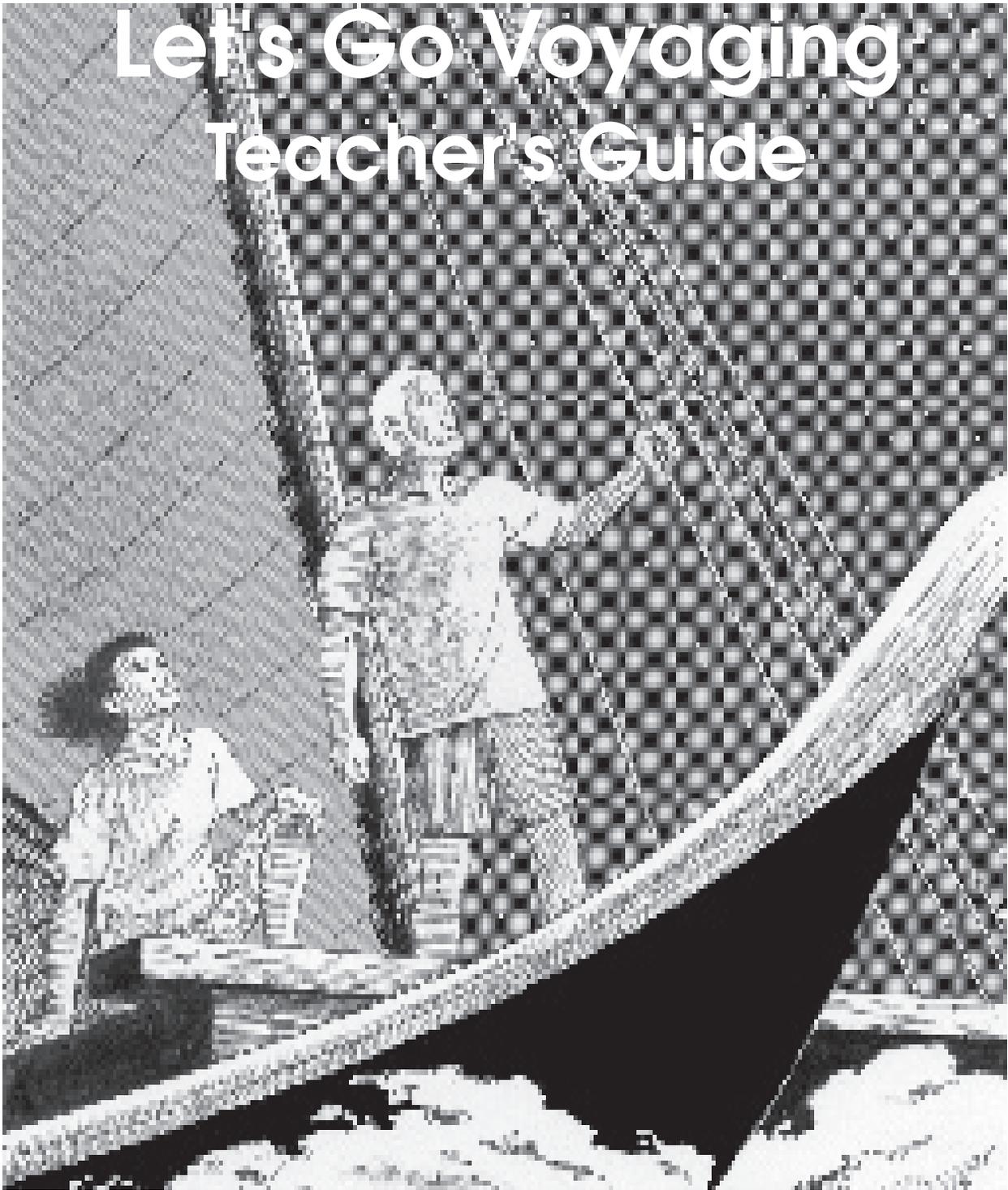


Let's Go Voyaging Teacher's Guide



Produced by Moanalua Gardens Foundation

in cooperation with the Hawai'i State Department of Education and Mālama Hawai'i
a Polynesian Voyaging Society initiative with Queen Emma Community Health
in partnership with Bishop Museum/Hawai'i Maritime Center

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Produced by Moanalua Gardens Foundation,
Marilyn Schoenke, Executive Director;
in cooperation with the Hawai'i State Department of Education,
Office of Accountability and School Instructional Support,
and Mālama Hawai'i — a Polynesian Voyaging Society initiative with
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Let's Go Voyaging

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Let's Go Voyaging



Introduction

Let's take a voyage. Before we begin, we should have a clear vision of our destination and a strong commitment to reach it. We are setting sail for Rapa Nui (Easter Island), approximately 4,400 miles from Hawai'i. It will be a long and difficult journey to this small, isolated island that anchors the far southeastern point of the Polynesian triangle. We are making the journey to seek knowledge from the cultural traditions and values that guided the Polynesian voyagers to settle Polynesia—the largest nation on Earth. As we "close the triangle," using traditional means of navigation to reach this final destination in Polynesia, we will discover an island where natural resources were exhausted and the human population crashed. On the island of Rapa Nui, we will delve into the mystery of the island's loss of natural resources and explore our shared ecological and cultural kinship. This knowledge will help lead us to our true destination for this voyage—*our future and our children's vision of what that future should be.*

When children of Hawai'i were asked to describe the Hawai'i that they wanted to live in, 6,000 students gave voice to *The Children's Vision*.^{*} Their vision focuses on a healthy environment as the top priority for the future. How do we work with the *keiki o ka 'āina* to achieve this vision? How do we achieve sustainability—where our growing human population meets its needs for natural resources today, without borrowing from our children's future? Loss of forests and native species, increased demand for fresh water, declining fisheries, soil erosion and damaged reefs are part of a trend away from sustainable use of resources. In this voyage, we will seek knowledge from our voyaging past to lead us back on a path



to sustainability. Over the centuries, Polynesian voyagers established many island communities that endured for generations on islands with limited resources. Our journey will explore the cultural traditions and values that led to successful voyages and to successfully living on islands. Voyaging into a future where human needs are balanced with a healthy environment requires thoughtful planning and working together. Like Rapa Nui, it's a destination that poses many challenges.

Let's Go Voyaging Goals:

- To promote an appreciation of the cultural traditions of voyaging and their application to our present-day use of island resources.
- To help students incorporate Hawaiian values such as *laulima* (cooperation) *kuleana* (responsibility) and *ola kino* (good health) into their lives.
- To demonstrate how individuals can work together to achieve healthy, sustainable island communities.

^{*} The Children's Vision was developed through the Ke Ala Hōkū Project administered by the Hawai'i Community Services Council.



How to Use This Guide

Meeting Standards

The activities in this guide are designed for students in grades 4-6. Each of the six student activities has a section with introductory and background information. This is followed by the teaching suggestions which are designed to meet both national standards and educational standards set forth by the Hawai'i State Department of Education. The teaching suggestions with a check next to them in the margin relate directly to a particular standard. The grid that follows the teaching suggestions includes the standards and student tasks and information for meeting or exceeding criteria for each standard. This sheet can be copied and distributed to students or used by teachers as a guideline.

The Journal of Auntie Momi

Our journey is guided by the writings of "Auntie Momi," a fictional crew member on the Hōkūle`ā during this voyage. Each week of the journal corresponds to a student activity in this guide. Through Auntie Momi's entries, students will share in the anticipation and preparation for the voyage, in the challenges and joys, in the cultural reflections, and in the discoveries upon reaching Rapa Nui, where resources were not used sustainably. The teaching suggestions call for copying and distributing the journal in weekly increments and having students read and discuss the contents.

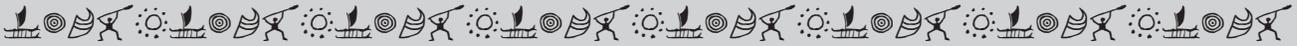
Auntie's journal entries weave connections between life on the canoe and life back in the Islands. (Activity titles for each of the six lessons are noted below in boldface type.)

- Before Auntie departs, we anticipate **the remarkable journey** of this voyage and the voyages of the Polynesians who settled the largest nation on Earth.
- As she learns from the navigator watching clouds and reading the wind, we gain insights into using **nature as a guide** on land.
- When the voyagers run out of fresh produce, Momi reflects on her visit to Auntie Rachel's *lo'i* where the *kalo* for the journey was harvested, and how we need to care for **our ahupua'a**.
- When water is rationed **in the doldrums**, connections are made to the Islands' limited water supply and what we can do to sustain it.
- When fish are caught on board, Hawaiian *kapu* related to fishing in the Islands are presented and the student activity explores ways to care for these **gifts from the sea**.
- When she reaches the end of her voyage, **the mystery of Rapa Nui** challenges us to explore what can happen when we don't use resources sustainably and how we can learn from our shared ecological and cultural kinship with the people of Rapa Nui.

As people of Hawai'i and Rapa Nui begin working together to restore the island's environment, it's an opportunity for all islanders to reflect on ways to *mālama* (care for) our special island homes.

Hawaiian Values

Auntie's journal entries describe some of the Hawaiian values that are so important for successful voyaging: *kuleana* (responsibility), *lōkahi* (harmony), *lokomāika'i* (good hearted), *laulima* (cooperation), *ola kino* (good health), *hō'ihī* (respect), *mālama* (care) and *'imi'ike* (seek knowledge). Different values are emphasized in each student activity. At the end of each activity, students are encouraged to keep their own journals exploring how these values are important in their interactions with one another and with their environment. Each value is illustrated on a full page sheet beginning on page v for students to contemplate and discuss. These value sheets are designed to be displayed in the classroom as they apply to each student activity, or copied and distributed to students.



Taking Action!

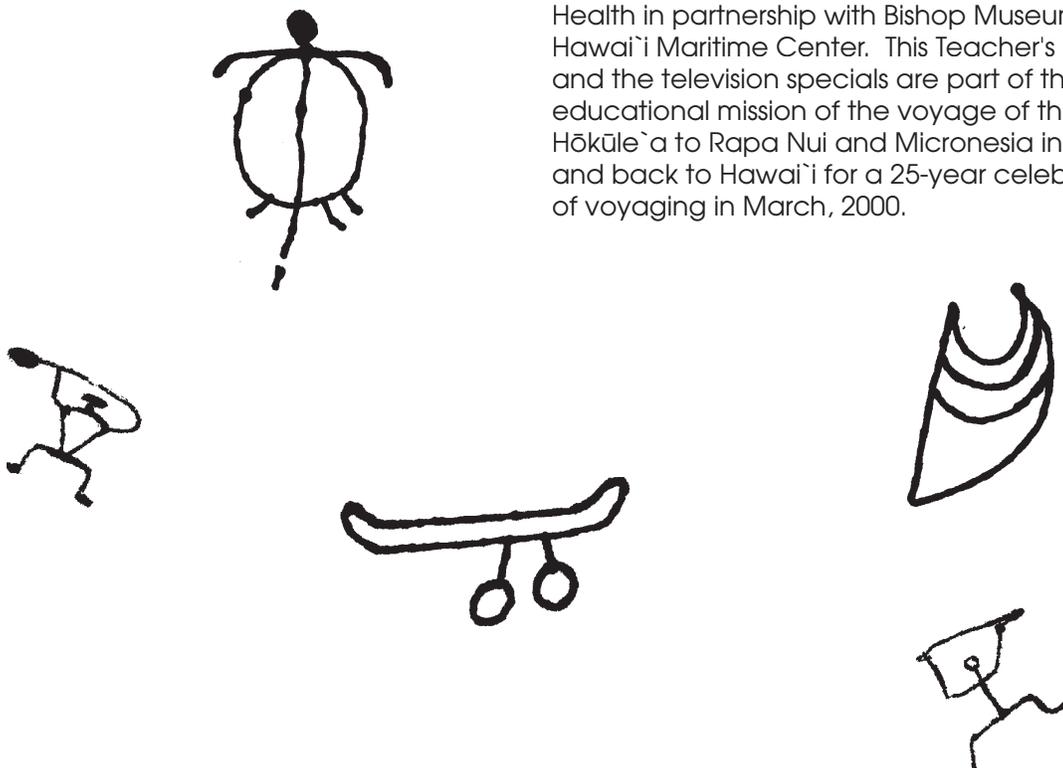
If our voyage is to reach our destination of a healthy, sustainable environment, we need to navigate. The Ke Ala Hōkū Project, which worked with island youth to produce The Children's Vision, is working with communities to establish a navigation process known as "benchmarking." Benchmarks are measurable indicators of progress as we voyage to the future. Where applicable, these benchmarks are included with the Teacher Background information in this guide. Share these benchmarks with your students and discuss ways that they can participate in making The Children's Vision a reality. Examples of students taking action for a healthy, sustainable environment are included in the Taking Action! section at the end of most of the lessons. For more information about funding and resource agencies to help your students get involved in action projects, visit Moanalua Gardens Foundation's web site at <http://www.mgf-hawaii.com>.

Distance Learning Television Specials

During 1999, Moanalua Gardens Foundation and the Hawai'i State Department of Education will co-produce a series of "Let's Go Voyaging!" distance learning television specials. These programs will be designed to highlight the voyage of Hōkūle`a to Rapa Nui. The activities in this guide are designed to be used in conjunction with these television specials. The specials will include storytelling by Aunty Momi's mother, Ma Kawelo, footage from the canoe, and opportunities for students to participate in the program. The schedule for these distance learning specials and the regular weekly series of *Exploring the Islands* is on the following page.

Partners

This project is being conducted by Moanalua Gardens Foundation in cooperation with the Hawai'i State Department of Education and *Mālama Hawai'i*—a Polynesian Voyaging Society initiative with Queen Emma Community Health in partnership with Bishop Museum/Hawai'i Maritime Center. This Teacher's Guide and the television specials are part of the educational mission of the voyage of the Hōkūle`a to Rapa Nui and Micronesia in 1999, and back to Hawai'i for a 25-year celebration of voyaging in March, 2000.



Educational Television Broadcast Schedule 1999



Grade 4

"Exploring the Islands"

Tuesday morning weekly

9:00 - 9:45 KHET Hawai'i Public Television
10:30 - 11:15 Local Cable Access*



Grades 4-6

"Let's Go Voyaging"

Live on Tuesday morning

9:00 - 9:45 KHET Hawai'i Public Television

ENGAGING
LIVE **INTERACTIVE**

Aug. 24 Introduction to Exploring the Islands

Geology

Aug. 31 How Hawaiian Volcanoes Form
Sept. 7 Hawaiian Volcanoes: Inside Out
Sept. 14 Volcanoes On Stage

Geography

Oct. 12 Take a Water Cycle Ride
Oct. 19 An Ahupua`a Adventure
Oct. 26 Exploring Hawaiian Mountain Zones

Plants and Animals

Nov. 2 Wind, Waves and Wings
Nov. 9 Forest Treasures
Nov. 16 If Unique is What You Seek
Nov. 23 Hawaiian Stream Scene

Humans and the Environment

Nov. 30 *Wai Ola*: Water of Life
Dec. 7 Watershed Watch
Dec. 14 We Can Make a Difference



NEW

Sept. 21 Setting Sail



Sept. 28 Nature As a Guide



Oct. 5 Our Island, Our Canoe



*CABLE CHANNELS

Hawai'i-Kona Ch. 13
Hawai'i-Hilo Ch. 4
Maui Ch. 13
Maui-Lahaina Ch. 50
Molokai Ch. 13
Lāna'i Ch. 13
Kaua'i Ch. 10
O'ahu Ch. 56

Produced cooperatively by Moanalua Gardens Foundation and the Hawai'i State Department of Education with Polynesian Voyaging Society.
For information phone Moanalua Gardens Foundation at 839-5334 or check the teleschool web site <http://www.teleschool.k12.hi.us>.

Hawaiian Values



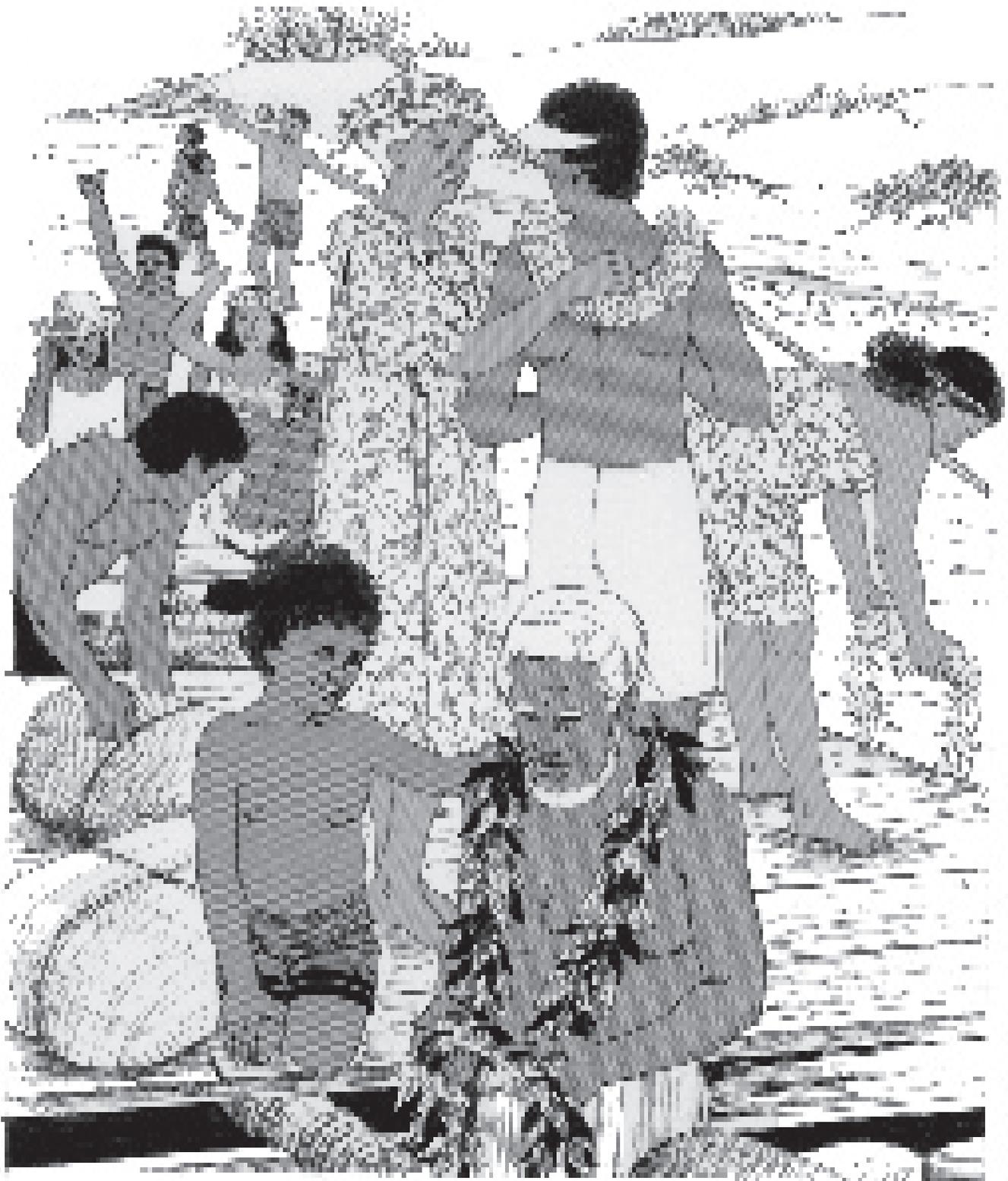
`imi`ike (seek knowledge)



hō`ihi (respect)



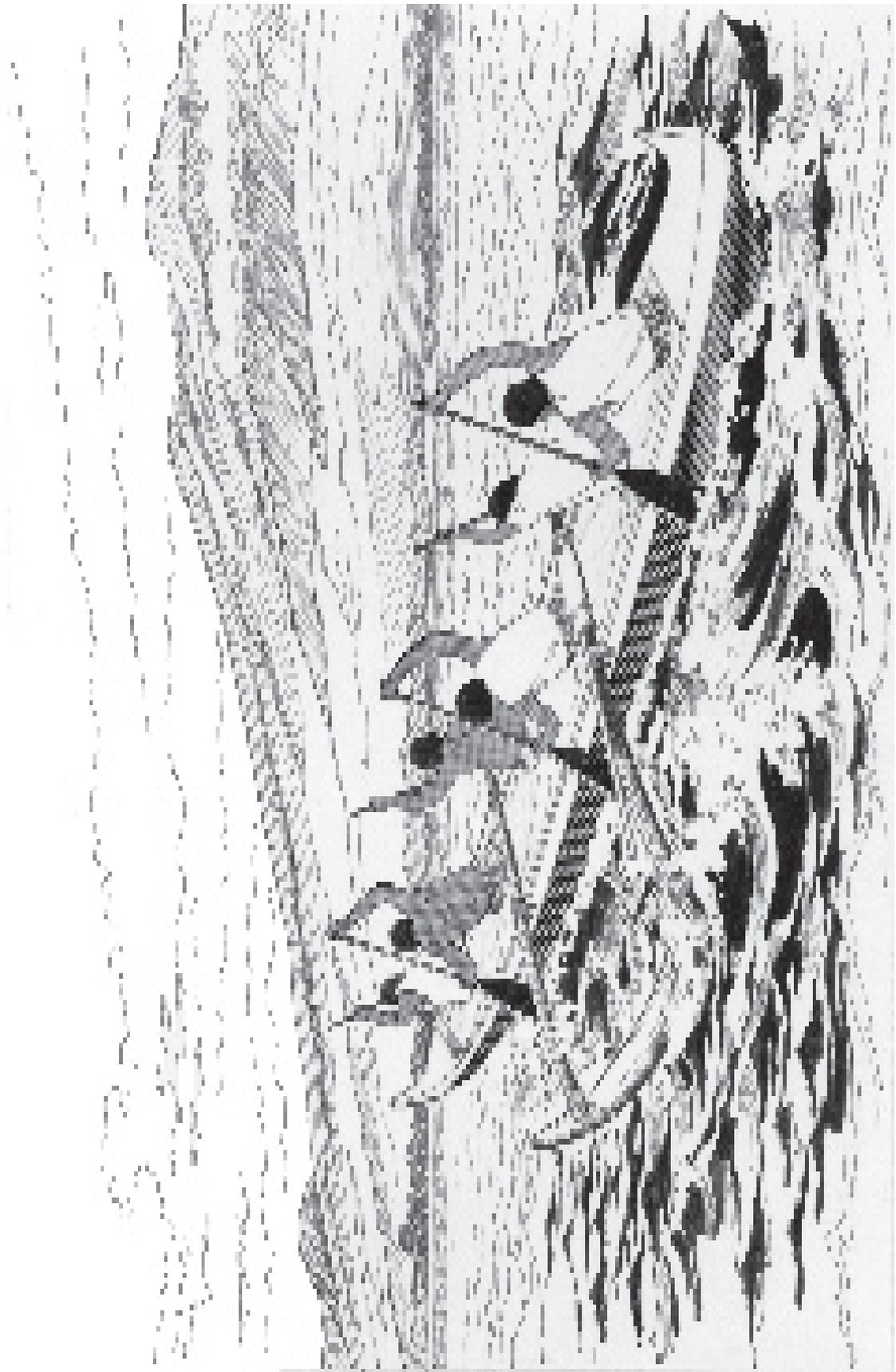
ola kino (good health)



lokomaika`i (good hearted)



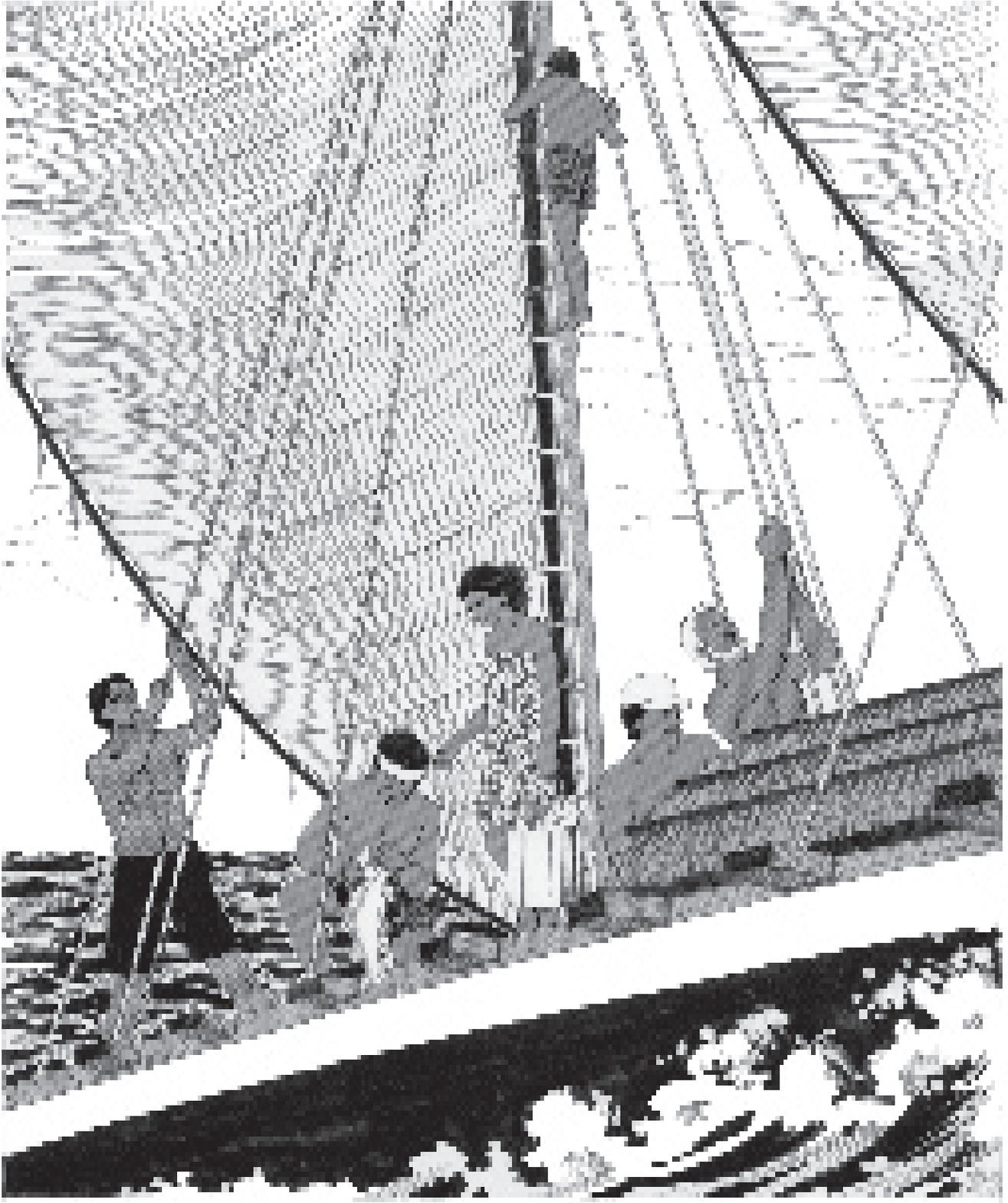
lōkahi (harmony/balance)



laulima (cooperation)



mālama (care)



kuleana (responsibility)

Instructional Activities