

# “Visions of Voyaging”

Grade 4



‘Ōhi‘a Project / Exploring the Islands

## Essential Questions

- What can Polynesian voyaging teach us about voyaging into our future?
- How do Hawaiian values associated with successful voyaging contribute to living sustainably on islands?

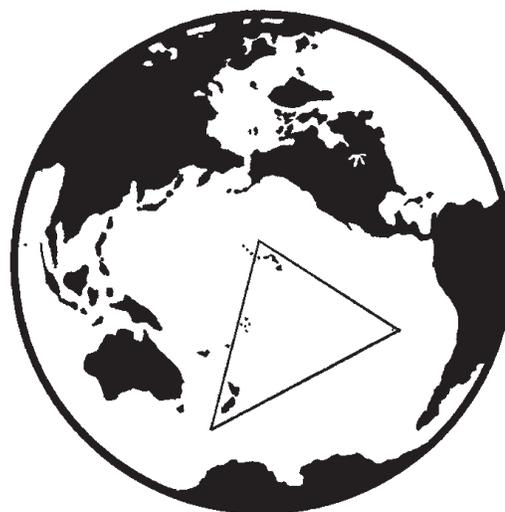
## Hawai‘i Content Standards and Performance Indicators

Science: *Mālama i ka ‘Āina*: Sustainability

- Conservation of Resources: Examine why there is a need to conserve natural resources.

Social Studies: Cultural Systems

- Interpret and/or illustrate how Hawaiian culture is composed of items (arts, artifacts), ideas (beliefs, values) and behaviors (observable practices that may or may not be related to values and beliefs).
- Give examples of the items, ideas and behaviors.
- Give examples of how the components of Hawaiian culture sustain the culture.



## Key Concepts

- Polynesian voyagers thoughtfully planned and carried out successful voyages that covered the vast Pacific.
- Rituals associated with preparing and carrying out a voyage are reflected in Hawaiian values and a close relationship to the natural world.
- A successful journey depends on the wise use of finite natural resources.
- A successful journey depends on the *kōkua* of the entire crew.

## Activity at a Glance

Students read and discuss the journal entry of a crew member about to embark on a canoe from Hawai‘i to Rapa Nui. They plot the Polynesian triangle on a grid of latitude and longitude and play a “voyaging game” that helps them discover the challenges of voyaging as well as values important for a successful journey. Students examine the similarities between conserving resources on a canoe and using resources wisely on our islands.

## ***Exploring the Islands* Telecast: “Visions of Voyaging”**

“Visions of Voyaging” features Penny Martin, a crew member on the 1976 Hōkūle‘a voyage from Tahiti to Hawai‘i, who shares values related to voyaging and living sustainably on islands. During the program students will be prompted to plot the locations of the Hawaiian Islands, Rapa Nui (Easter Island) and Aotearoa (New Zealand) on a blank grid of latitude and longitude.

### **Assessment**

- Students create a Hawaiian values grid showing journal entry (from “Aunty Momi’s Journal”) and the corresponding value(s).
- Students write their reflections on the importance of values in a culture and the similarities between conserving resources on a canoe and using resources wisely on our islands.

### **Time**

Two–three class periods

### **Materials/Resources**

Student reading (“Aunty Momi’s Journal”, provided)  
Canoe cut-out (provided)  
Pacific map (provided)  
Values illustrations (provided)  
Map of Pacific or globe  
Materials to create student journals  
blue tarp measuring 5 ft x 7 ft  
masking tape  
island paper cut-outs



During the *Exploring the Islands* telecast:

Student activity sheet (grid of latitude and longitude, provided)

### **Preparation**

1. Make five copies of the canoe and cut them out for the Remarkable Journey game that students will be playing. (One canoe cut-out for each of five teams.)
2. Make a copy of the crew journal for each student. Copy the illustrated Hawaiian values that apply to this lesson and display them in your classroom.
3. Using the Pacific map grid as a guide, make a large grid with masking tape on the blue tarp. This tarp will become a game board. (Note: Nancy Bowles, who field tested this unit, developed this tarp grid with her students and used island cut-outs to make a large floor map.)

### **Vocabulary**

sustainability, *kuleana*, *mālama*, *lokomaika‘i*, *laulima*, *ho‘ihi*, *ola kino*, *lōkahi*, *kōkua*

## Teacher Background

According to oral traditions, there were many reasons that ancient Polynesian voyagers ventured from their homeland. The “long voyages” (eleventh to fourteenth centuries) from Hawai‘i to Hawai‘iki (today’s Ra‘iatea) were religious pilgrimages. Other voyages were lead by sons of ali‘I and their followers to establish a new society. Some accounts reflect the importance of maintaining family connections. Other stories indicate marriages, family quarrels, unhappy love affairs. Warfare would force groups to leave their place of origin. Some left to seek *mana* (spiritual power) elsewhere. Some adventurers would leave just for excitement and adventure. However, the accepted theory is that most Polynesian explorers journeyed vast distances in search of new lands with new resources.

Polynesian voyagers were exceptional in their seafaring and navigational skills. They used their keen sense of nature to help guide them on their grueling and oftentimes dangerous journeys. The crew relied heavily on their navigator’s expertise to guide them to their destination. On repeat voyages, the navigators also relied on directions passed down to them orally from previous voyagers. But quite often they would face dangers such as swamping, capsizing, or sails being ripped away. Their only means of protection from nature’s elements were a simple cape of leaves and a thatched roof on board the canoe. For us today, the challenges they faced were unfathomable!

To keep a sense of cohesiveness aboard the canoe, voyagers informally became an ‘*ohana*’ (family) unit. Each person on board the vessel had a specific *kuleana* (responsibility). Whether it was cooking, fishing, navigating or steering the canoe, each crew member knew what his/her duties were and would perform the tasks without hesitation. Other important values that ensure a successful voyage are:

**Mālama**—to care for the land, sea and each other

**Lokomaika‘i**—to share with one another

**Laulima**—to work together, cooperate

**Hō‘ihi**—respect

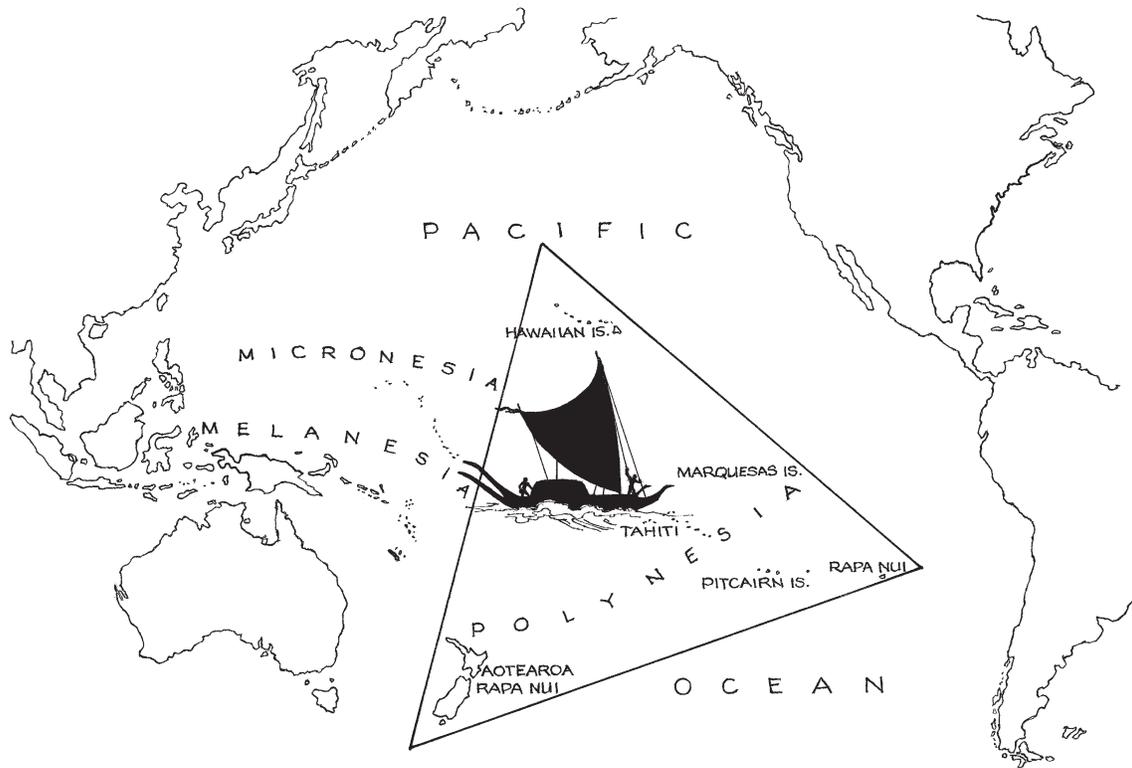
**Ola kino**—good health

**Lōkahi**—harmony and balance

**Kōkua**—help

For voyagers to accomplish such a feat, they had to be not only physically fit, but also mentally and spiritually. Their bodies had to be properly nourished during the long journey so they could maintain the rigors of sailing. They would also have to be able to withstand the mental pressures of being at sea for such a long time. To connect these two principles, the voyagers would have to be fit spiritually. For without their spiritual connection to the land, ocean and sky, they would be defying their ancestors and more importantly, their gods.

In 1999, the Polynesian voyaging canoe, *Hōkūle‘a*, successfully “closed the Polynesian triangle” using traditional navigational methods.



By the end of 1995, *Hōkūle‘a* had sailed almost 85,000 miles since her launching twenty years earlier. She had voyaged between Hawai‘i and Tahiti five times, and between Tahiti and New Zealand twice. She had visited the Marquesas, Tuamotus, Cooks, Australs and Samoa. She had been to all the corners of the great expanse of the Pacific Ocean known as the Polynesian triangle—all, that is, except one: the eastern corner, which is occupied by a tiny island all alone in a vast, empty sea. Europeans know it as Easter Island, but throughout Polynesia it is called Rapa Nui.

—Sam Low, Polynesian Voyaging Society

The wind brought the canoe here. It’s about *mana*. *Hōkūle‘a* has latent, quiet, sleeping *mana* when she is tied up at the pier in Honolulu. But when the canoe is sailed by people with deep values and serious intent the *mana* comes alive—she takes us to our destination. The *mana* is inside all of us. When we go back to our special island home, we need to remember this moment. *Mana* comes from caring and commitment and values. We *mālama* our canoe and she takes care of us. When we return to Hawai‘i we need to remember to *mālama* our islands just as we do this canoe. We need to commit ourselves to the values that give life meaning. This canoe is so special—and our island home is also very special—if we learn to care for our land and our ocean they will also take care of us.

—Nainoa Thompson, Polynesian Voyaging Society

## Teaching Suggestions

1. Using the illustrated Hawaiian values on display in your classroom, facilitate a discussion about Hawaiian values.

2. Discuss the origin of the Polynesians using a globe or world map to illustrate the vast distances in the Pacific Ocean (see Unit Reading, “Origin of the Polynesians” for additional background information). Challenge students to think about how values may have aided Polynesians to make successful long distance voyages on their sailing canoes.
3. Distribute a student activity sheet to each student (blank grid of longitude and latitude) and watch the *Exploring the Islands* telecast, “Visions of Voyaging.” Students will use their activity sheets to plot the Polynesian triangle during the telecast.

### **During the *Exploring the Islands* Telecast “Visions of Voyaging”**

#### ***Mystery Minute* Question for This Week**

They are surrounded by the sea. One travels far, the other moves barely.  
Both have a community to show responsibility. What are they?

#### ***MindPower Minute* Questions**

- Follow along and make a map of the Polynesian triangle on your grid:

Hawaiian Islands	20° N, 155° W
Rapa Nui	27° S, 110° W
Aotearoa	35° S, 170° E

- What clues in nature do Hawaiian navigators use to find distant islands?
- Identify at least three qualities of successful voyagers.

#### **Student Activities**

- Students plot the Polynesian triangle on a blank grid of longitude and latitude.
- Students watch two video segments: in the first they look for clues that navigators use to find distant islands, and in the second they look for qualities of successful voyagers. (See MindPower Minute Questions above.)

#### **Mahalo to ...**

Kilohana School on Moloka‘i for assisting with *Exploring the Islands*

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Students: Julie Ann Bicoy, Yoshiko Kalima-Moses, Kawainui Kaulili DeMello, Robert Perreira

4. Have students plot the Marquesas Islands, Mangareva and Pitcairn on their student activity sheets. (Note: These are islands mentioned in Auntie Momi’s journal on the voyage to Rapa Nui.)

Marquesas	10° S, 140° W
Mangareva	25° S, 135° W
Pitcairn	27° S, 130° W

5. Divide the class into five student groups. Have the groups read and discuss Aunty Momi’s journal. Ask students to write their answers to the discussion questions listed below. Tell them that their answers will be put to the test in the Remarkable Journey game that the class will be playing. In this game, each group will attempt to “sail” its canoe to the final destination, Rapa Nui.

### Discussion Questions

- If you were chosen to go on a long journey by canoe, how would you feel?
  - Name four important provisions you would take on a voyage and explain why.
  - Why would the crew not want a transistor radio on board their vessel?
  - How did Hawaiian traditions help voyagers plan for a successful voyage?
  - What does *ola kino* mean.
  - What kinds of food made up the healthy diet of voyagers in ancient times?
  - What kinds of food did Momi eat to stay in good health?
  - Why is it important for voyagers to be in good health?
  - What was the significance of protocol Aunty Momi described?
  - Why will the Pitcairn to Rapa Nui leg of the journey be the most difficult?
  - What does *kuleana* mean?
  - What will Momi’s *kuleana* be during the voyage?
  - What might some the other crew member’s *kuleana* be?
  - *Kumu* Lei said that when it was time to build a canoe, the people would *laulima*. Explain what she meant.
  - Choose one of the following values and explain how it is important in your life: *ola kino*, *laulima*, or *kuleana*.
  - Describe how *laulima* or *kuleana* are important for successful voyages.
  - Why were Polynesian voyages by canoe such remarkable accomplishments?
  - A voyage from Hawai‘i to Rapa Nui might take as long as 90 days. What might be the biggest challenges on such a long journey?
6. Have students create a large floor map of the Polynesian triangle (see Preparation). Ask each group of students to place an island marker on the floor map for each of the following islands and island groups: Hawai‘i, Marquesas, Mangareva, Pitcairn and Rapa Nui.
  7. Discuss the many challenges Polynesian voyagers faced as they journeyed by canoe to these destinations. Encourage students to visit the Polynesian Voyaging Society web site for more information.
  8. Ask students to work in pairs to make challenge cards for the game. These cards should identify challenges that might arise during a voyage. The cards should include what happens to voyagers as a result of the challenge.

### Sample Challenge Cards

- You're in the doldrums, near the Equator, with no winds. (Miss one turn.)
- A storm hits with high wind and waves. (Go back one square on the map grid.)
- It's a cloudy night with no visible stars. (Miss one turn.)
- Enjoy favorable winds and weather. (Take an extra turn.)
- A broken mast needs repair. (Miss one turn.)
- Stop to rescue a crew member overboard. (Miss one turn.)
- The crew *laulima* (cooperates) with Aunty Momi hauling in a mahimahi. (Take an extra turn.)

9. Give a copy of the canoe cut-out to each of the five student groups. Mark the canoe with a number or name for each voyaging 'ohana. Position groups around the floor map. Explain that groups will be sailing their canoes from Hawai'i to Rapa Nui and that their goal is to help all canoes arrive successfully!

10. Explain the rules of "The Remarkable Journey" game and play the game.

### "The Remarkable Journey" Game Rules

- Each team will take turns answering a game question posed by the teacher. In order to move their canoe forward, teams must answer game questions correctly.
- With each correct answer, a canoe may move into the next square on the map grid, moving from Hawai'i to the Marquesas, followed by Mangareva, Pitcairn, and finally Rapa Nui.
- If a team answers incorrectly, a student from the team must draw a challenge card, read it to the class, and move the team's canoe accordingly.
- Once a team reaches Rapa Nui, have the class practice the chant for their arrival:

*Eia no makou.*            We are here.  
*Eia no makou.*            We are here.  
*Aloha no kakou.*        Greetings to all.  
*Aloha no kakou.*        Greetings to all.

- After the chant, the team members will disperse and join other teams to help them in their journey. The game continues until all canoes reach the island.
- If the game questions have all been answered before all the canoes arrive, begin cycling through them again to reinforce the answers.

11. After the game, have students complete the Hawaiian values grid by writing their ideas about how values help us to live sustainably on islands in a "voyage" towards the future.

## Extended Activities

- Log onto the Moanalua Gardens Foundation web site ([mgf-hawaii.org](http://mgf-hawaii.org)), go to the curriculum resources page, and download “Let’s Go Voyaging” activities.
  - Use the lesson “Our Ahupua‘a” to teach about traditional Hawaiian land management and water use. *Ahupua‘a* maps are included for each of the main Hawaiian Islands! Have students draw comparisons between life on a voyaging canoe, and life in an *ahupua‘a* in old Hawai‘i.

Journal Entry Aunty Momi’s Journal	Value	How this value helps us live sustainably on islands
“I will be responsible for casting the fishing lines and hauling them in.”	Kuleana	Being responsible for the way we harvest fish helps to ensure there will be fish for future generations to eat.

- Play the “Fishing Game” in the lesson “In the Doldrums” to teach the concept of sustainability (using resources wisely today so that we don’t borrow from future generations’ ability to meet their needs). Generate a list of natural resources and ways to use them sustainably.
- Have students explore the Polynesian Voyaging Society web site (<http://pvs.kcc.hawaii.edu/welcome.html>). The site contains a wealth of information on traditional Polynesian voyaging and details of past voyages of the *Hōkūle‘a*.

Table: A few common words compared with certain Polynesian and Philippine Languages of the Austronesian Family.

English	Samoan	Marquesan	Tahitian	Hawaiian	Maori	Extended Polynesian	
<b>One</b>	Tasi	Etahi	Tahi	Kahi	Tahi		
<b>Two</b>	Lua	Ua	Rua	Lua	Rua	L=dua B=duha	T=dalaua P=adua
<b>Three</b>	Tolu	Tou	Toru	Kolu	Toru	M=tulu B=tulu	T=talo P=atlu
<b>Four</b>	Fa	Fa	Aeha	Ha	Wha	P=apat	
<b>Five</b>	Lima	Ima	Rima	Lima	Rima	P=lima B=lima	T=lima I=ima
<b>Six</b>	Ono	?	Ono	Ono	Ono	M=anon T=anim	
<b>Seven</b>	Fitu	Fitu	Hitu	Hiku	Whitu	M=pitu B=pitu	T=pito P=pitu
<b>Eight</b>	Valu	?	Varu	Walu	Waru	M=walu B=valu	T=ualo P=ualu
<b>Canoe</b>	Va'a	Vaka	Vaa	Wa'a	Waka	P=bangca	
<b>House</b>	Fale	Hae	Fare	Hale	Whare	P=bale M=wale	
<b>Bird</b>	Manu	Manu	Manu	Manu	Manu	B=manuk	
<b>Island</b>	Motu	Motu	Motu	Moku	Motu		
<b>Man</b>	Tagata	Enata	Taata	Kanaka	Tangata		
<b>Head</b>	Ulupo'o	Upoko	Upoo	Po'o	upoko		

Legend

I	Ilocan (Ilocano)	M	Magindano (Mindanaoan)
T	Tagal (Tagalog)	P	Pampang (Pampangan)
B	Bisaya (Visayan)		

Notes: "Wh" in Maori is pronounced as "f" in English. When this work was compiled (1891), the glottal stop ('okina) was not commonly shown.

Source: Tregear, Edward. 1891. *The Maori-Polynesian Comparative Dictionary*. Wellington, NZ.