



Solomon Islands Primary Social Studies

Learner's Book

4



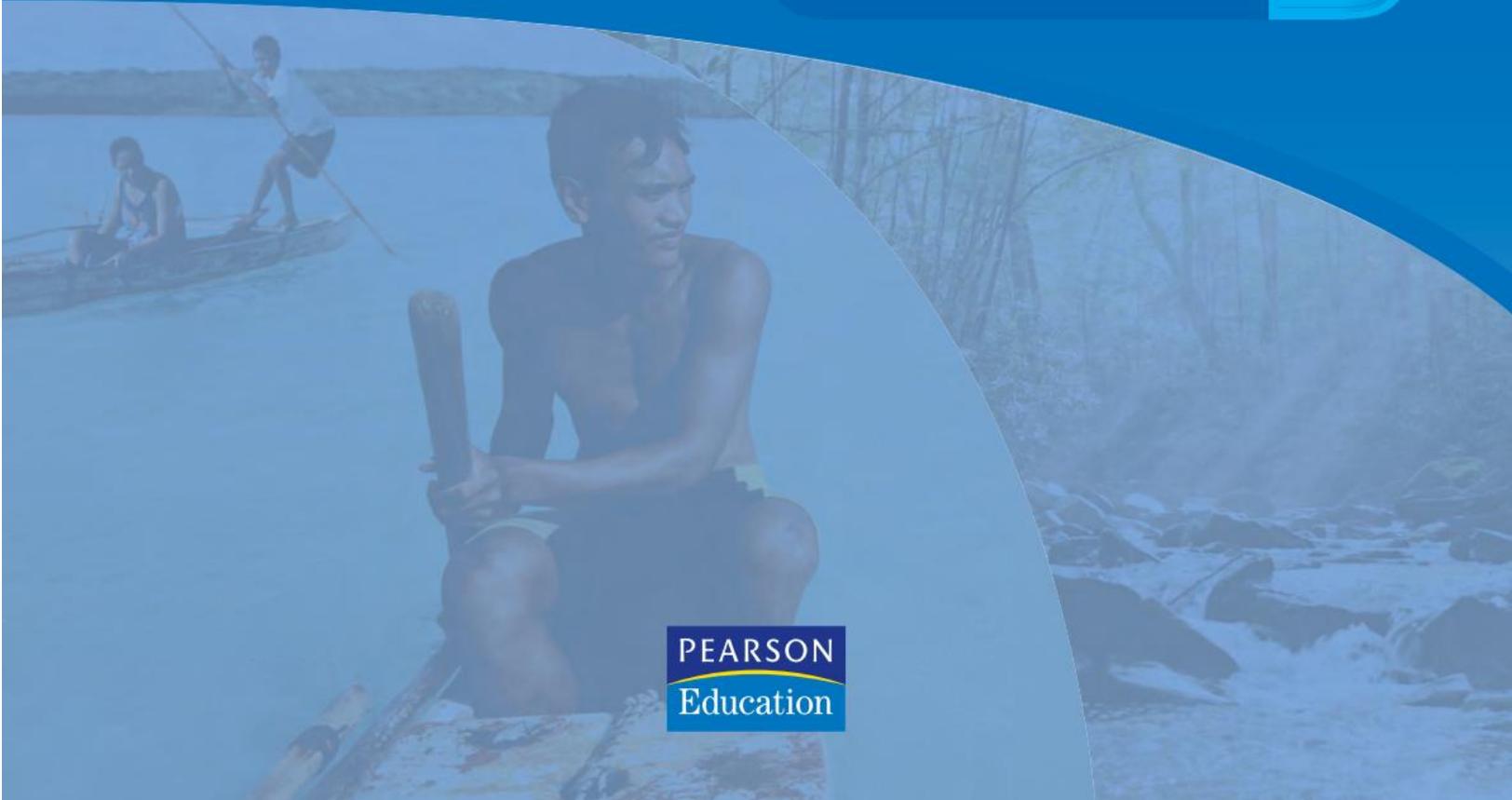
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Chapter 1

Work and occupation

Why do people work?

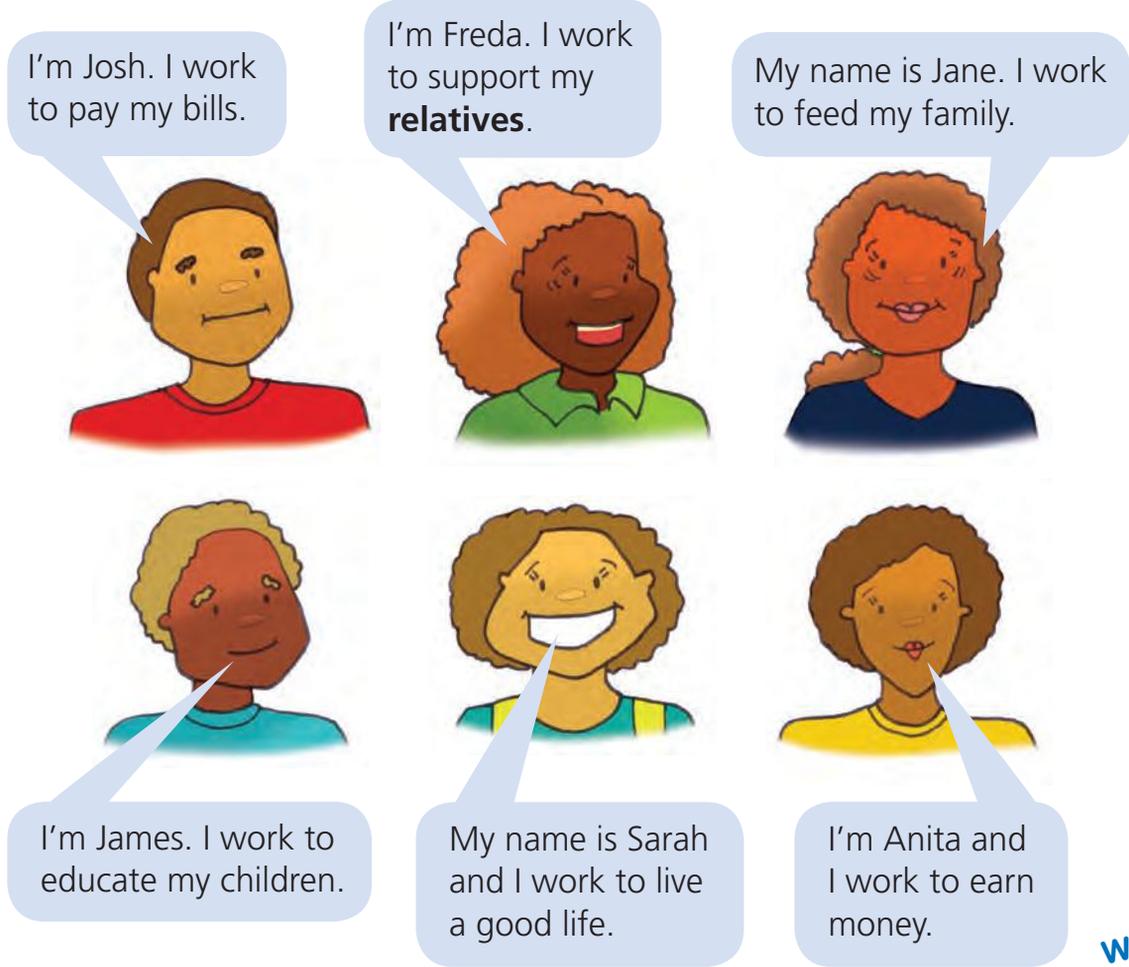
Activity 1



Copy this table and complete it in your exercise book. An example has been done to help you.

| 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 |

Read what these people are saying.



I'm Josh. I work to pay my bills.

I'm Freda. I work to support my **relatives**.

My name is Jane. I work to feed my family.

I'm James. I work to educate my children.

My name is Sarah and I work to live a good life.

I'm Anita and I work to earn money.

Activity 2



Copy the table into your exercise book. Study the pictures above and complete the table. State why each person works.

| Name | Reason for working |
|-------|--------------------|
| Jane | |
| Freda | |
| Josh | |
| Anita | |
| Sarah | |
| James | |



Activity 3

Do this as homework. **Interview** five people in your **community**. Ask these questions:

- 1 What is your name?
- 2 What sort of work do you do?
- 3 Why do you work?

Record their answers in a table like this in your exercise book.

| Name | Type of work | Reason for working |
|------|--------------|--------------------|
| | | |



Activity 4

In small groups, discuss the homework you did for Activity 3. Look at the results of your **survey**. On a piece of paper list all the different reasons why people work. Choose someone to present to the class what your group wrote.

For example:

- To produce goods
- To help people who are sick or who have problems
- To provide a service
- To improve the way they live
- To earn money

People work for different reasons. Most people work to support themselves and their families. Some people work to produce food to feed their families. Others work to earn money to pay for food and other needs for their families.

Different ways of earning money

Activity 5



Think of five people in your family and how they earn money. In your exercise book, copy and complete this table. An example is given to help you.

| Name | What they do to earn money |
|---------------|--|
| Auntie Martha | My auntie Martha earns money by selling ring cakes to students at my school during break and lunch time. |

People work mainly to earn money. They earn money in different ways. Some people sell vegetables, fish, cooked food or betel nut at the market. Some people run a shop where they sell different goods. Some people make **traditional handicrafts** like carvings and baskets and sell them. Some people earn money by doing a job such as a teacher or a policeman.



Activity 6

With a partner, discuss this question: *How do people in your community earn money?*

- 1 List the different ways in which people earn money.
- 2 Read out what you have written to the whole class.

Many people in our villages earn money by selling **products**. Others earn money by working for someone or working for the **government**. Money that is earned is called an **income**. Fishermen earn an income by selling fish. Farmers earn an income by selling what they grow. Teachers and nurses earn their income when the government pays them a **salary** for working in our schools and clinics.



Activity 7

Think about how your parents earn money for your family. Answer these questions in your exercise book.

- 1 How does your father earn money?
- 2 How does your mother earn money?
- 3 List the things your parents spend their income on.



Activity 8

In small groups, look at what each student wrote for question 3 of Activity 7. Write your group's answers on a sheet of paper. Select someone to read to the class what your group has written.



Activity 9

Do this as homework. Interview ten people in your village or **neighbourhood** to find out which item they spend most of their income on. The table below has some examples of items people spend their income on. As a whole class, you and your teacher will decide on the items for your interview.

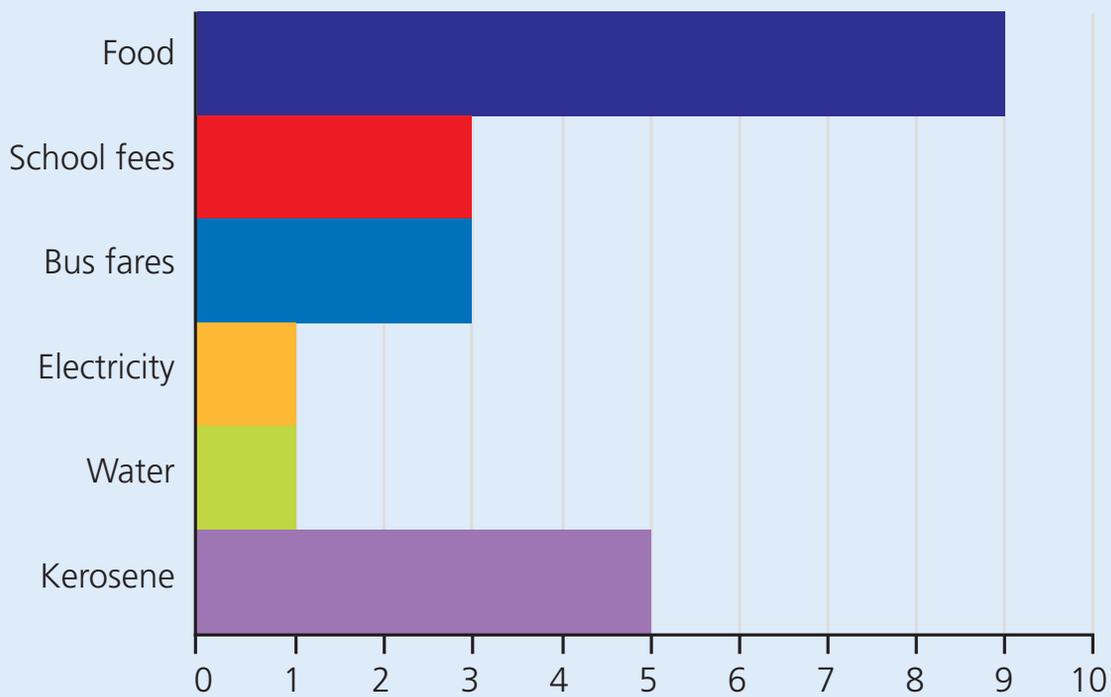
- 1 Copy the table into your exercise book.
- 2 Ask each person which of the items in the table they spend most of their income on.
- 3 Record the information in the table. Use tally marks as shown in the example when you record people's answers.

| Items | The number of people |
|-------------|----------------------|
| Food | |
| School fees | |
| Bus fares | |
| Electricity | |
| Water | |
| Kerosene | |

Activity 10

Draw a bar graph for the information you collected in Activity 9. Then answer the questions in your exercise book.

For example:



- 1 Which item do most people spend most of their income on?
- 2 Why do you think they spend a lot of money on that item?

Goods and services

Activity 11



Study Lists A and B. What are the differences between the people in List A and those in List B? Think about the work they do and how they earn money. Write your ideas in your exercise book.

| List A | List B |
|------------|-------------------|
| Fisherman | Nurse |
| Farmer | Boat driver |
| Weaver | Teacher |
| Tailor | Policeman |
| Shop owner | Malaria worker |
| Carver | Rubbish collector |

You have learnt that people in our communities do different jobs to earn money to pay for different things.

Some people's jobs provide our communities with goods. Farmers provide goods such as potatoes and cabbage. Fishermen provide goods such as fish and shells.

Some jobs provide **services**. Nurses provide health services. When we get sick, we go to hospital to get help. Policemen provide law and order services. When people cause trouble, policemen help to sort out the trouble.

Activity 12

Copy a table like the one below into your exercise book. Study the information you collected in Activity 11 and organise it into the right columns of this table. An example has been done to help you.

| Goods | | Services | |
|-------------|-----------------|-------------|-----------------|
| Type of job | Type of goods | Type of job | Type of service |
| Fisherman | Fish and shells | | |

These pictures show people producing goods and providing services.





Activity 13

Look at the pictures on page 13. With a partner, discuss the different work that the people are doing. Are they producing goods or providing a service?

Record your work in a table like this. The first one has been done for you.

| Picture | Occupation | Goods or services |
|---------|------------|-------------------|
| a | Teacher | Service |
| b | | |
| c | | |
| d | | |
| e | | |
| f | | |



Activity 14

Think about your community and the types of goods and services that different people provide.

- 1 List five goods produced and who produces them.
- 2 List five services provided and who provides them.



Activity 15

Work in small groups. Your group is going to make a poster.

How to make your poster

- 1 Decide on two examples of goods produced and two examples of services provided.
- 2 Discuss how you will **illustrate** them with pictures.
- 3 Decide what you will write to describe each example. You need to describe who provides the goods or service, what they provide and why they are important to the community.
- 4 Decide who will do the drawings and who will write the descriptions.
- 5 Start a first **draft** of your poster in the next lesson.



Activity 16

Work in your group from Activity 15. Look at what your group decided to do during Activity 15.

- 1 Start drafting your poster.
- 2 Students doing the drawings should start drafting the illustrations for the poster.
- 3 Students writing descriptions for the examples should start drafting what they will write for each drawing.



Activity 17

Your group will make the final draft of your poster. At the end of the lesson, your poster will be displayed in the classroom.

- 1 Draw the final drawings. You should draw one picture on one piece of paper. You should have four pictures showing your examples of goods and services.
- 2 Edit and write the final drafts of the descriptions for each picture.
- 3 Arrange your work on chart paper. Paste it on.
- 4 Present your poster to the class before putting it up for display.

| Goods | Services |
|--|--|
| <p>Fishermen provide fish for our community.</p>  | <p>Doctors provide health services.</p>  |
| <p>Farmers produce vegetables which we buy.</p>  | <p>Police officers provide law and order services.</p>  |

Activity 18

Think about the different services that are provided in your community such as education, health care, law and order, maintenance. Is there a service which your community needs very much but does not have? Write a letter to your provincial or **parliament** member about this matter.

In your letter:

- say which service your community needs but does not have
- state why your community needs the service and how it will help people in the community.

Different types of employment

Activity 19

Read and think about the following questions. Write down what you think in your exercise book. You will read what you have written to the class.

- What sort of job would you like to do when you finish school?
- Why do you choose that job?

People in Solomon Islands choose their jobs for different reasons. The people in the pictures below explain why they chose their jobs.

I chose to be a lawyer because the pay is good.

I work in a bank. I like meeting people.

I'm a teacher. I like children.

I'm a doctor. I want to help sick people.

I can find work in town or in the village as a police officer.

I chose to be a builder because I'm good at making things.

Activity 20



Choose five students in your class to interview. Ask them what kind of job they want to have when they finish school. Ask them why they like the job.

Write all the information you collect in a table like this.

| Name | Type of job | Reasons for choosing the job |
|------|-------------|------------------------------|
| | | |



Activity 21

Do this as homework. Choose someone you know who has a job. Ask them the following questions. Record what they say.

- 1 What's your name?
- 2 What sort of job do you do?
- 3 Why did you choose that job?
- 4 What secondary school did you attend?
- 5 What year did you start and when did you finish secondary school?
- 6 Where did you train for your job?
- 7 What year did you start your training and when did you finish?
- 8 What year did you start working?

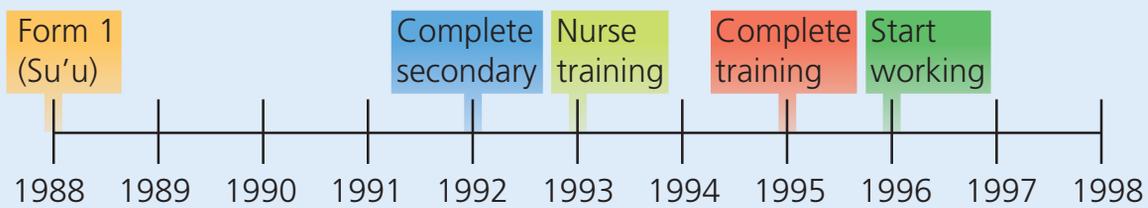


Activity 22

Use the information you collected from the interview you did for Activity 21 to make a time line. Here is an example.

Name: Simon Talo

Job: Nurse



Activity 23



You will work in small groups. In your group, show each other the time lines you did in Activity 22. Choose just one time line for this activity.

Together, draw the chosen time line on a large piece of paper. Make sure that your time line is clearly labelled, and that it looks neat and attractive.

Activity 24



Each group will present their time line from Activity 23 to the whole class. Choose someone in your group to present your time line.

Some people earn money by working for other people. People who work for other people are **employed**. Teachers, nurses and policemen work for the government. They are employed by the government. Lina is a shop-keeper at the Tradewind store. She is employed by the Tradewind store.

Some people work for themselves. People who work for themselves are **self-employed**. A person who catches and sells fish is self-employed. A person who runs a store or sells vegetables from their garden is self-employed.

Activity 25



In your exercise book, write five examples of employed people. Write five examples of people who are self-employed.

Activity 26



Do this as homework. During this activity, you will interview one person who is employed and one person who is self-employed. You will find out the good and the bad things about being employed and being self-employed.

Use the ideas below to get information from the two people you interview.

| Self-employed person | Employed person |
|---|--|
| 1 Name | 1 Name |
| 2 Job | 2 Job |
| 3 The good things about being self-employed | 3 The good things about being employed by other people |
| 4 The bad things about being self-employed | 4 The bad things about being employed by other people |



Activity 27

Work in small groups. Share with each other what you recorded in the interview you did for Activity 26. On a large piece of paper, draw up a table like the one below. Combine the information collected by everyone in the group and record it in the table.

| Employed | | Self-employed | |
|-------------|------------|---------------|------------|
| Good things | Bad things | Good things | Bad things |
| | | | |



Activity 28

Get together with your group as in Activity 27.

- 1 Choose two students to present to the class what you recorded.
- 2 One student presents the information for 'Employed'.
- 3 One student presents the information for 'Self-employed'.



Activity 29



Think about what you found out in Activities 26 and 27 on being employed by other people and being self-employed.

- 1 Which one do you think is better: being employed or self-employed?
- 2 What are your reasons? Write them down.

Activity 30



You will work in small groups. Each student will read out what they wrote in Activity 29. Then answer the following questions in your exercise book.

- 1 Which one did most students choose: being employed or self-employed?
- 2 When you grow up, which one would you choose: being employed or self-employed?
- 3 If you chose being employed, what job would you like to do and who would you like to work for?
- 4 If you chose being self-employed, what would you do to earn your own money?

Assessment activity

Ask 15 people in your community what their **occupations** are or how they earn an income.

- Record what they tell you and use that information to make a bar graph in your exercise book, like the one you made for Activity 10.
- Under your bar graph, answer these questions.
 - 1 Which occupation do most people do?
 - 2 Which occupation has the lowest number of people?





Chapter 2

The land around us

There are many different things that make up the world around us. Some of them are natural, like hills, forests, valleys and rivers. They are part of the land around us. These natural features make up the **natural landscape** of where we live. Some features in our **environment** are made by people, like houses, roads and bridges.

Activity 1

Look around your school. What can you see in the natural landscape of your school? Are there trees and bushes? Is there grass? List all the things which you see in your surrounding landscape.



Different landscapes

There are many kinds of natural landscapes on our islands. The shape of the land is different in different places, and what grows on the land is different too. Here are pictures of types of landscapes.



This landscape has many hills and mountains. It also has a lot of bushes and forests. There are deep valleys and rivers in this type of landscape. This kind of landscape can also be **rocky**.



This landscape is covered with grass. It does not have many trees. Places like this are very good for farming crops such as rice and palm oil. Flat landscapes such as this are also called plains or grasslands.

Activity 2

Look around your school. What type of land is around you? In your exercise book, write about your school landscape. You can use the descriptions above to help you.





Activity 3

Copy the table below into your exercise book.
Then do the following things.

- 1 First, stand outside your classroom. Look carefully at the landscape around you. What can you see? In the first column of the table, list all the natural features.
- 2 Next, find a high spot such as a hill. Look at your school's landscape again. What is different when you are higher up? This time, list the natural features you can see from the hill. Write them in the second column.
- 3 When you are back in your classroom, talk with a friend about why you can see more things from a high place.

| What I can see outside my classroom | What I can see from a high place |
|-------------------------------------|----------------------------------|
| | |



Activity 4

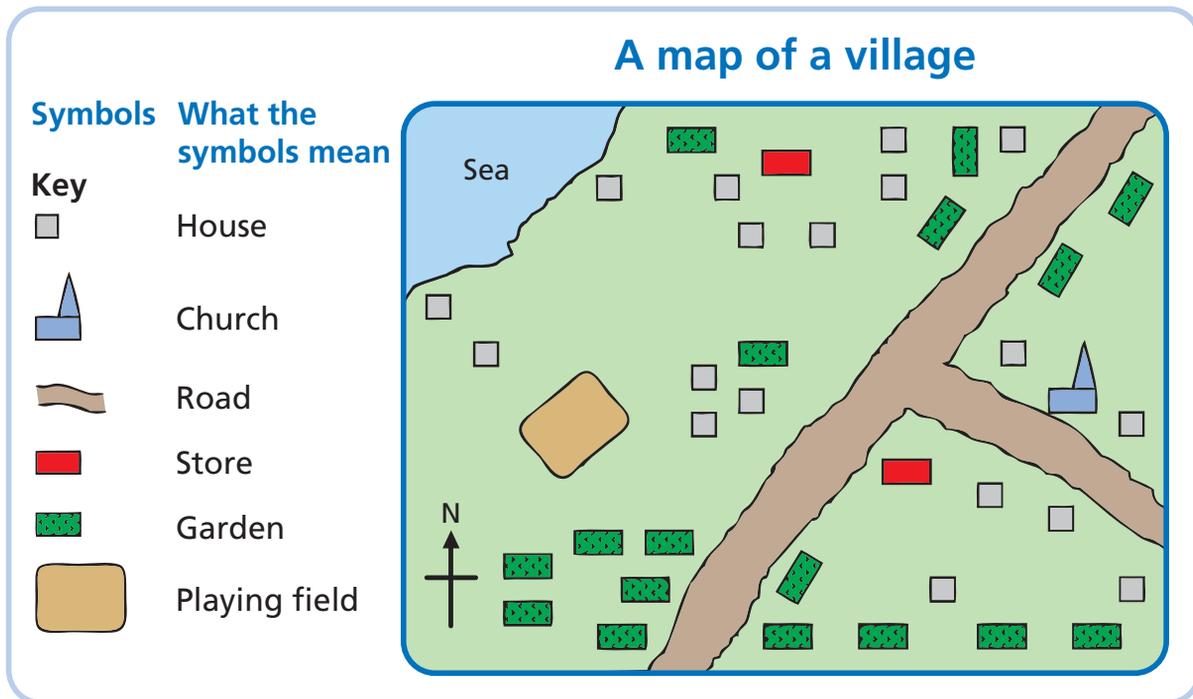
Go to a high place such as a hill. Stand on the high spot.
Look down at the landscape below.

- 1 What do you see in the natural landscape? List all the things you can see.
- 2 On a clean page, do a sketch of what the landscape looks like.
- 3 Compare your sketch with a friend's sketch. Did you both draw the same things?

Mapping your landscape

Look at the sketch of the landscape you did in Activity 4. Your sketch shows the location of gardens, hills, rivers, houses and any other thing you saw. How did you show different things you saw? How did you show gardens and hills? Did you use **symbols**, shapes or special colours?

Here is a map of a village. The different symbols show houses, schools, rivers, shops and roads. To read the map, we need to know what the symbols stand for. A map always has a key. This tells us what the symbols mean.



Activity 5



Look at the map and answer the questions.

- 1 How many stores are there in the village?
- 2 How many houses are there?
- 3 How would you tell someone where the playing field is?
- 4 How many houses are east of the playing field?
- 5 How many gardens are south of the playing field?

Activity 6



Draw a proper map of your landscape like the one opposite. Use the sketch you did in Activity 4.

- 1 Think about how you can make your sketch better. Is anything missing?
- 2 Which symbols will you use to show the different features? You need symbols for gardens, hills, rivers, houses and roads. You can use the symbols on the map opposite or you can make new symbols.
- 3 Draw your map.
- 4 Make a key for your map.
- 5 Put a title on the map.

Activity 7



What are the features of the place where you live? Draw a map of your village or neighborhood. Do a rough sketch first, then do a final map. On your map, you should show:

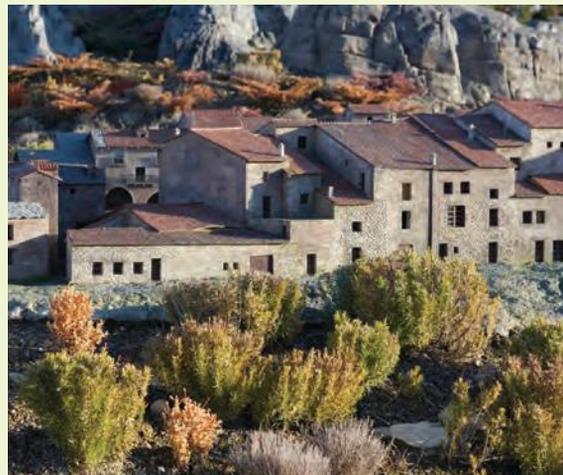
- natural features, such as hills, rivers, beaches, forests
- features made by people, like gardens, houses, roads
- a key explaining the symbols
- a title.

Activity 8



You will do this activity with your teacher.

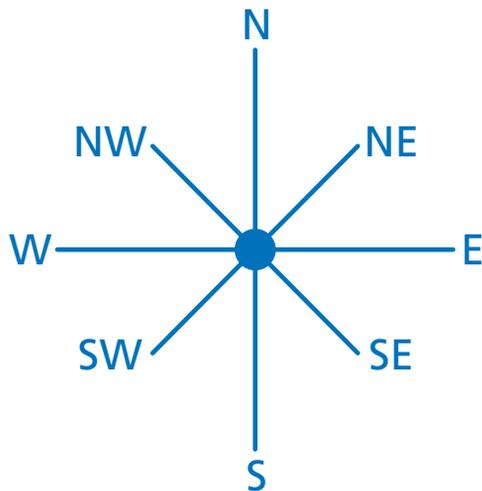
- 1 Make a map of your school. Record all the features on your map. Do the key.
- 2 Use the map to **design** a model of your school. A model is a small copy of the real thing.
- 3 Find materials to make the model. You could use cardboard, paper, grass, sticks, leaves and wood.



Here is an example of a model.

Showing directions on a map

In Year 3, you learnt that a compass helps us locate places. You learnt about north, south, east and west directions. But there are more points on the compass. Can you see them in the picture below?



Here is a picture of a real compass. People use this to find their direction.

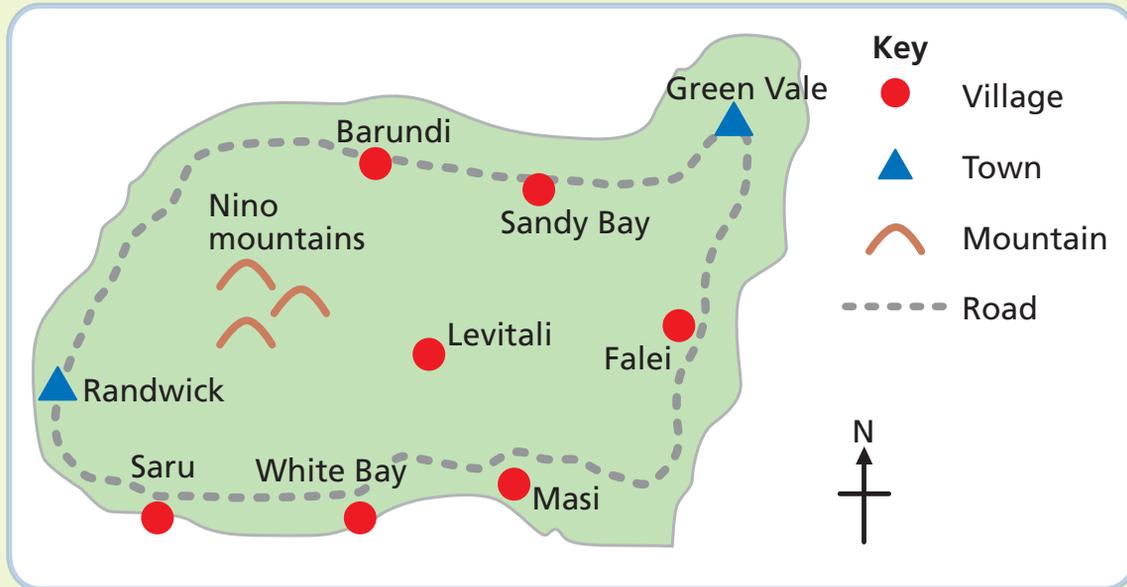
The extra points are:

- NW means north-west. It is halfway between north and west.
- NE means north-east. It is halfway between north and east.
- SE means south-east. It is halfway between south and east.
- What do you think SW means? What two points of the compass is it halfway between?



Activity 9

Look at the map carefully and answer the questions about directions.



- 1 Which direction will you travel in if you go from Levitali to Masi village?
- 2 Which direction is it to the mountains from Barundi village?
- 3 Where will you reach if you travel north-west from Saru village?
- 4 What direction is Sandy Bay village from Green Vale town?
- 5 Which village will you reach if you travel north-east from Masi village?

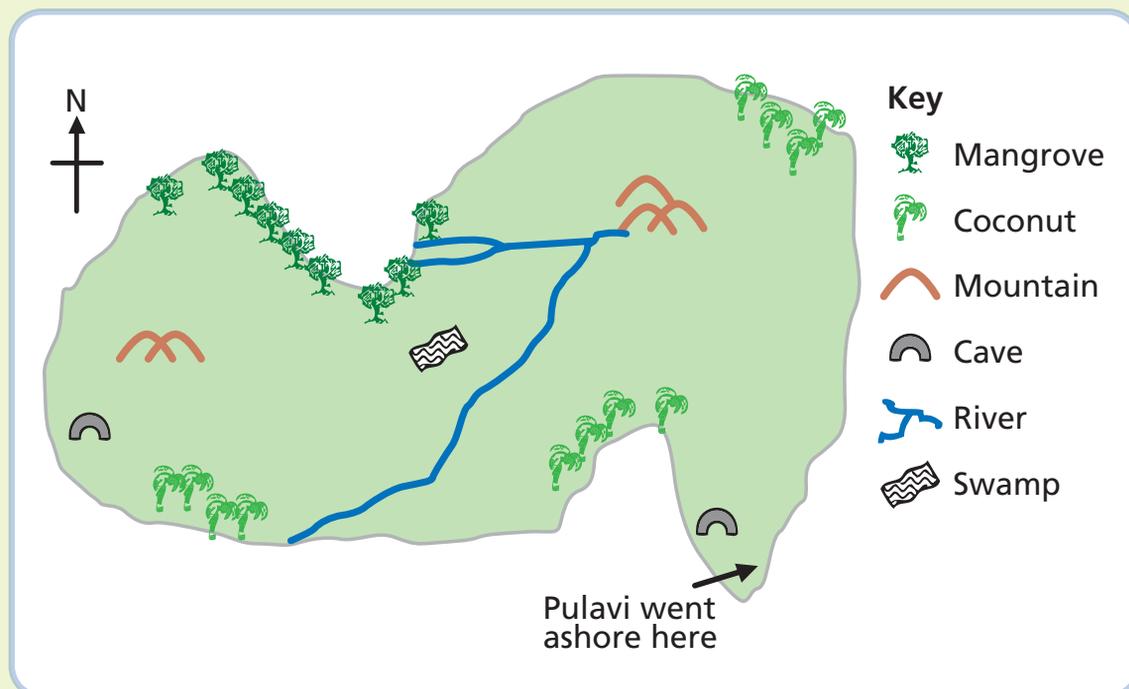
Activity 10

Read this story about Pulavi's trip to Kirin Island. You can take turns to read the story out loud.

Pulavi's Adventure

One evening, Pulavi was returning to his island in his boat. Suddenly, his outboard motor stopped. Pulavi looked around to see where he was. The closest island was Kirin Island. Pulavi paddled towards the island. He knew that he had to wait on the island for a passing boat to pick him up. While he waited for a few days on the island, Pulavi explored the island.

Here is a map of Kirin Island.



Continued >>



<< Continued from page 33

- 1 Draw a copy of Kirin Island in your exercise book.
- 2 Read the timetable of what Pulavi did on each day he was on the island. It also shows where he went.
- 3 The map shows where Pulavi went ashore. Draw a line from place to place to show where he went on his travels around the island, starting where he first landed.
- 4 When you have finished, compare your path for Pulavi with your friend's path.

| | |
|-------|---|
| Day 1 | <ul style="list-style-type: none"> • Went ashore on the south side of the island. Spent the night in a nearby cave. |
| Day 2 | <ul style="list-style-type: none"> • Walked NW. Saw a coconut plantation near a coast. • Kept walking NW and came to a river. Too deep to cross. • Turned and walked NE and reached some mountains. • Kept walking NE and reached a coconut plantation near a nice beach. Spent the night on the beach. |
| Day 3 | <ul style="list-style-type: none"> • Walked SW and reached some mangroves at a bay. • Turned and walked south. Crossed two shallow streams and kept walking south. Saw a swamp with a lot of wild taro. • Walked west between the swamp and the mangroves. • Turned and followed the mangroves NW. • At the end of the mangroves, turned SW and walked past some mountains. Found a cave. Spent the night in the cave. |
| Day 4 | <ul style="list-style-type: none"> • Walked SE and found some coconuts. • Continued walking SE and came to the mouth of a river. Saw a boat going past. The boat driver saw me waving and picked me up. |

How the natural landscape affects us

Islands in Solomon Islands have many different natural features. They have mountains, rivers and low land near the coast. The natural landscape affects the way people live in their different environment. Here are **profiles** of different environments, which explain how people live in each place.

Different environments where people live

The people in this village live near the sea. They get most of their food from the sea. They usually build houses close to the shore. In this way people can protect their canoes. People who live near the sea usually choose places that are sheltered. Sheltered places protect them from strong winds and big waves. There are many villages like this in Solomon Islands.





Many people live inland on the bigger islands. Most inland villages are built on top of hills and ridges. It is usually hotter inland. The people build villages where it is cooler. They make their gardens on the sides of hills or mountains. They get most of their food from the bush. They harvest wild yam and hunt wild pigs.

Some people live on **artificial** islands. These are islands built up from the ocean with stones. Sometimes, there is not enough space on the stones so the people build over shallow water. They put the houses on tall stilts or posts. They build bridges to link the islands. These bridges help people to visit each other. The people also use the bridges to go ashore.



Some people live on the banks of big rivers. The people use the river for drinking, washing and watering their gardens. They also use the river for fishing and to travel from one village to another. Often, the river floods onto the flat land close to the banks. It leaves behind rotting leaves and sticks. This makes the land very good for growing crops.



Activity 11

After reading about the different environments that people live in, answer these questions with a partner.

- 1 Why do people who live near the sea look for sheltered places?
- 2 Why are inland villages built on top of hills and ridges?
- 3 What kind of food would it be difficult to get in an inland village?
- 4 What is a good thing about living near a big river?
- 5 Why do you think it might be dangerous to live close to a big river?





Activity 12

Think about each of the environments in this table and copy the table into your exercise book. Write one advantage (good thing) and one disadvantage (bad thing) of living in each environment.

| Environment | Advantage | Disadvantage |
|-------------------------|-----------|--------------|
| Near the sea | | |
| On a hill inland | | |
| On an artificial island | | |
| Near a river | | |

Activity 13



What kind of environment do you live in? Does it affect the way you live? Do a profile of your **community** and how the environment affects the way the people live. Start by using the questions below to help. You can also draw pictures.

1 Your town

- What is the name of your community?
- Is it a **rural** village or an **urban** town?
- Do you live near the coast or inland?

2 How does your town use:

- the land
- the forest
- the sea, river or lake
- swamps?

Continued >>

<< Continued from page 38



- 3 How does your community get food? Is it grown nearby? Is it brought in from far away?
- 4 How do most people in your community earn money? Do they work in a shop or on a boat? Do they grow food to sell?

Activity 14



Look at the community profile you have created. Work with a partner to look at your work together, and then discuss these questions.

- 1 In what ways does your community need the natural landscape for their everyday life?
- 2 What resources does your community use?
- 3 What are the problems with these resources? Are they running out? Are they getting polluted? Is anyone watching to make sure they will be used well?

You have read about the different natural landscapes in our country. You have also learned about people living in different landscapes. You have seen how they affect the way people live.

The natural landscapes of our islands are changing all the time. The villages and towns where we live now look different from 50 years ago. Nature causes some of the changes. People cause other changes.

Changes in the natural landscape

Changes caused by nature

Nature has many ways of changing the landscape. Heavy rain washes away soil. It causes rivers to flood. Strong winds knock down trees. Such things change the landscape. **Cyclones**, earthquakes, volcanic **eruptions** and **tsunamis** are powerful natural events. They often cause huge changes to the landscape.



A plantation damaged by a cyclone on Rennell Island



Houses and trees damaged by a tsunami on Gizo

Activity 15

- 1 With a partner, look at the pictures of how natural forces can change the landscape. Describe the changes that you see in each picture.
- 2 Make a list of other natural events that can change the landscape.



Activity 16

Talk about this question with your partner. *How has the landscape in your local area been changed by a natural event?*

- Write a description of what happened.
- Draw pictures of what you saw.

Changes caused by people

Solomon Islands has a lot more people than before. Our villages and towns are growing bigger all the time. People and the government need land to build new roads, airstrips, wharves, new houses, clinics and schools.

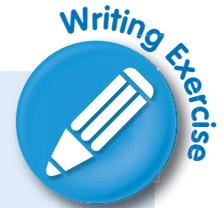


Logging companies cut down trees for timber.



Making a new road

Forests are cleared to make space for growing crops or building houses. The roads allow people and goods to move around our islands easily. All these activities change the natural landscape. Sometimes, these changes can happen very fast. For example, bulldozers make new roads very quickly.



Activity 17

Write a description of any changes caused by people in your area. Use these questions to help you write your description.

- 1 Have you seen changes in your community like those shown in the pictures on pages 40–41?
- 2 Why are the changes taking place?
- 3 What other things are changing the natural landscape of your community?



Activity 18

What do you know about the time when your parents were the same age as you? Was life very different? Here is an activity for you to do at home. Ask these questions of an older person in your family, such as your parents or grandparents. Write down their answers.

- 1 What was this place like when you were a child?
- 2 How many buildings were there?
- 3 Were there roads?
- 4 Was there a school and a clinic?
- 5 What other changes have taken place?
- 6 Do you think it is better now? Why?

Write the information in your exercise book. You can draw pictures too. This is your report of an **interview**. You will report to the class during the next activity.

Activity 19

Do this activity with the whole class and with your teacher.

- 1 Have a discussion with a partner about changes to your natural landscape since your family member was young. Make a list of any changes and write your own ideas.

Discussion questions:

- a Do you think people should be making changes to their natural landscape?
 - b Why do people do things that change the landscape?
 - c If people continue to change the landscape, what might happen in the future?
- 2 After discussing with your partner, share your ideas with the whole class.



Looking after our environment

Activity 20



Read this story out loud with a partner. Think about the message in the story and then answer the questions.

Old Mana's Land

Before old Mana died, he took his sons to the forest behind their village. "I do not have much to give you except this land. I will split it between the two of you." He showed his sons a boundary that divided the land. Garry, the eldest, received the land east of the boundary. His second son, John, had the land on the west side.

"Look after this land. It has provided our family with crops and building materials. It is our hunting ground," said Mana.

Later, a logging company visited the village. The company offered money to landowners if they allowed the company to cut down trees for timber. Garry said yes and took the money. John refused. Six months later, the trees on Garry's land had all been cut down. The company moved on to the next village. Garry used his money to build an iron-roofed house. He bought a water tank, a generator and a video. Then his money ran out. He could not buy food from the shops. His family became hungry. The loggers had destroyed his gardening

Continued >>



land. He went to John's house and saw bags of taro and potatoes. John was busy cleaning the wild pig he had caught in the forest. Garry had to beg food from John to feed his family.

- 1 Which of the brothers made a good decision?
- 2 Why do you think it was a good decision?
- 3 What do you think Garry should do after the loggers have destroyed his forest?

Conserving and preserving our environment

In the story, John kept his forest. He **preserved** the natural environment. Looking after the landscape is called **conservation**. We need to look after the natural landscape because of the changes caused by nature and people. Many governments pass laws to help people look after the environment. Here are some of the laws we have in Solomon Islands.

- Do not use poison or dynamite to catch fish.
- Do not catch sea turtles as there are very few left. They are **endangered**.
- Do not sell or send local animals to other countries without permission.
- Do not throw rubbish in the sea or in rivers.
- Do not destroy gardening land by cutting down all the trees.



Activity 21

Study the conservation laws on page 45. Think about how your community uses the resources in their environment. Answer these questions.

- 1 Is your community obeying these conservation laws?
- 2 Which of these conservation laws do you think are most important in your community?
- 3 Why are they important?
- 4 What other conservation laws do you think the government should make?



Activity 22

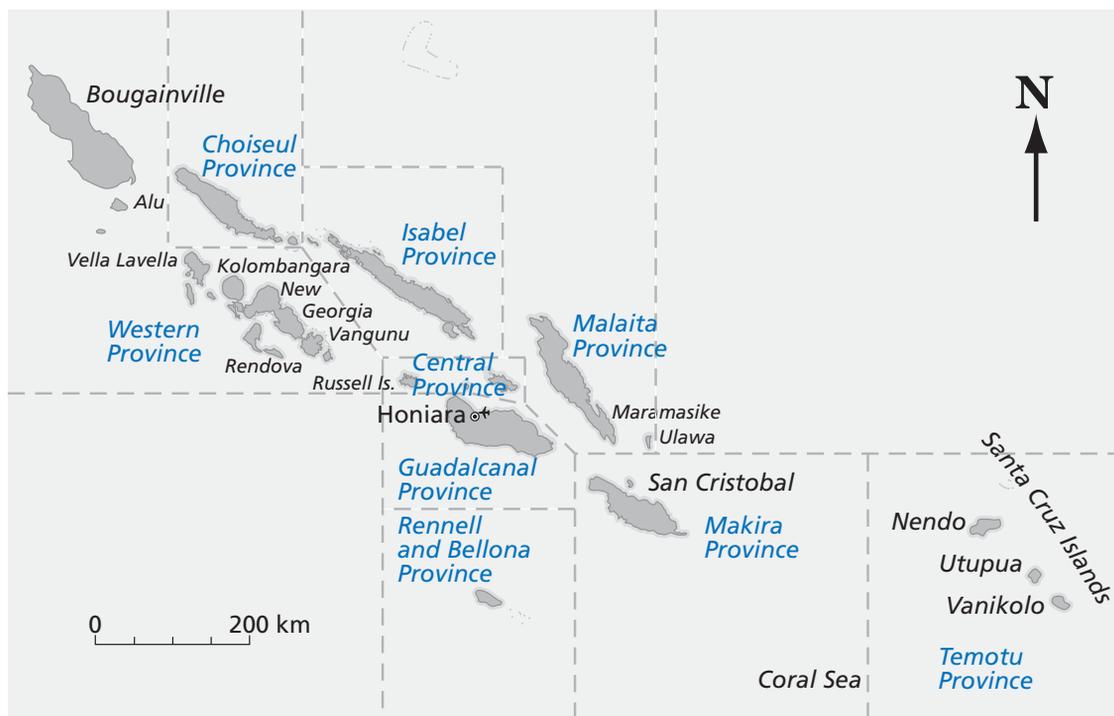
You will need to do this activity at home with the help of someone in your family such as your parents or grandparents.

Looking after the environment is not work for the government only. People in every community should have their own ways of looking after their environment.

- Ask your parents or grandparents to tell you some of your community's traditional ways of looking after the environment. Write them neatly on a piece of paper. For example, on Saru Island, no one is allowed to catch wild baby pigs if they see them in the bush. This means that the wild pig is preserved.

Locating your island and province

Solomon Islands is a country of many islands and a lot of ocean. The country is divided into provinces. This map shows the provinces in Solomon Islands. Can you see how the provinces are divided up by lines? The lines mark off the areas of ocean and the islands in the provinces. These lines are called provincial boundaries. Our capital city, Honiara, is a province, separate from Guadalcanal Province.



Some provinces have many islands in them. Some provinces are made up of just one big island. Some provinces have more people than others. Each province in our country is special in its own way.



Activity 23

What is special about your province? Is it by the sea or inland? Is it many islands or just one? Write a description of your province. Use these questions to help you.

- 1 What is the name of your province?
- 2 What is the name of your provincial headquarters?
- 3 How many islands are there in your province?
- 4 What is the natural landscape where your village or town is?
- 5 What are some things your province is famous for?



Activity 24

Study the map on page 47 and answer the questions in your exercise book.

- 1 Which province do you come from?
- 2 Which provinces have a lot of islands?
- 3 Which province is farthest to the east?
- 4 Which province has the largest area?
- 5 Name the province that has the smallest area.

Activity 25



- 1 Find your island on a Solomon Islands map in an atlas.
- 2 Draw the shape of your island.
- 3 Draw in the compass symbol on your map. Show the direction north.
- 4 Colour the sea blue.
- 5 Draw two islands that are near your island. Write their names beside them.
- 6 Mark where your village is with a dot. Write the name of your village.

Activity 26



Before you learn more about the provinces, how much do you know already?

- 1 How many provinces are there in Solomon Islands?
- 2 Which province is close to Vanuatu?
- 3 Which province is famous for making shell money?
- 4 Which province is near Bougainville?
- 5 Which province is Sikaiana Island part of?



Activity 27

Study the map on page 47. Answer these questions.

- 1 Which province is south-east of Guadalcanal Province?
- 2 Name the province that is south-west of Makira Province.
- 3 What direction will you travel in if you go from Isabel to Santa Cruz?
- 4 Which province is north-east of Western Province?
- 5 In what direction is Choiseul Province from Isabel Province?



Activity 28

Study the map showing the provinces, or use an atlas. Answer these questions with a partner.

- 1 How many main islands are there in Solomon Islands?
- 2 Write down the names of all the main islands.
- 3 Which is the longest island in the Solomon Islands?
- 4 Which is the widest island?
- 5 On which island will you find our capital city?

Activity 29



You will do this activity with the whole class and your teacher. Your teacher will put up a map of Solomon Islands on the board.

- 1** Draw lines to show the provinces and the provincial boundaries. Look at the provincial map in your exercise book to help you.
- 2** Identify the provincial headquarters for each province.
- 3** Mark it with a coloured pin or a piece of paper. Write the name of the provincial headquarters beside the markers.



Locating our country

Activity 30

1 Read how Peter describes where his country is. Can you find Peter's country on the Pacific map below?



"My country has water all around it. Solomon Islands is north-west of my country. To the south is New Caledonia. Which country do I come from?"

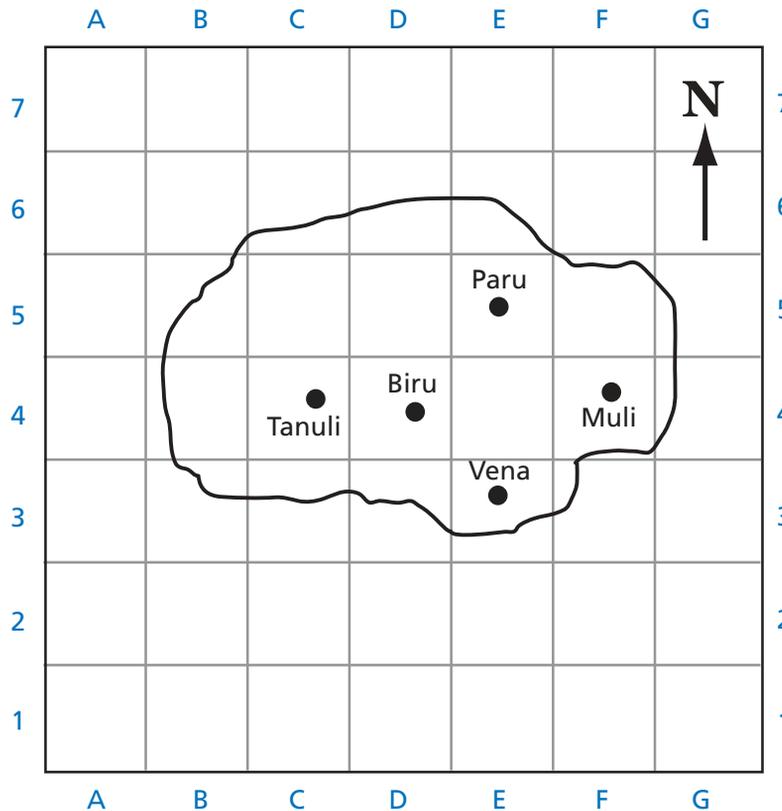
2 How can you describe the location of Solomon Islands on the map? Write your description and read it to a friend.



Using coordinates

If you look carefully at a map, you will see lines. Some lines go from top to bottom and some go across from left to right. The lines form a **grid**. The grid on a map helps us to describe the locations of places. The grid is a pattern of columns and rows.

A grid with letter and numeral coordinates



Here is a map of an island. The grid is on top of the map. There are five villages on the island. We can use the numbers and letters on the borders of the grid to give the location, or **coordinates**, of each village.

For example: The location of Tanuli village on the grid is C4. Tanuli village is where Column C and Row 4 meet. The name of the square is C4.



Activity 31

1 Use the grid on page 53 to describe the locations of the other villages.

| Village | Location |
|---------|----------|
| Tanuli | C4 |
| Biru | |
| Vena | |
| Paru | |
| Muli | |

2 Copy the map into your exercise book. Put these features in the following locations. Make up symbols for them and do a key.

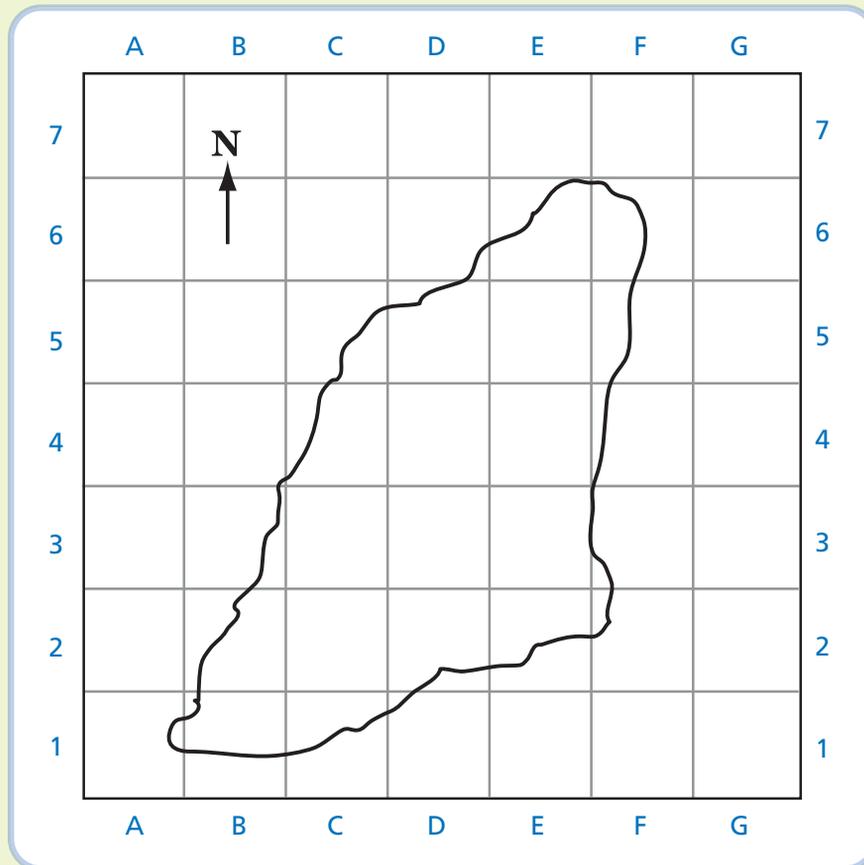
- a Waterfall in F4
- b Airstrip in D3
- c Plantation in E4
- d Port in C6





Activity 32

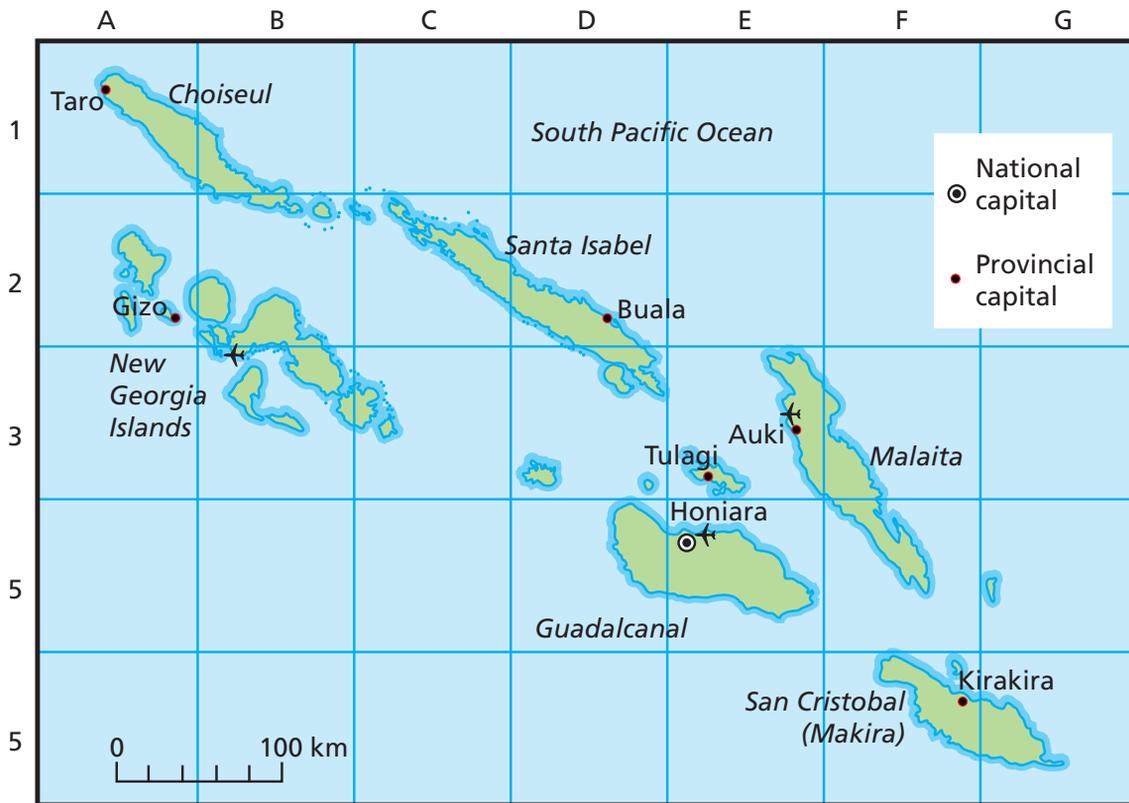
- Copy this grid into your exercise book. Draw the island on the grid.



- Here are locations of six features on the island.

| | |
|---|---|
| <p>a Wharf in D2</p> <p>b Village X in B1</p> <p>c Village Y in C5</p> | <p>d Village Z in E6</p> <p>e Hospital in E5</p> <p>f Airstrip in D4</p> |
|---|---|
- Mark the features with a symbol in the correct squares. Do a key.

This is a map of Solomon Islands. A grid is on top of the map. You can use the names of the squares to describe where places are on the map.



Activity 33

Study the map and write the coordinates of the following places in your exercise book.

Honiara

Kirakira

Tulagi

Buala

Gizo

Taro

Auki



The Earth is not flat as it is shown on a map. A map is like a picture of different places on Earth. Here is a picture of what Earth looks like. Have you seen something like this in your classroom? This is called a globe. The Earth is a sphere. Other examples of spheres are a soccer ball, a basketball or a volleyball. A globe is a model of our planet Earth.



A globe shows all the continents on Earth. It also shows the **oceans** and rivers. If you look closely, you will see a line that goes round the middle. This is called the **equator**. This line divides the Earth into two **hemispheres**—the Northern and the Southern Hemisphere. A hemisphere is ‘half a sphere’.

Activity 34



Look at the globe and find answers to these questions.

- 1 Identify five things on the globe.
- 2 What do the different colours on the globe represent?
- 3 Name six large masses of land.
- 4 Name three large areas of ocean.

Activity 35



- 1 Can you find Solomon Islands on your school globe?
- 2 In which hemisphere is Solomon Islands?
- 3 What is the name of the huge ocean where Solomon Islands is?
- 4 Find and name two countries which are north of the equator.

Activity 36



My dream country

You have learnt many things about your island, province and country. You have also learnt about mapping. Now you will create a map of an **imaginary** country. Here are some ideas to help you.

- 1 What is the name of your country? It can be a real name of a thing or person, or a completely made-up word.
- 2 What are the natural landscape features of your country? Does it have a tall mountain or a beautiful forest? Is there a wide lake or a tall waterfall?
- 3 What have people built on the landscape? Are there towns, roads, bridges or schools? What sort of buildings are there?
- 4 Think of some symbols to use on your map. What do the symbols mean?
- 5 Do a rough sketch of your country first. Then draw a good map. Use coloured pens or pencils to make your map look good.
- 6 Your map should have the following features:
 - a compass symbol
 - a capital city and its name
 - a key
 - some towns and their names
 - the name of your country
 - natural landscape features.

Continued >>



<< Continued from page 59

- 7 When you have finished, write a story about your imaginary country. In your story, include things about the landscape. Read the story to the class and point to the places on your map where the story is happening. Your teacher will collect the maps and display them on the classroom wall.

Assessment activity

- 1 Draw a map of your island in your exercise book.
- 2 Mark the provincial headquarters and the main villages on your map with dots.
- 3 Label each village or provincial headquarters by writing in their names.





Chapter 3

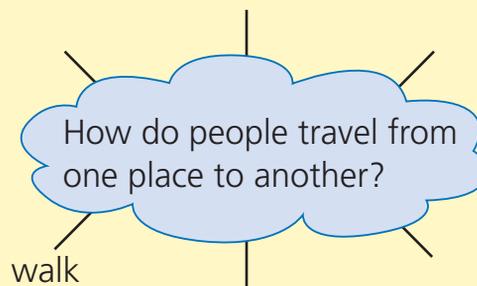
Transport

What is transport?

Activity 1

You will work in a small group to do this **brainstorming** activity. On a large piece of paper, copy the question. Record as many answers as you can around the question. An example has been given to

help you. Choose someone to present what your group has discussed to the class.





Activity 2

Look at the answers your group wrote during the brainstorming for Activity 1. Copy the table below in your exercise book. Arrange your group's answers into the right columns. An example is given to help you.

Can you think of some more forms of transport? Write them as well.

| Land | Water | Air |
|------|-------|-----|
| walk | | |

Transport is an important part of our lives. People do not stay in one place all the time. People travel from village to village, or from town to town. Sometimes people travel from one island to another island.



Activity 3

Jackson is a student in Honiara. He made a chart to show how the students in his class travel to school every day. Study the chart and answer the questions.

| | |
|---------|--|
| Bicycle | |
| Walk | |
| Bus | |
| Car | |

Continued >>

<< Continued from page 62



- 1 What different types of transport do the students use?
- 2 How many students travel by car?
- 3 How many go to school by bus?
- 4 Which is the most common way of travelling to school?
- 5 How many students are in Jackson's class altogether?

Means of transport

Activity 4



Here are different situations. Decide which transport is usually used in each situation.

- 1 There is cargo from Honiara for the shops on Isabel Island.
- 2 Tomas wants to send two pigs to his friend who lives in a village in the bush.
- 3 Janet needs to go to a nearby island to attend her sister's wedding.
- 4 Greg will be travelling to Fiji to attend school.
- 5 You are travelling from your house to your school.



Activity 5

In small groups, discuss these questions. Record your answers on a table like the one below.

- 1 What are the different means of transport used by people in your community?
- 2 Why is transport important to your community?

| Means of transport used in our community | Importance of transport to our community |
|--|--|
| | |

Choose someone in the group to read out your group's answers to the class.

Traditional and modern transport

People use many types of transport to travel from one place to another. Different means of transport are also used to carry goods from one place to another on the land, and by sea and air.





Activity 6



The pictures on pages 64–65 show some forms of transport that people in Solomon Islands use. Study the pictures and answer the questions.

- 1 Which do you think is the slowest form of transport?
- 2 Which transport do you think is the fastest?
- 3 Which transport do people in your community use to travel to Honiara?
- 4 Which form of transport was used by Solomon Islanders in the olden days?

Long ago, our communities had no cars or buses. There were no outboard motors or aeroplanes. People travelled a lot on foot. It took people a long time to reach where they were going when they walked or paddled canoes. Sometimes, people had to take goods with them which they carried on their backs or in canoes. It was slow, hard work.

Today, people use **modern** transport in many parts of Solomon Islands. People use trucks, cars and buses to travel and to transport goods. Many people who live near the sea or rivers use ships and outboard motor engines.



Activity 7

Look at the forms of transport shown. Some are modern and some were used long ago. Write two headings like these in your exercise book:

Transport long ago

Transport today

List each form of transport under the correct heading.



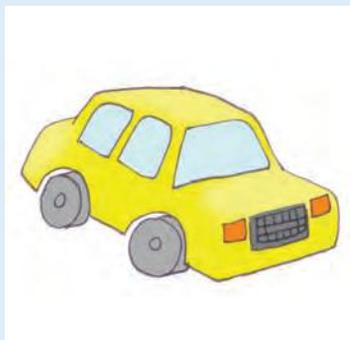
a helicopter



b canoe



c on foot



d car



e outboard motor
canoe



f raft

The good and bad things about old and modern transport

Activity 8



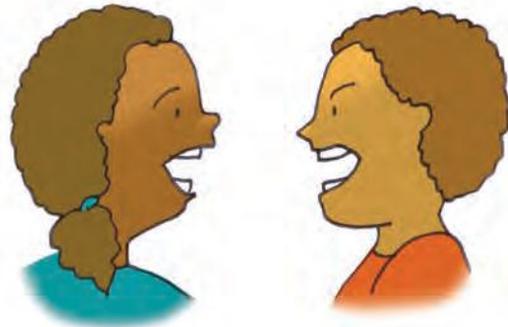
Think about what you have learnt about old and modern transport. Which one do you think is better? Write five reasons in your exercise book.

Write your statement like this:

I think _____ transport is better.

My reasons are:

James and Marie are having an argument. James says that modern transport is best. Marie says that old transport is better.



Modern transport means we move faster.

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

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

We can move very heavy things on trucks and ships.

We travel longer distances on modern transport.

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



Activity 9

Read the speech balloons on page 67 and decide which ones are said by James and which ones are said by Marie.

1 Write it like a play script. It is already started for you.

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?

2 Complete the script by writing what James and Marie said to each other during their argument.

Assessment activity

Give three examples each of traditional and modern forms of transport.

| Traditional transport | Modern transport |
|-----------------------|------------------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |



Chapter 4

Leaders of our nation

Why do we need leaders?

Read about Nelly and Henry.

Nelly was complaining to her brother about the bad behaviour of some of her classmates when the teacher was absent.

"There was no-one in charge," said Henry. "That's why they behaved that way. When people are in a group there must be a leader."

"Why?" asked Nelly.

"Because someone must say what should be done, that's why."

Nelly thought about what Henry had said.

"That's true," she said. "Father is the leader at home. There is a leader at the church. Our club has a leader and the headmaster is the leader of the school!"



Activity 1

In small groups, look carefully at the picture and answer the questions.



- 1 Discuss what you think the children are doing.
- 2 Why are they behaving like that?
- 3 Do you think they need a teacher?
- 4 Who should be the leader in this situation?

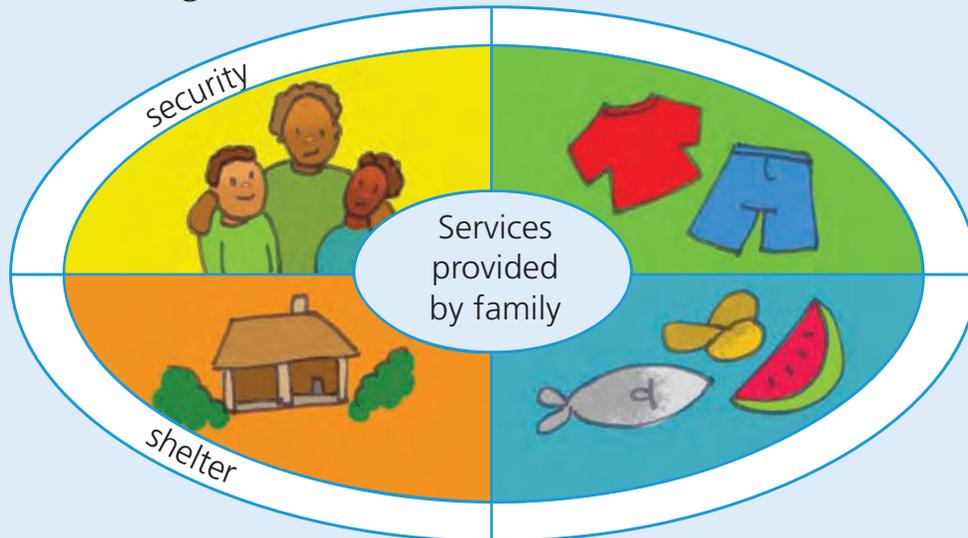
What makes a good leader?

A leader is a person who can lead us in the right way. He or she must be a trusted person. In our country, there are many people who are leaders. There are leaders in our churches, villages and the government. They help us decide what is best to do and not to do. They make sure important services reach people. In a family, there is a leader.

Activity 2

The diagram below shows you some of the things the leader of a family provides.

- 1 Copy the diagram into your exercise book and fill in the missing words.



- 2 List other things the leader provides for the family.

Activity 3

Answer the following questions in your exercise book.

- 1 Do you want to be a leader?
- 2 What will you do if you are a leader of a group?
- 3 Who is the leader in your family?
- 4 Who is the leader in your community?
- 5 Name any leader who you like. Why do you like him or her?

Read about Mrs. Rongodika.

People who help others in the community are also leaders. Mrs Rongodika from Vuturua village is about 60 years old. She does not have much money. She feels sorry for children whose parents cannot afford to send them to school. She invites them into her home and reads them stories. She teaches them the alphabet and numbers. The children also learn how to read and write.

Mrs Rongodika is a leader in her community because of these activities.



Activity 4

In pairs, discuss the reasons that make it hard for some parents to send their children to school. Make a list.



Activity 5

In the same pairs as in Activity 4, think about something you can do to help people in your community.

- 1 Think and decide what you plan to do.
 - How will it help your community?
 - Who will take part in your activity?
- 2 Plan when and where you can do it. Write your plan in your exercise book. Share it with the class.



How our leaders are chosen

As you have learnt, there are many types of leaders. Some people become leaders because of their position in their family. For example, a father is seen as the leader of the family.

Some people become leaders because it is a title that is passed along in their family. For example, a man becomes the chief and leader of his tribe after his father dies.

Some people become leaders because they are chosen by vote. For example, the class captain, the soccer team captain, the member of parliament.

All leaders have two main responsibilities:

- to look after everyone in their group and make sure they are happy with each other
- to make decisions about what is best for their group.





Activity 6

Copy the table into your exercise book. The people listed in the table are all leaders. Write down one responsibility they have as leaders.

An example has been done for you.

| Leaders in our community | One responsibility |
|--------------------------|-------------------------------------|
| Pastor | Organises a church wedding ceremony |
| Chief | |
| Class captain | |
| Youth leader | |
| Netball team captain | |
| Captain of a ship | |

Activity 7

Read about why Johnson was chosen to be a provincial leader. In pairs, discuss and answer the questions.

A New Leader

Johnson comes from a village in south Small Ngella. He used to be a primary school teacher before he became a provincial member. When Johnson was still a teacher, he used to help the schools where he taught to get funds for new classrooms and water tanks. He would use his outboard motor engine and canoe to take sick people to



Continued >>

<< Continued from page 74



*the nearby clinic or take women to sell their food at the market. People regard him as a helpful and caring person with good ideas. When it was time for a provincial election the people in Johnson's village asked him to be their **candidate** in the elections and he agreed. On the day of the election, his people elected him and he became their provincial member.*

- 1** Why do you think people wanted Johnson to be their candidate?
- 2** How did Johnson become a provincial member?
- 3** Do you think Johnson made a good provincial leader for the south Small Ngella people?

Activity 8



Community survey

Go out into your community and ask five people what they think makes a good leader. Record their responses.



Activity 9

In groups of five, compare and discuss your survey findings from Activity 8.

Choose a group leader. Write the question below on chart paper. Write all your findings around the question. An example is given to help you.

A person that is always willing to help anyone



What makes a good leader?

Share your group's findings with the class.



Activity 10

Think of a leader in your community. List some leadership **qualities** that you see he or she has.

Share your list with the student who sits next to you.





Activity 11

In pairs, discuss the following questions and answer them in your exercise books.

- 1 Who are leaders in your class?
- 2 What are their responsibilities?
- 3 How were they elected as leaders?
- 4 What other leaders are there in your school?
- 5 How were they chosen?

How we choose our class leader

In schools we vote for students we want as our class leaders. To choose a leader, students might nominate some candidates. Candidates are students who can make good leaders, for example, a class captain. When the time comes to elect a class captain, the teacher writes the candidates' names on the blackboard. The teacher asks the students to close their eyes and put their hands up when she calls a candidate's name. The person who gets the highest score is the winner. He or she becomes the class captain.



Activity 12

In pairs, discuss how your class chooses a class captain. Write a short description in your exercise book.



Activity 13

Imagine your class wants to choose someone to be the class captain. As a class, do the following activities.

- 1 Choose three or four good candidates. A person who chooses a candidate must explain to the class why the candidate is the right person to be class captain.
- 2 Each candidate prepares a short speech to tell the class what he or she will do if they become class captain.
- 3 Prepare a **ballot box** for students to put their votes in.
- 4 Each student must have a piece of paper. Write the name of the person you want to be your class captain. Do not show your paper to other students.
- 5 During voting time, place your piece of paper in the ballot box.
- 6 Choose two students to count the papers and write the results on the blackboard. The person with the highest number of votes is the winner.



Activity 14

In groups of five, discuss and write a list of reasons why people vote for a candidate. Choose someone in your group to read your group's ideas to the class. An example has been given to help you.

People vote for a candidate because:

- they think the candidate has good ideas and plans.

The national government

The **national** government is the name given to the government that rules our country Solomon Islands. It is made up of members who are elected by the people. They are leaders in our national government. People elect leaders because they trust them to do good things. Your leader should talk in parliament about any problems in your **constituency**. For example, if a big bridge has been washed away, your leader can ask the Minister of Works for assistance. Your leader should do things for your community, such as have wharves built, make sure there are clinics, schools, power and water supply. They should not do things only for their relatives, friends or themselves.

Activity 15

In pairs, discuss what you think will happen to your community if your leaders do things only for themselves.

- Write your answers in your exercise book.
- Read your ideas to the class.



Activity 16



In small groups, discuss and list five things you want your member of parliament (MP) to do for your community and give reasons why.

For example:

Water supply – people walk very far to get water from the river.

Activity 17



Imagine your group wants your member of parliament to do the things you listed earlier. Draft a letter to your member of parliament. Include the list and reasons from Activity 16 in your letter.

The provincial government

Our country has another type of government, called the provincial government. These governments look after their own provinces. The members are elected by the people. The provincial government offices are in every provincial capital. For example, the provincial members of Makira province have their office in Kirakira.



Activity 18

Look at the map of Solomon Islands and answer the questions in your exercise book.



- 1 Write the name of your province.
- 2 Who is the premier of your province?
- 3 Write the name of your island.
- 4 Write the name of your provincial member.
- 5 How was he or she chosen?
- 6 Why is it important to have a provincial member?

Responsibilities of a provincial member

After the election, a winner goes to his or her provincial capital. For example, a winner in Malaita goes to Auki. A winner in the Western province goes to Gizo. The elected person has the responsibilities of a provincial member. Like the national government, the provincial leaders plan how to provide services to the people of their province, such as schools, roads, clinics, transport and water supply. They must see that their people get some financial help from the provincial government for the services. They make sure that the services are there for the people to use.

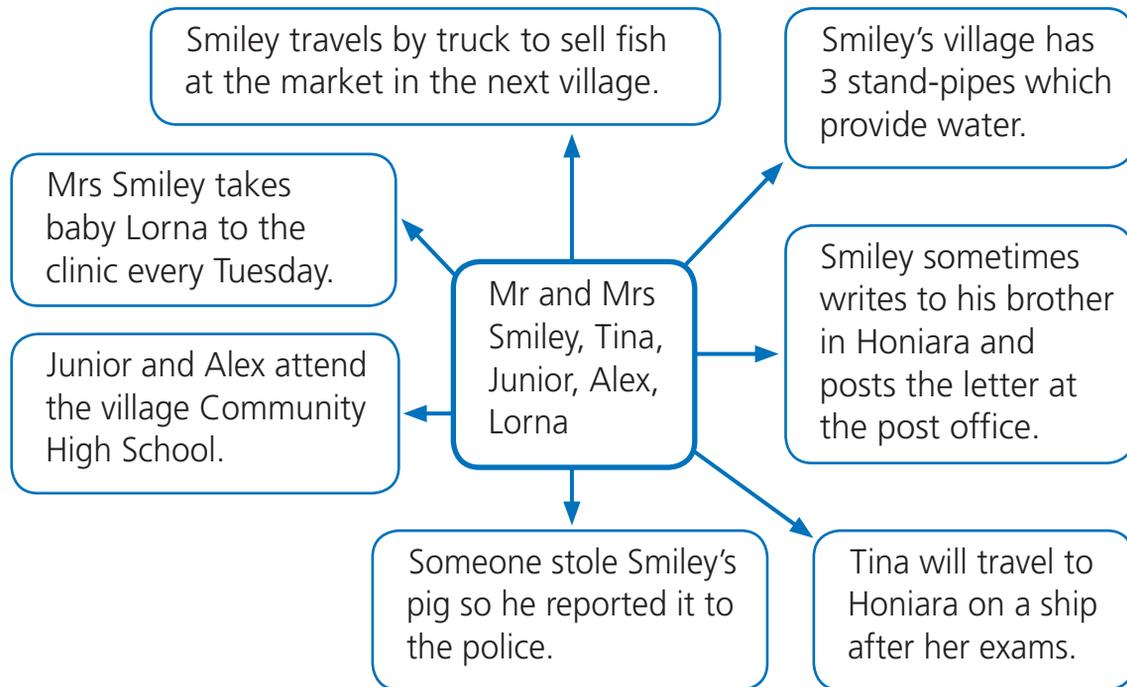
Activity 19



Answer the questions in your exercise book.

- 1 After winning the election, where do provincial members go?
- 2 What is the name of your provincial capital?
- 3 Write three other provincial capitals in Solomon Islands that you know of.
- 4 What services do you want your provincial member to do for your community?

The diagram below shows how Smiley and his family use services provided by their provincial government.



Activity 20

In pairs, look at the diagram above and list the services provided by the provincial government for Smiley and his family.





Activity 21

In your exercise book, draw a diagram similar to the one for Smiley and his family. Write the names of your family members in the middle box. On your diagram, show how your family uses different services.



Activity 22

Work in a small group to make a poster. Draw pictures to show all the different services provided by the government for people in our country to use. Make your poster attractive.

At the end of this activity, you will show and explain your poster to the whole class.

Assessment activity

Copy the table. List three roles and responsibilities of national leaders and provincial leaders.

| National leaders | | Provincial leaders | |
|------------------|------------------|--------------------|------------------|
| Roles | Responsibilities | Roles | Responsibilities |
| | | | |



Chapter 5

Our culture, our nation

Being a member of a group

There are many types of groups in our communities. Different groups live, play and work together for different reasons. For example, a family is a group. They live together and care for each other because they are related. The students in a class make another group. They share things and ideas and work together when learning at school. A soccer or netball team is another group. They practise and play together to win in their sport.



Activity 1

In pairs, discuss the following questions about your family as a group. Write your answers in your exercise book.

- 1 Who is the leader of your family?
- 2 How many people make up your family group?
- 3 What do you do to help in your family?
- 4 What are some things your family shares as a group?
- 5 What other groups do you belong to besides your family?



Activity 2

Do this activity at home. Ask four members of your family or your neighbours about the types of groups they join and why they join them. Copy this table in your exercise book and fill it in.

| Name of person | Type of group | Reasons for joining |
|----------------|---------------|---------------------|
| | | |



Activity 3

Your teacher will choose some students to read the information they collected for Activity 2.

Groups in our communities

Read about Elisa.

My name is Elisa. I come from Sikaiana Island. I attend Tenavatu Primary School on Guadalcanal Island. In the morning I am in my family group. At school I am in my class group. I am in the school netball team too. In church I am in the children's choir group. In my village I am in the girls' dancing group. I like the dancing group most because I learnt a lot about body movements to different types of music. I belong to many groups.

Activity 4

Work with a partner. Listen as your partner tells you the groups they belong to. In a table, write what they say. Then change roles, so you tell your partner about your groups. Look at what you have written and answer the questions.

| My groups | My friend's groups |
|-----------|--------------------|
| | |

- 1 Which of you belongs to more groups?
- 2 Which groups do you both belong to?
- 3 Which groups do you belong to that your friend does not belong to?



Activity 5



Write a story about your groups, like Elisa's story.
Explain which group is your favourite and why.

You can also draw pictures to illustrate your story.

Activity 6



List all the groups you can think of in your community
and explain what they do in the community.

For example: Sunday school – children join Sunday
school to learn about Jesus and the Bible.

Roles in groups

There are many different groups
in our communities, like youth
groups for young people, women's
groups and sports groups.

Each group has a role in their
community. Different groups do
different activities. For example,

a soccer team represents their community in sports.

Women learn things like cooking and sewing by joining
a women's group. These are local groups. There are also
important groups outside the community. One example
is the Red Cross. They usually help communities after a
natural disaster, such as after a cyclone.





Activity 7

In pairs, think of a time when a group you belong to gave help to someone.

- 1 What was the group?
- 2 What help did your group offer?

Now think of a time when other groups visited your community.

- 1 What was the group?
- 2 Why did the group visit your community?
- 3 What help did they offer?



Activity 8

Imagine that you are a youth leader in your community. What are some problems in your community? How would you use your group to solve them? Write your ideas in a table like this in your exercise book. An example has been done for you.

| Problem | Solution |
|----------------------|-------------------------|
| 1 Rubbish everywhere | Organise a clean-up day |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

A group leader's role

All groups have leaders. The leader's role is to plan and organise activities for the group members. He or she should provide support and discuss important things with the members. A leader should also be the **role model** for the members.

Activity 9

Write down the roles of the following leaders.

| Leaders | Their role |
|----------------|------------|
| Youth leader | |
| Chief | |
| Pastor | |
| Soccer coach | |
| Health officer | |



Activity 10

With a partner, imagine that your school has no rules. Talk about the problems your school would face if there were no school rules. Write your ideas. One of you can read your ideas to the whole class.



Group rules

You have learnt about different groups in the community. You have also learnt that all groups have leaders to lead them. All groups also have rules. Rules tell us what we can and cannot do. Rules tell us how we should treat other members of the group and behave towards them. Rules help the leader and group members to make good decisions.

Activity 11



Do this activity with a partner. Answer the questions in your exercise books, then share them with the whole class.

- 1 What rules do you have in your family group?
- 2 Who sets the rules for your family?
- 3 What happens if you do not obey them?
- 4 Think about a time when you were praised. Why were you praised?
- 5 What rules in your family do you think need to change and why?



Activity 12

Copy and complete the table by writing one rule for each group.

| Types of groups | Rules |
|------------------|-------|
| Your family | |
| Your classroom | |
| Your school | |
| Your church | |
| Your sports team | |
| Youth group | |

Individual rights

What is a right?

Last week the people of Viru village had a meeting about where to build their community trade store. Someone suggested that the children's playground was a great place. Everybody agreed that it was a good idea. Suddenly Alex, an 11-year-old boy, stood up and opposed it. He said children needed a place to play and have fun. People stopped and thought again about his argument. Alex had the right to tell everybody about what he thought he and the other children needed. The children had the right to enjoy a playing place.



A right is the **freedom** to do something or to have something. For example, children have the right to go to school. Rights are like rules. They tell us what is right and wrong in the way we behave towards other people

Activity 13

Think of a time when you tried to say what you thought but nobody listened. In small groups, discuss and share your experiences.

- 1 What were you trying to say?
- 2 How did you feel when no one listened?
- 3 Do you think children need to be listened to? If so, why?



Activity 14

If you were invited to attend your school committee meeting, what would you like the committee to improve in your school? Some problems are listed below. Think of some more.

| Problem |
|-----------------------------|
| No proper toilet |
| Not enough school textbooks |
| Muddy playing field |



Traditional and modern roles



Activity 15

In small groups, talk about your families or communities. In the table below, list some of the roles played by men, women and children.

| | |
|----------|--|
| Men | |
| Women | |
| Children | |
| Everyone | |

Do you think that there have been changes in the roles of men, women and children nowadays?

For example:

- 1 Nowadays, men can cook too.
- 2 Women can now play soccer.

Sharing work

Before **Europeans** and **Christianity** came to our islands, there were no shops or markets. People had to make gardens, go fishing and hunt in the bush for food. There was a lot of work to do so people had to share the responsibilities. For example, men were **responsible** for building houses, fishing and hunting. Women were responsible for making gardens, looking after children and

cooking. Even children had work to do. They helped to look after younger children and collected water for the family.

There were responsibilities that everyone shared, such as harvesting a garden or preparing for a feast.



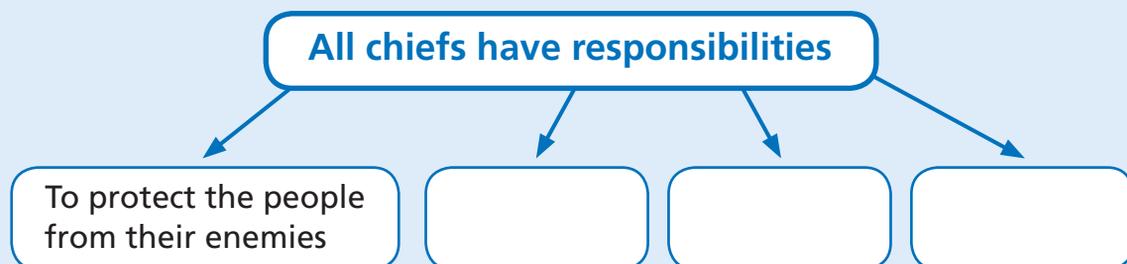
Traditionally, men built houses.

A chief's role

In the olden days, the chief played an important role. When people argued or fought, it was the chief's responsibility to settle disagreements. When preparing for a feast, the chief shared out the responsibilities so that everyone helped. There were good chiefs and bad chiefs. Villages with good chiefs lived happily together. Villages with bad chiefs fought among themselves and did not help each other.

Activity 16

Read the text about a chief's role. Then copy and complete the diagram in your exercise book.



Modern roles

Our communities have changed since the arrival of Europeans to our islands. We have **adopted** a lot of European ways. This means that people play different roles in our communities. In the olden days, the chief, parents and relatives played important roles in our lives. Nowadays, we have other important people too, such as teachers and nurses. For example, the nurse's role is to help us when we are sick.

Activity 17



Copy and complete this table in your exercise book.
List the roles of the following people.

| Person | Role played |
|------------------|-------------|
| Doctor | |
| Ship's crew | |
| Pilot | |
| Head teacher | |
| Class teacher | |
| Health inspector | |
| Police officer | |

Caring for the environment

What is the environment?

The environment is everything around us. This includes living and non-living things. Living things include trees, animals and birds. They are part of our natural environment. Non-living things include stones, houses and roads. They are usually part of a man-made environment.



A natural environment



A man-made environment

Activity 18



Go for an environment walk. Identify ten things that your community uses a lot from the environment.

Back in class, copy and complete this table in your exercise book, using the information you collected from your walk. Here is an example.

| Ten things my community takes from the environment | Are there still plenty or not plenty? | What to do to stop them from running out |
|--|---------------------------------------|---|
| Coconut crabs | Not plenty | Do not catch small and female coconut crabs |

Why care for the environment?

Our environment gives us many things so we can live healthy and enjoyable lives. To stay alive we need fresh air, clean water, food and shelter. The cotton in our clothes grew on a plant. Our food comes from plants. Other plants are made into medicines. Wood from trees is made into furniture and paper. We do all our activities in our environment. For example, we play games in the school ground or on a playing field. We buy and sell goods in a market place.

Activity 19

Describe your school environment. What living and non-living things are there? Write five sentences then draw a picture of the school.



Activity 20

Look at the activities below. Write the environments that we do them in. The first one is done for you.

| Activity | The environment we do it in |
|---------------------------|---|
| Soccer | Playing field, school ground, on the beach, on the road |
| Family feast | |
| Buying and selling goods | |
| Collecting drinking water | |

Are all the environments in your home area pleasant?



Types of environment

Children in an unspoiled environment can enjoy the richness of life. The air in a clean and healthy place is fresh and smells good. The plants and animals are healthy.

The air in a dirty place smells bad. It affects our breathing. This is caused by vehicle fumes, smoke from factories and burning grasses.



A clean environment



A dirty environment

Activity 21

Rubbish project

Walk around the school compound. List the types of rubbish you find. See what type of environment your school is in.

Discuss with your teacher a better way to arrange the different types of rubbish for your school. For example, put bottles in one place, place papers and plastic together.

Make a large sign to show the types of rubbish and the right place to put the rubbish. Write a notice to be placed at the dump site. The notice is to tell the children the right way to place their rubbish.





Activity 22

Walk around the school compound and pick up any rubbish lying around. Arrange it according to the signs and the notices.

Caring for public properties

Activity 23

As a class, discuss the following questions before writing the answers in your exercise book.

- 1 What are some places which the whole community uses?
- 2 Who built or provided them?
- 3 Do the people use them every day?
- 4 Do they look after them properly?
- 5 Is there a time when you or someone in the community destroyed school property?
- 6 What happened when someone in the community destroyed something used by everyone?



What are public properties?

A public property is something that is used by everyone in the community. Some examples of public properties are roads, clinics, schools, market places and public toilets. Public properties are usually provided by the government for everyone to use. It is everybody's responsibility to look after them.

Why care for public properties?

Activity 24

In small groups, discuss the following questions. Choose someone to write your points.

Care for public properties

- 1 What are some public properties used by your community?
- 2 Who should look after them?
- 3 How should people in our communities look after public properties?
- 4 What punishment do you think should be given to people who spoil the school or other public properties?



We usually keep our houses clean. We often neglect the cleanliness of public places such as hospitals, clinics, schools or toilets. Hospitals or clinics are there for us to use when we are sick. Public toilets are there when we need to use them. Public libraries are there when we want to read. Market places are there for us to buy and sell goods. These public places are where we do our activities. It is everyone's responsibility to protect, respect and use wisely. Many people treat public places as something that belongs to somebody else so they do not care about them. We must take care of our public properties, just as we care for our own properties.

Activity 25



Prepare a map or plan of the village or school area. Show the different public properties in your community on your map. Make a key and include a compass on your map.

Assessment activity

Here are two groups found in all our communities. Think of three things that these two groups do for your community. Copy and complete this table in your exercise book.

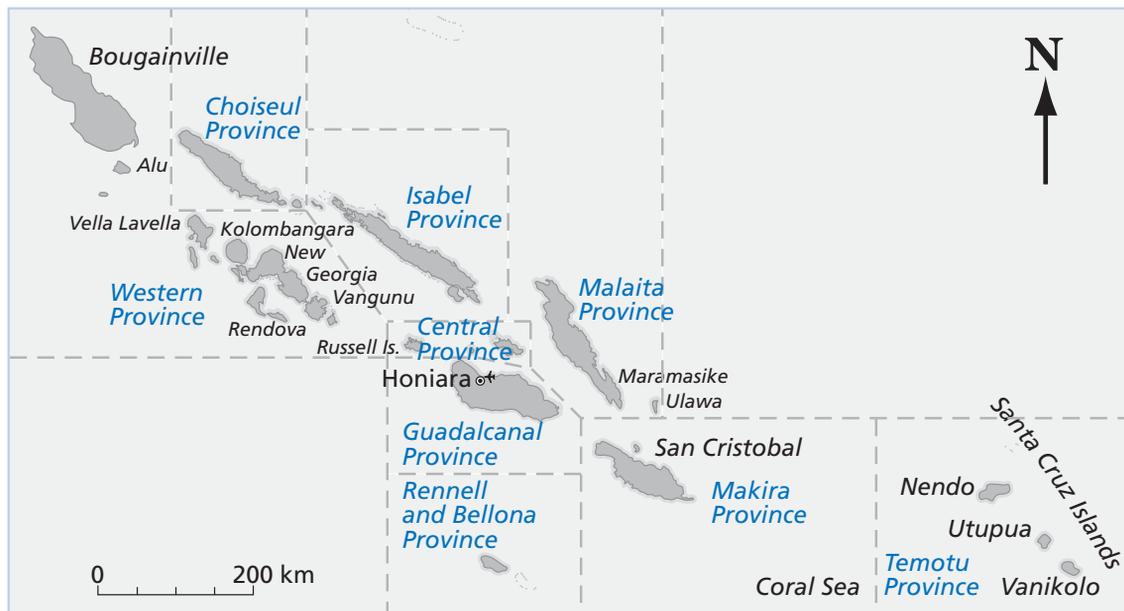
| Youth group | Soccer team |
|-------------|-------------|
| | |



Chapter 6

Contact and change

Who we were before contact



There are more than 900 islands in Solomon Islands. People mostly live on the big islands. Some islands are too small for people to live on.

Our country is very interesting because there are many different groups of people living in it. These different groups have different customs and speak different languages.

Activity 1

Work with a partner and study the map of Solomon Islands on page 103. Answer the questions in your exercise book.

- 1 Which island do you come from?
- 2 Which island is closest to yours?
- 3 What are some similarities between the people of the neighbouring island to your people?
- 4 What are some differences?



Activity 2

Part A

Do this activity if every student in your class speaks the same language.

Answer the questions in your exercise book.

- 1 Do people in other villages speak the same language as in your village?

Continued >>



<< Continued from page 104

- 2 How can you tell which village a person comes from?
- 3 When people from different villages meet, can they understand each other?
- 4 What are some differences in your language to that of other villages?

Part B

Do this activity if students in your class speak different languages.

- Your teacher will ask your class which language you all speak and list the languages on the board.

For example: Lau

Roviana

Tikopian

- Your teacher will choose five students with different languages. They will role play a discussion on their favourite hobby.
 - Observe the five students and then answer these questions in your exercise book.
- 1 What problems would your class face if everyone spoke to each other in different languages?
 - 2 Which language do students and the teacher use to communicate in your class?
 - 3 Where did that language come from?

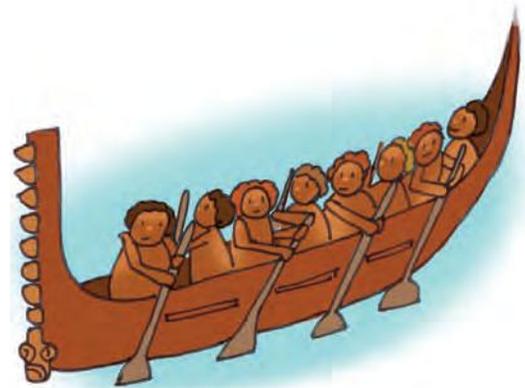


Activity 3

Find out about the history of your people by asking your parents or a family member these questions. Record the answers.

- 1 Which island are you from?
- 2 Did your people travel to nearby villages or islands?
- 3 How did they travel?
- 4 Why did they visit nearby villages and islands?

More than 400 years ago, life on our islands was very different from today. We were not even a country! People lived on their islands and knew very little about other islands. They did not try to understand each other's languages or customs. They did not like each other. There was a lot of fighting among the people on our islands. **Headhunters** used to go out in their big war canoes and attack villages on other islands. They took the heads of dead people to show how many people they had killed. They also captured women and children and took them as slaves. Our islands were not safe and happy places. Everyone was afraid and people were always ready to fight or run away.



Headhunters' war canoe
from New Georgia

Activity 4

As a class, brainstorm the question in the bubble with your teacher.

Copy the brainstorm with everybody's ideas into your exercise book.

People were always afraid.

What do you think life was like on our island when there was a lot of fighting?



Activity 5

Read Rema's story and answer the questions in your exercise book.

Life on my island 400 years ago

My name is Rema and I'm 11 years old. I live on an island with my family. There are 12 families in my village. Life in my village is the same every day. Every morning, my sisters and I help our mother in the garden. My father told me that I'm almost a man now so I have to learn how to fish, hunt and fight.

In my village, the older people are our teachers. When girls are old enough, the older women teach them girls' work like how to make gardens, weave, cook, make grass-skirts and look after children. I already know how to make hooks from shells. My father is teaching me

Continued >>





<< Continued from page 107

how to catch fish using different fishing methods. The hardest method is spear fishing because you have to be fast. I practised until my arm was sore. My father told me that he will teach me how to make a canoe next year. My uncle is going to teach me how to fight with a spear. I hope I will be strong like my father and uncle so that I will be able to protect my family from our enemies.

If you look to the east, you will see an island. The people on that island are very bad. They talk in a funny way and always want to fight with us. When I was nine years old, seven war canoes came to our village. The women took all the children and we hid in a cave in the bush. The men stayed to look after our village. I was so worried about my father. I could not sleep that night. If he died in the fight, I would not be able to do all the men's work for my mother and sisters because I was too young. Luckily, my father was only wounded. The custom man did some magic and gave my father custom medicine to heal his wound. Many men in my village died in the fight.

The custom man said that we have to make sacrifices to our gods to protect us. So all the men and boys took pigs and we walked to the cliffs south of my village. Girls are not allowed to go near the custom worship place. The custom man called to our gods to come. Suddenly I saw some dark shapes moving under the water towards the cliffs. The men threw the pigs down the

Continued >>

<< Continued from page 108



cliff. I felt frightened as I watched the sharks tearing at the pigs. But I hope they will be happy with the sacrifices and protect my family from our enemies.

- 1 Is Rema's village near the sea or in the bush?
- 2 Who teaches the village children how to do things?
- 3 Why does Rema have to learn to fight?
- 4 Who helped Rema's father with his wound?
- 5 How do the village people get protection from their gods?

Activity 6



Read Rema's story again. How is Rema's life different from yours? Copy and complete this table in your exercise book.

| 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. | |
| Girls and boys do different jobs. | |
| I do not know anything about other islands. | |
| When we are sick, we see the custom man. | |
| We worship sharks to look after us. | |
| Girls are not allowed to join worship. | |



Activity 7

Work in small groups. You will draw a picture to go with Rema's story. Read the story and use your imagination. The heading of your picture is 'A village 400 years ago'.

Your drawing should show:

- what the houses looked like
- what clothes the people wore
- what activities people did in their village every day.

Each group will show their picture to the class and explain what they have drawn.

The explorers

Activity 8

Discuss with a partner this question: *How did our country get its name?*

Share your answer with the whole class.



In November 1567, a Spanish **explorer** left Peru in South America with two ships. His name was Alvaro de Mendaña and he wanted to explore the Pacific. After sailing for three months, Mendaña's ships came to an island. Mendaña called the island Santa Isabel. When they were on Isabel,

Mendaña and his men built a smaller ship. They used it to explore nearby islands. They visited Malaita, Gela, Guadalcanal and Savo.

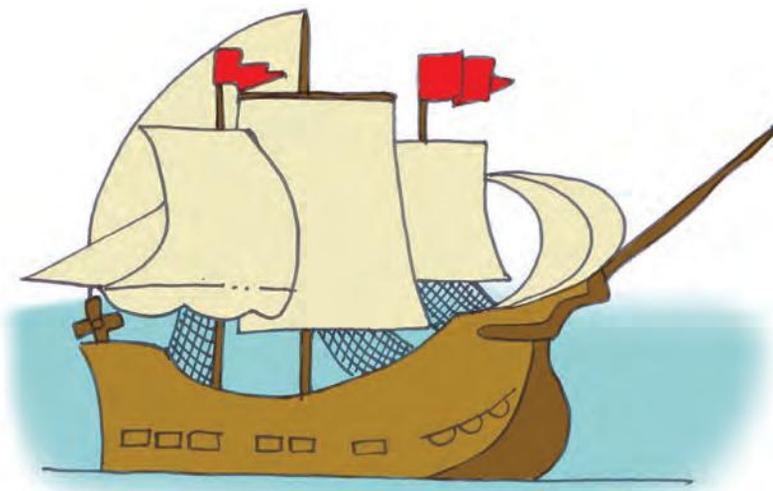
On Guadalcanal, they put up a cross on a point and called it Point Cruz. Mendaña's men found gold along the Mataniko River. Mendaña thought that this may have been

where King Solomon from the Bible had got gold for his temple in Jerusalem. So he named the group of islands, the Isles of Solomon. And that is how our country got its name Solomon Islands. Mendaña travelled east and visited Ulawa, Ugi,

Makira, Santa Ana, Santa Catalina and the Three Sisters islands. Mendaña's group returned to Isabel before sailing back to Peru.



Alvaro de Mendaña



An explorer's ship

Twenty-six years later, Mendaña returned to Solomon Islands. He set up a Spanish village at Graciosa Bay on Santa Cruz Island but there was trouble. The Spanish fought among themselves. Mendaña and some of his men died from malaria. The remaining men decided to sail away to the Philippines.

Activity 9



Trace this map into your exercise book. Read the recount about Mendaña's **exploration**. Use a pencil and draw a line to show Mendaña's travels around our islands. It has been started for you.



Many more explorers visited our islands after Mendaña. Different explorers visited other islands in the Solomon Islands. Look at the time chart below.

Time chart of explorers

| | | |
|------|-------------------------------|--|
| 1568 | Alvaro de Mendaña visited: | Isabel Malaita Gela Guadalcanal Savo Ulawa Ugi Makira Santa Ana Santa Catalina Three Sisters |
| 1594 | Alvaro de Mendaña visited: | Santa Cruz |
| 1604 | Captain Quirós visited: | Taumako – Duff Islands |
| 1766 | Captain Carteret visited: | Santa Cruz Makira Malaita Dai Island |
| 1767 | Captain Bougainville visited: | Choiseul |
| 1769 | Captain de Surville visited: | Isabel Ulawa Makira Santa Ana |
| 1788 | Captain La Pérouse visited: | Vanikoro |
| 1788 | Captain Shortland visited: | Guadalcanal New Georgia Shortland Islands |
| 1790 | Captain Wilkinson visited: | Rennell Bellona |
| 1827 | Captain Dillon visited: | Tikopia Vanikoro |



Activity 10

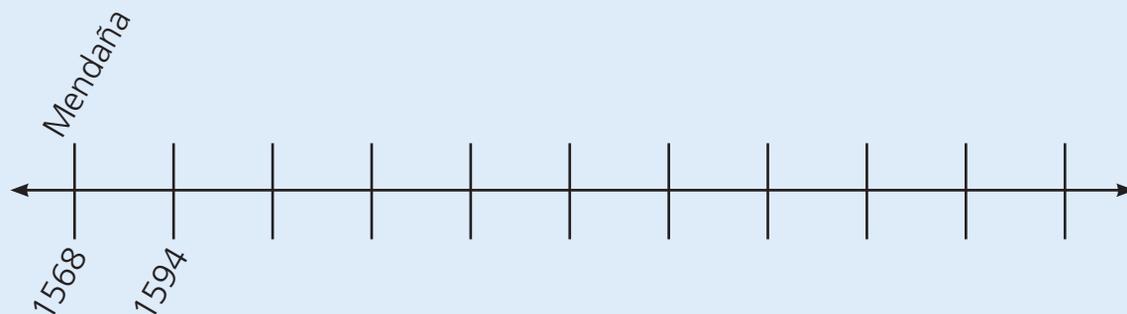
Study the time chart on page 113 and answer these questions.

- 1 Which explorer visited your island and in what year?
- 2 Which two islands were visited by both Mendaña and Carteret?
- 3 Which two explorers visited Solomon Islands in the same year?
- 4 Which explorer named a group of islands after himself?
- 5 Which explorers visited Vanikoro?



Activity 11

Copy and complete this time line in your exercise book. Find the information in the time chart. Start with the earliest explorer.



Traders and blackbirders

Activity 12

Work with a partner. Talk about trading in your community. What kind of trading are people in your community involved in? Make a list and share your ideas with the rest of the class.



When people on our islands saw white men for the first time, they were frightened. But the Islanders soon realised that the white men on the big canoes needed fresh food and water. The white men gave Islanders clothes, tobacco, hooks and axes in exchange for food and water. This is how trading between Islanders and white men started. Soon trading ships came to our islands to trade for other things such as turtle shell, trochus shells, **sandalwood** and breadfruit plants. Some **traders** became very good friends with islanders.



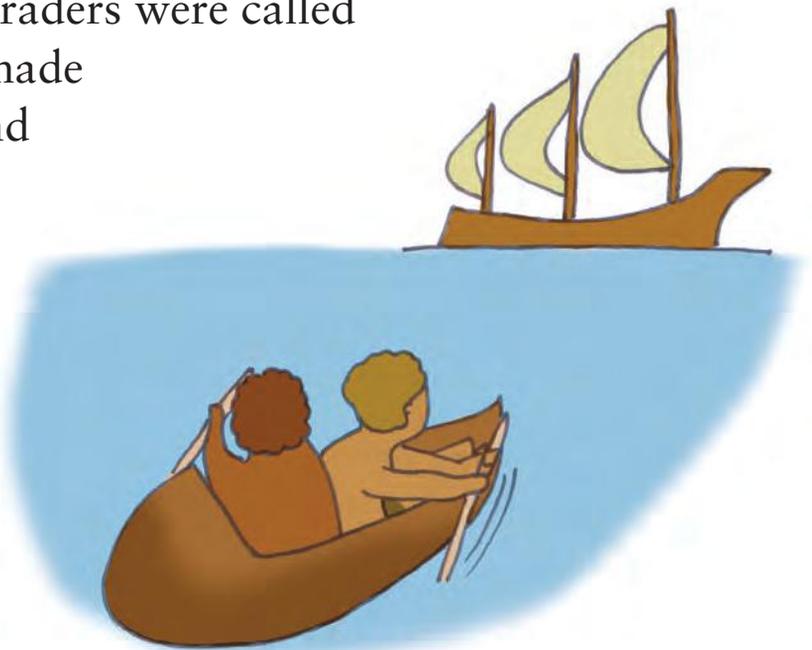
Activity 13

Copy the table below into your exercise book. Organise the words in the box into two lists in the table.

| Things the white men had | Things the islanders had |
|--------------------------|--------------------------|
| | |

| | | | | |
|---------|--------|------------|-------------|-------------|
| clothes | timber | nails | fresh water | bush knives |
| fish | hooks | breadfruit | tobacco | vegetables |

Not all the traders were good men. The islanders were strong and healthy, and some traders took islanders by force and sold them to sugarcane plantation owners as slaves. These slave traders were called **blackbirders**. This made the islanders fear and hate all white men. Even traders who became friends with islanders were attacked and sometimes killed.



A trading ship

Activity 14

As a class, brainstorm the question in the bubble.

Traders could not
get fresh food.

**Trading stopped because
of blackbirders. How
do you think it affected
traders and islanders?**

Copy the brainstorm with everybody's ideas into your exercise book.

A story about blackbirding

Daniel was a young man who lived in a small village in the Shortland Islands. His village was a very happy place. One day, as he walked along the beach, he saw a large ship sailing towards his island. He ran back and told the people in the village. They all ran to the beach to see it. When the ship was close to the shore, some men got in their canoes and paddled out to the ship.

The sailors on the ship showed axes, knives and beads. They called out to the men in the canoes to come on board. Many young men climbed up the side of the ship. Daniel went too because he had always wanted an axe. When they got on board, the sailors led them to a small room. When Daniel and his friends went inside the room, the sailors shut and locked the door. Suddenly, they heard the engine start and the ship started to move. They were kept in the small room for many days. They were very frightened.

When the ship reached Queensland in Australia, Daniel and the other men were sold to plantation owners. They became slaves on sugarcane plantations. Daniel spent five years on a plantation owned by a Mr James Ryan. Mr Ryan was a tough man, but he always fed his workers well. After five years, Mr Ryan told Daniel that he was a free man and could return to his island. Daniel was very happy when he saw his island again.



Blackbirders taking islanders by force

Activity 15



Answer these questions in your exercise book.

- 1 What were the people who stole islanders as slaves called?
- 2 How did the sailors get the islanders on board their ship?
- 3 Where was Daniel taken?
- 4 What happened when the ship arrived in Queensland?
- 5 Who owned the plantation where Daniel worked?
- 6 What was grown on the plantations?



Activity 16

Do this activity in small groups. Read the story about Daniel and then plan a role play about the story.

- 1 Decide who will play the different characters in the story.
- 2 Discuss what the ‘actors’ should say.
- 3 Do a rehearsal to practise how to act the story.
- 4 Do your role play in front of the class in the next lesson.



Activity 17

Every group will act their role play in front of the class. When all the groups have done their role play, discuss the different role plays you have just seen.

- Which group’s play was the best role play?
- Why do you think it was the best one?

Missionaries

Activity 18



Answer these questions in your exercise book.

- 1 List all the different churches we have in Solomon Islands.
- 2 What sort of church activities are people in your community involved in?
- 3 Make a list of different people who work for churches, for example, a pastor.
- 4 What do they do in our communities?

When the explorers returned to their countries, they wrote about their discoveries. The explorers wrote about our islands, about the people and their customs. Many Europeans were surprised when they read about how the islanders fought each other. They were shocked to know that sometimes they killed and ate their enemies. Some churches decided to send **missionaries** to our islands. They believed that they could help islanders live better and more peaceful lives by making them Christians.

Missionaries opened the first schools in Solomon Islands. They taught the islanders how to read and write. Soon many of the islanders were able to read the Bible.

Those schools were different from our schools today. Students at mission schools did not learn many subjects, as we do now.

Missionaries also opened clinics and treated sick people. They taught the islanders about keeping clean and eating healthy food.



A mission school

Activity 19

As a class, discuss these questions and write your answers in your exercise book.

- 1 Why was it important to teach islanders to read and write?
- 2 What is the difference between mission schools and your school?
- 3 What are some good things missionaries brought to our islands?



After some years, missionaries trained young Solomon Islanders to become missionaries. These Solomon Islands missionaries helped their own people to become Christians. A lot of the islanders who were sold to plantations as slaves became Christians. When they returned to their islands, they also helped to teach their people about Christianity.



Activity 20

Read the statements below. They describe activities that islanders did before and after the arrival of Christianity. Copy this table into your exercise book. Arrange the activities and write them in the right column.

| Before arrival of Christianity | After arrival of Christianity |
|--------------------------------|-------------------------------|
| | |

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

Activity 21

Write a recount about how your people became Christians. Follow the instructions below.

- 1 Ask someone in your family or community about how your island or community became Christian.
- 2 Make notes of what people tell you.
- 3 In class, use the notes to write a first draft.

Activity 22

In pairs, edit the first draft of your recount about how your people became Christians.

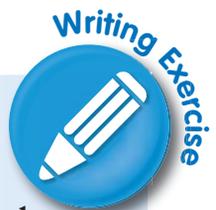
- 1 Check your spelling.
- 2 Check your punctuation, such as capital letters, full stops, commas.
- 3 A recount is about something that has already happened. Make sure your recount is in the past tense.
- 4 Add words to make your sentences more interesting.
- 5 After editing, write a final draft of your recount.



Activity 23

Read your recount to the class if your teacher chooses you. Make sure you read in a loud, clear voice.

Answer any questions that other students ask about your recount.



Activity 24

You have learned a lot about the explorers, traders and missionaries who visited our islands many years ago. The boxes below describe some of the activities of the explorers, traders and missionaries. Copy and complete this table. Write each activity under the right heading.

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

| Traders | Explorers | Missionaries |
|---------|-----------|--------------|
| | | |

Colonials

Activity 25

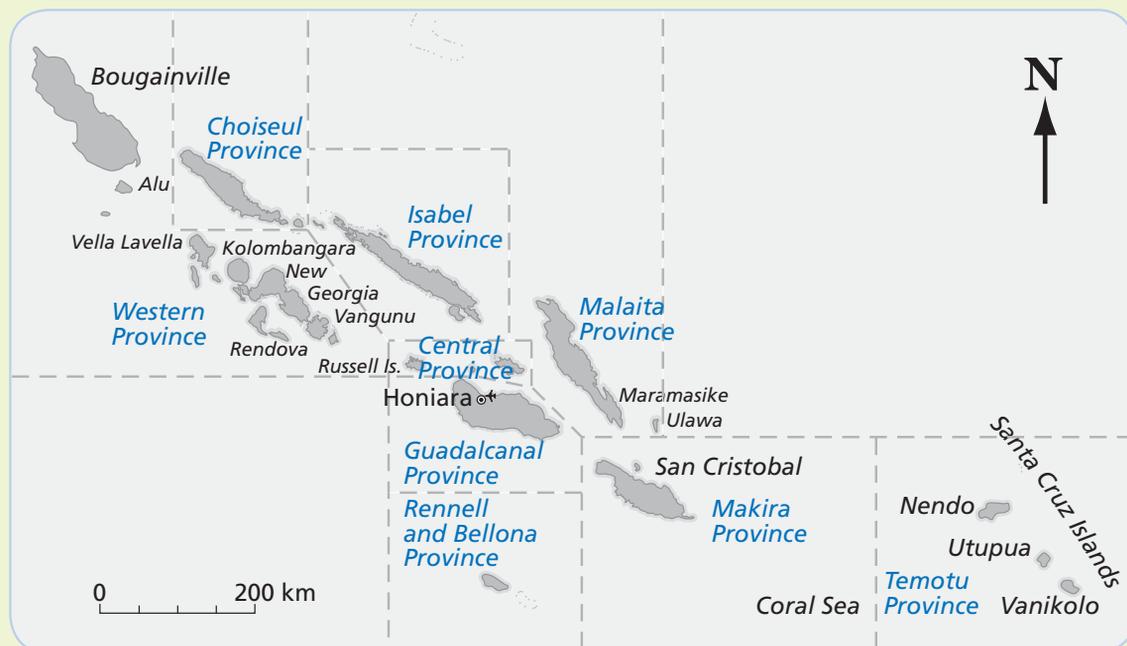


Work with a partner. Study this map and list the nine provinces in Solomon Islands. Beside each province, write the name of the provincial headquarters.

For example: Malaita Province – Auki

Go back to Chapter 4: Leaders of our nation, pages 79–80, and answer these questions.

- 1 Who looks after our provinces?
- 2 What do they do for our provinces?
- 3 Why do you think our country is divided up into provinces?



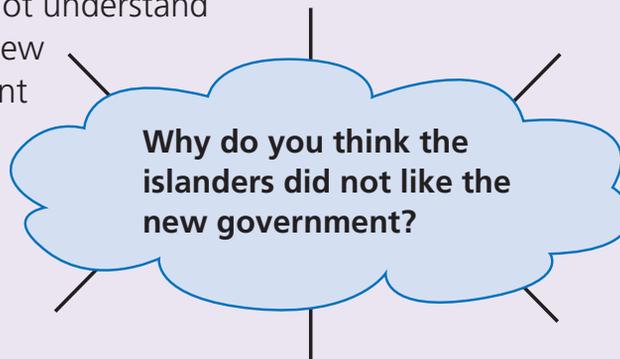
In 1890, Solomon Islands became a **British Protectorate**. This meant that Solomon Islands was looked after and ruled by the government of Britain. The British sent people to start a government for the very first time. These were the **colonials**. It was a difficult job because there are many islands in Solomon Islands. Each island had its own customs, chief and government. A lot of islanders did not like the idea.

Activity 26



As a class, brainstorm the question in the bubble. Give your ideas and your teacher will write them on the board.

They did not understand how the new government worked.



Copy the brainstorm with everyone's ideas into your exercise book.

The colonials had to work very hard. The islanders did not welcome any white men on their island because of the blackbirders. Many of the islanders fought people on other islands. Islanders did not understand why they had to be friends with their enemies. The new government

from England was strange. The missionaries helped the islanders to understand the new ‘white man’ government. They helped the colonials to stop the fighting among different islands. The new government stopped traders from selling things like guns to the islanders. It also stopped blackbirders from stealing islanders as slaves.

Activity 27



From what you have learnt about colonials, think of the good and bad things about the new government from England. Copy the table into your exercise book and complete it.

| Good things | Bad things |
|-------------|------------|
| | |

How Solomon pidgin started

The new colonial government needed money to build houses, roads and hospitals on our islands. They started cocoa and coconut plantations so that they could sell the products to other countries. The plantation needed workers. Men from all the different islands were employed to work on the plantations. But there was a big problem. The workers could only speak their own language, so they could not understand each other! They could not even understand what their ‘white man boss’ said.

After some time, the workers learnt some English words. They started to talk to each other using the few simple English words they had learned. And that is how Solomon pidgin started.

Activity 28

Work in a small groups. Here are some pidgin words. Decide what English words they were taken from.

| Pidgin words | English words |
|--------------|---------------|
| iu fala | you fellas |
| tekem | |
| tumas | |
| gauman | |
| dis wan | |
| staka | |
| buka | |
| kolsap | |



The new government divided up the islands into districts. Now we call them provinces. This is how our national and provincial governments started. Some chiefs became headmen on their islands. The headmen helped the colonial government to run our country.

The colonial government built schools on our islands. They were different from the mission schools. Students learned to read and write. They also started learning different subjects, as we do today.



Activity 29

Interview someone in your family or in the community. Ask them these questions and write their answers.

- 1 What was the first school to be opened in our community?
- 2 Is it still there?
- 3 How did the schools help our community?
- 4 What was different about the first schools to our schools today?

The Second World War

Activity 30

With a partner, discuss these questions. Write down your ideas and read them to the whole class later.

- 1 What is war?
- 2 What happens in a war?
- 3 How does a war affect people?
- 4 How does a war affect places?





American soldiers landing on Guadalcanal, 1942

In August 1942, the Second World War reached Solomon Islands. The fighting was between Japan and America. Soldiers from Japan and America arrived in Solomon Islands on big warships. They also brought fighter planes. This was a frightening time for the islanders. They did not understand what the war was about. Many of them hid in the jungle. There was a lot of fighting on Guadalcanal and many soldiers died. The Japanese and American soldiers fought over Henderson Field.



Activity 31

Think about these questions and write your ideas in your exercise book.

- 1 Why did the American and Japanese soldiers fight over Henderson Field?
- 2 What was so important about having an airfield? Can you think of some reasons?

Japanese and American soldiers made airstrips, roads and wharves on many of our islands. This was so food and medicine could be sent to soldiers living on different islands. Many young Solomon Islands men helped the Americans. Some helped to make roads and wharves. Some young men became **scouts** for the Americans. Their job was to find out what the Japanese were doing and report it to the Americans. Some worked as **coast watchers**. Their job was to watch the **coast** for any Japanese warships. When they saw one, they sent a warning to the American soldiers.



Activity 32

In a small group, talk about the good and bad changes that the Second World War made on our islands. Make a table like the one below and write your group's ideas.

| Good changes | Bad changes |
|--------------|-------------|
| | |



Activity 33

Read the story about Jacob Vouza and answer these questions in your exercise book.

- 1 What were the scouts sent to do?
- 2 What did the Japanese soldiers want to know?
- 3 Why did the Japanese soldiers get angry?
- 4 Why was Vouza afraid to tell the Japanese anything?
- 5 How did Vouza reach the American camp?

The story of a brave scout

Early one morning, a group of scouts led by Jacob Vouza went into the jungle. They were sent to spy on a Japanese camp. They were sent to find out what the Japanese were doing. Vouza took his men to a place where they could watch without being seen. But Vouza got caught by the Japanese. They tied Vouza to a tree and questioned him.



Sir Jacob Vouza, aged 84

They asked Vouza to tell them where the American soldiers were. Vouza knew that if he told the Japanese, his American friends and other Solomon Islands scouts could be killed. So he did not say anything.

Continued >>

<< Continued from page 108



The Japanese soldiers got angry and stabbed Vouza in the face, neck and chest. Vouza lost a lot of blood and fainted. The Japanese soldiers thought he was dead. They untied Vouza and threw him into a small stream.

After a long time, Vouza woke up. He slowly crawled through the jungle to the American camp. When he reached the camp, he told the American soldiers where the Japanese were and how many soldiers were in the camp. Vouza was taken to hospital. After the war, Jacob Vouza was given medals for his bravery.

Many **battles** were fought on Guadalcanal. There were battles on land, and battles fought at sea between American and Japanese warships. There were also battles in the air between American and Japanese fighter planes. There are many war relics on our islands. War relics are wrecks of tanks, warships, fighter planes and army trucks. They were damaged during battle. Tourists come to Solomon Islands to see these war relics.

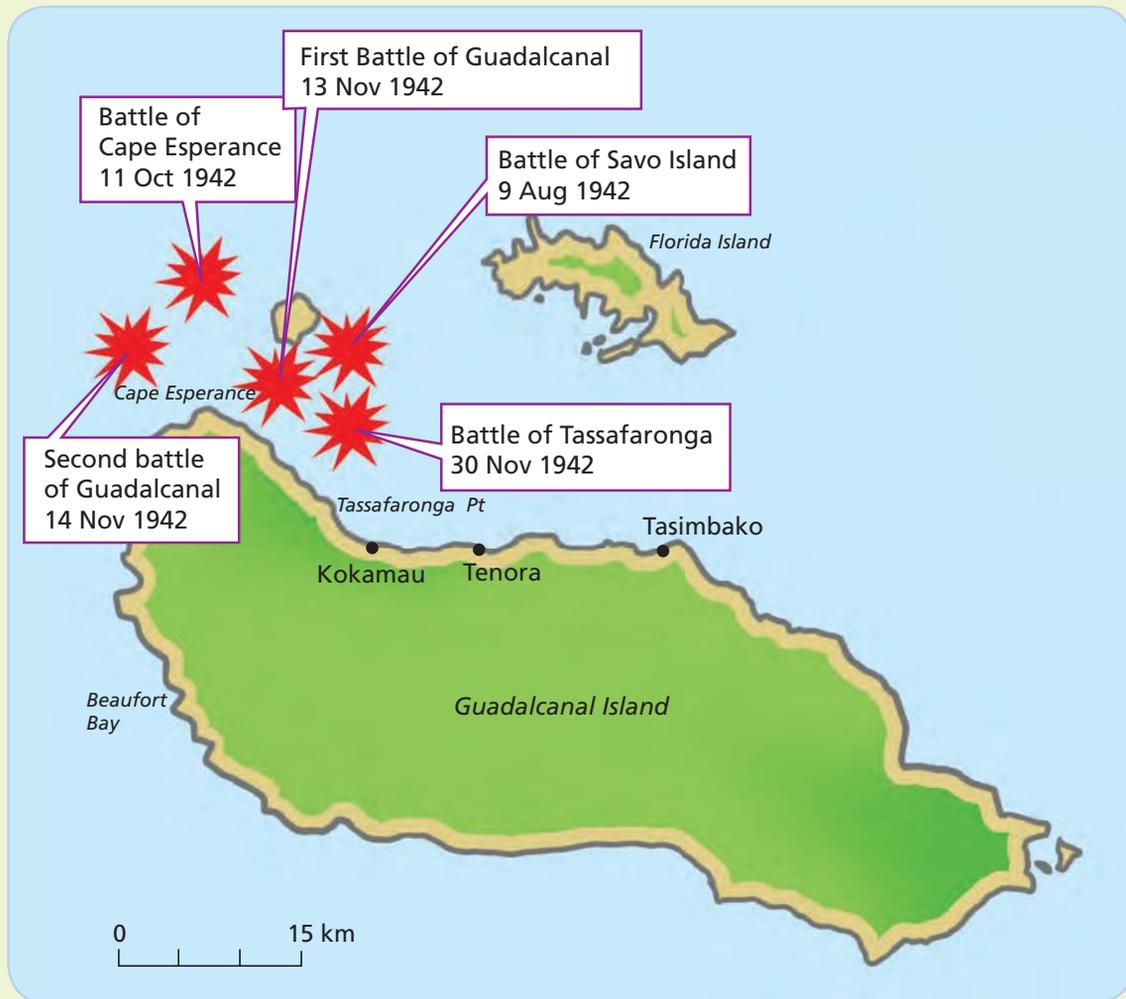


The wreck of a Second World War fighter plane



Activity 34

This map shows some of the big battles around our islands during the Second World War. Read the dates the battles happened. Complete the time line and show the order in which the battles happened.



Savo island



9 August
1942



Activity 35

In a small group, you will design and produce a poster about all that you have learned in this chapter.

- 1 First you will be given one of these topics by your teacher.
 - Who we were before **contact**
 - Explorers
 - Traders and blackbirders
 - Missionaries
 - Colonials
 - The Second World War
- 2 Your group needs to read all the information in this chapter. Discuss and decide what your group thinks should be included on the poster. Make a list. Your group will illustrate everything you have learnt about that topic.

For example, on the topic of Explorers:

- Draw a map of Solomon Islands. Write beside each island which explorer visited it and on what date.
- Draw the kind of sailing ships the explorers used.
- Draw what happened when they met islanders.
- Include any other events your group thinks are important.



Activity 36

In your group, look at the list you wrote in the previous activity. Discuss and decide how you will put those things on your poster.

For example:

- What are you going to draw?
- Do you need to write words beside the drawings?
What are they?

Make a rough draft of your poster. Plan how your poster should look.



Activity 37

In your group, continue working on your draft. When you are happy with your draft, get a large chart paper and start drafting your poster.

Activity 38



You should now be working on your poster on large chart paper.

- Make sure everyone in the group helps.
- Make sure your poster is attractive.
- Use colours to colour your drawings.
- Make sure the writing is clear and can be read.

Activity 39



You should be completing your poster by the end of this lesson. Check that everything is completed and ready to be presented to the whole class.

Activity 40



Your group will present your poster to the whole class. Organise your group for the presentation.

Everyone in the group should take turns to explain different things on the poster.

Your teacher will collect your posters and display them in the classroom.

Assessment activity

Think about the changes that missionaries brought to our islands. Many of the changes affected our people, the way we live and the way we think.

- 1 Copy and complete this table in your exercise book.
- 2 Write two changes for each heading.

| Changes to people | Changes to the way people live | Changes to the way people think |
|-------------------|--------------------------------|---------------------------------|
| | | |



Glossary

A

adopt to accept or take over something and use it as our own, e.g. We adopt European ways.

artificial something that is not natural but is made by people, e.g. houses and bridges

B

ballot box a box in which voting papers are posted

battles fights between two different groups of people

blackbirders traders who took islanders by force and sold them as slaves to plantation owners

brainstorming contributing ideas in a group to solve a problem or answer a question

British Protectorate a country controlled or looked after by Britain

C

candidate a person who stands for an election

Christianity the religion whose followers believe in Jesus Christ as the son of God

coast an area near the sea

coast watchers men who helped the American army during the Second World War by watching the coast for Japanese warships

colonials people from richer countries who were sent to rule poorer or smaller countries

community a group of people living together in one place

conservation looking after or taking care of something

constituency a smaller part of a province or country.
Every constituency is represented by someone in parliament

contact meeting white people for the first time

coordinates a set of numbers and letters on a map used
to give the location of places

cyclone a storm with strong winds and heavy rains that
can cause damage to places

D

design to plan and make something

destroyed damaged or spoiled

draft a rough sketch; an early effort at writing text

E

employed working for a company or for somebody to
earn money

endangered when things are in danger of dying out or
disappearing because people have not looked after them

environment everything around us like trees, rivers, the
air, etc.

equator an imaginary line around the Earth that
separates the Northern and Southern hemispheres

eruption when a volcano throws up burning rocks
called lava

Europeans pale-skinned people from Europe

exploration finding out what something or a place is like

explorer a person who travels to different places and finds out more about them

F

features different things that are found in an environment

fighter plane aeroplanes that are used for fighting

freedom being able to do or say what you want without getting into trouble

G

government a group of people who rule a country, e.g. Members of parliament form our government

grid a pattern of squares formed by straight lines going from top to bottom and from left to right

H

headhunters warriors who used to attack other villages, kill people and collect their heads

headquarters the main base of a business or organisation

hemisphere one half of the Earth

I

illustrate to show something using pictures

imaginary not a real thing but an idea that is only in our minds

income money a person gets by working or selling things

interview asking people questions to get information

K

key a set of symbols and an explanation of what they mean on a map

L

lake a large pool of water, usually fresh, with land all around it

logging cutting down trees for timber

M

method a way of doing something

missionaries people who work for the church in other countries

modern new

N

national belonging to a country

natural disaster a bad situation when things like landslides, earthquakes and floods happen and cause damage to the environment and sometimes kill people

natural landscape things that are not made by people but are part of the environment like plants, animals, the sea or mountains

neighbourhood a smaller part of a big town or city

O

occupation the work or a job a person does to earn money

ocean a large area of sea water

P

parliament the place where elected members have meetings

plantation a large piece of land where coconut, cocoa or oil palm trees are grown

preserve to keep something in good condition so that it lasts longer

products anything grown or made and sold for money

profile piece of writing that describes something, e.g. A profile about my village or about a soccer player

property things owned by people

provinces different and smaller parts of a country, e.g. Solomon Islands is divided up into nine provinces

Q

qualities the good things about a person, e.g. being kind, honest or helpful

R

relatives people who come from the same family

resources things that a country or person has and can use, e.g. trees, shells, gold

responsible the duty of looking after or doing something

rocky when land has many big rocks and stones

role model a person who behaves well and encourages others to behave

rural places that are away from the city, e.g. a village

S

sacrifices things given to a god as an offering

salary money earned by somebody for work

sandalwood a hard wood with a sweet smell

scout a person sent ahead to get information about the enemy's position

self-employed working for yourself, without having a boss

services helpful work, such as nursing, where a person provides skills, but not goods

survey to find out something and record the results

symbols signs used to mark or represent something

T

traders people who exchange goods for other goods, e.g. Traders exchanged axes for timber or turtle shell

traditional handicrafts things that are hand made, like carvings or baskets, that are part of custom

tsunami huge waves caused by big earthquakes under the sea

U

urban relating to a city or town

V

vehicle fumes dirty smoke or gas that is not good to breathe from cars, trucks or buses

W

warships big ships used for fighting

Solomon Islands Primary Social Studies

Learner's Book

4



In *Solomon Islands Primary Social Studies Learner's Book 4*, learners will develop a range of Social Studies investigation and research skills. The Learner's Book provides hands-on, practical and interactive investigations which allow learners to explore issues, make decisions and work cooperatively. The layout of text and activities is easy to follow and illustrations and photographs are colourful, to further engage learning.

The *Solomon Islands Primary Social Studies* series for Years 3–6 follows the Ministry of Education's Key Learning Outcomes of the Primary Social Studies Syllabus 2008. Throughout the series, learners develop their understanding and appreciation of the cultural diversity of Solomon Islands and how people interact in their societies, cultures and with their environment. The series also incorporates learning about other societies, cultures and places beyond Solomon Islands.

