



CULTUREGUIDE

AMERICAN SAMOA

SERIES 1
PRIMARY (K–6)



BRIGHAM YOUNG UNIVERSITY
KENNEDY CENTER
FOR INTERNATIONAL STUDIES

AMERICAN SAMOA CULTUREGUIDE

This unit is published by the International Outreach Program of the David M. Kennedy Center for International Studies at Brigham Young University as part of an effort to foster open cultural exchange within the educational community and to promote increased global understanding by providing meaningful cultural education tools.

Curriculum Development

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WHY STUDY CULTURES?

For most of us, cultures are misunderstood; they are nebulous, vague, and hidden. Like the famous iceberg analogy, we know that most of what a culture is cannot be seen. But what does that mean? And why, then, should we study cultures if we do not know what we're studying in the first place?

In the late twentieth century, Brigham Young University did not embrace a new discipline, but rather a new area of study—the study of cultures. Typically, anthropology is the social science that studies cultures. Why should they have all the fun? The study of cultures unites other academic disciplines (as needed), drawing upon literature, political science, sociology, and even the more applied areas of nursing, social work, law, and business. The study of cultures has grown into nothing short of a revolt against disciplines, “a mode of inquiry” that looks at things in new ways.¹

In 1982, the David M. Kennedy Center for International Studies established International Outreach as a formal program to help build bridges of intercultural understanding. Since then, more than 10,000 *gratis* cultural presentations have been given to local area public schools, taking students to new places using language, multimedia, and imagination. *CultureGuides* derive from the same expertise that has been honed in classrooms—with the exciting exception that these intercultural learning tools are not geographically bound. Thanks to the Internet, accessible multimedia technology, and our trusty iMAC, a limitless audience can learn about different cultures.

Globalization, the driving paradigm of the post-Cold War world, means that now, more than ever, culture matters. Culture is the invisible context that may keep us from understanding important people, places, and ideas; it exists whether or not we think about it. Intercultural education can help us, not only as an intellectual exercise, but also in very practical ways to combat racism, to expand business, and to communicate effectively.

CultureGuides share the same aim as Edward T. Hall, the eminent cultural scholar, to try and “make culture real.”² Even though our “student guides” are not present in every classroom, we hope that *CultureGuides* will make classrooms of the mind and cultural laboratories wherever you may reside.

¹ Ziauddin Sardar and Borin Van Loon. *Introducing Cultural Studies*, Totem Books, New York: 1998.

² *The Edge: The E-Journal of Intercultural Relations*, Summer 1998, Vol. 1(3) Posted 10/11/98, <http://interculturalrelations.com/v1i3Summer1998/sum98sorrellshall.htm>.

TRADITIONS

BELIEF IN GOD

Belief in God is a vital part of Samoan culture. Though many religions exist on the islands, Christianity has been the dominant religion since missionaries introduced it in 1830. Open religious worship is common, and Sunday is considered a day of rest.



Starting Points

1. There are many different types of religions in Samoa, ranging from the London Missionary Society to Bahai. How many religions are in Samoa? Which religion was first to arrive in Samoa? Answer: Christianity.
2. What do you think Samoans wear to church? Do they all wear suits, ties, and shoes like Americans do? Show a picture of a Samoan wearing a lavalava and sandals. Ask, "If you had shoes like these, where would you wear them?" Compare and contrast a traditional lavalava with what Americans wear.
3. Sunday is not just another day of the week in American Samoa; it is a day dedicated to God. Write down what you think a typical Sunday morning is like in Samoa. How is this different from American culture?



Information

Belief in God Taught Everywhere

A European missionary from the London Mission Society, John Williams, introduced Christianity to Samoa in 1830. When he arrived in Samoa, the people were already practicing a belief in a Supreme Being. Thus, the transition to belief in God and His son Jesus Christ was not a hard one. Since 1830, Christianity has been a major element of Samoan culture. This belief in God is taught not only in churches, but also in secular schools. Everyday before class, both in elementary and high school, the day starts with song and prayer. Catholicism is the most dominant religion in Samoa, so the prayers are similar to those used in the Catholic church. The prayer usually given is one found in the King James version of the Bible:

Our Father which art in Heaven, Hallowed be thy name. Thy kingdom come, thy will be done on earth as it is in heaven. Give us this day our daily bread. And forgive us our debts as we forgive our debtors. And lead us not into temptation but deliver us from evil: for thine is the kingdom and the power and the glory forever. Amen. (Matthew 6: 9–13)

Prayers are also offered before a school class goes to lunch. In contrast, in the United States the name of God is almost forbidden in the classroom because speaking it is believed to be a violation of the Constitution. The Pledge of Allegiance is also banned in some schools because it mentions the name of God. In Samoa, how-

ever, the name of God is worshipped everywhere. In homes, children are taught to pray, sing church songs, and read the Bible. People also learn about God in church. Prayer is offered both in the morning and at night. The practice of religion is evident at home, school, and work.

The second Sunday of every year is designated as White Sunday by the congregational churches. This is important for all children because on this day they can participate in church services. They may pray, read, memorize a scripture from the Bible, give a short talk, or even participate in a short biblical story-play.

Sunday Morning

Sunday morning begins early in the islands of Samoa. The boys of the house wake up early and work hard to prepare the food for the big Sunday meal called *tonai*. The meals are usually prepared in the *umu*, an above-ground oven separate from the house and made of hot rocks, leaves, and wood. Anything and everything can be cooked in the *umu*: bananas, pig, taro, fish, lamb, and more.

Men and women usually dress in their best attire on Sundays. This typically means that they dress entirely in white. The women wear hats, and all wear lavalavas. The lavalava is traditional clothing that looks like a skirt. Many people wear slippers or even go barefoot to church, with the Bible in one hand and a hymnbook in the other. It is very rare to find stores open on Sunday because it is a day devoted to the worship of God. Almost everyone attends church, so the streets on Sundays might look deserted to a visitor.

Like many other places in the world, there are a variety of religions in Samoa; however, the majority of the people practice a form of Christianity. Although religions vary, belief in and respect for God is the same.



Activities

1. Have the students draw and color pictures of Samoans in typical Sunday attire and then pictures of themselves in Sunday attire.
2. Bring some lavalavas to class or give the students a chance to make their own. Bring sheets cut to size and show them examples of bright floral patterns. Let the students paint their lavalavas with poster paint or markers. After they dry, have the students try to put them on. Afterwards, demonstrate the proper way to wear one and have the students try to put them on correctly.
3. Have four to five boys volunteer to participate in a skit. Bring them up front and tell them they must cook. Have them come up with something to fix for a Sunday dinner and decide how they would share the work.



Discussion Questions

1. Why do you think religion is so important in Samoan culture? Is it the same in the United States?
2. What types of meals do you eat on Sunday? Who prepares the food? Are there any special foods you and your family eat on Sunday or other special occasions?

3. How does Sunday activity and attire in Samoa differ from that in the United States? Why do you think Samoans wear white on Sundays? When do Americans wear white?
4. Have you ever seen a lavalava before today? What did you think of it? What do you think other cultures would think of the clothes that you wear?

FOLKLORE & LANGUAGE

A UNIQUE LANGUAGE

Before Europeans introduced written language, Samoans passed on beliefs, values, legends, and stories by oral tradition. Legends, such as the legend of the coconut, were not recorded until written language was introduced. The Samoan language has similarities with English and other languages, but is also very unique.



Starting Points

1. Say *talofa* and have every one say *talofa* back to you. *Talofa* means hello.
2. The Samoan alphabet is like the American alphabet, but with only sixteen letters. Have the students guess which letters are not in the Samoan alphabet.
3. Write these Samoan words on the board with their translations:
 - a. *Talofa*—Hello
 - b. *Tofa*—Goodbye
 - c. *Ua mai oe*—How are you?



Information

The Samoan Alphabet and Language

A E I O U F G H K L M N P S T V

There are only sixteen letters in the Samoan alphabet. Much like Spanish and other European languages, the vowel sounds remain constant between words, and the words are pronounced just as they are written. In contrast to many languages, however, every word in the Samoan language ends with a vowel. Use of the apostrophe and the hyphen affects pronunciation of words and can change the meaning of words altogether. There are two ways of speaking, depending on whom you are addressing. A more respectful style is used when speaking to elders.

Everyday Lingo

The letters *k* and *t* can be used interchangeably without changing the meaning of a word. The letter *k* is used more in casual conversations with friends, whereas the letter *t* is used in more formal settings, or when conversing with elders. Here are some examples:

<i>ko</i> <i>fe</i> —coffee	<i>to</i> <i>fe</i> —coffee
<i>ka</i> ' <i>avale</i> —car	<i>ta</i> ' <i>avale</i> —car
<i>kae</i> <i>ao</i> —tomorrow	<i>tae</i> <i>ao</i> —tomorrow
<i>kai</i> <i>mi</i> —time	<i>tai</i> <i>mi</i> —time

Samoan Pronunciation

The roles of the apostrophe and hyphen in the Samoan language are different from their roles in English. Instead of showing possessive form, the apostrophe is placed above a vowel to change the pronunciation as well as the meaning of the word. The hyphen is used in the same way. The apostrophe is also placed between two vowels to signify that the sound should be produced twice. Here is an example: *A'a* has the same sound as the *a* in apple, but is pronounced twice.

The pronunciation of Samoan letters is generally the same as that of English letters. Vowel sounds are constant unless there is an apostrophe or a hyphen or both.

<i>a</i> as in father (ah)	<i>i</i> as in sing (ee)	<i>u</i> as in boot (oo)
<i>e</i> as in elephant (eh)	<i>o</i> as in boat (oh)	

When a hyphen is placed above a vowel, it means that the vowel sound is extended. The placement of the hyphen changes the meaning of the word completely.

mama—ring
mamā—clean
māmā—lightweight

Another interesting characteristic of Samoan pronunciation is the use of the letter *g*. The *g* in Samoan is pronounced like *ng* in English. The word Pago Pago, which is the capital of American Samoa, is pronounced *Pango Pango*.



Activities

1. Have the students play Pictionary or hangman using only Samoan words to test their memory. Do not forget to include the hyphens and the apostrophes.
2. Have the students create their own alphabet using sixteen letters from the English alphabet. Discover what words can be made with these sixteen letters. Then create four new words and their meanings. Have them share their words with another student.
3. Do the word search (see **Folklore & Language Visual 1**).
4. Make flashcards of the letters of the Samoan alphabet. Let the students color and count them.
5. Have the students sing a song that they already know, but add two or three Samoan words.



Discussion Questions

1. How is pronunciation of Samoan words different from English? How is it the same?
2. Do Americans speak differently when speaking to their elders? How? Do you say things differently than you would if you were talking to a friend?
3. What are the different roles of the apostrophe in the Samoan language and in the English language?

FOOD

THE SAMOAN APPETITE AND THE COCONUT

Samoans love to eat. They use a variety of tropical foods, but the most common food is the coconut. Every part of the coconut can be used, from the juice to the husk. There is even a famous legend that describes where the coconut came from.



Starting Points

1. Ask the students to guess what Samoans typically eat. Point out where Samoa is on a globe and show them how it is surrounded by the ocean. Discuss how much Samoans must depend on both the sea and the land for their food.
2. Discuss how the Samoan diet differs from the United States diet.
3. Show the students a coconut and discuss it. Have they ever tasted one? Think of all the parts of the coconut and how these things could be used (i.e., husk, meat, shell, milk).



Information

The Samoan Diet and the Coconut

Samoans eat a variety of food, including tropical crops, root vegetables, fresh fruit, chicken, pork, and seafood. However, the coconut is the most common food product in the Samoan diet. The *niu* is a young coconut that is not fully ripened. Every part of a coconut can be used in food preparation. The juice of a ripe coconut is served as a drink, or as an ingredient in many tropical dishes. The white meat of a ripened coconut is ground, then squeezed with fibers from the coconut husk to make coconut milk. The milk can be served as a dressing for different vegetables or as a key ingredient in many dishes, especially seafood dishes such as fish and octopus. The husk is used to make fire to cook food.

The Legend of the Coconut

Long ago in the islands of Samoa, there lived a girl named Sina. She was beautiful, and was loved by everyone. One day her mother brought her a pet eel named Pili. Sina was very grateful for the eel and put it in a nearby pond. As the years went on, Pili continued to grow. He became so big that Sina had to put him into a bigger pond. Everywhere she went, Pili would try to go. Eventually, Sina did not want Pili anymore, but he had fallen in love with her. She tried to escape from him, but he followed her. Out of desperation, she fled to the nearby village seeking help. She informed the men of the village that there was an eel following her. They caught him, killed him, and ate him; but before they did, Pili made a dying request. He asked that Sina bury his head in the ground so that he could grow into a tall tree

with leaves that she could use for making baskets and mats. He also wanted the fruit to show his face. His wishes came true, and that is where the palm tree comes from and why the coconut is thought to resemble the eel's face, with two eyes and a mouth.

Recipe for Palusami

Palusami, also called *luau* (different from the party that people go to), is a favorite Samoan dish. It is very similar to spinach in texture and is served as a side dish, much like how salad is served in the United States.

You will need:

5 coconuts	coconut scraper
onions	baking tin
taro leaves (4 for one palusami)	aluminum foil
salt	tauaga, or a thin cloth
breadfruit leaves	

Preparation

1. Scrape five fresh, ripe coconuts into the baking tin. Bake in the oven until brown.
2. Add approximately one cup of warm water.
3. Squeeze with a thin cloth, or tauaga, to get cream.
4. Add salt and onion to taste.
5. Lay four taro leaves flat, a large one on the bottom and three smaller ones on top.
6. Place the leaves in your hand and close it slightly to shape the leaves into a cup-like shape.
7. Pour about a cup of coconut cream inside and close the leaves to make a ball-like structure. Wrap the ball in aluminum foil (or use a fresh banana leaf softened over the hot rocks of the umu).
8. After wrapping with aluminum foil or a banana leaf, wrap with a breadfruit leaf, twisting the top to seal it while holding the ball tight.
9. Put in oven and cook for about an hour at 250° F.

Recipe for Oka

Oka is a delicacy in Samoa. It consists of raw fish or mussels combined with vegetables, onions, and coconut milk. Some fishermen make a slightly less flavorful version at sea using the fish they catch and washing the blood out with seawater.

You will need:

1 bag mussels or scaled raw fish	1 C chopped vegetables
1 C water	salt and pepper to taste
2 C pure coconut milk	
1 C chopped onions	

Preparation

1. Mix all ingredients together and refrigerate for at least thirty minutes.

Recipe for Saka

Saka is a staple item in Samoa, much like rice in Japan and potatoes in the United States. The word *saka* means “to boil.” The dish is often called *fa’alifu fa’I*, which means “bananas” or *fa’alifu talo*, which means “taro,” depending on what is used to prepare it. It can also be prepared with coconut milk.

You will need:

- 2 bunches of bananas or scraped taro
- 2 cans coconut milk
- 1 C chopped onions

Preparation

1. Add bananas or taro to a boiling pot of water. The water should just cover them.
2. Cook until they are soft, or until you can poke them easily with a fork.
3. Drain the water completely and then add coconut milk and onions.
4. Add salt to taste. Stir until the milk changes into a thicker consistency.
5. Cook together for about three to five minutes longer to allow the coconut cream to marinate the taro or bananas.



Activities

1. Have the students create a menu for a Samoan restaurant.
2. Bring coconuts and have the students try to open them. Could anyone do it? (Secret: hit it right between the eyes.) Have the students sample some of the coconut meat.
3. Prepare one of the Samoan recipes provided.
4. Have the students make up a legend about where some of the food they eat comes from.



Discussion Questions

1. How have the Samoans shaped their diet around the natural resources available to them?
2. Why and how does the coconut play a big part in the Samoan diet? Review how the different parts of the coconut are used in food preparation.
3. Discuss the legend of the coconut. Do you think it is true? Does the coconut remind you of an eel’s head? Do you have any stories about where the food you eat comes from?
4. How do Samoans prepare and cook their food differently from Americans?

CROSS-CULTURAL CONTRIBUTIONS

SAMOAN RHYTHM

Samoa culture is probably best known for its dance and music. These things have always been a part of Samoan culture, even before the arrival of the Western world. Dance and music are important to the culture because they tell stories, legends, and beliefs of the Samoan people that have been passed on from generation to generation.



Starting Points

1. Play some Samoan music for the students (**see Additional Resources**).
2. Show some of the costumes used in dancing, such as the lavalava and necklace. Explain that men do not wear shirts when dancing.



Information

Dance

Children are taught to dance at home and school at a young age. Samoans love to dance and take advantage of every opportunity they have to do so. The word *siva* means “dance” in Samoan, but it is also a particular type of dance performed by women to express love or tell legends and stories. It is executed with graceful hand and foot movements, along with a smile. The *taualuga* is a type of *siva* performed at weddings by the bride and groom. During this dance, the bride is the featured dancer and everyone else dances around her. Money is sometimes thrown on her as a donation to the family and a sign of respect and support. Other Samoan dances are more upbeat and involve the banging of sticks or drums, and the use of fire (**see Cross-cultural Contributions Visual 1**).

Music

The people of Samoa love to sing no matter whether they are at church, school, or home, and are constantly surrounded by music. Samoan songs vary from love stories to stories of wars and other legends. The *pake* is the traditional instrument used. It is a drum-like instrument made of wood that makes sound when beaten with sticks. Today the guitar, ukulele, drums, and other modern instruments are used to create different background music and beats. Although modernization has influenced the music to some degree, Samoans will never forget their roots, and will be eternally proud of their culture.

One very famous Samoan song is “Tofa My Feleni.” It talks about how one man who was not Samoan leaves the island but will never forget or be forgotten by the people of Samoa. The English translation of this song is “Goodbye My Friend” (**see Cross-cultural Contributions Visual 2**).



Activities

1. Have the students write their own song about Samoa, using things they have learned about the culture so far.
2. Bring in various supplies (toilet paper rolls, egg cartons, shoe boxes, cans, rubber bands, etc.) and have the students create an instrument. Discuss whether or not they think their instrument would fit into Samoan culture.
3. Have the students sing “Tofa My Feleni” (see **Cross-cultural Contributions Visual 2**).



Discussion Questions

1. Why are dance and music important to Samoan culture?
2. When do Samoans start learning how to dance? Did anyone ever teach you to dance? How old were you?
3. How is Samoan dance and music different from the type of music you listen to?
4. What are our songs today about? What are Samoan songs about? How are these similar or different?

FACTS ABOUT AMERICAN SAMOA

Official Name: Territory of American Samoa

Capital: Pago Pago

Government Type: unincorporated and unorganized territory of U.S., administered by the Office of Insular Affairs, U.S. Department of the Interior

Area: 199 sq km

Land Boundaries: Coastline 116 km

Climate: tropical marine, rainy and dry seasons, southeast trade winds

Lowest Point: Pacific Ocean 0 m

Highest Point: Lata 966 m

Natural Resources: pumice, pumicite

Natural Hazards: occasional typhoons from December to March

Population: 68,688 (July 2002 est.)

Ethnic Groups: Samoan 89%, Caucasian 2%, Tongan 4%, Other 5%

Religions: Christian Congregationalists 50%, Roman Catholic 20%, Protestant/Other 30%

Language: Samoan (Polynesian), English

GDP: \$500 million (2000 est.)

GDP Per Capita: \$8,000 (2000 est.)

GDP Composition By Sector: NA%

Labor Force: 14,000 (1996)

Unemployment Rate: 6% (2000)

Industries: tuna canneries, handicrafts

Agriculture Products: bananas, coconuts, vegetables, taro, breadfruit, yams, copra, pineapples, papayas, dairy products, livestock

Exports: canned tuna 93%

Imports: materials for canneries 56%, food 8%, petroleum products 7%, machinery and parts 6%

Trade partners: U.S., Japan, New Zealand, Australia, Fiji

Currency: U.S. currency used

Exchange Rate: U.S. currency used

HISTORY AND HOLIDAYS

TIME LINE

- 1722** Dutch navigator Jacob Roggeveen discovers the islands.
- 1768** French explorer Louis Antione de Bourgainville sights the islands.
- 1830** Christianity is introduced by John Williams.
- 1899** Samoan islands are partitioned, U.S. acquires the eastern islands—present day American Samoa
- 1900** Tutuila, Aunuu, and Rose Island become U.S. territories (part of American Samoa)
- 1900–1951** American Samoa is under U.S. Naval control.
- 1904** U.S. gains control of the Manua group of islands.
- 1925** Swain islands annexed.
- 1951** American Samoa is transferred to the Department of the Interior.
- 1951–1977** Territorial governors are all appointed by the Secretary of the Interior.
- 1954** First cannery is opened (Van Camp Seafood Co. from California)
- 1970s** U.S. proposes that the territory elect its own governors, proposal rejected by people
- 1976** Proposal to elect own governors is accepted
- 1977** Governors are elected by the people

HOLIDAYS

- 1 Jan** New Year's Day
- Jan (third Monday)** Martin Luther King, Jr. Day
- Feb (third Monday)** President's Day
- Apr (third Tuesday)** Flag Day
- May (last Monday)** Memorial Day
- 4 Jul** Independence Day
- Sep (first Monday)** Labor Day
- Nov (fourth Thursday)** Thanksgiving Day
- 25 Dec** Christmas Day

ADDITIONAL RESOURCES

AMERICAN SAMOA DEPARTMENT OF TOURISM

Department of Commerce

American Samoa Government

P.O. Box 1147, Pago Pago, American Samoa 96799 U.S.A

Phone: (684) 633-1092 or 633-1093, Fax: (684) 633-2092

E-mail: amsamoa@amerikasamoa.info

BOOKS

The American Samoa Research Group. *A Strategic Assessment of American Samoa*, Icon Group International Inc., 2000.

Aylesworth, Thomas G. and Virginia L. Aylesworth. *Territories and Possessions: Puerto Rico, U.S. Virgin Islands, Guam, American Samoa, Wake, Midway and Other Islands, Micronesia*, Chelsea House, 1995.

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FILM

Two Samoas: A Video Cultural Comparison, (VHS) Samuel Burris, Samu Productions, 1997.

INTERNET SITES

Department of Commerce:

<http://www.amsamoa.com>

iPacific's site:

<http://www.ipacific.com/samoa/samoa.html>

CIA World Factbook:

<http://www.cia.gov/cia/publications/factbook/geos/aq.html>

Escape Artist's site:

<http://www.escapeartist.com/samoa/samoa.htm>

The Samoan News:

<http://www.samoanews.com>

Lonely Planet's Site:

http://www.lonelyplanet.com/destinations/pacific/american_samoa/index.htm

World Travel Guide:

<http://www.wtgonline.com/data/asm/asm.asp>

Encyclopedia.com:

<http://www.encyclopedia.com/articles/00430.html>

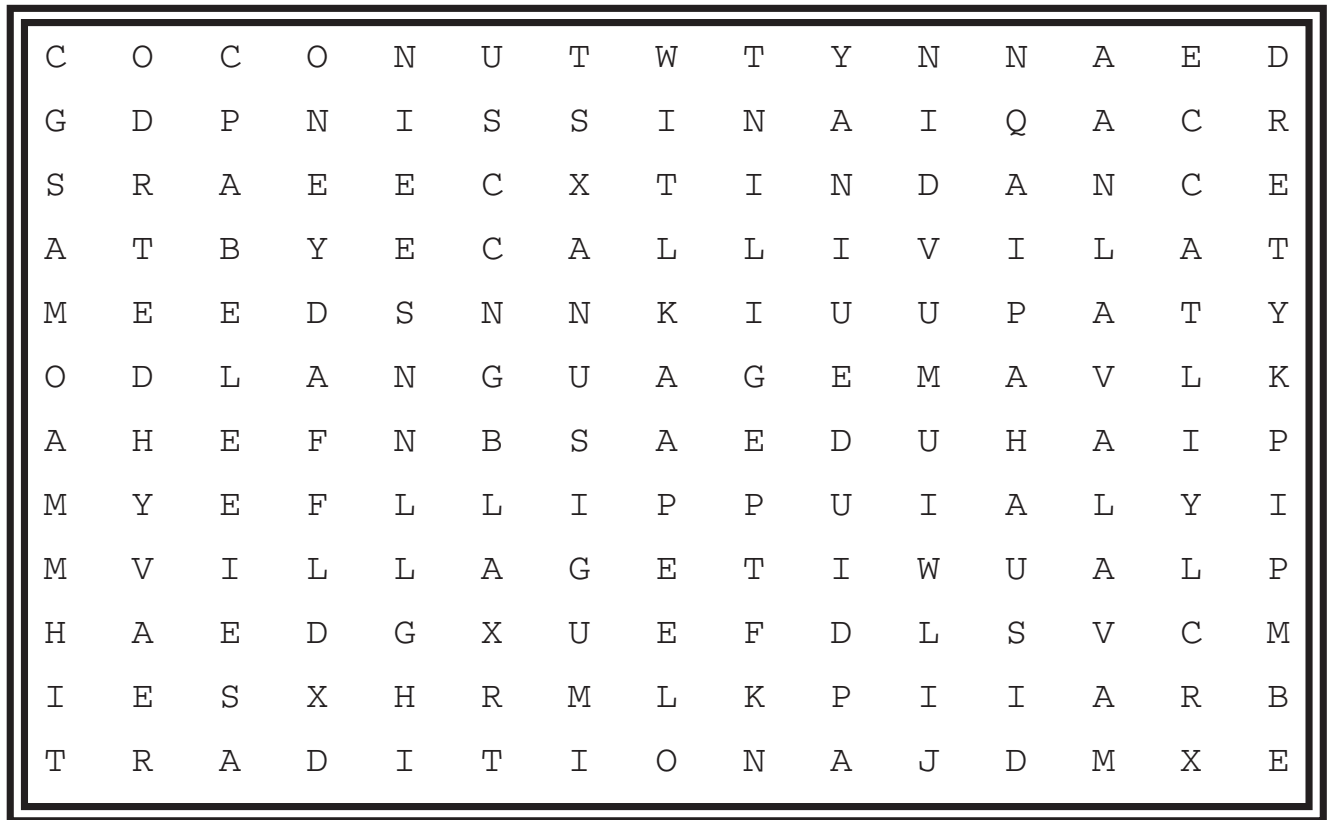
MUSIC

Colors of the World: Samoa, (CD) Allegro Corp., 1999.

Music of Oceania: Samoan Songs, (CD) Musicaphon, 1999.

THE LEGEND OF THE COCONUT

Find the words listed below in the word search. Words may be horizontal, vertical, diagonal or downwards.



COCONUT
PILI
SINA
SAMOA
VILLAGE

TRADITION
LAVALAVA
DANCE
UMU
LANGUAGE

THE LEGEND OF THE COCONUT

ANSWER KEY

Find the words listed below in the word search. Words may be horizontal, vertical, diagonal or downwards.

C	O	C	O	N	U	T	+	+	+	+	+	+	+	+
+	+	+	+	+	+	S	I	N	A	+	+	+	+	+
S	+	+	+	+	+	+	+	+	+	D	A	N	C	E
A	+	+	+	+	+	+	+	+	+	+	+	L	+	+
M	+	+	+	+	+	+	+	+	+	U	+	A	+	+
O	+	L	A	N	G	U	A	G	E	M	+	V	+	+
A	+	+	+	+	+	+	+	+	+	U	+	A	+	+
+	+	+	+	+	+	+	+	P	+	+	+	L	+	+
+	V	I	L	L	A	G	E	+	I	+	+	A	+	+
+	+	+	+	+	+	+	+	+	+	L	+	V	+	+
+	+	+	+	+	+	+	+	+	+	+	I	A	+	+
T	R	A	D	I	T	I	O	N	+	+	+	+	+	+

COCONUT
PILI
SINA
SAMOA
VILLAGE

TRADITION
LAVALAVA
DANCE
UMU
LANGUAGE

Cross-cultural Contributions Visual 1: Dancer Making Fire



TOFA MY FELENI

Tofa my feleni, 'o le a 'ou te'a.
'Ae folau i le vasa le ali'i pule i meleke.
Ne'i galo mai Samoa, si o ta 'ele'ele.
'Ae manatua mai pea, le 'aupasese.

Chorus:

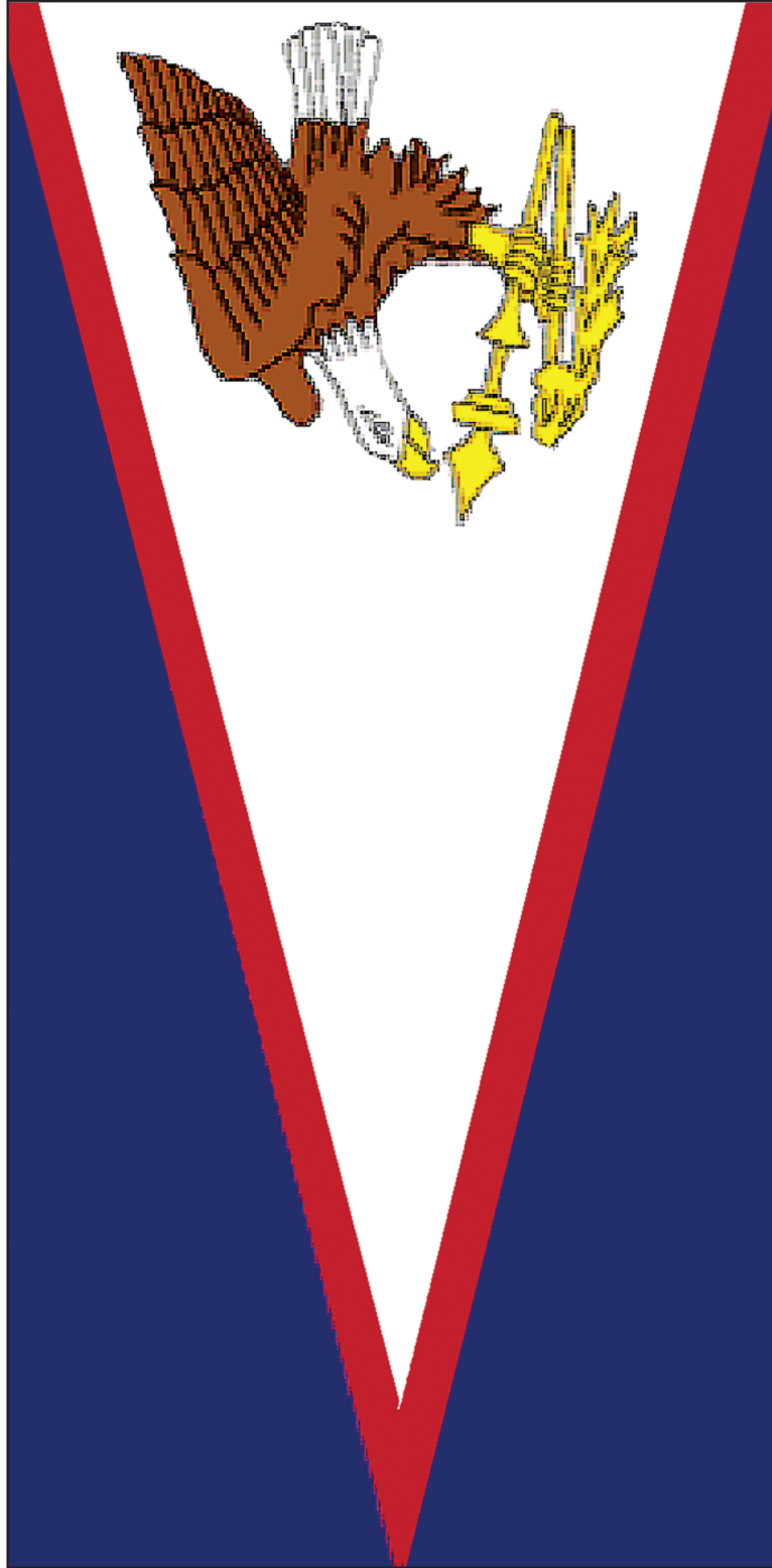
Oh, I never will forget you, Samoa e ne'i galo atu.
Oh, I never will forget you, Samoa e ne'i galo atu.

Fa'afoga foga mai Samoa 'uma.
Ae se'i fai atu o la'u fa'atusa.
Pei 'o le Susana i totonu o mauga.
E fa'apea la'u pele i taupou 'uma.

Repeat Chorus

Fa'ato'a iloa se mea faigata.
Pe'a tete'a ma uo fa'apena.
E mutimutivale le alofa tiga.
Pe'a tula'i e fa'atofa.

Repeat Chorus



FLAG OF AMERICAN SAMOA

The American Samoa flag represents the combining of two cultures. The red, white, and blue is a reflection of the United States flag. The bald eagle, the symbol of U.S. protection and friendship, clutches the staff and the war club, traditional symbols of the wisdom of Samoa's councils and the authority of Samoan chiefs, respectively.

Map of American Samoa

