective Plenipotentiaries of the high contracting parties have signed this present Convention, and have affixed thereto their respective seals.

Done in duplicate, at Washington, the thirtieth day of January, in the year of our Lord one thousand eight hundred and seventy-five.

[seal] HAMILTON FISH.

[seal] ELISHA H. ALLEN

[seal] HENRY A. P. CARTER

1. When was the treaty signed?

2. Who signed the treaty?

NAME _____ PERIOD _____ DATE _____

The Benefits of the Reciprocity Treaty

List the ways Hawai'i benefited from the treaty in the left column and the ways the US benefited in the right column.

Kingdom of Hawai'i	United States

Evaluate: Did the Reciprocity Treaty truly reflect the meaning of the term “reciprocity”? Use evidence from the T-chart to support your answer.

Source 2

Excerpts from “Citizens Committee, October 1897 to William McKinley, U.S. President.”

The Citizens Committee represented Native Hawaiians who were against the US annexation of Hawai‘i. The document is presented first in Hawaiian and then translated into English below.

PALAPALA HOOPII.

I ka Peresidena, ka Ahaolelo a me ka Lahuikanaka o Amerika Huipuia. Ke hoike haahaa aku nei keia Palapala Hoopii e like me ia mahope iho . . .

Ua paa na poe kokua o ke Kumukanawai o 1887 i ka hoomaluia, mai ia wa mai a hiki i nei wa iloko o ka makahiki 1897, ma o na pualikoa la i lako me na mea kaua o ke Au-puni Kuikawa o ko Hawaii Paeaina, a o kona hope aku, ka Repubalika o Hawaii; a aole loa hoi i haawi pio iki, a aohe hoi i ike aku i kekahi noho‘na makaainana i ulu wale ae, a i ole ia, laulea a kokua wale aku paha hoi i ua Aupuni Kuikawa la i oleloia, a i ole ia, i ka Repubalika o Hawaii i oleloia.

3. Aohe hoi he mana o ke Aupuni o ka Repubalika o Hawaii no kona ku mau ana iloko o ke kokua ana o ka lahui o keia mau Paemoku; ua kukala a ua kukuluia, a ua mau hoi ma-mua a ke mau nei no hoi, me ka noonoo ole ae i na pono a me na makemake o kekahi hapa-nui loa o na poe noho, mai na oiwi maoli a me na haole i hanauia, o ko Hawaii Paeaina; a ua oi loa aku hoi eia ke Aupuni i oleloia ke mau a ke malama nei iaia iho ma o ka ikaika wale la no o na mea kaua, e kue ana hoi i na pono a me na makemake o ka lahui kumu i aneane e pau holookoa loa o keia mau Paemoku

4 Aole hoi a aole loa no ua Repubalika la i hookahuaia a i lawelaweia paha hoi malu-na o kekahi kahua o ke Aupuni i hoihoia e ka lahui, a i ole ia, hookeleia ma ke ano repubalika; ua aponoia hoi kona Kumukanawai e kekahi aha-elele, he hapanui hoi o kona mau lala ka i koho.maoli iho no ia lakou iho, a o ke koena aku hoi o kona mau lala ua kohoia lakou e kekahi heluna hapauuku mailuilu haalele loa o na kane kupa a poe noho haole a oiwi maoli o keia mau Paemoku; ua hui hoi me kahi hapanui o na poe i koho ai pela no na elele i ua Aha-elele Hana Kumukanawai la he poe malihini, a o kekahi hapanui hoi o na malihini i oleloia, he poe hou loa o ka noho ana mai, me na pomaikai dala ole a noho‘na ano laulea paha hoi ma keia mau Paemoku.

5. Aole loa ke Kumukanawai i aponoia ai pela e ka Aha-elele i oleloia i waihoia mai no kekahi koho ana o ka lahuikanaka o keia mau Paemoku; eia nae, ua kukalaia a hookahuaia maluna ae o na Paemoku i oleloia, a ua mau mai no hoi ia malamaia ana, mamuli wale no o ka ikaika o na lako kaua, a me ka hoomaopopo ole ae hoi i ka makemake o ka lahui kumu holo-okoa maoli no, a uie kekahi hapanui hewahewa loa no hoi o ka lahuikanaka o keia mau Paemoku.

6. Ua lawe a ke hooia nei ke Aupuni i oleloia, e mau nei hoi pela malalo o ka inoa o ka Repubalika o Hawaii, i ke kuleana e kinai loa i ke kulana Lahui o na Hawaii, i mau hoi mamua aku nei, a e hoohui a hoolilo aku hoi i na kuleana a pau o ka noho mana kiekie ana maloko a maluna ae o ko Hawaii Paeaina a me ko lakou mau panalau i kekahi mana okoa aku, oia hoi, ia Amerika Huipuia.

7. Ua lohe hoi ko oukou poe hoopii me ka ehaeha a me ke kahaha ua komo aelike pu ae ka Peresidena o Amerika Huipuia, a ua waiho aku hoi no ka aponoia mai e ko Amerika Huipuia Aha Senate ma kekahi Kuikahi me ke Aupuni o ka Repubalika o Hawaii, a ma ia hoi i manaoia ai e kinai loa i ko makou noho ana ma ke ano he Aupuni, a e hoohui aku hoi i ko makou aina ia Amerika Huipuia . . .

9. Ke kue haahaa aku nei ko oukou poe hoopii, aka, me ka manao ikaika loa no ka hoo-koia aku o nei keehia mai o ko lakou mau pono kalaiaina; a ke uwalo aku nei hoi lakou me ka manao kuoo loa i ka Peresidena, ka Ahaolelo a me ka Lahuikanaka o Amerika Huipuia, e hooki ma ke komo hou ana aku ma ka hana hewa i manaoia ai pela ae la ka e hana mai ai; a ke pule aku nei lakou ma ke kakoo ana i keia palapala hoopii i ka manao o kela Palapala ola mau loa, ke Kuahaua o ke Kuokoa Amerika, a oi loa aku hoi, i ka iaio i hoikeia maloko o laila, ua loa i na Aupuni ko lakou mau mana kaulike mai ka ae aku o na poe i hoomaluia, -a ke puana hou nei hoi maanei, aole loa ia i uiia mai a aole no hoi i haawii aku ka ae ana o ka lahuikanaka o ko Hawaii Paeaina i na ano o ke Aupuni i hookauia iho e ka Repubalika o Ha-waii

i hea wale ia, a i ua Kuikahi Hoohui la hoi i manaioa ai, i ke Aupuni i oleloia, a i ole ia, i ke kumuhana Hoohuiaina i oleloia . . .

12. A ke nonoi haahaa aku nei hoi ko oukou poe hoopii i ka Peresidena, ka Ahaolelo a me ka lahuikanaka o Amerika Huipuia, aole loa kahi keehina hou aku e laweia no ka hoapono loa ana aku i ke Kuikahi i oleloia, a i ole ia, ma ke kinai ana paha hoi i ke Kulana Lahui o na Hawaii, a i ole ia, ma ka alapoho ana aku paha hoi i ka lahui a me ka aina Hawaii iloko o ka mahele kalaiaina a panalaa no Amerika Huipuia, ma ke ano uuku loa nae hoi, aia a hiki i ko ka lahui Hawaii wa e kupono ai no na koho ana o na lunamakaainana iloko o ka Aha-olelo, ke loa he manawa e hoike ai ma ka pahu balota, i ko lakou mau manao ana ina paha e aeia a e hooleia paha hoi ua kumuhana Hoohuiaina la, e like me ia i ku hope ia ai e kela poe makaainana a poe noho hoi o ko Hawaii Paeaina, i kaa nui malalo o na hoakaka ana o ke Kumukanawai Hawaii i kukalaia ia i Iulai 7, 1887.

13. A o ko oukou poe hoopii hoi, no lakou iho, a ma ka aoao hoi o ka lahui Hawaii, a no na poe noho hoi o ko Hawaii Paeaina, ke hoopaa nei i ko lakou manaioa ina e haawii mai ana ia lakou ka pono o ke koho balota ana maluna o na ninau i oleloia, ma kekahi koho ana kuokoa a kaulike e malamaia aku ana no ia mea; a ina hoi ua hoikeia ae ma ka helu pono ia ana o na balota e kohoia ana ma ia koho balota ana ua kooka kekahi hapanui ma ia hoohui ana, e haawi pio aku no keia poe hoopii, a me ka lahui Hawaii i kekahi ae hololea a oluolu ana ma ia kumuhana i oleloia.

Signatures:

1. J. Kalua Kahookano
2. Samuel K. Pua
3. F. J. Testa
4. C. B. Maile
5. Samuel K. Kamakaia, Komite o ka Lehulehu (Citizens' Committee)
6. James Keauluna Kaulia, Peresidena o ka Ahahui Hawaii Aloha Aina
7. David Kalauokalani, Peresidena o ka Hui Kalaiaina Hawaii.

TRANSLATION:

MEMORIAL.

To the President, the Congress and the People of the United States of America.

This Memorial respectfully represents as follows . . .

2. That the supporters of the Hawaiian Constitution of 1887 have been, thence to the present time, in the year 1897, held in subjection by the armed forces of the Provisional Government of the Hawaiian Islands, and of its successor, the Republic of Hawaii; and have never yielded, and do not acknowledge a spontaneous or willing allegiance or support to said Provisional Government, or to said Republic of Hawaii.

3. That the Government of the Republic of Hawaii has no warrant for its existence in the support of the people of these Islands; that it was proclaimed and instituted and has hitherto existed and now exists, without considering the rights and wishes of a great majority of the residents, native and foreign born, of the Hawaiian Islands; and especially that said Government exists and maintains itself solely by force of arms, against the rights and wishes of almost the entire aboriginal population of these Islands.

4. That said Republic is not and never has been founded or conducted upon a basis of popular government or republican principles; that its Constitution was adopted by a convention, a majority of whose members were self-appointed, and the balance of whose members were elected by a numerically insignificant minority of the white and aboriginal male citizens and residents of these Islands; that a majority of the persons so voting for delegates to such Constitutional Convention was composed of

aliens, and that a majority of said aliens so voting were of then very recent resilience, without financial interests or social ties in these Islands.

5. That the Constitution so adopted by said Convention has never been submitted to a vote of the people of these Islands; but was promulgated and established over the said Islands, and has ever since been maintained, only by force of arms, and with indifference to the will of practically the entire aboriginal population, and a vast majority of the whole population of these Islands.

6. That the said Government, so existing under the title of the Republic of Hawaii, assumes and asserts the right to extinguish the Hawaiian Nationality, heretofore existing, and to cede and convey all rights of sovereignty in and over the Hawaiian Islands and their dependencies to a foreign power, namely, to the United States of America.

7. That your memorialists have learned with grief and dismay that the President of the United States has entered into, and submitted for ratification by the United States Senate; a Treaty with the Government of the Republic of Hawaii, whereby it is proposed to extinguish our existence as a Nation, and to annex our territory to the United States . . .

9. That your memorialists humbly but fervently protest against the consummation of this invasion of their political rights; and they earnestly appeal to the President, the Congress and the People of the United States, to refrain from further participating in the wrong so proposed; and they invoke in support of this memorial the spirit of that immortal Instrument, the Declaration of American Independence; and especially the truth therein expressed, that Governments derive their just powers from the consent of the governed, -and here repeat, that the consent of the people of the Hawaiian Islands to the forms of Government imposed by the so-called Republic of Hawaii, and to said proposed Treaty of Annexation, has never been asked by and is not accorded, either to said Government or to said project of Annexation . . .

12. And your memorialists humbly pray the President, Congress and the people of the United States, that no further steps be taken toward the ratification of said Treaty, or toward the extinguishment of the Hawaiian Nationality, or toward the absorption of the Hawaiian people and territory into the body politic and territory of the United States of America, at least until the Hawaiian people, as represented by those citizens and residents of the Hawaiian Islands who, under the provisions of the Hawaiian Constitution, promulgated July 7, 1887, would be qualified to vote for representatives in the Legislature, shall have had the opportunity to express at the ballot box, their wishes as to whether such project of Annexation shall be accepted or rejected.

13. And your memorialists, for themselves, and in behalf of the Hawaiian people, and of the residents of the Hawaiian Islands, pledge the faith that if these shall be accorded the privilege of voting upon said questions, at a free and fair election to be held for that purpose; and if a fair count of the votes that shall be cast at such election shall show a majority in favor of such Annexation, these memorialists and the Hawaiian people will yield a ready and cheerful acquiescence in said project.

Signatures:

1. J. Kalua Kahookano
2. Samuel K. Pua
3. F. J. Testa
4. C. B. Maile
5. Samuel K. Kamakaia, Komite o ka Lehulehu (Citizens' Committee)
6. James Keauluna Kaulia, Peresidena o ka Ahahui Hawaii Aloha Aina
7. David Kalauokalani, Peresidena o ka Hui Kalaiaina Hawaii.


Transcription by Noenoe Silva, June 2003

Source: "Citizens Committee, October 1897 to William McKinley, U.S. President." Trans. Noenoe Silva. *The Annexation of Hawaii: A Collection of Documents. University of Hawai'i at Mānoa Library, June 2003.*

Source 3
 “Ke Aloha o Ka Haku (Queen’s Prayer),” 1895

-LILIUOKALANI'S PRAYER-
 Ke aloha o ka Haku.
 The Lord's Mercy.

By Liliuokalani.
 Lovingly dedicated to her
 niece Victoria Kaiulani.



A. Owen

<p>1. O keu aloha no, Aia i ka lani, A o kou ola, He hemelele hoi.</p> <p>2. Ko'u neho mihi ana, A paa'ao ia, O oe hu'u lama, Kou nani ko'u hoo.</p> <p>3. Hai nana inoio, Na hewa o kanaka, Aha e huihala, A maemae no.</p> <p>4. Noiaia o ka Haku, Malalo o kou eheu, Ke makou maluhia, A mau loa aku no. Amene.</p>	<p>1. Oh! Lord thy loving mercy, Is high as the heavens, It tells us thy truth, And 'tis filled with holiness.</p> <p>2. Whilst humbly meditating, Within these walls imprisoned, Thou art my light my heaven, Thy glory my support.</p> <p>3. Oh! look not on their fallings, Nor on the sins of men, Forgive with loving kindness, That we might be made pure.</p> <p>4. For thy grace I beseech thee, Bring us neath thy protection, And peace will be our portion, Now and forever more. Amen.</p>
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*Composed during my imprisonment at Iolani Palace
 by the Missionary party who overthrew
 my government. March 22 1895*

Source: Queen Lili'uokalani. “Ke Aloha o Ka Haku (Queen’s Prayer), 1895.” A Book of Hawaiian Songs. Archives of Hawaii.

Source 4

Excerpt from McKinley's "First Annual Message," 1897

By a special message dated the 16th day of June last, I laid before the Senate a treaty signed that day by the plenipotentiaries of the United States and of the Republic of Hawaii, having for its purpose the incorporation of the Hawaiian Islands as an integral part of the United States and under its sovereignty. The Senate having removed the injunction of secrecy, although the treaty is still pending before that body, the subject may be properly referred to in this Message because the necessary action of the Congress is required to determine by legislation many details of the eventual union should the fact of annexation be accomplished . . .

While consistently disavowing from a very early period any aggressive policy of absorption in regard to the Hawaiian group, a long series of declarations through three-quarters of a century has proclaimed the vital interest of the United States in the independent life of the Islands and their intimate commercial dependence upon this country. At the same time it has been repeatedly asserted that in no event could the entity of Hawaiian statehood cease by the passage of the Islands under the domination or influence of another power than the United States. Under these circumstances, the logic of events required that annexation, heretofore offered but declined, should in the ripeness of time come about as the natural result of the strengthening ties that bind us to those Islands, and be realized by the free will of the Hawaiian State.

That treaty was unanimously ratified without amendment by the Senate and President of the Republic of Hawaii on the 10th of September last, and only awaits the favorable action of the American Senate to effect the complete absorption of the Islands into the domain of the United States. What the conditions of such a union shall be, the political relation thereof to the United States, the character of the local administration, the quality and degree of the elective franchise of the inhabitants, the extension of the federal laws to the territory or the enactment of special laws to fit the peculiar condition thereof, the regulation if need be of the labor system therein, are all matters which the treaty has wisely relegated to the Congress.

If the treaty is confirmed as every consideration of dignity and honor requires, the wisdom of Congress will see to it that, avoiding abrupt assimilation of elements perhaps hardly yet fitted to share in the highest franchises of citizenship, and having due regard to the geographical conditions, the most just provisions for self-rule in local matters with the largest political liberties as an integral part of our Nation will be accorded to the Hawaiians. No less is due to a people who, after nearly five years of demonstrated capacity to fulfill the obligations of self-governing statehood, come of their free will to merge their destinies in our body-politic.

Source: McKinley, William. "First Annual McKinley's First Annual Message." The American Presidency Project by Gerhard Peters and John T. Woolley. UC Santa Barbara, 6 Dec. 1897.

NAME

PERIOD

DATE

Activity Sheet 3
Anticipating the Newlands Resolution

Title

Author

For or Against Annexation

Date

Audience

Tone

Identify the author's arguments for or against annexation:

Source 5

The Newlands Resolution, 1898

Fifty-fifth Congress of the United States of America;

At the Second Session,

Begun and held at the City of Washington on Monday, the sixth day of December, one thousand eight hundred and ninety-seven.

Joint Resolution To provide for annexing the Hawaiian Islands to the United States.

Whereas, the Government of the Republic of Hawaii having, in due form, signified its consent, in the manner provided by its constitution, to cede absolutely and without reserve to the United States of America, all rights of sovereignty of whatsoever kind in and over the Hawaiian Islands and their dependencies, and also to cede and transfer to the United States, the absolute fee and ownership of all public, Government, or Crown lands, public buildings or edifices, ports, harbors, military equipment, and all other public property of every kind and description belonging to the Government of the Hawaiian Islands, together with every right and appurtenance thereunto appertaining: Therefore,

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That said cession is accepted, ratified, and confirmed, and that the said Hawaiian Islands and their dependencies be, and they are hereby, annexed as a part of the territory of the United States and are subject to the sovereign dominion thereof, and that all and singular the property and rights hereinbefore mentioned are vested in the United States of America.

The existing laws of the United States relative to public lands shall not apply to such lands in the Hawaiian Islands; but the Congress of the United States shall enact special laws for their management and disposition: Provided, That all revenue from or proceeds of the same, except as regards such part thereof as may be used or occupied for the civil, military, or naval purposes of the United States, or may be assigned for the use of the local government, shall be used solely for the benefit of the inhabitants of the Hawaiian Islands for educational and other public purposes.

Until Congress shall provide for the government of such islands all the civil, judicial, and military powers exercised by the officers of the existing government in said islands shall be vested in such person or persons and shall be exercised in such manner as the President of the United States shall direct; and the President shall have power to remove said officers and fill the vacancies so occasioned.

The existing treaties of the Hawaiian Islands with foreign nations shall forthwith cease and determine, being replaced by such treaties as may exist, or as may be hereafter concluded, between the United States and such foreign nations. The municipal legislation of the Hawaiian Islands, not enacted for the fulfillment of the treaties so extinguished, and not inconsistent with this joint resolution nor contrary to the Constitution of the United States nor to any existing treaty of the United States, shall remain in force until the Congress of the United States shall otherwise determine.

Until legislation shall be enacted extending the United States customs laws and regulations to the Hawaiian Islands the existing customs relations of the Hawaiian Islands with the United States and other countries shall remain unchanged.

The public debt of the Republic of Hawaii, lawfully existing at the date of the passage of this joint resolution, including the amounts due to depositors in the Hawaiian Postal Savings Bank, is hereby assumed by the Government of the United States; but the liability of the United States in this regard shall in no case exceed four million dollars. So long, however, as the existing Government and the present commercial relations of the Hawaiian Islands are continued as hereinbefore, provided said Government shall continue to pay the interest on said debt.

There shall be no further immigration of Chinese into the Hawaiian Islands, except upon such conditions as are now or may hereafter be allowed by the laws of the United States; and no Chinese, by reason of anything herein contained, shall be allowed to enter the United States from the Hawaiian Islands.

Sec. 1. The President shall appoint five commissioners, at least two of whom shall be residents of the Hawaiian Islands, who shall, as soon as reasonably practicable, recommend to Congress such legislation concerning the Hawaiian Islands as they shall deem necessary or proper.

Sec. 2. That the commissioners hereinbefore provided for shall be appointed by the President, by and with the advice and consent of the Senate.

Sec. 3. That the sum of one hundred thousand dollars, or so much thereof as may be necessary, is hereby appropriated, out of any money in the Treasury not otherwise appropriated, and to be immediately available, to be expended at the discretion of the President of the United States of America, for the purpose of carrying this joint resolution into effect.

Source: Joint Resolution to Provide for Annexing the Hawaiian Islands to the United States, July 7, 1898; Enrolled Acts and Resolutions of Congress; General Records of the United States Government, 1778-1992; Record Group 11; National Archives.

Source 6

Memorial of Queen Lili'uokalani in relation to the Crown Lands of Hawai'i

The House of Representatives of the United States:

I, Liliuokalani of Hawaii, named heir apparent on the 10th day of April, 1877, and proclaimed Queen of the Hawaiian Islands on the 29th day of January, 1891, do hereby earnestly and respectfully protest against the assertion of ownership by the United States of America of the so-called Hawaiian Crown Islands amounting to about one million acres and which are my property, and I especially protest against such assertion of ownership as a taking of property without due process of law and without just or other compensation.

Therefore, supplementing my protest of June 17, 1897, I call upon the President and the National Legislature and the people of the United States to do justice in this matter and to restore to me this property, the enjoyment of which is being withheld from me by your Government under what must be a misapprehension of my right and title.

Done at Washington, District of Columbia, United States of America, this nineteenth day of December, in the year one thousand eight hundred and ninety-eight.

[signature] Liliuokalani Witness

[signature]

Source: Memorial of Queen Lili'uokalani in relation to the Crown Lands of Hawai'i, December 19, 1898 of the U.S. House of Representatives; Petitions and Memorials Referred to the Committee on treaties; 1825-1946; National Archives.

NAME

PERIOD

DATE

Activity Sheet 4
COMPARATIVE DOCUMENT ANALYSIS

	The Newlands Resolutio	Memorial of Queen Lili'uokalani in Relation to the Crown Lands of Hawai'i
Date Written/ Presented		
Purpose of Document What is the author's purpose for creating the source? Why was the source written?		
Point-of-View How did the document's author(s) view annexation? Which nation was each document supporting?		
Significance What main idea did the author(s) express? Why is this source historically important?		
Evidence How did authors support their arguments? Does the evidence support their argument?		

Source 7

Excerpts from Senate Joint Resolution 19

To acknowledge the 100th anniversary of the January 17, 1893 overthrow of the Kingdom of Hawaii, and to offer an apology to Native Hawaiians on behalf of the United States for the overthrow of the Kingdom of Hawaii.

Whereas, prior to the arrival of the first Europeans in 1778, the Native Hawaiian people lived in a highly organized, self-sufficient, subsistent social system based on communal land tenure with a sophisticated language, culture, and religion; . . .

Whereas, from 1826 until 1893, the United States recognized the independence of the Kingdom of Hawaii, extended full and complete diplomatic recognition to the Hawaiian Government, and entered into treaties and conventions with the Hawaiian monarchs to govern commerce and navigation in 1826, 1842, 1849, 1875, and 1887; . . .

Whereas, in pursuance of the conspiracy to overthrow the Government of Hawaii, the United States Minister and the naval representatives of the United States caused armed naval forces of the United States to invade the sovereign Hawaiian nation on January 16, 1893, and to position themselves near the Hawaiian Government buildings and the Iolani Palace to intimidate Queen Liliuokalani and her Government;

Whereas, on the afternoon of January 17, 1893, a Committee of Safety that represented the American and European sugar planters, descendants of missionaries, and financiers deposed the Hawaiian monarchy and proclaimed the establishment of a Provisional Government;

Whereas the United States Minister thereupon extended diplomatic recognition to the Provisional Government that was formed by the conspirators without the consent of the Native Hawaiian people or the lawful Government of Hawaii and in violation of treaties between the two nations and of international law;

Whereas, soon thereafter, when informed of the risk of bloodshed with resistance, Queen Liliuokalani issued the following statement yielding her authority to the United States Government rather than to the Provisional Government: . . .

Whereas, without the active support and intervention by the United States diplomatic and military representatives, the insurrection against the Government of Queen Liliuokalani would have failed for lack of popular support and insufficient arms; . . .

Whereas the report of a Presidentially established investigation conducted by former Congressman James Blount into the events surrounding the insurrection and overthrow of January 17, 1893, concluded that the United States diplomatic and military representatives had abused their authority [and] were responsible for the change in government; . . .

Whereas President Cleveland further concluded that a “substantial wrong has thus been done which a due regard for our national character as well as the rights of the injured people requires we should endeavor to repair” and called for the restoration of the Hawaiian monarchy; . . .

Whereas the Provisional Government successfully lobbied the Committee on Foreign Relations of the Senate (hereafter referred to in this Resolution as the “Committee”) to conduct a new investigation into the events surrounding the overthrow of the monarchy; . . . Whereas, although the Provisional Government was able to obscure the role of the United States in the illegal overthrow of the Hawaiian monarchy, it was unable to rally the support from two-thirds of the Senate needed to ratify a treaty of annexation; Whereas, on July 4, 1894, the Provisional Government declared itself to be the Republic of Hawaii;

Whereas, on January 24, 1895, while imprisoned in Iolani Palace, Queen Liliuokalani was forced by representatives of the Republic of Hawaii to officially abdicate her throne; . . . Whereas, through the Newlands Resolution, the self-declared Republic of Hawaii ceded sovereignty over the Hawaiian Islands to the United States;

Whereas the Republic of Hawaii also ceded 1,800,000 acres of crown, government and public lands of the Kingdom of Hawaii, without the consent of or compensation to the Native Hawaiian people of Hawaii or their sovereign government; . . .

Whereas the Newlands Resolution also specified that treaties existing between Hawaii and foreign nations were to immediately cease and be replaced by United States treaties with such nations; . . .

Whereas the indigenous Hawaiian people never directly relinquished their claims to their inherent sovereignty as a people or over their national lands to the United States, either through their monarchy or through a plebiscite or referendum;

Whereas, on April 30, 1900, President McKinley signed the Organic Act that provided a government for the territory of Hawaii and defined the political structure and powers of the newly established Territorial Government and its relationship to the United States; Whereas, on August 21, 1959, Hawaii became the 50th State of the United States;

Whereas the health and well-being of the Native Hawaiian people is intrinsically tied to their deep feelings and attachment to the land; . . .

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,

SECTION 1. ACKNOWLEDGMENT AND APOLOGY

The Congress—

(1) on the occasion of the 100th anniversary of the illegal overthrow of the Kingdom of Hawaii on January 17, 1893, acknowledges the historical significance of this event which resulted in the suppression of the inherent sovereignty of the Native Hawaiian people; . . .

(3) apologizes to Native Hawaiians on behalf of the people of the United States for the overthrow of the Kingdom of Hawaii on January 17, 1893 with the participation of agents and citizens of the United States, and the deprivation of the rights of Native Hawaiians to self-determination;

(4) expresses its commitment to acknowledge the ramifications of the overthrow of the Kingdom of Hawaii, in order to provide a proper foundation for reconciliation between the United States and the Native Hawaiian people; and

(5) urges the President of the United States to also acknowledge the ramifications of the overthrow of the Kingdom of Hawaii and to support reconciliation efforts between the United States and the Native Hawaiian people.

SEC. 3. DISCLAIMER.

Nothing in this Joint Resolution is intended to serve as a settlement of any claims against the United States.

Approved November 23, 1993

Source: Senate Joint Resolution 19: to Acknowledge the 100th Anniversary of the January 17, 1893 Overthrow of the Kingdom of Hawaii, and to Offer an Apology to Native Hawaiians on Behalf of the United States for the Overthrow of the Kingdom of Hawaii

NAME

PERIOD

DATE

Activity Sheet 5

Planning to Write an Essay

Drawing on at least three primary sources, explain whether or not the US Senate accurately described how the United States came to control Hawai'i. Did these actions constitute an "overthrow"?

1. Did the US Senate accurately describe how the United States came to control Hawai'i?

The Senate said	Source #__ said	Is this the same or different?

2. Does the set of actions these sources describe meet the definition of an "overthrow"?