

Teaching American History Project

The Overthrow of the Hawaiian Monarchy from Kathy Bryce

Grade - 8

Length of class period – 45 minutes; one to two class periods

Inquiry – What was the reaction of Hawaii’s Queen Liliuokalani to her overthrow in 1893?

How did Liliuokalani respond to her subsequent imprisonment and forced abdication of the throne?

Objectives – Students will identify vocabulary terms relevant to this lesson: abdicate, annexation, expansion, imperialism, monarchy, provisional government

Students will describe Queen Liliuokalani’s reaction to her overthrow by American sugar planters and her subsequent imprisonment and abdication of the Hawaiian throne.

Students will evaluate the impact of the overthrow on Queen Liliuokalani.

Materials – “Hawaii’s Last Queen,” 2004 DVD available at:

www.pbs.org/wgbh/americanexperience/films/filter/h

Hawaii’s Story By Hawaii’s Queen. Liliuokalani. Boston: Lee & Shepard, 1898.

Also available at:

<http://digital.library.upenn.edu/women/liliuokalani/hawaii/hawaii.html>

Activities – Prior to this lesson, students will view the film “Hawaii’s Last Queen,” preferably during a block period, as DVD is approximately one hour long. Students will also have been studying American Imperialism in relation to Asia and Latin America.

Whole class will review and discuss vocabulary terms for the lesson.

Introduce Liliuokalani’s *Hawaii’s Story By Hawaii’s Queen* to students via computer projection. Skim through the work for students to appreciate its length.

Divide the class into three or six groups depending on class size and distribute the three excerpted chapters from the work:

Ch. XLIII “I Am Placed Under Arrest”

Ch. XLIV “Imprisonment – Forced Abdication”

Ch. XLV “Brought To Trial”

Direct students to work together as a group to read the chapters and to discuss Liliuokalani’s experiences. They may take turns to record answers to the questions. Share and compare group responses.

Group Members: _____ Chapter: _____

Hawaii's Story By Hawaii's Queen

1. What details do you think are important in your excerpt? Why?
2. In your excerpt, how is Liliuokalani treated by the representatives of the provisional government?
3. What do you think was the goal of the provisional government in its dealings with Liliuokalani?
4. Was Liliuokalani treated fairly or unfairly in your excerpt? (Group members may have differing opinions.)
5. Based on your excerpt, how would you describe Liliuokalani's personality?
6. How did the 1893 overthrow by American planters affect Queen Liliuokalani?

Assessment – Class discussion of vocabulary terms and group responses to questions.
Observation of group work.
Written responses to chapter excerpt questions.

Connecticut Social Studies Framework: Grade Level Expectations – 1.1; 3.1

Demonstrate an understanding of significant events and themes in United States history.

Use evidence to identify, analyze and evaluate historical interpretations.