

Hawaiian Work Life Quotes

For the section that you read, please list below direct quotes from the reading that address the questions below. Be sure to list the page number *and* paragraph number (eg. Page 82, paragraph 6).

Questions:

- Describe work life.
 - What were the jobs?
 - Who worked them?
 - What choices did workers have?

From *To Teach The Children*

- **Pages 4-5** (Group Members: William, Tajiri, Jordan. Page 5, 2nd paragraph: "People working together achieved tasks that could not be accomplished by working alone." Page 4, 2nd paragraph: "provided children with a rich variety of experiences; men's work; women's work; making tools; cordage; mats; kapa; preparing food; reciting chants; listening to storytelling; experiencing love and birth and death." _____)
 - Subsistence agriculture and fishing (Page 5, Paragraph 3)
 - The basic socio-economic unit of land was the ahupa'a (Page 5, Paragraph 4)
- **Pages 6-7** (Group Members: Dawson, Israel, Erin)
- "The Hawaiians were in old days a strong and hard working people, skilled in crafts and possessed much learning. In hospitality and kindness they excelled...cultivation of the land was their main industry." (Page 6, Paragraph 2)
- "A successful farmer was one who cultivated the land, keeping it productive and propitiating the appropriate gods." (Page 6, Paragraph 1)
- Many activities were community oriented work projects; building agricultural terraces, digging ditches to irrigate the taro gardens, constructing fish ponds to cultivate fish at the shore line, building temples." (Page 6, Paragraph 3)
- **Pages 8-9** (Group Members: Lisa, John, Augustus)
Page: 8 Para:1 "Fish pond on Molokai was built by all of the people of Molokai"
Page: 8 Para:3 "men, women, and children from the village helped to drive fish into the net."

Pages 10-11 (Group Members: Cameron & Jakob)

Page 10 Paragraph 2

"In a subsistence economy, everyone contributes to the welfare of the group. Productive work was respected; laziness was shameful"

Page 10 Paragraph 9

“The pupils were taught the laws and rules of the practice until they obtained knowledge and skill, and if they listened to and observed these laws, the ‘*aumakua* of this medical art (‘*aumakua lapa’au*) looked after them at the time of the ‘*ailolo*, the ceremony at the completion of their training”

- **Pages 12-13** (Group Members: Zeke, Darian, Ben)

1. “Being so dependant on the ocean for food and transportation, Hawaiians had the need to acquire water skills early in life for survival.” *pg 12, last para*
2. “It was up to the pupils to listen, learn the words and beat, and if they did not catch them, then it was their own fault.” *pg 12, 3rd para*
3. “... [To] summarize the essential characteristics of education in Hawaiian society, ... : practical, skill-oriented, socially-useful, in tune with reality, environmentally-aware, conserver-cognizant.” *pg 13, 1st para*
 - a. “learning-by-doing”
 - b. “on-the-job learning”

From *Pau Hana*

- **Pages 81-82** (Group Members: Elvis, Kainoah)

“They signed labor contracts. But most of them could not even read their contracts, and the very concept of a contract was new and unfamiliar to them”
page 81, paragraph 3

“Traditions and ancient rules and understandings defined and regulated their work. But once in the islands, all of them would be thrust into a wage-earning system and the regimented life of modern agricultural labor.”
page 82, paragraph 1

“Whether they intended to be sojourners or settlers, a great many of them remained in Hawaii.” *page 81 paragraph 5*

- **Pages 83-84** (Group Members: Wren, Lincoln)

1. “Work on the plantation involved a wide range of tasks and activities. Laborers were divided into gangs, and each gang was given a work assignment--planting, watering, hoeing, ploughing, cultivating, ditching, stripping off dead leaves from the cane stalks, carting the cane, or loading the cane onto small tram cars. [page 83 paragraph 2]
2. “Plantation labor was highly routinized and regimented.” [page 83 paragraph 2]
3. Each gang, a visitor noted, was watched by “a luna, or overseer, almost always a white man.”

- **Pages 85-87** (Group Members: River, Brozie, Nawara)

1. “Plantation paternalism was designed not only to extract a good day’s work from the laborers but also to weaken the power of workers to organize and strike.” (86)
2. “Planters thought Koreans were ‘childlike’ and Filipinos were ‘by nature’ always ‘more or less like children.’ ‘Where there is a drop of Anglo Saxen blood, it is sure to rule,’ planters declared.” (87)