

Solomon Islands

# Primary Social Studies

Teacher's Guide

4

Solomon Islands

# Primary Social Studies

Teacher's Guide

4

# Acknowledgement

This book is based on the Primary Social Studies syllabus developed in 2007. The Ministry of Education and Human Resources Development would like to thank the following people whose work led to the development of the Year 4 Social Studies materials.

*Curriculum Development Centre Team*

Linda Puia, Curriculum Development Officer

Ellen Wairiu, Curriculum Development Officer

Mike McRory, Technical Adviser

*Social Studies Subject Working Group*

Vissy Tupou, St. John's Primary School

Edward Maelagi, School of Education (SICHE), Social Science Department

Jonathan Dive, King George VI School, Social Science Department

The development and publication of this Teacher's Guide was funded by the Solomon Islands Government, with assistance from the New Zealand Agency for International Development and the European Union.



**Pearson Australia**

(a division of Pearson Australia Group Pty Ltd)  
20 Thackray Road, Port Melbourne, Victoria 3207  
PO Box 460, Port Melbourne, Victoria 3207  
[www.pearson.com.au/schools](http://www.pearson.com.au/schools)

Written for the Solomon Islands by the Solomon Islands Curriculum Development Centre  
Adaptation copyright © Pearson Australia (a division of Pearson Australia Group Pty Ltd) and  
the Solomon Islands Curriculum Development Centre

First published 2009 by Pearson Australia

2011 2010 2009 2008  
10 9 8 7 6 5 4 3 2 1

Solomon Islands Social Studies Teacher's Guide Year 4

ISBN 978 1 4425 1363 1

Pearson Australia Group Pty Ltd ABN 40 004 245 943

Every effort has been made to trace and acknowledge copyright.

The publisher would welcome any information from people who believe they own copyright to material in this book.

# Contents

Introduction to the <i>Teacher's Guide</i>	4
Using the glossary in the <i>Learner's Book</i>	4
Time allocation for Primary Social Studies	4
Assessment	6
Year 4 program	7
Chapter 1 Work and occupation	8
Chapter 2 The land around us	23
Chapter 3 Transport	39
Chapter 4 Leaders of our nation	45
Chapter 5 Our culture, our nation	54
Chapter 6 Contact and change	67
Appendix Glossary for <i>Learner's Book</i>	84

# Introduction to the *Teacher's Guide*

This *Teacher's Guide* supports the *Solomon Islands Primary Social Studies Learner's Book 4*. Year 4 teachers should use it to help them to use the *Learner's Book* during lessons.

For each chapter of the *Learner's Book*, there is a *Teacher's Guide* section. The first page of each section gives the Sub-strand Statement, the Learning Outcomes and the Indicators for the *Learner's Book* chapter. The material on this page is taken from the Primary Social Studies syllabus.

The main pages of each section are arranged in columns.

- Column 1 gives important Social Studies processes and skills being developed in the chapter.
- Column 2 lists resources that are needed for the learner activities.
- Column 3 gives the teacher supporting activities for each page of the *Learner's Book*.
- Column 4 gives the reference to the *Learner's Book* pages.

Each chapter section finishes with the answers to Activities and Assessment activities in the *Learner's Book*.

At the beginning of the *Teacher's Guide* there is also information on the *Learner's Book* glossary, the time allocation for Social Studies, and on how to use the assessment recording chart.

## Using the glossary in the *Learner's Book*

The *Primary Social Studies Learner's Book Year 4* has a glossary at the end. The glossary is made up of a list of important concept words, which are arranged alphabetically. The meanings of the glossed words are provided, for both the teacher and the learner to use. A copy of the glossary is included as an appendix in this *Teacher's Guide*.

## Time allocation for Primary Social Studies

The time available for Social Studies in Year 4 is five periods of 40 minutes per week. This table shows the total subject time allocation for Years 4 to 6.

## Primary Curriculum Profile: Years 4–6

Subject	Periods/ wk	Mins/ period	Subj. mins/wk	Subj. hrs/ wk	% Subj. time/wk
English Language	10	40	400	6.67	26.32
Maths	8	40	320	5.33	21.05
Science	5	40	200	3.33	13.16
Social Studies	5	40	200	3.33	13.16
Health Ed	2	40	80	1.33	5.26
Phys Ed & Sports	2	40	80	1.33	5.26
Creative Arts (incl. Music)	2	40	80	1.33	5.26
Religious Ed	2	40	80	1.33	5.26
ICT	2	40	80	1.33	5.26
38	1520	25.33	100.00		



# Year 4 Program

Week	Term 1										Term 2										Periods
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
	Work and occupation										The land around us										40
	REA										PS										
	30p										10p										
	6w										2w										
	Work and occupation										Transport										40
	PS										PS										
	20p										10p										
	6w										2w										
	Work and occupation										Leaders of our nation										40
	PS										GL										
	30p										10p										
	6w										2w										

Week	Term 3										Term 4										Periods
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
	Leaders of our nation										Contact and change										40
	GL										TCC										
	15p										40p										
	3w										8w										
	Our culture, our nation										Contact and change										40
	CS										TCC										
	25p										40p										
	5w										8w										

# Chapter 1: Work and occupation

## Strand: Resources and Economic Activities

### Suggested Periods: 30

#### Sub-strand statement

People do different types of work for various reasons and receive rewards for their effort and hard work

#### Learning outcomes

Learners should:

- know the reasons why people work (u)
- understand that people earn money by engaging in different economic activities (u)
- appreciate the occupations of different people in the community (a/v).

#### Indicators

Learners should be able to:

- list some reasons why people do work (e.g. to produce goods or provide services)
- name different jobs that people do to earn money (e.g. teaching, nursing)
- identify some types of rewards that people receive for doing work (e.g. salary, gifts)
- dramatise some types of work that people do in their community
- present a report on a simple survey of occupations in the community.

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Recording required information		<p><b>Activity 1</b> Start the lesson off by talking about the different kinds of work people do in the community and why. This discussion will enable learners to realise and appreciate that people work for different reasons. Allow learners to complete Activity 1. Conclude by reading the information about different work people do and their reasons for working, on page 6 of the <i>Learner's Book</i>.</p>	Pages 5–6
Using range of pictures to complete the task		<p><b>Activity 2</b> Quickly read through the information about why people work on page 6. Organise learners to read what each person says as a whole class or choose individuals to read each one as a whole class. Give time for learners to complete the activity.</p> <p><b>Reminder – Home work</b> Learners will do the next activity at home. (See notes for Activity 3.)</p>	Page 6
Collecting and recording required information.		<p><b>Activity 3</b> Quickly go through the instruction for Activity 3 and make sure learners understand what to do. Give them time to copy the instructions in their books if you do not want them to take the <i>Learner's Book</i> home.</p>	Page 7
Communicating findings	Blank papers (chart paper or A4 paper)	<p><b>Activity 4</b> Organise learners into small groups. Give each group a blank paper. Instructions are already given in the <i>Learner's Book</i> so each group should be able to complete the activity. Go around the class and make sure groups are on task and have understood it correctly. Give each group 3–4 minutes to present the results of their surveys to the whole class. Wind up the lesson by reading the paragraph on page 8 which summarises what they have just done.</p>	Page 7

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Recording information about family members		<p><b>Activity 5</b> Learners work independently. Make sure they find the right page, read the instructions and complete the activity in their books. You can talk about the example given before learners complete the activity on their own.</p>	Page 8
Recording information		<p><b>Activity 6</b> Before doing Activity 6, revise Activity 5 by asking volunteers to share what they wrote. Now organise learners into pairs and ask them to read the paragraph on page 8 and complete the activity. Conclude by giving time for each pair to read what they have recorded to the whole class.</p>	Page 9
Recording information from their own experience		<p><b>Activity 7</b> Learners read the paragraph on page 9 silently before completing the activity. Make sure learners know what <i>income</i> and <i>salary</i> mean. You can ask learners to read what each word means from the glossary. When learners have completed the activity, summarise the lesson by going through the answers with the class.</p>	Page 9
Communicating recorded information	Blank papers (chart paper or A4 paper)	<p><b>Activity 8</b> Organise learners into small groups to do the activity. Distribute sheets of paper to each group. Check that each group produces a list. Wind up the lesson by asking a person from each group to share their group's list with the whole class.</p> <p><b>Reminder – Homework</b> Prepare learners for the next activity which they will do at home. (See notes for Activity 9.)</p>	Page 10

Processes & Skills		Resources	Teacher's Supporting Activities	Learner's Book
Finding and recording information by interviewing people			<p><b>Activity 9</b> Allow learners to study the instructions for Activity 9. Ask some volunteers to explain what they are supposed to do. Make sure learners understand how to use tallying by studying the example given. Give time for learners to copy the instructions in their books if they cannot take the textbook home.</p>	Page 10
Presenting and analysing data collected			<p><b>Activity 10</b> This is a follow-up on Activity 9. In this activity, learners will apply skills in presenting and analysing information they collected. Go over the instructions with the learners before they complete the activity independently. Some learners may need help so you need to go around and check while learners are working. Collect their books for marking.</p>	Page 11
Using the information in hand to record views and ideas			<p><b>Activity 11</b> The purpose of this activity is for learners to identify different occupations that produce goods or services. To get learners to think about this, you can use the first two occupations (fisherman and nurse) by asking learners to think about what these two people produce, how they earn money and what are some differences between the two occupations. When learners are clear about their task, settle them down to complete the activity. Ask learners to read to the class their ideas. Conclude the lesson by reading together the paragraphs on page 12 which clarify the difference between goods and services.</p>	Page 12
Recording information about types of goods and services	Blank papers (chart paper or A4 paper)		<p><b>Activity 12</b> Go over the instructions together before learners complete the activity on their own. Collect books for marking.</p>	Page 13

Processes & Skills		Resources	Teacher's Supporting Activities	Learner's Book
Using pictures to identify information			<p><b>Activity 13</b> Start the lesson by asking learners what work they want to do when they leave school and why. Involve learners in the discussion by asking open-ended questions. Direct learners to study the pictures on page 13 and complete the activity. After learners have completed the activity, ask them to exchange books for marking. You can do this activity by choosing learners to read answers from the book they are marking.</p>	Page 14
Communicating and recording viewpoints	Chart papers Posters		<p><b>Activity 14</b> This is a follow-up to Activity 13. First, revise Activity 13 with the whole class. Check their understanding of <i>goods</i> and <i>services</i>. Now allow learners to study the instructions for Activity 14 and complete it. Collect their books for marking then conclude by going through the activity with the whole class. Write learners' responses on the board.</p>	Page 14
Processing recorded information done in the previous activity			<p><b>Activity 15</b> Organise learners to work in small groups. Study the instructions for the activity with the whole class. Let each group do the activity. Remind learners of the 5th point – all groups are to write an outline for their poster. If groups complete this and have time, they can start the first draft. Walk around the class and make sure that groups are on task and have shared responsibilities among themselves.</p>	Page 15
Drafting a poster	Blank papers (chart paper or A4 paper)		<p><b>Activity 16</b> Organise learners into the groups they were in during the previous lesson to work on their first draft. Allow them to read the instructions then check the outline they prepared during Activity 15 to continue with Activity 16.</p>	Page 15
Drafting the final draft of their poster and presenting it			<p><b>Activity 17</b> Learners are to go into their poster making groups. Allocate half of the lesson's time for groups to complete their posters. The final half of the lesson should be for groups to present their posters to the whole class.</p>	Page 16

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Writing a letter Communicating view points		<p><b>Activity 18</b> Allow learners to study the instructions individually then go through the instructions again with them. Ask them to complete the activity then collect their work for marking. Conclude the lesson by asking some learners to share with the class what services they would like to have in their community.</p>	Page 17
Recording own feelings and beliefs		<p><b>Activity 19</b> Learners individually read the instructions for the activity and complete it in their exercise books. Choose some learners to read their answers to the whole class then collect their books for marking. Read through the different reasons people have for choosing a job, on page 18. Conclude by asking learners to tell the class the type of work they would like to do when they leave school and why.</p>	Page 18
Finding and writing information by interviewing other learners		<p><b>Activity 20</b> Learners revisit the information and pictures on page 18 before doing Activity 20. Learners will move around the class and may get too noisy, so you need to keep an eye on them as they move around to interview each other. Check that they complete this activity in time. You can conclude by asking volunteers to talk about their findings. Collect books for marking.</p> <p><b>Reminder – Homework</b> Learners will do the next activity at home so make sure you prepare them before the lesson ends. (See notes for Activity 21 below.)</p>	Page 18
Finding and writing information by interviewing people in their community		<p><b>Activity 21</b> Go through the instructions together and make sure learners understand what they need to do. You can ask some learners to tell the class who they plan to interview. Give time for learners to copy the questions for interviewing in their exercise books.</p>	Page 19

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Recording information on a timeline	Chart papers, marking pens	<p><b>Activity 22</b> Read the instructions with the class and look at the example of a time line. You can ask learners questions about when some events took place on the time line. This will help them understand how a time line works. Ask learners to refer to the information they collected for their homework. Clarify to learners that they will make a similar time line for the information they collected.</p>	Page 19
Recording time line information on charts Collecting and recording information		<p><b>Activity 23</b> Organise learners in small groups. Allow them to read through the instructions and complete Activity 23. Remind learners to make their time lines clear, neat and attractive.</p>	Page 20
Presenting recorded information on a chart		<p><b>Activity 24</b> Read through the instruction for Activity 24 then ask each group to do their presentation. Remind other learners to listen carefully and ask questions. Conclude by summarising all the groups' presentations.</p>	Page 20
Discussing and recording required information Communicating viewpoints		<p><b>Activity 25</b> Ask learners to read the information on page 20 before doing Activity 25. You can ask learners to give a few examples of employed and self-employed people before giving them time to complete the activity on their own. Collect books for marking.</p> <p><b>Reminder – Homework</b> Learners will do Activity 26 as homework. Prepare learners for the activity before the end of the lesson. (See notes for Activity 26.)</p>	Pages 20–21
Finding and recording information by interviewing		<p><b>Activity 26</b> This is a follow-up on what learners have learned about employment and self-employment. Allow learners to study the instructions and make sure they understand what they are going to do. Remind learners to record people's responses because they are going to share their findings in class during the next activity. Give students time to copy the instructions in the boxes if they cannot take the textbook home.</p>	Page 21

Processes & Skills		Teacher's Supporting Activities		Learner's Book	
Resources					
Collecting and recording the required information	Chart paper, marking pens	<b>Activity 27</b> Organise the learners into small groups. Allow them to study the instructions and complete Activity 27. Distribute chart paper to each group. Go around the class and make sure all groups are working together to complete their task.		Page 22	
Expressing opinions based on what they have learned		<b>Activity 28</b> Have learners work in the same groups as in Activity 27. Go through the instructions which clearly explain what each group should do. Make sure all groups present their work.		Page 22	
Drawing conclusions from information collected		<b>Activity 29</b> Learners will work independently in this activity. The instructions clearly explain what the task is. This activity gives learners the opportunity to think and express their own opinions, based on what they have learned about employment and self-employment. Collect books for marking.		Page 23	
Collecting and analysing information Drawing conclusions from their findings		<b>Activity 30</b> Organise the class into small groups. First, go through the instructions and make sure learners understand them. Tell each group to choose a chairperson who will be in charge of the group's discussion. Each group should sit in a circle. The chairperson will read out each question. Some questions will require a collective answer. Some questions will require individuals' answers. The chairperson should allow each learner to say what they think.		Page 23	
		<b>Reminder – Homework</b> Prepare learners for their homework before you end the lesson. (See notes for Assessment activity.)			

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
<p>Collecting and analyse information Drawing conclusion from their findings</p>		<p><b>Assessment activity</b> Learners will collect information by interviewing people in the community and will present what they find out as a bar graph. Prepare learners by going through the instructions. Explain that they should collect the information at home and bring it to class. They will draw the bar graph and answer the questions in class during the next lesson.</p>	<p>Page 24</p>

# Activities and assessment answers

## Activity 1

Learners write what people do in the left-hand column of their table, and why they do it in the right-hand column. Possible answers:

What kind of work do people in your community do?	Why do people in your community work?
Make gardens	To grow food to eat To grow vegetables to sell
Go fishing	To catch fish to eat To catch fish to sell
Hunting	To catch animals like wild pigs and birds for food to sell
Building houses	For shelter Get paid for building another person's house
Planting palms and trees	To grow cocoa and coconuts to sell To make timber to sell

## Activity 2

Learners write answers in the right-hand column.

Names	Reasons for working
Jane	To feed her family
Freda	To support her relatives
Josh	To pay his bills
Anita	To earn money
Sarah	To live a good life
James	To educate his children

## Activity 3

Learners will produce their own answers based on the people they interview.

## Activity 4

Learners should list on a piece of paper all the reasons from their interview why people work.

### **Activity 5**

Learners' answers will depend on how their five family members earn money.

### **Activity 6**

Learners should write answers to the given questions based on the discussion they conduct with their partner. However, some expected answers could be:

- selling cooked food
- raising poultry
- fishing
- selling food crops
- selling woven baskets, mats and fans
- selling of dried copra.

### **Activity 7**

Learners' answers to these questions will depend on how their parents earn money.

### **Activity 8**

Everybody's answers should be written on a big sheet of paper. Learners read the answers.

### **Activity 9**

This is a take-home activity and each learner's tally should indicate the information they collect.

### **Activity 10**

Learners' bar graphs should have the same information as their tallies in Activity 9.

### **Activity 11**

Possible ideas expected from the learner could be: people in list A provide goods. List B are jobs that provide services.

### **Activity 12**

Possible answers:

Goods		Services	
Type of job	Type of goods	Type of job	Type of service
Fisherman	Fish, shells, seaweed	Nurse	Treats sick people
Farmer	Coconuts, cocoa, chicken, pigs, root crops, vegetables	Boat driver	Drives people from island to island
Weaver	Mats, baskets, fans	Teacher	Teaches students to read and write
Tailor	Shirts, dresses, trousers, skirts, school uniforms	Policeman	Looks after law and order
Shop owner	Tinned food, school stationery, snacks and sweets	Malaria worker	Sprays surroundings with malaria spray. Educates people about malaria
Carver	Wood carvings such as canoes, paddles, turtles, nguzu nguzu	Rubbish collector	Collects rubbish from the street and homes

### Activity 13

The following are the expected answers to be filled in the blank spaces in each column.

Picture	Occupation	Goods or services
A	Teacher	Service
B	Weaver	Goods
C	Farmer	Goods
D	Policeman	Service
E	Nurse	Service
F	Fisherman	Goods

### Activity 14

Learners' answers will depend on the types of goods and services provided by different people in their communities. However, the following are possible answers:

**Goods produced**

- 1 Earrings made from sea shells
- 2 Bandanas and woven baskets
- 3 Tomatoes and beans

**By who**

- shell maker  
weaver  
farmer

**Services provided**

- 1 Teaching learners
- 2 Treating sick people
- 3 Looking after law and order

**By who**

- teacher  
nurse  
police officer

**Activity 15**

Learners work in their groups to plan and discuss the illustration of their posters.

**Activity 16**

Learners work on their first draft which will involve a lot of drafting and editing.

**Activity 17**

Learners work on their final draft of the poster.

**Activity 18**

Learners express their own opinions in the form of a letter. The letter should contain information such as:

- the address of the provincial member
- the address of the learner's school
- what services the learner's community need
- reasons why and how the services will help the people.

**Activity 19**

The learners' answers will depend on their personal choices. Some expected answers would be doctor, nurse, police, pilot, etc.

**Activity 20**

Learners should complete the table by getting the information through interviewing their peers.

**Activity 21**

Learners should answer the questions after interviewing someone at home who has a job.

### Activity 22

Learners should complete the time line using the information collected during the homework activity.

### Activity 23

In small groups, learners should draw a chosen time line on large piece of paper.

### Activity 24

Each group should present their time line to the whole class

### Activity 25

Some possible answers could be:

#### Employed people

- teachers
- shop keepers
- house girls
- canoe driver
- doctors
- police officers

#### Self-employed

- a farmer
- a shop owner
- some doctors
- a betel nut seller
- a fisherman

### Activity 26

#### Homework

Learners' answers will depend on the people they are interviewing.

Expected answers would be:

Self-employed	Employed people
Good thing: work for yourself, follow your own time	Good thing: get paid a salary
Bad thing: too much work to do	Bad thing: someone else is your boss

### Activity 27

The answers for this activity depend on what information the learners collected from their homework.

### Activity 28

Learners should present their homework information to the whole class.

**Activity 29**

The learners should write down their own reasons about the question.

**Activity 30**

The learners' answers for this activity should be from their own viewpoints.

**Assessment activity**

Learners should produce a bar graph and answers, depending on the answers they got from interviewing people.

# Chapter 2: Locating the Solomon Islands

## Strand: Place and Space

### Suggested periods: 20

#### Sub-strand statement

There are similarities and differences in the features of places and locations of the islands, thus creating patterns in the landscape, peoples' living places and peoples' work places in Solomon Islands.

#### Learning outcomes

Learners should:

- know that Solomon Islands is part of the global environment (k)
- know the range of geographical tools for locating places on maps and globes (s)
- understand that changes in the landscape of our islands are caused by nature and people (u).

#### Indicators

Learners should be able to:

- locate on the Solomon Islands map where their schools are in relation to other parts of their provinces
- locate, map and name provincial centres, major rivers and mountains, airstrips and other major features in their own islands and Solomon Islands as a whole
- identify and use the compass, grid and symbols to locate places on maps and globes
- identify and explain ways in which human activities affect the physical environment and ecosystem (e.g. dams, reservoirs, burnt forests)
- describe the location of their provincial centre and explain the features of locations past and present
- describe places in the local area and other parts of Solomon Islands.

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Collecting and recording information by observation		<p><b>Activity 1</b> Learners start the chapter off by reading about the natural landscape. Together, read Activity 1. Take your class outside where learners will be able to see the natural landscape of their school. Remind learners that they observe and list everything they can see in their books. Check that each learner writes a list.</p>	Page 25
Writing description using information collected		<p><b>Activity 2</b> Learners read about different landscapes and the descriptions of two types of landscape. Then they should write a similar description of their school's landscape. Assist learners who need help.</p>	Page 26
Collecting and recording information by observation Working with a partner to make comparison		<p><b>Activity 3</b> It is important that learners observe their environment while first standing on a flat area, and then from a high spot. Remind learners to take note of what they see from both places before returning to the classroom. Learners write what they noted in a table as shown in the <i>Learner's Book</i>. Give time for learners to discuss in pairs.</p>	Page 27
Making a sketch of school landscape by observing Working with a partner		<p><b>Activity 4</b> Before you take the learners outside, explain that a sketch is a drawing. Check that learners do a sketch before returning to class. Learners compare their sketches and discuss whether they drew the same things or not.</p>	Page 27
Locating places on a map		<p><b>Activity 5</b> After reading 'Mapping your landscape', check that learners understand what <i>symbol</i> and <i>key</i> mean. Ask learners to study their sketch from Activity 4. Discuss how they showed things like buildings, playing fields, roads, etc. Talk about how another person would understand their sketch. Look at the village map on page 28 with the whole class. Discuss the different things that are shown on the map before settling the class down to complete the activity.</p>	Pages 27–29

Processes & Skills		Resources	Teacher's Supporting Activities	Learner's Book
Drawing a map of the landscape Using symbols and developing a key for a map			<p><b>Activity 6</b> Refer to the village map in the <i>Learner's Book</i> and explain to the learners that they will draw a similar map of their school using their sketch from Activity 4. Do a quick brainstorm on the types of symbols they could use to represent things like buildings, gardens, water tanks, etc. Learners draw their maps which include a key and a title. The instructions clearly explain to learners what to do.</p>	Page 29
Drawing a map of their village with a key for symbols			<p><b>Activity 7</b> This is an extension of what learners did and learned in Activity 6. Refer to the school map they drew for Activity 6. Explain that they are to do the same thing but this time, they will draw a map of their village or of their neighbourhood if they live in town. Learners will do a draft of their map and a final draft in the next lesson.</p>	Page 30
Using a map to make a model Working cooperatively to complete a project	Cardboard, paper, glue, scissors, sticks, old newspaper, leaves, and any other raw materials to make things like trees, grass, houses, etc.	<p><b>Activity 8</b> This activity might take about five lessons to complete. At the end of this project, learners should create a model of the school using different materials. You need to collect different materials such as empty boxes and sticks and bring them to class. With the learner's help, draw a map of the school on chart paper. Learners can refer to their school maps and help with details for the map such as buildings, water tanks, gardens, playing fields, roads, etc. Explain to learners that they will make a model of the school using the school map. Discuss the types of materials needed to make the model. For example, what materials can be used to make the classroom buildings? Make a materials list. Start by collecting materials that can be found outside like sticks, leaves, etc. If you think you need more materials, ask learners to bring anything on the list if they find them at home. For management purposes, it might be useful to put learners in small groups. When making the model, you can allocate different tasks to the groups during each lesson.</p>	Page 30	

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Using cardinal directions to locate places on a map	A real compass – many watches and lighters have compasses on them	<p><b>Activity 9</b> Learners should have learned about directions in Year 3. Revise by asking them the names of the four directions. You need to bring a compass to class for this activity. Give the compass to a learner. Tell them to close their eyes while you turn them around a few times. Stop and tell the learner to open their eyes and tell the class which direction is north on the compass. The information on page 31 of the <i>Learner's Book</i> should clearly explain the extra points on a compass. Do a few examples if necessary before the learners complete the activity.</p>	Page 32
Using directions to plot going from one location to another		<p><b>Activity 10</b> Read 'Pulavi's Adventure' as a whole class then go through the activity instructions. You can start the activity off by asking learners to say where their line will start and where it will go to next. Allow learners to complete the activity on their own. Some learners may need your help for this activity.</p>	Page 33
Finding information Working with a partner		<p><b>Activity 11</b> Give learners time to read the information on pages 35–37. Talk about which environment is similar to their own and what they learned about other different environments. Learners complete Activity 11 independently.</p>	Pages 35–37
Communicating opinions		<p><b>Activity 12</b> Explain to students that they are to think of and write the 'good' and 'bad' things about living in the different environments given in the table. Remind learners to read the information on pages 35–37 to help them complete the activity.</p>	Page 38
Identifying advantages and disadvantages of different environments		<p><b>Activity 13</b> Learners will think about their own environment and how it affects their communities. The activity instructions will guide learners to write a profile of their own environment.</p>	Pages 38–39

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Communicating opinions based on ideas they learned about different environments		<p><b>Activity 14</b> Organise learners into pairs for this activity. Explain that they are to look at the profiles they did for Activity 13 and then discuss the questions in Activity 14. Collect books to mark or if you have time, allow each pair to read their ideas to the whole class. Conclude the lesson by reading the information on page 39 together.</p>	Page 39
Creating a profile of the environment Advantages and disadvantages		<p><b>Activity 15</b> Read the information on page 40 and talk about experiences of a time during a natural disaster such as cyclones, flooding, etc. Talk about natural disasters which have affected other parts of Solomon Islands. Organise learners to work in pairs to complete Activity 15. Give time for each pair to present their work to the whole class.</p>	Page 40
Working with a partner Expressing what they think		<p><b>Activity 16</b> Read through the activity instructions with the whole class. Organise learners into pairs to discuss the questions and write their ideas. Read the information about changes caused by people. Discuss how people in their area have changed the landscape. Conclude by asking each pair to tell the class what they have come up with during their discussion.</p>	Page 41
Writing a description through observation and experience		<p><b>Activity 17</b> Read the information on page 41. Learners should be able to complete the activity by reading the activity instructions. If there is time, choose some learners to share with the class what they have written.</p> <p><b>Reminder – Homework</b> Learners will do Activity 18 as homework. (See notes for Activity 18.)</p>	Page 42

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Thinking and writing about personal experiences		<p><b>Activity 18</b> Go through the instructions and explain to learners that they will question family members and record their answers. Give time for learners to copy the questions if you do not want them to take the <i>Learner's Book</i> home.</p>	Page 42
Finding and writing information by interviewing people		<p><b>Activity 19</b> Organise learners into pairs and explain to them that they will refer to their homework for Activity 18 to complete the activity. Conclude the lesson by asking each pair to share their ideas with the whole class.</p>	Page 43
Finding information from <i>Learner's Book</i>		<p><b>Activity 20</b> Organise learners into pairs and give them time to read 'Old Mana's Land' on page 44. Learners answer the questions in their exercise books.</p>	Pages 44–45
Expressing opinions from personal experience		<p><b>Activity 21</b> Learners read the information on page 45 individually or as a whole class. Check that they understand what <i>preserve</i> and <i>conservation</i> mean by asking some to tell the class what they think the words mean. Talk about the laws listed in the <i>Learner's Book</i> and how they relate to or affect their own environment before giving learners time to complete the activity.</p> <p><b>Reminder – Homework</b> Prepare learners for the next activity which they will do as homework. (See notes for Activity 22.)</p>	Pages 45–46
Gathering information from interview		<p><b>Activity 22</b> Explain to learners that they will interview a member of their family to find out how people in their communities look after and preserve their environment. The instructions and example in the <i>Learner's Book</i> should make this clear but you can ask learners for more examples if you think it necessary. Give time for learners to copy the questions if you do not want them to take the <i>Learner's Book</i> home. Remember to collect books for marking at the end of the next lesson.</p>	Page 46

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
<p>Communicating information collected</p> <p>Drawing conclusions from information</p>		<p><b>Activity 23</b> Give time for learners to read the information on page 47. Study the map together and ask questions such as, Which is your province? This activity will enable learners to learn more about their own province and to appreciate good things about their province. Collect Learner's books and mark the work for activities 22 and 23.</p>	Page 47–48
<p>Locating their province and islands on a Solomon Islands map</p>	<p>Solomon Islands map showing provinces</p>	<p><b>Activity 24</b> This activity reinforces map reading skills and learners' knowledge of directions. Do a few examples by asking learners to identify different islands on the map before giving learners time to complete the activity independently.</p>	Page 48
<p>Recording information known from experience</p>	<p>Solomon Islands map showing provinces</p>	<p><b>Activity 25</b> This activity provides an opportunity for learners to practise their mapping skills. Collect learners' books and mark their work.</p>	Page 49
<p>Using Solomon Islands map and atlas to locate their provinces and boundaries</p>	<p>Solomon Islands map</p>	<p><b>Activity 26</b> This activity revises what learners know about provinces in Solomon Islands. Go through the answers together when learners have completed their work.</p>	Page 49
<p>Using Solomon Islands map and atlas to locate their provinces and boundaries</p>	<p>Solomon Islands map</p>	<p><b>Activity 27</b> Look at the map on page 47 and make sure learners understand how Solomon Islands is divided into provinces. You can do this by asking learners to identify different provinces. This will also enable learners to notice the provincial boundaries. Give time for learners to complete the activity in their books.</p>	Page 50

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Recognising and locating places with different features on a Solomon Islands map	Solomon Islands map	<p><b>Activity 28</b> Learners have been locating different places and provinces in the previous activities. For this activity, learners should learn and recognise that different places in Solomon Islands have different features.</p>	Page 50
Drawing lines to show the nine provinces of Solomon Islands	Solomon Islands map	<p><b>Activity 29</b> If your class has a Solomon Islands map, draw lines to show the different provinces as a whole class activity. Or, learners draw a Solomon Islands map in their books and draw lines showing the boundaries of the nine provinces.</p>	Page 51
Describing the location of Solomon Islands in the South Pacific	Pacific Islands map	<p><b>Activity 30</b> Learners complete the activity on their own. Assist those who need help. Collect learners' books to mark or if you have time, do it with the whole class by asking learners to read their description of where Solomon Islands is on the South Pacific map on page 52.</p>	Page 52
Identifying the coordinates of locations on a map	Wall map or a globe	<p><b>Activity 31</b> Start by asking learners to look closely at a map or globe and say what they see. They should identify that there are lines going from top to bottom and left to right. Get learners to think by asking them what those lines are for. Read the information on page 53 with the whole class. Make sure that learners understand the example given. Do another example if you think it is necessary.</p>	Page 53–54
Marking locations on a map using coordinates		<p><b>Activity 32</b> Learners learned about finding coordinates for given locations. In this activity, learners are given coordinates and they are to plot or mark the location on the map. It is important that learners not only learn how to identify coordinates of locations, but are also able to mark locations using coordinates.</p>	Page 55

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Giving coordinates for the location of places on the Solomon Islands map	Wall map or a globe	<p><b>Activity 33</b> This is continuing from what learners learned about coordinates in the previous activity. Learners are to complete the activity on their own. Collect learners' books to mark. Learners read the information and study the page 56 map. Do a couple of examples – name a place on the map and ask learners to give the coordinates.</p>	Page 56
Identifying features of a globe and locating places	A globe	<p><b>Activity 34</b> Learners will learn about the globe. Allow learners to read the information on page 41 in the <i>Learner's Book</i>. Start a discussion by asking the learners: what separates the Northern and Southern Hemisphere; what shape is the earth; how can we tell which parts of the globe are water; etc. Give time for learners to complete the activity in their books.</p>	Page 57–58
Identifying Solomon Islands on a globe Using features of maps to locate places		<p><b>Activity 35</b> Learners continue to study the globe by reading the instructions and completing the activity in their books. Move around the classroom and make sure that learners find the right information and know what to do.</p>	Page 58
Creating a map with details given in the instructions		<p><b>Activity 36</b> This project will take several lessons. Learners will apply the different knowledge and skills they have learned in this chapter when doing this project. The instructions clearly explain to learners how they will complete the project. To start the project, learners can draft ideas for each of the instructions given in the <i>Learner's Book</i>. Some learners may need your assistance with this project.</p>	Page 59–60
		<p><b>Assessment activity</b> Learners will apply all that they have learned in this chapter to complete this activity. Make sure learners know what to do before they complete the activity on their own. Collect books and mark them.</p>	Page 60

## Activities and assessment answers

### Activity 1

A list of the things that can be seen in the school environment, such as trees, houses, roads, rivers, etc.

### Activity 2

A description of the school's landscape could include things like: on a hill, number of buildings, near the coast, etc.

### Activity 3

Learners write what they listed in the right columns of their table. For example:

What I can see outside my classroom	What I can see from a high place
Other classrooms	Buildings
Water tanks	Main road
Flowers	River
Trees	Valley
Stones	Water tanks

### Activity 4

Learners should draw a simple sketch of the school's landscape showing buildings, playing field, road, flower beds, etc.

### Activity 5

1 two; 2 eighteen; 3 The playing field is located west of the village and close to some gardens. 4 five (others are south-east); 5 six (others are south-east)

### Activity 6

A map of the learners' school that includes a key with symbols and a title

### Activity 7

A map of the learners' village or of their neighbourhood. Maps should have a key and title.



**Activity 12**

Here are some possible answers.

Environment	Advantage	Disadvantage
Near the sea	Easy to catch a ship to travel	Danger from tsunami
On a hill inland	Always cool	Walk a long way to reach fresh water
On an artificial island	Plenty of seafood	No fresh water
Near a river	Plenty of fresh water	Danger from flooding

**Activity 13**

A short description of learners' own environment with pictures.

Here's an example.

The name of my village is Kohale. It is a small village on Besta Island. My village is near the sea. Land is very important to my village. People make gardens on our land. We get timber and sago leaves from the forest to build houses. There are also many wild pigs in the forest. Sometimes, my father and other men in my village go and hunt for wild pigs. But we have problems with water. We have to walk for 10 minutes to the river for water.

**Activity 14**

Learners' answers will depend on their own environment. Their answers should reflect some of the ideas they have learned.

**Activity 15**

Here are examples of answers.

- 1 Uprooted trees, damaged buildings, bare ground
- 2 Cyclones, floods, earthquakes

**Activity 16**

Learners' answers will depend on their local environment and experience.

**Activity 17**

Learners' answers will depend on their own experiences and environment.

**Activity 18**

Learners' answers will depend on their own environment.

### **Activity 19**

Learners will express their personal opinions about changing the landscape and what will happen in the future.

### **Activity 20**

- 1 John
- 2 Because John still had land for hunting and gardening.
- 3 Plant new trees to replace those that have been lost.

### **Activity 21**

Learners' answers will depend on their own environment. You should be familiar with that environment and will be able to judge whether learners' answers are sensible or not.

### **Activity 22**

Learners' answers will depend on their own environment.

### **Activity 23**

Learners' answers will depend on where they are or where they come from.

### **Activity 24**

- 1 Learners name their province.
- 2 Example: Western Province
- 3 Temotu Province
- 4 Guadalcanal Province [authors to check]
- 5 Rennell and Bellona Province

### **Activity 25**

Learners draw maps of where they come from. Check that they include the details as given in the instructions.

### **Activity 26**

1 Nine; 2 Temotu Province; 3 Malaita Province; 4 Choiseul and Western Province; 5 Malaita Province

### **Activity 27**

1 Makira/Ulawa; 2 Rennell/Bellona Province; 3 SE; 4 Isabel; 5 NW

### Activity 28

1 Six; 2 Choisuel, New Georgina, Isabel, Malaita, Guadalcanal and Makira; 3 Isabel; 4 Guadalcanal; 5 Guadalcanal

### Activity 29

This activity is for the whole class. Teacher should provide a Solomon Islands map. Learners identify provinces and provincial headquarters. Mark with coloured pins or bits of coloured paper.

### Activity 30

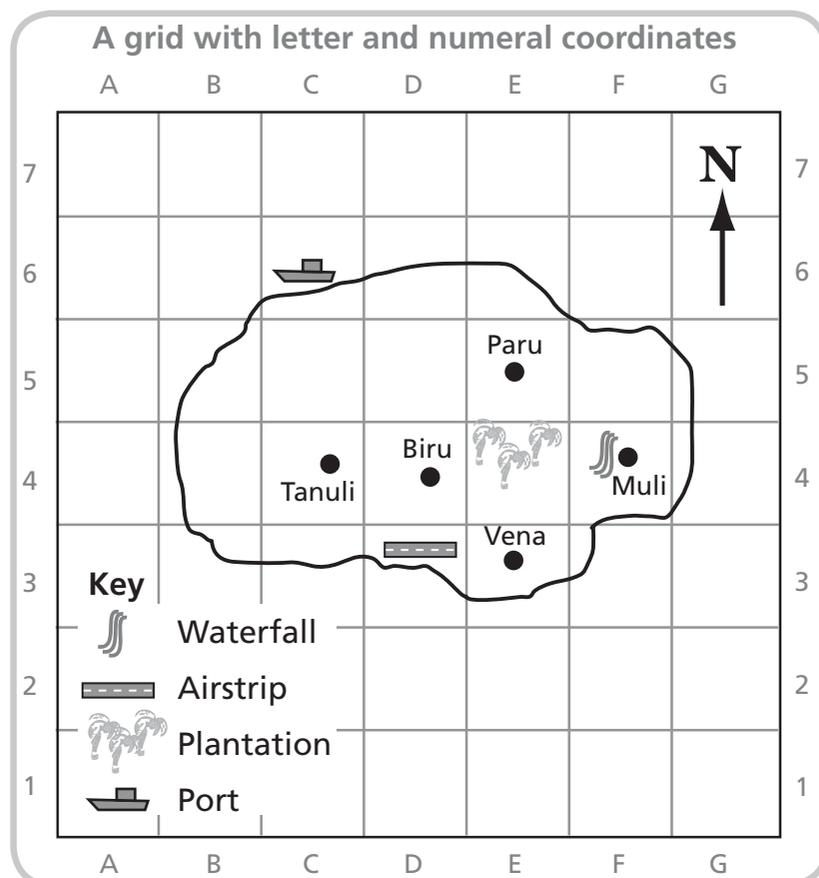
Fiji or Vanuatu can be both accepted.

### Activity 31

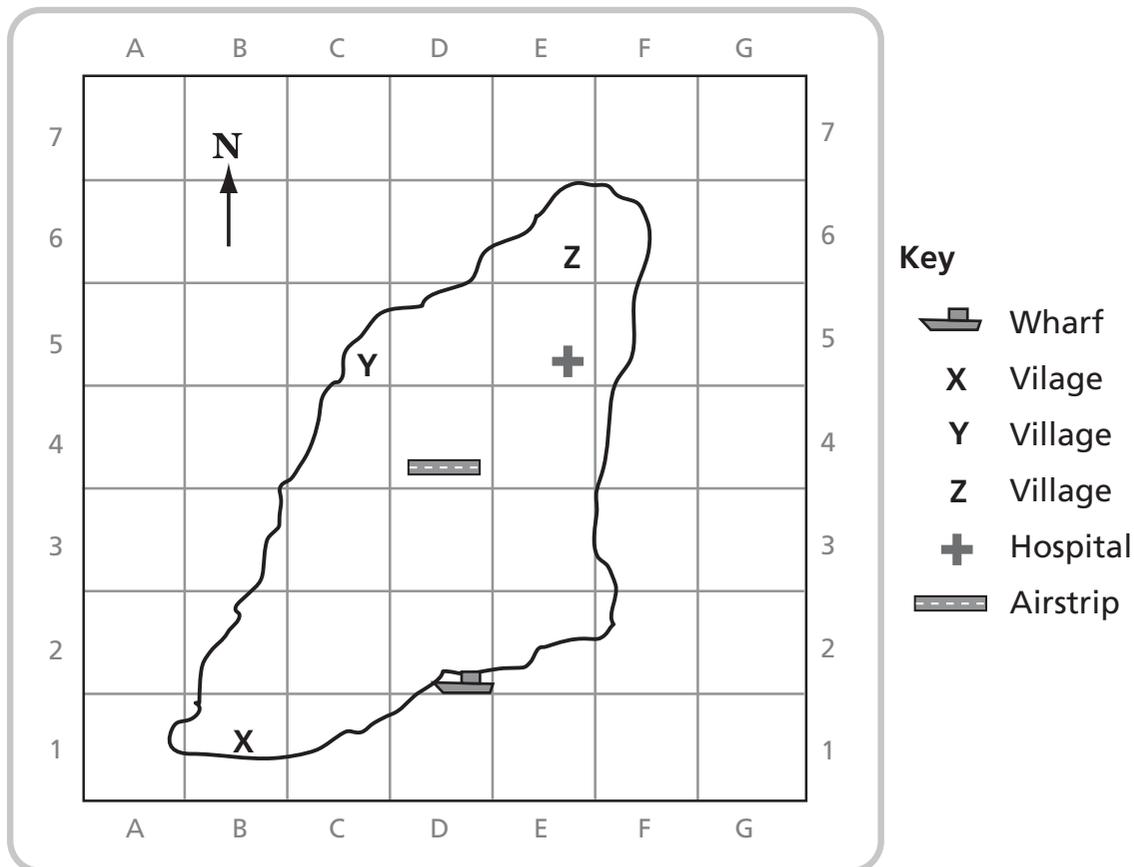
1

Village	Location
Tanuli	C4
Biru	D4
Vena	E3
Paru	E5
Muli	F4

### Question 2



### Activity 32



### Activity 33

Place	Location
Honiara	E4
Buala	D2
Kirakira	F5
Gizo	A3
Auki	E3
Tulagi	E4
Taro	A1

### Activity 34

- 1 Any five things on the globe – lines, equator, countries, oceans, numbers, etc.
- 2 The sea or water and different countries
- 3 Australia, North America, South America, Africa, Asia, Europe
- 4 Pacific Ocean, Atlantic Ocean, Indian Ocean

### **Activity 35**

- 2 In the Southern Hemisphere
- 3 Pacific Ocean
- 4 Any countries above the equator, such as European countries, North America, northern Asian countries

### **Activity 36**

A map that with all the details as given in the instructions.

### **Assessment activity**

Learners should draw a map of their island. They should show their province's headquarters (capital) and the main villages on their island. They must label each place they show on their maps with names.

# Chapter 3: Transport

## Strand: Place and Space

### Suggested Periods: 10

#### Sub-strand statement

Transportation provides links and services between the islands for both work and pleasure. Transportation methods must meet the standards required to keep the travellers safe.

#### Learning outcomes

Learners should:

- know the different forms of transport currently available (e.g. ship, aeroplane) (u)
- understand the importance of transportation (k)
- appreciate the influence of modern technology on transport (a/v).

#### Indicators

Learners should be able to:

- give five reasons for the importance of transportation
- list the different forms of transport used in the community
- draw and describe two traditional and modern forms of transport
- identify and explain the costs of transport for people (e.g. fuel costs money)
- state some transport methods that people use to get to school (e.g. walking, paddling)

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Working with a group to complete a task Sharing ideas with others	Chart paper	<p><b>Activity 1</b> Organise learners into small groups. Provide a few examples to show how to do the brainstorming activity. Conclude the lesson with a presentation by each group of their brainstorming.</p>	Page 61
Recording information collected		<p><b>Activity 2</b> Explain to learners that they will work in the groups they were in for the previous activity. Groups should discuss their ideas during the brainstorming activity before they complete the activity individually.</p>	Page 62
Finding information on a pictograph		<p><b>Activity 3</b> Read the paragraph on page 62 and activity text. Ask the learners a few questions to check that they understand what they have read and what to do. Learners complete the activity individually.</p>	Page 62–63
Communicating ideas from own experience		<p><b>Activity 4</b> In this activity, learners think about different and common forms of transport used in different situations and places. You can give a few examples to help learners before they complete the activity on their own.</p>	Page 63
Working with a group Communicating ideas from own experience.		<p><b>Activity 5</b> Organise learners into small groups. Check that groups are discussing the questions and everyone participates. In this activity, learners will think about common forms of transport used in their community and why transport is important to their community.</p>	Page 64
Finding information from <i>Learner's Book</i> and own experience.		<p><b>Activity 6</b> Learners continue to learn about different forms of transport by finding information from the information and pictures on pages 64–65. Collect learners' work for marking, or read out the answers while learners mark their own work.</p>	Page 64–65

Processes & Skills		Resources		Teacher's Supporting Activities		Learner's Book	
Finding and matching information				<b>Activity 7</b> Learners read the information about traditional and modern transport before completing the activity on their own. The activity enables them to apply what they have learned.	Page 66–67		
Expressing personal opinions				<b>Activity 8</b> After learning about traditional and modern transport, this activity allows learners to make their own judgement by expressing their own opinions, as well as to justify their opinions with reasons.	Page 67		
Understanding other people's point of view				<b>Activity 9</b> Learners have expressed their own opinions about traditional and modern transport. In this activity, learners look at other people's opinions. Doing this activity enables learners to understand another person's point of view. The activity is clearly explained in the <i>Learner's Book</i> so learners should be able to do the activity on their own. If you have time, you can get learners into groups and they can do a role play based on their scripts.	Page 68		
Identifying modern and traditional transport based on what they have learned				<b>Assessment activity</b> This activity will indicate if learners can differentiate modern from traditional forms of transport.	Page 68		

## Activities and assessment answers

### Activity 1

Learners should name any form of transport that they know of, like walk, canoe, bicycle, aeroplane, etc.

### Activity 2

Learners should sort all different forms of transport they suggested during the brainstorming activity in a table as shown in the Learner's Book.

Land	Water	Air
Walk	Canoe	Aeroplane
Bicycle	Ship	Helicopter
Truck	Raft	
Bus	Outboard motor	
Tractor		

### Activity 3

1 Bicycle, walk, bus, car; 2 Two; 3 Five; 4 Walk; 5 Twenty

### Activity 4

Learners' answers will depend on their environment and experience.

1 ship/boat; 2 truck/walk; 3 ship/outboard motor/canoe; 4 aeroplane;  
5 Depends on learners

### Activity 5

Learners' answers will depend on their environment and experience.

Here's an example.

Means of transport used in our community	Importance of transport to our community
Walking	Helps people to travel to another place.
Canoe	Helps to move heavy things to another place.
Tractor	Brings important things to our community like things in the shops, medicine.
Ship	Takes things to the market to sell.

## Activity 6

1 canoe; 2 aeroplane; 3 Depends on learners' location; 4 canoe, walking and raft

## Activity 7

Transport long ago	Transport today
Canoe	Helicopter
Walking	Car
Raft	Outboard motor canoe

## Activity 8

Here are some reasons you can expect from learners for traditional or modern transport

I think traditional transport is better.	I think modern transport is better.
My reasons are:	My reasons are:
1 It is safer.	1 It is faster.
2 We can make it ourselves.	2 It is more comfortable.
3 We do not spend money on fuel	3 It can take more people and things.
4 It does not make dirty, smelly air.	4 It can travel longer distances.

## Activity 9

James: I think modern transport is better than old transport.

Marie: No, I disagree. Old transport is better.

James: In what way is old transport better?

Marie: Old transport is easier to get. We can make our own canoe but we cannot buy a car.

James: Modern transport means we move faster.

Marie: Modern transport is very expensive. We need to buy fuel for cars and engines.

James: We can move very heavy things on trucks and ships.

Marie: Smoke from cars and buses makes the air smelly and dirty.

James: We travel longer distances on modern transport.

**Assessment activity**

Learners should demonstrate that they can identify different forms of traditional and modern transport.

<b>Traditional transport</b>	<b>Modern transport</b>
1 canoe	1 car
2 walk	2 aeroplane
3 raft	3 ship

# Chapter 4: Leaders of our nation

## Strand: Governance and Leadership

**Suggested Periods: 25**

### Sub-strand statement

The leaders of our nation have important leadership roles and responsibilities to perform. They should also display qualities of being good leaders of the country.

### Learning outcomes

Learners should:

- know the importance of having provincial and national leaders (k)
- understand the process of electing provincial and national leaders (u)
- appreciate the qualities of good leadership (a/v).

### Indicators

Learners should be able to:

- name the national and provincial leaders in their provinces
- list four examples of roles and responsibilities of both provincial and national leaders
- compare the roles and responsibilities of a provincial and a national leader
- write three reasons why national and provincial leaders are important
- identify the qualities of a good leader (e.g. helpful, respectable).

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Communicating own feelings and beliefs		<p><b>Activity 1</b> Read the information on page 69 together or individually. Organise learners into small groups for this activity. Ask them to discuss and record their responses in small groups. Each group presents ideas from their discussion to the whole class.</p>	Page 69–70
Finding information to complete the diagram		<p><b>Activity 2</b> Silently or together as a whole class, learners read 'What makes a good leader?'. Lead a discussion about the text and clarify terms that learners need to understand. They complete the activity. Learners can exchange books for marking while you have a whole class discussion about the activity. Record learners' responses on the blackboard then ask them to copy what they don't have in their books.</p>	Page 70–71
Expressing opinions if become a leader		<p><b>Activity 3</b> This activity allows learners to think of themselves as leaders. You will expect different answers from each learner. Let them complete the activity in their exercise books, then go through the answers together.</p>	Page 71
Identifying viewpoints of others Communicating findings	Blank papers	<p><b>Activity 4</b> Organise the learners into pairs. Allow them to read the text about Mrs. Rongodika then do the activity. Lead a discussion about the text. This activity gives the learners an opportunity to share some difficulties their families and others face that sometimes make them or others miss out on things or services they need. To conclude, allow pairs to present their list to the class.</p>	Page 72
Identifying appropriate viewpoints to help a community	Blank papers	<p><b>Activity 5</b> This activity may take two lessons. Put learners in pairs. Go through the activity with them. Explain that each pair is to discuss and decide on something they could do to help people in their community. Pairs draft a plan and write a final plan during the next lesson.</p>	Page 72

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Communicating viewpoints on leaders		<p><b>Activity 6</b> Allow learners to read the information on page 73 about how leaders are chosen, before doing the activity independently. Collect books to mark or mark the work with the whole class.</p>	Page 73–74
Finding information from the <i>Learner's Book</i>		<p><b>Activity 7</b> Organise learners into pairs. Allow them to read the information about Johnson. You can ask a few questions to check if learners have understood what they've read. Learners answer the questions then collect books to mark.</p> <p><b>Reminder – Homework</b> Remind learners that they are going to do a community survey in the next activity for homework. (See notes for Activity 8.)</p>	Page 74  Page 75
Finding and writing information by interviewing people		<p><b>Activity 8</b> Give learners time to study the instruction for the homework. Stress that it is very important that learners record people's responses because they will be sharing their homework findings in class during the next lesson. Ask learners to think about and discuss who could be possible people to interview. Give time for learners to copy the instructions if they cannot take the textbook home.</p>	Page 75
Listing and sharing leadership qualities Communicating viewpoints	Chart papers	<p><b>Activity 9</b> Organise learners in small groups. Have them write the question on the chart paper. Learners share their survey by writing their answers on the chart, around the question. Ask each group to share their findings with the class. Conclude by summarising the learners' findings and then put up the charts on the wall.</p>	Page 76

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Communicating viewpoints		<p><b>Activity 10</b> For this activity the learners should list leadership qualities they see in a leader within their community. Encourage learners to share their list with a partner. Brainstorm with them the leadership qualities they have listed. Write their responses on the blackboard. You may ask them to copy the list on the blackboard into their exercise books.</p>	Page 76
Communicating class issues		<p><b>Activity 11</b> Organise the learners into pairs. The instructions in the <i>Learner's Book</i> clearly explain what to do. Each pair can read the instructions and complete the task or you can go through the instructions with the whole class before giving learners time to complete the task. Collect learners' books to mark at the end of the lesson.</p>	Page 77
Communicating ideas and beliefs		<p><b>Activity 12</b> Organise the learners into pairs and explain that each pair should read the information about 'How we choose our class leader' before completing the task. Ask each pair to share their ideas with the whole class.</p>	Page 77
Class voting Social participation	Cardboards, blank paper, coloured pencils, pental pens	<p><b>Activity 13</b> This activity involves the learners in a pretend election. The instructions for the activity in the <i>Learner's Book</i> clearly outline what to do. This activity requires active participation by learners and you should ensure that everyone is involved. This activity is an opportunity for learners to learn how leaders are elected by vote. This activity may last one or two lessons. At the end of the lesson, conclude by discussing good and bad things about electing leaders by vote.</p>	Page 78
Communicating ideas	Blank paper	<p><b>Activity 14</b> Organise learners into small groups. Learners should be able to read and complete the activity as it is self-explanatory. It is important that you give each group an opportunity to share their group's ideas with the whole class.</p>	Page 78

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Communicating viewpoints		<p><b>Activity 15</b> Read the information about 'The national government' with the whole class. You can ask questions to check if learners understood the text. Organise learners to work in pairs to complete activity. Conclude the lesson by inviting some of them to share their ideas with the class. You might write their ideas on the blackboard and ask learners to copy into their exercise books.</p>	Page 79
Communicating own beliefs		<p><b>Activity 16</b> Organise learners into small groups. Go through the instructions with the whole class before allowing groups to complete the activity. When all groups have completed their task, each group shares their points.</p>	Page 80
Drafting a letter Communicating viewpoints		<p><b>Activity 17</b> Choose someone to read the instructions to the class, then discuss with learners how they are going to start their letter. Record their responses on the blackboard. Remind them to check the list that they did in the previous activity. You can revise how to write letters briefly (this should be covered in English). This activity might take two lessons. Put up learners' letters on the wall. Encourage them to read what others wrote.</p>	Page 80
Finding information from the Solomon Islands map		<p><b>Activity 18</b> Learners read the information and study the map before completing the activity. You can briefly discuss what the text is about before settling the class down to complete the task.</p>	Page 81
Finding information from the <i>Learner's Book</i>		<p><b>Activity 19</b> Learners should read the information about the responsibilities of a provincial member individually or as a whole class. Talk about the services that are available in their community and which services are still needed before learners complete the activity.</p>	Page 82

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
<p>Listing services from a diagram. Finding information from a diagram</p>		<p><b>Activity 20</b> Organise learners into pairs. Allow them to study the diagram about the Smileys, talk about it and complete the activity. Lead a discussion by asking them what they think the diagram is showing. Encourage everybody to share their views. This activity should help learners to become familiar with the types of services our provincial government is providing us. Record learners' responses on the blackboard and summarise them.</p>	Page 83
<p>Drawing a diagram of their families Recording personal information</p>		<p><b>Activity 21</b> Ask the learners to study the diagram about Smiley and his family again. Allow learners to talk about what services their families receive. You may do this discussion in small groups or as a whole class. After that, give learners time to complete the activity in their exercise books. Wind up the lesson by asking some volunteers to share what they wrote. Collect their books to mark.</p>	Page 84
<p>Collecting and recording information on posters</p>	<p>Chart papers or cardboard boxes, pental pens, coloured pencils</p>	<p><b>Activity 22</b> Organise learners in small groups. Allow them to read through the instructions before doing the activity. Remind them to draw attractive pictures and make their posters neat and tidy. Conclude by allowing each group to share their poster with the class then display them.</p>	Page 84
		<p><b>Assessment activity</b> Learners should demonstrate that they are able to identify the roles or responsibilities of national and provincial leaders, and differentiate the different roles and responsibilities of national and provincial leaders by listing them under the correct heading. Collect their work and mark it. Record the results of this activity as your assessment for this chapter.</p>	Page 84

# Activities and assessment answers

## Activity 1

Learners will come up with answers like:

- 1 fighting, laughing, singing, shouting, throwing papers, etc
- 2 Because there is no leader in the class.
- 3 Yes, I think they should have a teacher.
- 5 The teacher or class captain

## Activity 2

Learners should copy the diagram and write the missing words: food and clothing/clothes.

## Activity 3

Learners will give their own opinions.

## Activity 4

Some possible answers are: no money, parents do not work, too many children.

## Activity 5

Learners should write a plan of their choice

## Activity 6

These are some possible answers.

Chief	Solves a village dispute
Class captain	Looks after the class when the teacher goes out
Youth leader	Helps to direct children
Netball team captain	Makes sure the team behaves in a proper way
Captain of a ship	Decides on the safest path to steer the ship

## Activity 7

These are some possible answers.

- 1 He was a helpful and caring person.
- 2 People from the community asked him to stand for election when it was time for the provincial election.
- 3 Yes, like the way he used to help the communities.

### **Activity 8**

Learners should ask 5 people in their community what they think makes a good leader. They should record their answers in their exercise books.

### **Activity 9**

Learners should write their survey results around the question on charts.

### **Activity 10**

Learners should list some leadership qualities they have identified from a leader in their community. Possible answers are: honest, helpful, respectable, etc

### **Activity 11**

Possible answers are:

- 1 Class captain, class leader, team leader, group leader
- 2 Help the teacher, look after the class when the teacher is out, etc.
- 3 The teacher chooses them/Children choose them.
- 4 School prefect, head teacher, sports master
- 5 The teachers choose them, school committee, the government, etc.

### **Activity 12**

Learners should describe how your class chooses class leaders.

### **Activity 13**

Learners should organise themselves and prepare the activities for voting.

### **Activity 14**

Possible answers are: the candidate is well educated, a friend, a relative, kind and caring, mature or rich, etc.

### **Activity 15**

Possible answers are: there will be no development, no clinics, no schools, no proper roads, no proper sanitation, no water supply. Only a few people would benefit.

### **Activity 16**

Possible responses are: build new classrooms, build or expand the clinic, build proper roads, water supply. [only 4 answers here. Should be 5]

### **Activity 17**

Learners should draft a letter to their MP requesting him or her to help do the things they have listed in the previous lesson. They should state their reasons why they want the MP to do those things.

### **Activity 18**

1–4 Answers will depend on the learners' environment.

5 Through voting by the people

6 To make sure people in rural areas or constituencies get help from the provincial government

### **Activity 19**

Learners should answer the questions according to their own environment.

### **Activity 20**

Clinic, school, police/law and order, water supply, market, transport, post office

### **Activity 21**

Learners should draw a similar diagram as the one for Smiley and include their family members and the services they get from the government.

### **Activity 22**

The poster should show all the different services provided by the government for the people. These may include roads, clinics, schools, markets, transports, etc.

### **Assessment activity**

Roles or responsibilities of national leaders include: have wharves built, make sure there are schools, clinics, power, water supply, work for all the community, not just friends and relatives.

Roles or responsibilities of provincial leaders include: provide services such as schools, roads, clinics, transport and water supply, make sure their people get financial help from the government.

# Chapter 5: Our culture, our nation

## Strand: Culture and Society

**Suggested Periods: 25**

### Sub-strand statement

The cultural characteristics amongst groups of people give them a sense of belonging that upholds the rights, roles and responsibilities of individuals in a nation with diverse cultures.

### Learning outcomes

Learners should:

- know the importance of being part of a group (k)
- understand that roles and responsibilities are crucial for nation building in a diverse society (u)
- appreciate the importance of individuals' rights (a/v).

### Indicators

Learners should be able to:

- explain why many people feel it is important to be a member of a group (e.g. sports group, church group)
- identify the roles and responsibilities of individuals in the community (e.g. chief, pastor, nurse, teacher)
- compare traditional roles with modern roles
- give three examples of individual rights (e.g. speech, movement, work)
- do a role play on how to care for the community (e.g. people, property, environment).

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Working with a partner		<p><b>Activity 1</b> Start this activity with a discussion about whether our families are important and why. This will make learners think about their role as a member of their family. Organise learners into pairs to complete the activity. When everyone has completed the activity, ask each pair to read their answers to the whole class. Conclude the lesson by reading the paragraph about groups on page 85. This will help learners understand the purpose of their next activity.</p> <p><b>Reminder – Homework</b> Prepare learners for their homework (See notes for Activity 2.)</p>	Page 85–86
Collecting and recording information by asking questions		<p><b>Activity 2</b> Read the instructions with the class. Ask someone in the class to explain what they are supposed to do. When you are sure learners understand their homework, give them time to copy the activity in their books if you do not want them to take the textbook home.</p>	Page 86
Communicating findings		<p><b>Activity 3</b> Ask learners to find the information they collected for their homework. You can either choose learners or go around the class, giving everyone a turn to share their information. Wind up the lesson by asking learners to identify the most common groups that people belong to in their community. Write learners' responses as a list. If you have time, learners can copy the list into their books.</p>	Page 86
Finding information Working with a partner		<p><b>Activity 4</b> Organise learners into pairs. Explain that they are to read the short story about Elisa and then complete the activity together. Go around and make sure learners are on task and are doing it correctly. Make sure learners record their partner's responses and then discuss and write answers to the given questions.</p>	Page 87

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
<p>Writing description using information known</p> <p>Drawing pictures</p>		<p><b>Activity 5</b> Go through the instructions with the class. Discuss with learners how they are going to do the activity. They should mention things such as drafting, editing and redrafting. Remind learners to read through Elisa's story before they draft their own story. Learners must be given time to write a first draft before writing their final draft.</p>	Page 88
<p>Working in pairs</p> <p>Recording information</p>		<p><b>Activity 6</b> Start off the activity by asking some learners to read their stories from Activity 5 to the class for 6–7 minutes. Ask learners to read the instructions for the next activity. They should be able to do this activity independently. If you need to, do one or two examples to get them started.</p>	Page 88
<p>Listing and explaining the roles of groups in the community</p>		<p><b>Activity 7</b> Learners start by reading, 'Roles in groups'. Have a short discussion by asking a few questions to make sure learners have understood what they have read. Direct learners' attention to the activity. They complete this activity independently.</p>	Page 88–89
<p>Reading and organising information</p> <p>Problem solving</p>		<p><b>Activity 8</b> Organise learners into pairs. The instructions clearly explain what to do so explain that each pair read the instructions and complete the activity. Go around the classroom and make sure learners are on task. If there is time, give pairs the opportunity to read what they have written to the whole class.</p>	Page 89
<p>Finding information</p>		<p><b>Activity 9</b> After reading the paragraph, 'A group leader's role', discuss with learners the importance of having roles. Explain that a <i>role model</i> means a person who shows to other people in the group the right way to behave towards others. Ask learners to suggest what a group leader should do to be a good role model. When learners are clear on this, settle them down to complete the activity on their own.</p>	Page 90

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
<p>Working with a partner Communicating own feelings Listening to viewpoints</p>		<p><b>Activity 10</b> Organise learners into pairs. Each pair should brainstorm the situation given in the activity and record their ideas. Wind up the lesson by asking each pair to share their ideas with the whole class.</p>	Page 90
<p>Writing information</p>		<p><b>Activity 11</b> Read the short paragraph about 'Group rules'. Start a discussion with the class by asking them why rules are important. Organise learners into pairs or they can work independently to complete the activity.</p>	Page 91
<p>Working in groups of five Sharing and discussing experiences</p>		<p><b>Activity 12</b> Before the learners do the activity, provide a few examples of rules in the classroom. Go through the instructions which very clearly explain what to do. Give time for learners to complete the activity.</p>	Page 92
<p>Sharing ideas Listening to viewpoints</p>		<p><b>Activity 13</b> Organise learners into small groups. The activity gives a situation that clearly demonstrates to learners what a person's rights are. Brainstorm the three questions one at a time. Ensure learners are involved in the discussion by giving their personal opinions. Conclude the discussion by asking learners to say what kind of rights a child should have. Write learners' ideas on the board.</p>	Page 92–93
<p>Expressing personal opinions about rights</p>		<p><b>Activity 14</b> Ask a learner to read the situation described in the activity then ask the class to identify some improvements they think should be made at their school. This should get learners to think before they do the activity.</p>	Page 93

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Reading and understand information.	Chart paper, marking pens	<p><b>Activity 15</b> Organise learners into small groups. When learners are settled in their groups, they should read the instructions and complete the activity. Give each group chart paper and a marking pen. Remind each group to choose someone to record their group's discussion on the chart paper. Conclude by giving time for each group to present what they have come up with in their discussion.</p>	Page 94
Collecting and recording information Sharing information		<p><b>Activity 16</b> Before doing the activity, students read 'Sharing work' and 'A chief's role'. Start a discussion by asking learners to tell the class how their family shares work in their homes. Then talk about how the community shares work during special occasions such as Christmas, Easter, etc. Allow learners to complete the activity on their own.</p>	Page 94–95
Communicating own feelings and beliefs		<p><b>Activity 17</b> Learners read 'Modern roles'. Start a discussion by asking learners to say why a teacher plays an important role in the community. Do other examples before asking learners to complete the activity independently. The instructions clearly explain what to do.</p>	Page 96
Collecting and recording information by observing the environment		<p><b>Activity 18</b> Start the lesson by reading the information on page 97. It is important that you take your class outside so that they are able to observe their environment. When you are outside, explain to learners that <i>environment</i> means everything that they can see in their surroundings. Ask them to look around and identify some things in the environment that their community uses. For example, land for gardening, building houses, etc. Back in the classroom, direct learners' attention to the activity and what they are supposed to do. The example given should clearly demonstrate what should be done. You can do another example if you think it is necessary. Give time for learners to complete the activity.</p>	Page 97

Processes & Skills		Resources	Teacher's Supporting Activities	Learner's Book
Finding information by reading			<p><b>Activity 19</b> This activity extends what learners have already learned – that we do not just use resources from the environment but we use the environment for many activities as well. Ask learners to read 'Why care for the environment?' and then complete the activity on their own.</p>	Page 98
Drawing conclusions from information and observation			<p><b>Activity 20</b> Read the paragraphs about 'Types of environment'. This is an extension of caring for the environment. It is important that you take learners outside so that they are able to judge for themselves the kind of environment their school has. Start a short discussion by talking about what makes an environment a clean or a dirty one and who is responsible for looking after it. Look at what learners should do as their next task. The instructions clearly explain what to do.</p>	Page 98–99
Working cooperatively to complete a project			<p><b>Activity 21</b> This is a good project that involves learning about proper rubbish disposal. Go through the instructions for the activity which clearly explain to learners what they are supposed to do.</p>	Page 99
Working cooperatively to complete a project			<p><b>Activity 22</b> This is a practical activity which extends what learners did in the previous activity. Recap on the signs that were done in Activity 21. If learners did not complete their signs, give them time to complete them before taking them outside.</p>	Page 100
Communicating own feelings and beliefs			<p><b>Activity 23</b> This gets learners to think about public properties in their communities and who should look after them. Vandalism or damaging public properties is a common problem in most communities. It is important that learners understand the role that communities have in looking after public properties. Do this activity with the whole class. Go through each question and involve learners in the discussion. Conclude the lesson by reading the information about public properties.</p>	Page 100

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Working in groups to discuss and write information		<p><b>Activity 24</b> Organise learners into small groups. Each group should read the instructions and complete the activity. Some groups will be able to do the activity independently. Some may need your assistance. Wind up the lesson by giving each group time to present their ideas to the whole class. Conclude the lesson by reading the information on page 102.</p>	Page 101–102
Making a map or plan of a village or school area by observing		<p><b>Activity 25</b> Read together the instructions for the activity. Learners have drawn maps of their communities in Chapter 2. You can revise what a map is and what should be included on a map. When you think learners understand what to do, give them time to complete the activity.</p>	Page 102
		<p><b>Assessment activity</b> Read the instructions for the activity together. Make sure learners understand what to do before settling them down to complete it on their own. Collect their work and mark it. Record the results of this activity as your assessment for this chapter.</p>	Page 102

# Activities and assessment Answers

## Activity 1

Each learner writes his/her answers. They have to think of their own families. Examples are:

- 1 Father/mother/both
- 2 Depends on learners
- 3 Cooking, washing, brushing, fishing
- 4 Cooking, evening devotion, cleaning the garden
- 5 Youth group, Sabbath/Sunday school, netball team

## Activity 2

This will depend on the responses that learners get from their own families or neighbours. An example is:

Name of person	Type of group	Reasons for joining
1 Tiquila	Women's sewing group	To know how to sew clothes for the family
2 Dexter	Men's Fellowship	To become a good Christian
3 Morton	Youth group	Interested in singing
4 Jane	Girl guide	Likes to do things outdoors such as camping
5 Moses	Judo club	Learn to defend myself

## Activity 3

Learners read the information they have collected in Activity 2.

## Activity 4

Learners write what groups they belong to. They compare their answers.

## Activity 5

Learners write a descriptive story about the groups they belong to. They draw simple illustrations.

## Activity 6

Learners list groups they can think of. Explain what they do in the community.

**Activity 7**

Learners will have their own answers to the questions. Examples are:

- 1 Netball/soccer team; youth group
- 2 Brush a piece of land for my aunt's garden.
- 1 Dorcas society, Mothers' union; Boy scouts
- 2 A flood destroyed our village.
- 3 To give us basic needs like food and clothes.

**Activity 8**

Learners write what they could think of in the columns. Examples are:

Problem	Solution
1 Production of kwaso	Report producers to the police occasionally.
2 Water supply dam damaged by fallen tree	Organise ten strong youths to remove fallen tree and repair the dam.
3 Land dispute over logging	Discuss with the chief that logging be banned.
4 Sea level rise	Encourage community members to move inland.
5 No school fees	Organise families concerned to work cooperatively to raise funds.

**Activity 9**

Learners write a list of roles of the various leaders. Examples are:

Leaders	Their role
Youth leader	Organises games in the village
Chief	Settles land disputes
Pastor	Organises church services
Soccer coach	Trains players to be good players
Health inspector	Teaches people to live a healthy life

**Activity 10**

A list of problems if there are no school rules. Examples are: Learners will look untidy; parents will not pay school fees; students will come to school only when they want to, no discipline, etc.

### Activity 11

Answers will vary depending on learners.

### Activity 12

Learners will write a range of answers. Examples are:

Types of groups	Rules
1 Your family	Respect other people.
2 Your classroom	Keep the classroom clean all the time.
3 Your school	Do not spoil school property.
4 Your sports team	Do not smoke.
5 Youth group	Be a good example in the community.

### Activity 13

Discussion will vary depending on learners.

### Activity 14

Learners make a list of problems that the school committee needs to address. Examples are:

- 1 No proper toilets
- 2 Not enough school textbooks
- 3 Muddy playing field.
- 4 The roof of the classroom has holes
- 5 Staff houses need repairs
- 6 Staff absence from school
- 7 Parents do not attend work sessions

### Activity 15

Answers from learners will vary depending on their home environment.

Learners make a list of roles played by men, women and children.

They produce a separate list for changes in the roles of men, women and children.

### Activity 16

Answers should be similar to what is in the text 'A chief's role'.

Possible answers:

to settle disagreements, to share responsibilities at feasts, to encourage everyone to live happily together.

**Activity 17**

Possible answers:

Person	Role played
1 Doctor	Helps sick people
2 Ship's crew	Looks after the ship while travelling
3 Pilot	Controls the aeroplane while flying
4 Head teacher	Looks after the school's operation
5 Class teacher	Teaches the children
6 Health inspector	Makes sure that the villages are clean
7 Police officer	Looks after the law of the country

**Activity 18**

Possible answers:

10 things my community takes from the environment.	Are they still plenty or not plenty?	What to do to stop them from running out
1 Coconut crabs	Not plenty	Do not catch small and female crabs.
2 Hermit crabs	Plenty	Do not use them for fish baits.
3 Wild yams	Not plenty	Yams from a certain are must not be harvested.
4 Pana	Plenty	Reserve plenty of them to replant.
5 Sticks	Plenty	Reserve a certain area where sticks can be cut.
6 Bamboos	Not plenty	Plant more bamboo shoots.
7 Wild pigs	Not plenty	Do not catch female and baby pigs.
8 Coconuts	Plenty	Cut old trees and plant new ones.
9 Trees	Plenty	If you cut one, plant one.
10 Wild betel nuts	Not plenty	Plant many more trees.

## Activity 19

Possible answers:

Living things: plants, grass, flowers, trees, birds

Non-living things: buildings, footpaths, chairs

## Activity 20

Activity	The environment we do them in
1 Soccer	Playing field, school ground, on the beach, on the road, any possible clearing
2 Family feast	In the house, out side of the house, village hall
3 Buying and selling goods	Shops, market stalls
4 Collecting drinking water	Rivers, streams, tanks, wells

## Activity 21

Possible answers:

The list of rubbish depends on what the learners find when they walk around the school. They make a large sign to show the types of rubbish.

## Activity 22

This depends on what the learners pick up when they walk around the school. Examples are: biscuit wrappers; empty cans/tins; bottles; dead leaves; papers; old exercise books; ice block plastics; sticks, etc.

## Activity 23

Possible answers:

- 1 Village hall, church, playing field, customary land, school building, clinic, water holes, rivers, streams
- 2 Community, government, province, churches
- 3 Only the clinic, school, land, playing field are used every day.
- 4 Yes, but not always.
- 5 The village hall, when people get drunk.
- 6 He/She is reported to the chief or to the police.

## Activity 24

Possible answers:

- 1 Toilets, clinic, hospital, post office, bank, roads, vehicles
- 2 People in the community, security guards, the chief, youth groups, community leaders

- 3 Set up a committee, community members take turns to look after them
- 4 Pay a fine, go in prison, pay compensation, ban them from using the property

### Activity 25

Maps will vary. The map or plan should have a key and a compass.

### Assessment activity

Possible answers:

Youth group	Soccer team
Helps people to make their garden	Encourages young people to play soccer as a way of staying out of trouble
Helps people to build their houses	The community feels proud if the team wins a match.
Cleans the community road	Keeps the people in the community united

# Chapter 6: Contact and change

## Strand: Time, Continuity and Change

**Suggested Periods: 40**

### Sub-strand statement

There are numerous contacts that the people have experienced at their places and other islands at different times and occasions. These contacts brought about lots of changes and impacted on the lives of the people and their communities.

### Learning outcomes

Learners should:

- understand the reactions that indigenous people experienced when they interacted with each other for the first time (u)
- have opinions about changes and impacts that people experienced as a result of these interactions with outsiders (k)
- appreciate the changes that occurred during the early days (a/v).

### Indicators

Learners should be able to:

- give an example of experiences that people in the community had when interacting with outsiders
- identify some advantages of changes that took place during the islanders' early contact (e.g. inter-marriage, barter system)
- give some examples of impact of early contacts between islanders (e.g. headhunting, slavery, threats to community, security, cannibalism)
- list some reasons for past contacts with outsiders (e.g. trading, whaling).

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Locating their island and neighbouring islands on a Solomon Islands map		<p><b>Activity 1</b> Organise learners into pairs for this activity. Each pair should study the map then complete the activity. Conclude the lesson by reading the information on page 104 and discuss what learners think is special about Solomon Islands. Collect the learners' books to mark.</p>	Page 103–104
Communicate personal opinions about the role of languages in their communities		<p><b>Activity 2</b> There are two options for this activity. If learners in your class speak the same language, do Part A. If learners in your class speak different languages, do Part B. The instructions for both are clear in the <i>Learner's Book</i>.</p> <p><b>Part A:</b> Learners can do this activity on their own. You can wind up the lesson by having them share what they have written with the whole class.</p> <p><b>Part B:</b> When learners with different languages talk to each other, make sure that the rest of the class observes what is happening and then answer the questions. Conclude by discussing the learners' answers.</p> <p><b>Reminder – Homework</b> Learners will do Activity 3 for homework. (See notes for Activity 3.)</p>	Page 104
Collecting information by conducting interviews		<p><b>Activity 3</b> Explain to learners that they will do an interview at home. The instructions clearly explain what they are supposed to do and the questions they will be asking. Give time for learners to copy the questions in their exercise books if you do not want them to take the textbook home.</p>	Page 106
Expressing their ideas Listening to other students' ideas		<p><b>Activity 4</b> After learners have read the information on page 106, brainstorm the question on the board. Record everyone's ideas around the question. Learners imagine the situation, using their own experience. If there is time, learners can write everyone's ideas in their books.</p>	Page 106–107

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Comparing different experiences to their own		<p><b>Activity 5</b> ‘Life on my island 400 years ago’ should give learners an idea of what life was like on our islands before contact. Read the story together and ask questions to check that learners understand the story. Learners answer the questions individually.</p>	Page 107–109
Comparing different experiences to their own		<p><b>Activity 6</b> This activity gives learners the opportunity to compare their lifestyle to that about 400 years ago. When learners do the activity, they will appreciate the advantages and disadvantages of life before and now.</p>	Page 109
Illustrating to communicate what they believe life was like 400 years ago		<p><b>Activity 7</b> Organise learners into small groups. This is an extension of what they have learned about life before contact. This is a good opportunity for learners to demonstrate their understanding of the story and creative use of their imagination.</p>	Page 110
Thinking about how a country gets its name Reading and understanding information		<p><b>Activity 8</b> You can either organise students into pairs or do this as a brainstorming activity with the whole class. This activity is a good start to the Explorers’ section before learners read the information on page 110–112. You can ask questions afterwards to check if they understand what they read.</p>	Page 110–111
Plotting a route on a map using information		<p><b>Activity 9</b> Learners will demonstrate their comprehension and mapping skills in this activity. Discuss where the line will start and where to go next as examples to assist those who are not clear about their task.</p>	Page 112

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Interpreting information on a time chart		<p><b>Activity 10</b> For learners to be able to complete this activity, they need to be able to read the time chart. You can ask a few questions about what year, who visited, and where, to give learners practice before they answer the questions.</p>	Page 113–114
Interpreting information on a time chart and present them on a time line		<p><b>Activity 11</b> Creating a time line is an important Social Studies skill. The examples should be clear but you need to look at the examples together before learners complete the time line on their own.</p>	Page 113–114
Discussing with other students Reading and understanding what trading means		<p><b>Activity 12</b> This activity can be done in pairs or as a brainstorming activity with the whole class. Explain that <i>trading</i> means exchanging things such as exchanging taro for fish (barter) or exchanging noodles for money (buying and selling). After learners have read the information, ask questions to reinforce what they have learned.</p>	Page 115
Identifying goods that can be found on our islands and those that come from outside		<p><b>Activity 13</b> This activity reinforces what learners have learned about trading. Learners will also relate to their own personal knowledge and experiences to complete this activity.</p>	Page 115
Expressing their opinions based on what they have learned and on their own experiences		<p><b>Activity 14</b> Give time for learners to read the short paragraph about blackbirders. The brainstorming activity relates what learners have learned about traders and about blackbirders. Write the question on the board and record learners' responses around the questions. Make sure learners copy the class's brainstorming ideas into their books.</p>	Page 116–117

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Read and find relevant information. Finding places on a map.		<p><b>Activity 15</b> This is a good opportunity for learners to revise what they have learned about reading maps and about the provinces of Solomon Islands. After they have finished reading Daniel's story, ask them if they can find the Shortland Islands on a Solomon Islands map; which province Shortland Islands are in; which island is closest to the Shortlands; etc. Give time for learners to complete the activity.</p>	Page 117–118
Work with a group to dramatise a story.		<p><b>Activity 16</b> Organise learners into groups for the role play. Go through the instructions together and make sure learners know what their group is supposed to do. Go around and check that all groups are working together and answer any questions they might ask.</p>	Page 119
Work cooperatively with a group. Express personal opinions.		<p><b>Activity 17</b> This continues on from the previous activity. Organise learners to go into their groups for their role play. Give groups 5–7 minutes to get themselves organised before they present their role play to the whole class. Conclude the lesson by discussing the two questions in the <i>Learner's Book</i>. This is a good opportunity for learners to practise expressing their personal opinions.</p>	Page 119
Make conclusions and comparison		<p><b>Activity 18</b> This activity prepares learners for the topic on Missionaries. After learners have answered the questions in their books, read about how missionaries came to our islands.</p>	Page 120
Provide information from personal experience.		<p><b>Activity 19</b> This activity should indicate how well students understand the information about how missionaries came to Solomon Islands. Learners also practise making a comparison between what schools were like before to what they are like nowadays. Learners have learned about what life was like before Christianity so they should be able to decide what they think are good things brought by missionaries. Wind up the lesson by giving time for learners to answer the three questions in their books.</p>	Page 120–121

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Sorting information into categories		<p><b>Activity 20</b> Start the lesson by reading the information on page 122 before doing the activity. Learners will sort different activities people were involved in before and after Christianity. This reinforces what they have learnt about missionaries and the introduction of Christianity.</p> <p><b>Reminder – Homework</b> Wind up the lesson by preparing learners to complete the next activity at home. (See notes for Activity 20).</p>	Page 122
Gathering information by interviewing people in their community		<p><b>Activity 21</b> Explain to learners that they are going to find out about how people in their community became Christians. The three instructions clearly tell learners what they have to do. Explain to learners that they only need to take notes. Learners will write their recount in class during Activity 22. Give time for learners to copy the homework if you do not want them to take the textbook home.</p>	Page 123
Communicating what they have found out about introduction of Christianity to their community in writing		<p><b>Activity 22</b> Check that learners collected information and have made notes for their homework. Give 20–25 minutes for learners to write the first draft of their recount. Have them work in pairs to edit their first drafts. The numbered list in the activity box should be used as an editing checklist. When learners complete their edit, they can use the remainder of the lesson to write their final drafts.</p>	Page 123
Sharing information collected and listening to other students' recounts		<p><b>Activity 23</b> If your class is small, you can give every learner a turn to read their recount to the whole class. If it is a large class, you may need to choose some learners to read their recount. If you have to choose learners, make sure you balance that between boys and girls. Do not choose learners who you think are the most able.</p>	Page 124

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Sorting and recording information under the right heading		<p><b>Activity 24</b> So far, learners have learned about the first outsiders to visit our islands: traders; explorers; missionaries. They have also learned about how islanders interacted with outsiders. This activity is like a summary of what they have learned about first contact for islanders. Sorting the statements into the right columns should indicate that learners are clear about what they have covered so far.</p>	Page 124
Identifying provinces on a Solomon Islands map Identifying provincial leaders and their responsibilities		<p><b>Activity 25</b> This activity prepares learners for the next topic, on colonials and the introduction of modern government to Solomon Islands. It also enables learners to practise skills they learned earlier, like mapping skills. Organise learners into pairs and give them time to complete the activity. You can mark the activity as a whole class before reading the paragraph on page 126.</p>	Page 125
Communicating what they understand and believe		<p><b>Activity 26</b> Ask students to read the paragraph at the bottom of page 126–127 before doing this activity. Write the question on the board and have learners tell you what they think. Record everyone's answers around the question. At the end, go through everyone's ideas before giving learners time to copy the brainstorming text into their books.</p>	Page 126–127
Drawing conclusions from information they read		<p><b>Activity 27</b> Learners do this activity independently by reading the information in the <i>Learner's Book</i> and completing the activity. Check that learners are on task. Assist those who need help.</p>	Page 126–127

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Working as a group to complete a task Communicating what they think		<p><b>Activity 28</b> Read the information on pages 127–128 together as a whole class. Organise learners into small groups to complete the activity. Remind all groups that someone should record their answers. When all groups have finished, bring everyone together. Each group can go through the answers they came up with during their discussions.</p> <p><b>Reminder – Homework</b> Learners will do the next activity for homework so prepare them before they do the activity themselves. (See notes for Activity 29.)</p>	Page 127–128
Gathering information by interviewing someone in their family or community		<p><b>Activity 29</b> Read the paragraph at the bottom of page 128. Go through the instructions for the learners' homework. Have learners think about who would be a good person to interview and how they would get the information they need by referring to the questions provided. Wind up the lesson by giving time for learners to copy the questions into their books if they are not allowed to take the textbook home.</p>	Page 128–129
Discussing WW II by using time vocabulary such as <i>after</i> , <i>before</i> , <i>during</i> , etc.		<p><b>Activity 30</b> Organise learners into pairs to discuss the questions and to record their answers. Ask each pair to tell the whole class their answers. This activity prepares learners for the next topic. Ask them to silently read the paragraph about World War Two on page 130. Discuss what they have just read by asking questions such as: How do you think islanders felt when they saw warships and fighter planes? How do you think the war affected our islands?</p>	Page 129–130
Identifying the good and bad things caused by war		<p><b>Activity 31</b> Learners should complete this activity independently. Remind them to refer to what they read on page 130. Learners should write their own ideas in their books about why the Japanese and Americans fought over Henderson airfield. At the end of the lesson, ask learners to tell the class what they think. Wind up the lesson by reading the paragraph under Activity 31. Initiate a discussion by asking learners a few questions about what they have read.</p>	Page 131

Processes & Skills	Resources	Teacher's Supporting Activities	Learner's Book
Communicating their own opinions and judgement		<p><b>Activity 32</b> Re-read the information on page 131 of the <i>Learner's Book</i>. Refer to the activity and read the question together. Learners work in small groups and draw up a table. Discuss the good and bad changes as a whole class.</p>	Page 131
Reading and drawing conclusions from information		<p><b>Activity 33</b> Read the story about Vouza individually or as a whole class. You can ask a few questions to get learners to find information and details in the story. Give learners time to complete the activity in their books. Collect learners' books and mark their work.</p>	Page 132
Identifying locations on a map Presenting information on a time line		<p><b>Activity 34</b> As a whole class, read the paragraph on page 133. Read the instructions and look at the map together with the class. Make sure that learners understand what they are supposed to do and understand the example given. Remind learners that they do not need to copy the map into the books. Only the time line should be copied and completed in their books.</p>	Page 134
Using a range of sources to gather information Working with a group to complete a task		<p><b>Activity 35</b> Learners will be working on small project work over the next 5–6 lessons. It is important that you organise learners into groups and that they are clear about their task so that you do not spend too much time on organisation each time you start a lesson. First organise learners into six groups. Refer learners to the topics (see question 1) in the <i>Learner's Book</i>. Either allocate topics to each group or allow groups to choose. Go through instructions in the second part of the lesson which clearly explain what learners will do. Groups start by reading all the information provided for their topic and decide what should be included on their poster. Remind groups that someone should note what their group decides on.</p>	Page 135

Processes & Skills		Resources		Teacher's Supporting Activities		Learner's Book	
Working as a group to collect and record information	Blank paper	<b>Activity 36</b> Share out paper for groups to make a draft of their poster on. Refer learners to the instructions which clearly explain what they should do and provide an example.	Page 136				
Collecting and presenting information on a poster	Chart paper	<b>Activity 37</b> Refer learners to instructions in their books. Give out chart paper to groups that are ready to start the final draft of their poster.	Page 136				
Working with a group to present information on a poster	Chart paper, colours (crayons/felt pens)	<b>Activity 38</b> At this point, all groups should be working on their final draft of their posters. Remind learners to check their poster against the checklist given in the activity instructions.	Page 137				
Working with a group to present information on a poster	Chart paper, colours (crayons/felt pens)	<b>Activity 39</b> Remind learners that they should aim to complete their poster by the end of the lesson. Move around the classroom and make sure that all groups are cooperating to complete their task. Remind groups that they will present their poster to the whole class in the next lesson. They should decide who will present. Suggest that presentation can be shared by several learners.	Page 137				
Presenting ideas to others		<b>Activity 40</b> All six groups will present their poster. Make sure that those who are not presenting are paying attention to other groups' presentation. Collect posters for display at the end of the lesson	Page 138				
Expressing opinions and social studies beliefs		<b>Assessment activity</b> Refer learners to the activity and make sure everyone understands what to do before settling them down to complete their task.	Page 138				

# Activities and assessment answers

## Activity 1

Learners' answers will depend on where they come from.

## Activity 2

### Part A

- 1 Usually, people in nearby villages speak the same language or speak languages that are similar to each other.
- 2 Usually, you can tell where a person comes from because of the different intonation or accent.
- 3 Most people who live in the same area can understand each other even if their languages are slightly different – they speak different dialects of the same language.
- 4 Usually the tune or intonation and pronunciation of some sounds

### Part B

- 1 When people speak to each other in different languages, they do not understand each other.
- 2 Usually, in pidgin.
- 3 Pidgin comes from English.

## Activity 3

Learners' findings during their research will depend on where they come from

## Activity 4

During the brainstorming, learners should suggest answers such as:

- People lived in fear.
- People hid in the bush or jungle.
- People could not do things like gardening, fishing, etc.
- Many people died during fighting.
- People hated each other.
- People did not trust each other.

## Activity 5

- 1 Near the sea
- 2 Older people
- 3 To protect his family from their enemies
- 4 The custom man
- 5 They make sacrifices to their gods.

### Activity 6

Rema's life	My life
Children are taught by older people.	I'm taught by teachers in a school.
I learn how to fish, hunt, fight and make canoes.	I learn how to read and write about different subjects.
Girls and boys do different jobs.	Girls and boys share most jobs.
I do not know anything about other islands.	I learn about other islands in Solomon Islands.
When we are sick, we see the customman.	We go to a clinic or hospital when we are sick.
We worship sharks to look after us.	We go to church to worship.
Girls are not allowed to join worship.	Everyone, including girls, worships in church.

### Activity 7

Learners' pictures should show the different things described in the Rema's story, as well as from their imagination.

### Activity 8

Learners' answers depend on their discussion.

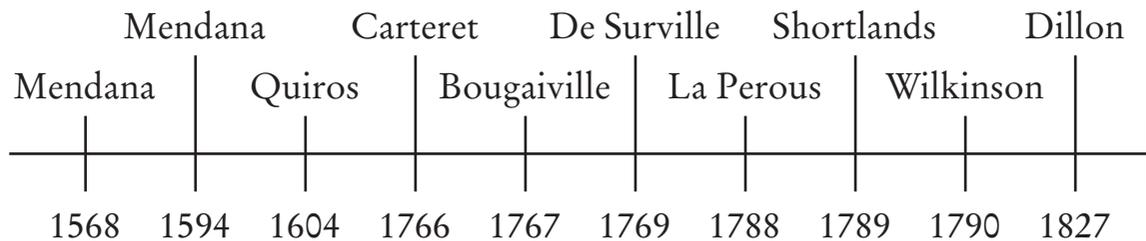
### Activity 9



### Activity 10

- 1 Depends on where learners come from.
- 2 Makira and Malaita or Santa Cruz
- 3 Captain La Pérouse and Captain Shortland
- 4 Captain Shortland
- 5 Captain La Pérouse and Captain Dillon

### Activity 11



### Activity 12

Learners should talk about people trading and exchanging food, buying and selling at the market, shops, etc.

### Activity 13

Things the white men had	Things the islanders had
Clothes	Timber
Nails	Fresh water
Bush knives	Fish
Hooks	Breadfruit
Tobacco	Vegetables

### Activity 14

During the brainstorming, learners should suggest answers such as:

- Islanders couldn't trade for bush knives.
- Traders couldn't get fresh water and food.
- Islanders hated the traders and wanted to kill them.
- Traders lost the islanders' trust.
- Islanders couldn't get clothes and hooks.

**Activity 15**

- 1 Blackbirders
- 2 Blackbirders showed islanders goods such as axes and clothes and told them there were plenty on their ship.
- 3 Queensland, Australia
- 4 They were sold to sugarcane plantation owners.
- 5 Mr James Ryan
- 6 Sugarcane

**Activity 18**

- 1 Anglican, Catholic, United Church, SDA, SSEC, Apostolic, etc.
- 2 Worship, youth, women's church groups, fundraising, etc.
- 3 Pastors, priests, reverends, sisters, tasiu, bishops, etc.
- 4 They lead worship in church, pray over sick people, baptise people, etc.

**Activity 19**

- 1 So that they could read the Bible.
- 2 Mission schools only taught people how to read and write words from the Bible.
- 3 Schools, clinics, they taught islanders how to live clean lives, how to eat healthy food, etc.

**Activity 20**

Before arrival of Christianity	After arrival of Christianity
Men can have many wives.	People learn to keep bodies clean and healthy.
People wear grass-skirts or tapa cloth	People have houses with iron roofing.
People fight with people from other islands	People are baptised by a pastor or priest.
People make sacrifices during worship	People learn to read and write.
People see a witch doctor when sick.	Arguments are settled in court.

## Activity 24

Traders	Explorers	Missionaries
We brought things to exchange with islanders.	We visited many islands in the Pacific.	We taught islanders how to read and write.
We collected turtle shells and trochus shells.	We were the first white people to visit Solomon Islands.	We taught islanders about Christianity.
Sometimes we sold guns to islanders.	We made maps of islands we found.	We opened clinics and treated sick islanders.
Some of us became blackbirders.	We gave names to islands we visited.	We stopped the fighting between islanders.

## Activity 25

- 1 Premiers and provincial members
- 2 They work to provide services to the people in the province.
- 3 To make it easier to run

## Activity 26

During the brainstorm, students mention ideas such as:

- They did not want someone else's government system.
- It was different from their own government system.
- It was run by different people.

## Activity 27

Good things	Bad things
Introduced laws that stopped people from fighting each other	Did not recognise traditional government.
Introduced schools	Did not recognise traditional chiefs
Stopped traders from selling guns to islanders	

**Activity 28**

Pidgin words	English words
iu fala	you fellows
tekem	take them
tumas	too much
gauman	government
dis wan	this one
staka	stacks
buka	book
kolsap	close up

**Activity 29**

Learners' research findings depend on their own community's experience.

**Activity 30**

- 1 War is when two sides fight each other.
- 2 People from two opposite sides fight and kill each other.
- 3 War frightens people.
- 4 Place are destroyed and damaged by wars.

**Activity 31**

Learners should mention things such as:

- Both American and Japanese armies needed an airfield for their planes to land.
- Planes could bring food and medical supplies.
- Wounded soldiers could be transported quickly to hospitals for treatment.

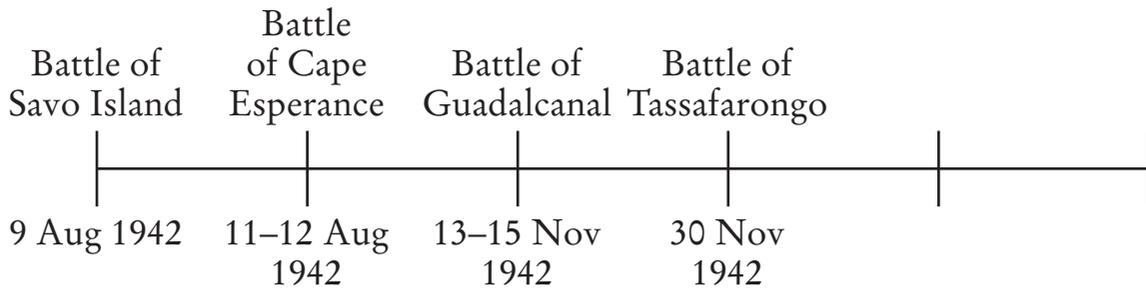
**Activity 32**

Good changes	Bad changes
Airstrips were built.	Villages were destroyed and damaged.
Roads were built.	Islanders joined in the fighting.
Armies built buildings.	

### Activity 33

- 1 To spy on a Japanese camp
- 2 They wanted to know where the American camp was.
- 3 Because Vouza did not tell them anything.
- 4 Because he knew the Japanese would kill the American and Solomon Islands scouts.
- 5 He crawled through the jungle.

### Activity 34



### Assessment activity

Changes to people	Changes to the way people live	Changes to the way people think
A new type of government	A change in the food people eat.	Learn more about people on other islands.
People went to school.	People live in bigger buildings with iron roofing.	Settle disputes in court rather than tribal wars.

# Appendix

## Glossary for Learner's Book

### A

<b>adopt</b>	to accept or take over something and use it as our own. e.g. We adopt European ways.
<b>artificial</b>	Something that is not natural but is made by people. E.g. houses and bridges

### B

<b>ballot box</b>	a box in which voting papers are posted
<b>battles</b>	fight between two different groups of people
<b>blackbirders</b>	traders who took islanders by force and sold them as slaves to plantation owners
<b>brainstorming</b>	contributing ideas in a group to solve a problem or answer a question
<b>British Protectorate</b>	a country controlled or looked after by Britain

### C

<b>candidate</b>	a person who stands for an election
<b>Christianity</b>	the religion whose followers believe in Jesus Christ as the son of God
<b>coast</b>	an area near the sea
<b>coast watchers</b>	men who helped the American army during the Second World War by watching the coast for Japanese warships
<b>colonials</b>	people from richer countries who were sent to rule poorer or smaller countries
<b>community</b>	a group of people living together in one place
<b>conservation</b>	looking after or taking care of something
<b>constituency</b>	a smaller part of a province or country. Every constituency is represented by someone in parliament

<b>contact</b>	meeting white people for first time
<b>coordinates</b>	a set of numbers and letters on a map used to give the location of places
<b>cyclone</b>	a storm with strong winds and heavy rains that can cause damage to places.
<b>D</b>	
<b>design</b>	to plan and make something
<b>destroyed</b>	damaged or spoiled
<b>disadvantage</b>	the bad things about something. E.g The disadvantage of living inland is it can be very hot.
<b>draft</b>	a rough sketch; an early effort at writing text
<b>E</b>	
<b>employed</b>	working for a company or for somebody to earn money
<b>endangered</b>	when things are in danger of dying out or disappearing because people have not looked after them
<b>environment</b>	everything around us like trees, rivers, the air, etc
<b>equator</b>	an imaginary line around the Earth that separate the Northern and Southern hemispheres
<b>eruption</b>	when a volcano throws up burning rocks called lava
<b>Europeans</b>	pale-skinned people from Europe
<b>exploration</b>	finding out what something or a place is like
<b>explorer</b>	a person who travels to different places and finds out more about them
<b>F</b>	
<b>features</b>	different things that are found in our environment
<b>fighter plane</b>	aeroplanes that are used for fighting
<b>freedom</b>	being able to do or say what you want without getting into trouble

## **G**

<b>government</b>	a group of people who rule a country, e.g. Members of parliament form our government
<b>grid</b>	a pattern of squares formed by straight lines going from top to bottom and from left to right

## **H**

<b>headhunters</b>	warriors who used to attack other villages, kill people and collect their heads
<b>headquarters</b>	the main base of a business or organisation
<b>hemisphere</b>	one half of the earth

## **I**

<b>illustrate</b>	to show something using pictures
<b>imaginary</b>	not a real thing but an idea that is only in our minds
<b>income</b>	money a person gets by working or selling things
<b>interview</b>	asking people questions to get information

## **K**

<b>key</b>	a set of symbols and an explanation of what they mean on a map
------------	---

## **L**

<b>lake</b>	a large pool of water, usually fresh, with land all around it
<b>logging</b>	cutting down trees for timber

## **M**

<b>method</b>	a way of doing something
<b>missionaries</b>	people who work for the church in other countries
<b>modern</b>	new

## **N**

<b>nation</b>	a country
---------------	-----------

<b>natural disaster</b>	a bad situation when things like landslides, earthquakes and floods happen and cause damage to the environment and sometimes kill people
<b>natural landscape</b>	things that are not made by people but are part of the environment like plants, animals, the sea or mountains
<b>neighbourhood</b>	A smaller part of a big town or city
<b>O</b>	
<b>occupation</b>	the work or a job a person does to earn money
<b>ocean</b>	a large area of sea water
<b>P</b>	
<b>parliament</b>	the place where elected members have meetings
<b>plantation</b>	a large piece of land where coconut, cocoa or oil palm trees are grown
<b>preserve</b>	to keep something in good condition so that it lasts longer
<b>products</b>	anything grown or made and sold for money
<b>profile</b>	piece of writing that describes something, e.g. A profile about my village or about a soccerplayer
<b>properties</b>	things owned by people
<b>provinces</b>	different and smaller parts of a country, e.g. Solomon Islands is divided up into nine provinces
<b>Q</b>	
<b>qualities</b>	the good things about a person, e.g. kind, honest or helpful
<b>R</b>	
<b>relatives</b>	people who come from the same family
<b>resources</b>	things that a country or person has and can use, e.g. trees, shells, gold
<b>responsible</b>	the duty of looking after or doing something

<b>rocky</b>	when land has many big rocks and stones
<b>rural</b>	places that away from the city, e.g. a village
<b>S</b>	
<b>sacrifices</b>	things given to a god as an offering
<b>salary</b>	money earned by somebody for work
<b>sandalwood</b>	a hard wood with a sweet smell
<b>scouts</b>	a person sent ahead to get information about the enemy's position
<b>self-employed</b>	working for yourself, without having a boss
<b>services</b>	helpful work, such as nursing, where a person provides skills, but not goods
<b>survey</b>	to find out something and record the results
<b>symbols</b>	signs used to mark or represent something
<b>T</b>	
<b>traders</b>	people who exchange goods for other goods, e.g. Traders exchanged axes for timber or turtle shell
<b>traditional handicrafts</b>	things that are hand made, like carvings or baskets, that are part of custom
<b>tsunami</b>	huge waves caused by big earthquakes under the sea
<b>U</b>	
<b>urban</b>	relating to a city or town
<b>V</b>	
<b>vehicle fumes</b>	dirty smoke or gas that is not good to breathe from cars, trucks or buses
<b>W</b>	
<b>warships</b>	big ships used for fighting

# Solomon Islands Primary Social Studies

## Teacher's Guide 4

The *Solomon Islands Primary Social Studies Teacher's Guide* is the teacher support material for the *Solomon Islands Year 4 Primary Social Studies Learner's Book*.

The Teacher's Guide supports the chapters of the Learner's Book: work and occupation; the land around us; transport; leaders of our nation; our culture; our nation; and contact and change. Each section includes support notes on:

- Processes and skills
- Resources
- Teacher's support activities
- Learner's Book references
- Answers to the activities and assessments.

The Teacher's Guide is one component in a new series of teaching materials for Solomon Islands Primary Social Studies for Years 1 to 6. The series has been developed as part of the Solomon Islands curriculum reform of 2005 to 2012. The guide is a support aid to teachers as they encourage learners to learn from their environment and investigate societies, cultures and people.

