



Q is for Queen Lili'uokalani | ABC's of AAPIs

This lesson plan is about Queen and Lili'uokalani introducing her legacy through art and poetry.

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Poem by Mila Konomos

In partnership with the Asian American Advocacy Fund (AAAF), WQED Education took AAAF's ABC's of AAPIs coloring book project and created lesson plans for educators to use in the classroom to provide a creative activity and resource for AAPI Studies.

Time Allotment: 1 class period

Learning Objectives

- Learn about Queen Lili'uokalani
- Learn about the annexation of Hawaii
- Think critically about Hawaii's culture and role in being a part of the United States

Prep for Teachers

- Have video clips ready to view: [Queen Lili'uokalani | Unladylike2020](#) and [The Overthrow of Queen Lili'uokalani | Hawaii's Last Queen](#)
- Print enough copies of the coloring sheet and poem (see support materials)
- Vocabulary

Supplies

- "Q is for Queen Lili'uokalani" coloring sheet
- Pencil
- Paper
- Coloring supplies
- Video viewing device

Media in this Lesson

- Video: [The Overthrow of Queen Lili'uokalani | Hawaii's Last Queen](#)
- Video: [Queen Lili'uokalani | Unladylike2020](#)

Vocabulary

Annexation | (n.) The forcible acquisition of one state's territory into the domain of a city, country, or state.

Coup d'état | (n.) A sudden, violent, and illegal seizure of power forcing a change in government.



Sovereign Nation | (n.) A nation that has one centralized government and leaders that have the authority and power to govern that nation.

Missionaries | (n.) People sent on a religious mission, especially to promote Christianity in a foreign country; those who evangelize or convert persons to a different belief.

Provisional Government | (n.) An emergency governmental authority set up to manage a political transition generally in the cases of new nations, a military threat, or following the collapse of the previous governing administration.

Learning Activities

1. Have students watch this video from Unladylike2020 about [Queen Lili'uokalani](#).

2. Answer the discussion questions:

- Why was Queen Lili'uokalani arrested by the provisional U.S.-led government and placed under house arrest?
- Describe Lili'uokalani's early life and family.
- What artistic talents did Lili'uokalani have?
- How did the white business class gain economic power on the islands?
- What was the "Bayonet Constitution" and how did it impact the Kingdom of Hawai'i?
- How was Queen Lili'uokalani depicted in the U.S. Press?
- What was the purpose of Queen Lili'uokalani's trip to Washington D.C.?
- What decision about the government of Hawai'i was made by President Grover Cleveland on July 4th, 1894?
- How has the relationship between Hawai'i and the United States changed since Lili'uokalani's death?
- Do some Hawaiian citizens still revere Queen Lili'uokalani today?
- Why is Hawai'i's location strategically important?
- What does "annexation" mean? What was the argument of native Hawaiians against annexation?
- Why do you think Hawaiian painter and art educator Meleanna Meyer says the overthrow of the Queen caused trauma for native Hawaiians?
- How did U.S. imperialism affect foreign territories?
- How did contact with foreigners change Hawaiian health and culture?

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3. Distribute copies of the coloring sheet and put students into small groups to read and analyze the poem: "Q is for Queen Lili'uokalani."
4. Groups will define key terms outlined in the vocabulary and summarize the poem. Each group should write a reflection question for classmates to consider and respond to in regards to the poem.
5. Have students watch the second video [The Overthrow of Queen Lili'uokalani | Hawaii's Last Queen](#)
6. As a group, discuss the following questions:
 - List out the stakeholders in the annexation of Hawaii. Who was for and who was against the annexation and why? Think from the perspectives of Native Hawaiians, business owners, the government, and the global world.
 - Did Queen Lili'uokalani make the right decision to surrender? Why or why not?
 - What were the implications of the annexation for Native Hawaiians at that time? What are some lasting effects today? Think about cultural practices, socio-economic development, language, colonization, island vs mainland, etc.