



Solomon Islands Primary Social Studies

Learner's Book Year 6





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Learner's Book **Year 6**



Acknowledgements

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Chapter 1

Solomon Islands and the world



In this chapter, you will:

- use maps of the world and the Pacific region to locate Solomon Islands in terms of global reference points, such as lines of latitude and lines of longitude, hemispheres, continents and oceans
- use maps and globes to show relevant information about environments
- identify an environmental issue of national and regional importance
- identify the different ways that people have adapted to the physical environment in two different nations in the Pacific region
- give examples of how natural, cultural, religious, historical, economic and political factors can influence people about resource use.

Knowing where you are

We need to know the points of the compass to help us know where we are in the world and to read maps properly.

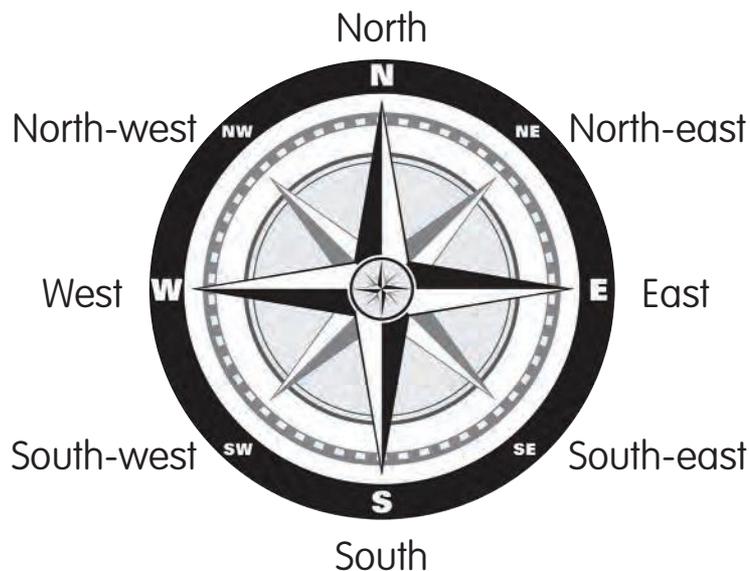
These are the points of the compass:

- north at the top, where it is 12 o'clock on a clock
- south at the bottom, at 6 o'clock
- east to the right, at 3 o'clock
- west to the left, at 9 o'clock.

The points between are:

- north-east
- south-east
- south-west
- north-west.

The Sun rises in the east and sets in the west.



Activity 1

Go outside with your teacher and form a compass rose to show the eight compass points.



Activity 2

- 1 Go outside with your teacher and point to the north, east, west and south.
- 2 Draw a plan of your school in your exercise book and put compass directions on your plan.
- 3 Draw a map showing your travel from home to school and back.
- 4 Write which direction you travel in; for example, you travel in a southerly direction from home to school.



Using maps to find places in the world

Measuring distance

Maps tell us the distance between places. Maps can answer the question, “How far is it?” Maps show us where places are in the world and how far away they are from each other. Look at the map on pages 206–207. Can you find Solomon Islands in this Map of the World?



Activity 3

Do this activity at your desk.

- 1 At random points over a page in your exercise book, write A, B, C, D, E, F. Then join A and B, C and D, E and F with a line. Measure and write the distance of each line between the dots.
- 2 Imagine that you cannot walk from A to B because there are too many houses. The road goes round through D and E. Join A, D, E and B with dotted lines. Now measure the three dotted lines, and find the distance from A to B by this road.



Activity 4

Do this activity at your desk.

- 1 Measure these distances to the nearest centimetres. Then draw and write the distances in your exercise book:
 - a point to end of pencil
 - b top to bottom of exercise book
 - c side to side of a text book
 - d front to back of your desk or table
 - e one end to the other end of your seat.
- 2 Draw in your exercise book a line the same length as your pencil. Can you draw lines equal to any other of the distances you have just measured? Why can't you draw all of them in your book?



Activity 5

Do this activity in your classroom.

- 1 Work in pairs with rulers. Measure these distances and write them in your exercise book in metres or centimetres:
 - a length of classroom from front wall to back wall
 - b width of classroom from wall to wall
 - c width of space between lines of desks
 - d height of blackboard.
- 2 Can you draw lines in your book equal to any of these distances? If you can't, say why not.



Activity 6

Do this activity in the playground.

- 1 Use a metre stick or make a big step that is almost a metre long. Work in pairs and find the distance from the front to back of the school building. Write the distance in your exercise book in metres and centimetres.
- 2 Now, working in pairs with rulers or taking big steps, find the distance across the grass near your school. Write the distance in your exercise book in metres and centimetres.

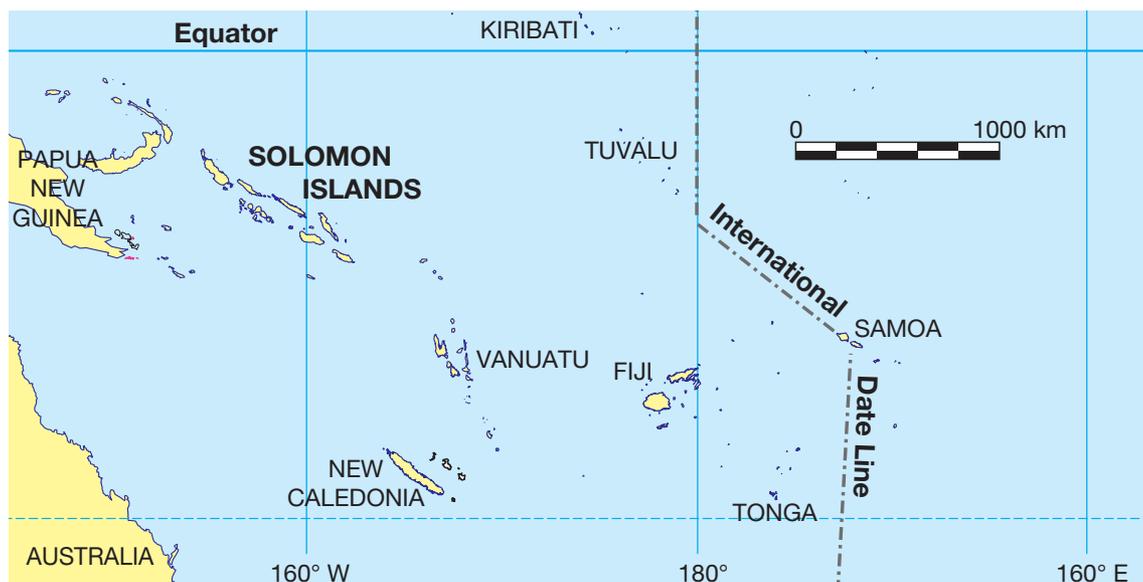
Continued >>

<< Continued from page 9

- 3 Measure two other distances where you can easily take the shortest line between them. Write the distances in your exercise book in metres and centimetres.
- 4 Choose two places where you cannot measure the shortest distance between them. Find other ways to measure the distances by other directions. Measure each part of the way. Add the measures together to find the total distance between the places. Write all these distances in your exercise book.

Using scale

Maps are smaller than the areas of land they represent. This is so that a large area of land can be shown on a page that is a manageable size. To be useful, a map must give its reader an idea of how far apart the various locations it shows really are. This is achieved by making sure that the map uses a scale.



This map has a scale.

Activity 7

- 1 Let 1 cm represent 1 metre and draw lines in your exercise book to represent these distances:
 - a 5 metres
 - b 2 metres
 - c $7\frac{1}{2}$ metres

- 2 Use this scale and draw lines in your exercise book to show these distances:
 - a 5 kilometres
 - b 7 kilometres
 - c 13 kilometres

- 3 Use this scale and draw lines in your exercise book to show these distances:
 - a 200 kilometres
 - b 500 kilometres
 - c 350 kilometres



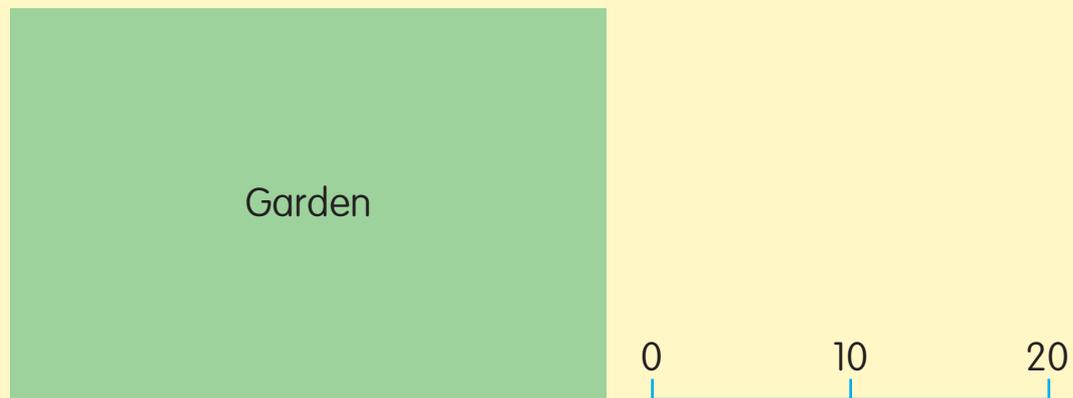
To draw a plan to scale, we must know the exact distances of each side around a thing and also the exact distances and directions of everything in the plan from the other things in it. We must then choose a scale so that the plan we make will fit on our paper.



Activity 8

Do this activity in groups of four.

- 1 Here is a plan of a garden. Read the scale. Work out and write down the length and width of the garden in your exercise book.



- 2 Draw a plan of a room that is 6 metres by 7 metres. Let 1 centimetre represent 2 metres. At any place you like in the plan, draw a dining table 2 metres long and 1 metre wide.

What is a map?

You now know that a map is a scale plan. Maps show us direction, distances and positions of places. A map is made to tell us something. It may tell us the shape and position of a country, the seas or other countries near it.

So you can see that a map is a representation of an area showing the location of both natural and human-made features. Many maps are drawn as if looking straight down from above like an **aerial** view.

There are many different types of maps. They can be found in public places, in street directories, on television and the internet, and in an atlas.



Activity 9



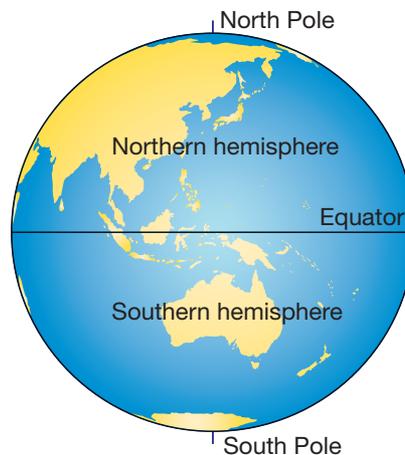
Do this activity in pairs.

- 1 Look at the map of the South Pacific above and find the scale.
- 2 Choose two South Pacific countries and work out the distance between them using the scale.
- 3 Swap roles, and have your partner work out the distance between your countries.

Other ways to find places in the world

The Earth is like a ball spinning around in space. At the top of the Earth is the North Pole. At the bottom of the Earth is the South Pole. Around the middle of the Earth is an imaginary line called the **equator**.

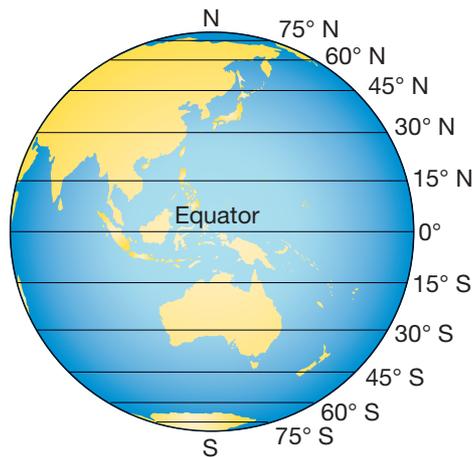
The equator divides the Earth into two halves, called hemispheres. The section of the Earth south of the equator is called the Southern Hemisphere, and the section north of the equator is called the Northern Hemisphere.



Between the South Pole and the equator, there are 88 lines around the Earth, equal distances apart, and between the equator and the North Pole, there are also 88 lines around the Earth. These imaginary lines are called **parallels** or lines of latitude.

Lines of latitude

Each line of latitude has a number. The number tells you how far the line is from the equator. The equator is taken as 0° . Solomon Islands lies between 0° , or the equator, and 10° south. Can you find Solomon Islands?



Each line of latitude has a number.

Activity 10

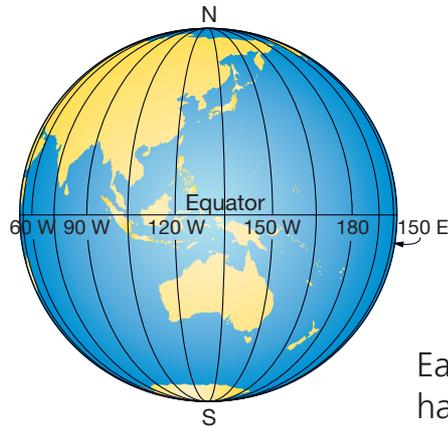
- 1 In groups of four, make a model of the Earth using round objects such as coconut fruit.
- 2 Then, draw lines of latitude on your model as shown in the diagram above.



Lines of longitude

Between the North Pole and the South Pole, there are more imaginary lines around the Earth, dividing the equator into 360 equal parts. These imaginary lines are called **meridians** or lines of longitude.

Solomon Islands lies between 150°E and 170°E. So, to find Solomon Islands as a place in the Earth, we go to between 0° and 10°S and 150°E and 170°E.



Each line of longitude has a number.

As you now know, the equator is the line of latitude marked 0° on a map. The **Tropic of Cancer** is 23½° north of the equator. The **Tropic of Capricorn** is 23½° south of the equator. The part of the Earth between these lines of latitude is known as the **tropics**. Solomon Islands is south of the equator and north of the Tropic of Capricorn, so we are in the tropics.

Activity 11



Do this activity in small groups.

- 1 Go to the map of the Pacific Basin on pages 206–207 in the back of this book.
- 2 Follow the lines of latitude from the equator around the middle of the Earth. Go to 10°S and find Solomon Islands.
- 3 Follow the lines of longitude up and down the Earth. Go to 150°E and 170° E and find Solomon Islands.

Continents and oceans of the world

By using lines of latitude and longitude on maps, we can say exactly where any place on Earth is. Below is a map of the world showing the lines of latitude and lines of longitude. You can also see these lines in the Map of the World on pages 206–207.



On the world map above, we can see other features of the world that help us locate places. On the Earth, there are seven large land masses called continents. The continents are: North and South America, Europe, Africa, Asia, Australia and Antarctica. There are five oceans in the world. They are: Indian Ocean, Pacific Ocean, Southern Ocean, Atlantic Ocean and Arctic Ocean. Solomon Islands is in the western Pacific Ocean. It is south-east of the continent of Asia and north-east of the continent of Australia.



Activity 12

In small groups, find the following continents on the map on pages 206–207 or on the map on page 17:

- North and South America
- Europe
- Africa
- Asia
- Australia
- Antarctica.

Discuss which continent is closest to or furthest away from Solomon Islands.



Activity 13

- 1 Find the following oceans on the map on page 17: Atlantic Ocean, Arctic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.
- 2 Imagine you are sailing on a ship from North America to South Africa. Which oceans will you cross?
- 3 Imagine you are sailing on a ship from Solomon Islands to India. Which oceans will you cross?
- 4 Using the map on page 13, name two island countries north of Solomon Islands in the Pacific Ocean. Name two island countries east of Solomon Islands in the Pacific Ocean.
- 5 Name two continents that have Atlantic Ocean coastlines.

Island groups in the Pacific region

The map of the Pacific region on page 20 shows the main island groups in the region. They are sometimes divided according to the kind of people who live on them:

- **Melanesia:** Solomon Islands are in the area known as Melanesia. Our nearest neighbours to the west are the big island of Papua New Guinea with New Britain, New Ireland and Bougainville. To the south and east are Vanuatu, Fiji and New Caledonia. Most of the people living on all of these islands are Melanesians.
- **Micronesia:** To the north of Solomon Islands is Micronesia. Nauru, Tuvalu and Kiribati are just south and north of the equator. Farther north and to the west, between the equator and the Tropic of Cancer, are the Caroline Islands, the Marianas, the Federated States of Micronesia and the Marshall Islands. Most of the people living there are Micronesians.



A Melanesian girl

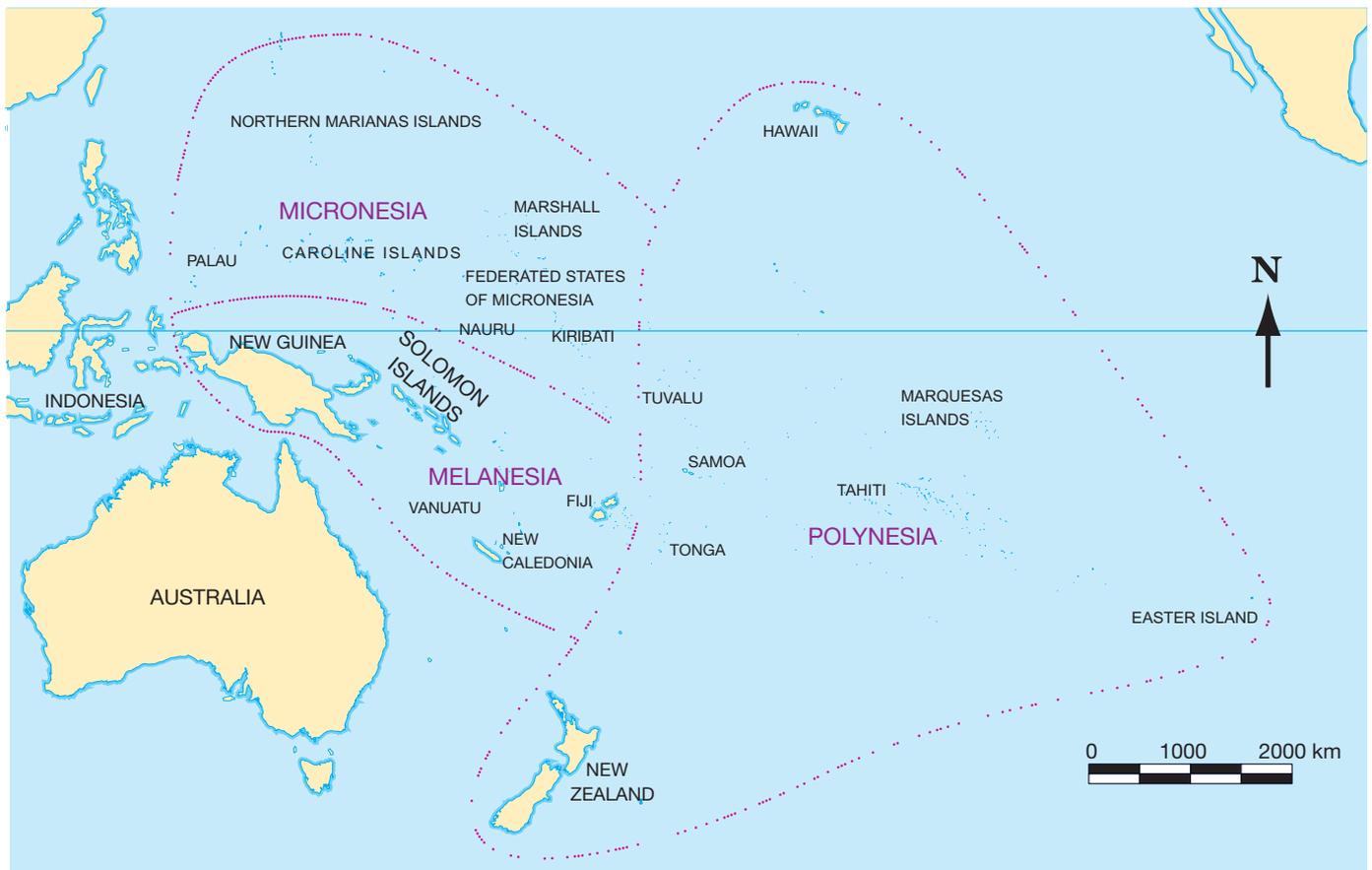


A Micronesian boy

- **Polynesia:** The islands to the east of Fiji, as far north as the Hawaiian Islands, south to New Zealand and east to Easter Island make up Polynesia. Our nearest neighbours in this area are Tonga, Samoa, Tokelau Islands and, further east, Cook Islands and French Polynesia. Most of the people living there are Polynesians.



A Polynesian girl



On this map, you can see the main island groups in the Pacific region.



Activity 14

Look at the map opposite. Do the following activities in groups of four.

- 1 Point to all of the Melanesian countries on the map.
- 2 Point to all of the Micronesian countries on the map.
- 3 Point to all of the Polynesian countries on the map.
- 4 What do people in Melanesia have in common?
- 5 What do people in Micronesia have in common?
- 6 What do people in Polynesia have in common?

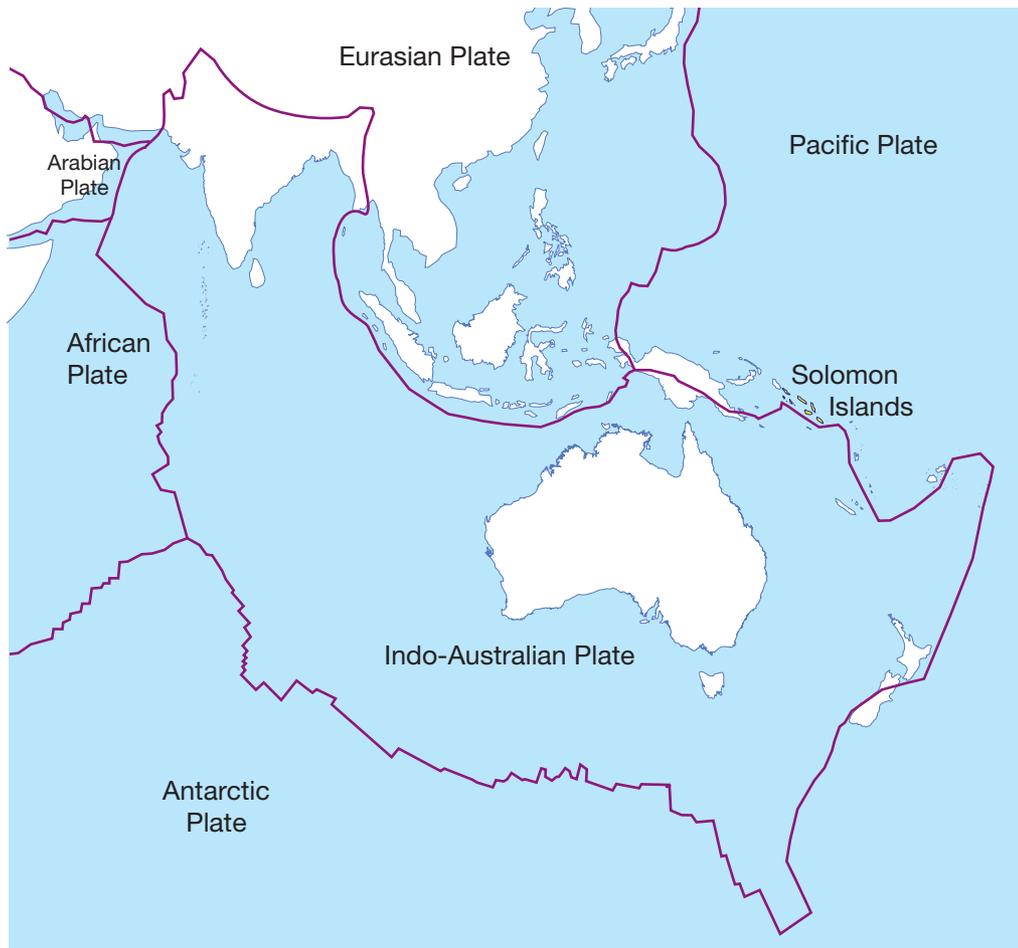
The surface of the Earth

Plates and mountains

Scientists believe that the surface of the Earth moves slowly. At one time, long, long, long ago, all the land on the Earth was joined together. But, slowly, the land broke up and the pieces, or **plates**, started to move away from each other.

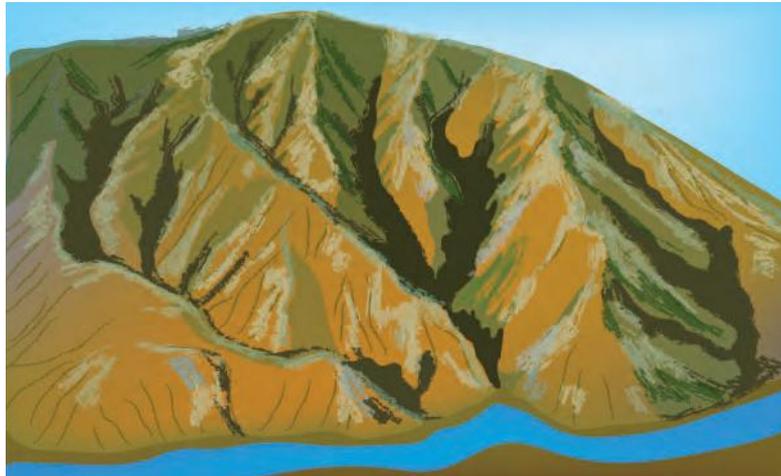
Now the surface of the Earth is not in one piece. Some of the pieces, or plates, have moved a long way away from each other. But, other big pieces, or plates, meet and bump into each other.

Over a very long time, these plates have pushed into each other. They have pushed the surface of the Earth upwards. This formed our mountain ranges. When the land pushed up, it broke and bent, and the different shapes of our mountains were made.



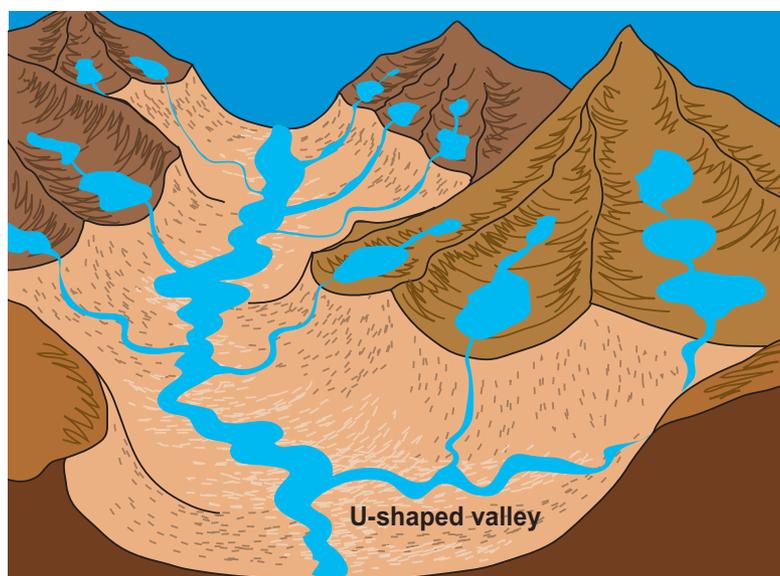
The movement of the plates caused mountain ranges to form.

When rain fell on the mountains, the process of **erosion** began. The rain found cracks in the rocks and washed away the soil. These cracks turned into river valleys. In the central mountains, the mountainsides are steep and the river valleys are narrow and shaped like a V.



Erosion has created V-shaped river valleys in the central mountains.

Some very high mountains have also been shaped by ice. A long time ago, during a time called the **Ice Age**, there was ice all over the tops of the mountains. The ice moved down the sides of the mountains. Many pieces of rock broke off and were carried along by the ice. These loose rocks cut away at the solid rock. The valleys that were left after the ice melted are shaped like a “U”. Often there are small lakes.



The valleys that were left are U-shaped.



Activity 15

In groups of four, study the text on pages 21 and 22 carefully. Then, make a model of the plates and role-play how they move to form mountains.

Mt Maetambe

Many plants and animals make mountains their home. For example, a lot of native frog species live on Mt Maetambe on Choiseul Island. Many bird species live there, too, including the crested cuckoo dove. Noisy hornbills also dominate the forest skyline. Large eagles, large bats and parrots are common around the slopes and summit of Mt Maetambe, and also along the coast.

Vegetation means the kinds of plants that grow in a place naturally or by themselves. There are a lot of orchid species on Mt Maetambe. There are also large ferns and mosses.

Current threats to the forests of Mt Maetambe are industrial logging and mining. It is extremely important that a conservation program be put in place to provide education, training, and employment for resource owners. The site is very suitable for forest conservation and eco-tourism development. Any damage to the forests surrounding Mt Maetambe will permanently damage the environment and kill off many species of wildlife, and will affect the water sources of villagers for generations to come.



A Papuan hornbill



A Solomon Islands leaf frog



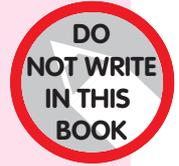
Rainbow lorikeets

Activity 16



Do this activity for homework.

- 1 In your exercise book, write the names of the different plants and animals found in your environment in your own local language or Pijin or English.
- 2 Copy the table below in your exercise book. Write the names of the plants and animals in the appropriate column.



Names of plants	Names of animals

Activity 17



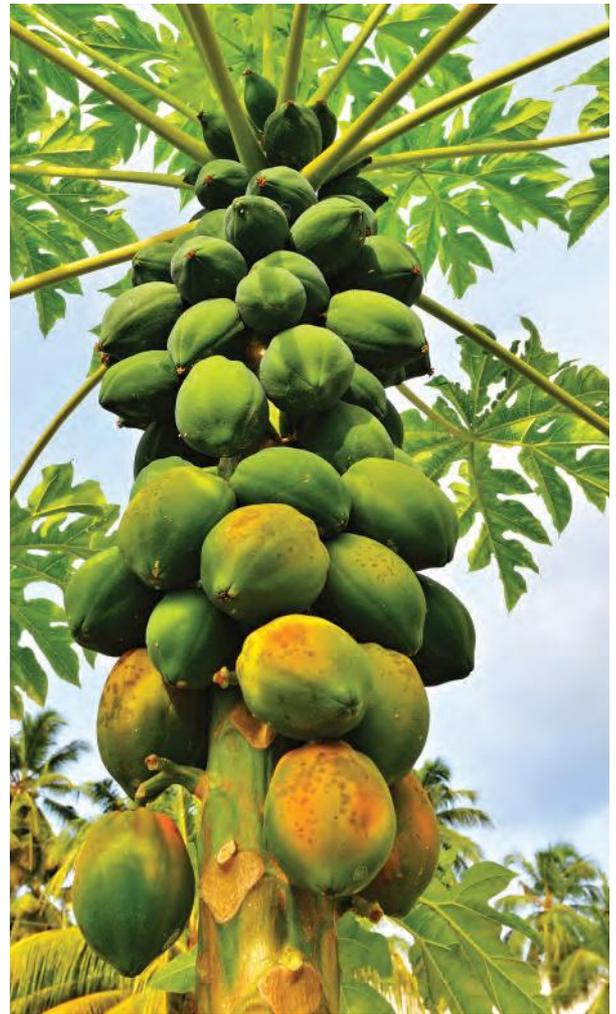
Do the following tasks in groups of four.

- 1 Compare your findings from the table in Activity 16.
- 2 Choose one person to present your findings to the class.
- 3 In your presentation, you should be able to say the names of the plants and animals in your chosen language. You should also be able to guess where you think the plants and animals come from.

Biodiversity provides food, medicine and shelter

Biodiversity is the variety of all life forms: the different plants, animals, **micro-organisms**, the **genes** they contain, and the **ecosystems** or environments they live in. Biodiversity can be described at three levels:

- 1 **genetic diversity**. This refers to the variety of genetic information contained in the individual plants, animals and micro-organisms.
- 2 **species diversity**. This refers to the variety of living species.
- 3 **ecosystem diversity**. This refers to the variety of places, habitats, communities and **ecological** processes, as well as the amazing diversity that exists within them.



Paw paw tree

A healthy ecosystem is one where there is biodiversity. A healthy ecosystem supplies us with everything we need, including oxygen, clean water, soil and food. We use the animals, plants and other organisms in our ecosystem in many ways. The biodiversity in our ecosystem supplies us with food crops, animal products, plant oils, building materials, handicrafts, medicinal products, fibre, dyes, resins, gums, **adhesives**, rubber and material for clothes.

Food

Pacific Islanders have traditionally enjoyed good nutrition because of the diversity of healthy “whole foods” available. “Whole foods” refers to food that is unprocessed and harvested from gardens or from nature.

Health conditions such as heart disease, **obesity** and **diabetes** are on the rise across the Pacific region because people are eating more Western-style foods. These foods are very **refined** and contain high levels of sugar and fat. To avoid getting sick, it is important to maintain the biodiversity of traditional gardens and wild foods in Pacific diets.



This table shows some examples of important food in Pacific diets.

Foods grown in gardens	Food grown in the wild
Banana	Fern (kasume)
Cucumber	Sago palm
Breadfruit	Yam
Pumpkin	Opossum
Cassava	Ngali nut
Paw paw	Tropical almond
Yam	Megapode eggs
Taro	Pandanus nut
Beans	Flying fox
Pig	Banana
Cabbage	Pigeon
Chicken	Mangrove fruit
Tomato	Mud crab
Duck	Noni fruit



Taro



Noni fruit



Activity 18

- 1 Copy the table below in your exercise book.
- 2 Write the names of foods grown in gardens and foods grown in the bush, or wild foods, in the correct column. Two examples have been done for you.

Food grown in gardens	Food grown in the wild
Breadfruit	Yam
Potato	Crab

Medicines

According to World Health Organization (WHO), 80 per cent of people living in developing countries depend on traditional medicines from locally grown plants. Traditional healers use more than 100 plants in the South Pacific to treat malaria, infections, colds, stomach ulcers and many more diseases. Not only do developing countries benefit from medicines taken directly from nature, but western medicines in developed countries also benefit from local plants.

Here are some examples of Pacific Islands plants commonly used for medicines:

- paw paw leaves and flowers
- pandanus
- noni juice
- kava
- charcoal of coconut tree roots
- wild ginger and turmeric
- bark of apple tree
- bark of ngali nut tree.

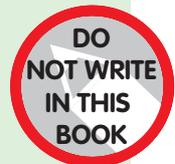


Wild ginger

Activity 19

- 1 Draw the table below in your exercise book.
- 2 In the first column, fill in the names of plants or plant parts that are used as medicine to cure diseases in your community.
- 3 In the second column, describe what each traditional medicine is used to cure. An example has been done for you.

Traditional plants or plant parts used as medicine to cure diseases	How each plant (traditional medicine) is used to cure diseases
Bark of ngali nut tree	Used to cure red eye. Scratch the bark and boil it with water, and then bathe the eyes.



Other uses of biodiversity

In addition to food and medicines, biodiversity provides many other uses, including shelter.

Activity 20

Do this activity in groups of four.

- 1 Copy the table below in your exercise book.
- 2 Fill in the plants or animals that can be used for each product or service in your community. Two examples have been done for you.

Product or service	Plants and animals that can be used
Building materials	Most trees, some widely used, including bamboo, kauri pine, island teak, rosewood
Carving and handicrafts	Pacific rosewood, coconut, vesi (Nambangura), bamboo
Fibre and weaving	
Dyes	
Essential (fragrant) oils	
Soaps	
Food wrapping	
Thatching—for making a house (roof)	
Decoration and custom dress	



Activity 21

Do this activity for homework. Discuss possible ways to conserve our resources for the future. Share your ideas with a partner.



Resources for the future

The way Pacific Islanders use plant and animal species could show how some species could be developed to provide income in the future. Some potential products that may be derived from biodiversity in the future include new varieties of banana, sunscreens from corals, fibres from spiders' silk, glues from **barnacles** and medicines from sea cucumbers (*beche-de-mer*).



Breadfruit



Activity 22

Do this activity in groups of four.

- 1 Copy the table below in your exercise book.
- 2 Choose a person to represent your group. Your representative will go to the area where there is a collection of different items from the environment. They will select four items and take them back to their group. They will give one item to each group member.
- 3 Each group member writes the name of their item, what it is used for, and where it comes from in their exercise book. They share this information with the other members of their group.
- 4 Each student in each group enters all their group items into the “Biodiversity use table”. The representative from each group shares the information in their table with the whole class.

Biodiversity use table

Item name	What it is used for	Where it comes from

Activity 23

This activity can be done over a day or a weekend as a homework task, or it can be set as a longer task to be done over a school week.

- 1 Make a “Biodiversity diary”. Copy the table below in your exercise book.
- 2 Use the diary to write in anything you use that comes from biodiversity and all the ways biodiversity affects your life.

Biodiversity diary

Name of plant or animal (in Pijin, English or local language)	How do you use it? How did it affect you?	Parts used





Activity 24

- 1 Think about your “Biodiversity diary” from Activity 23 and the things you use every day that come from biodiversity.
- 2 Imagine that when you wake up tomorrow, items that come from plants can no longer be found.
- 3 Write a short story about what your day would be like. Consider things such as:
 - food—what would you eat?
 - clothing—what would you wear?
 - school—how would it be different?
- 4 When everyone has written their short story, tell or read the story to a partner.
- 5 Read or retell your partner’s story to another pair in a group of four.

How people in the Pacific region adapt to their physical environment

Most of our other neighbours, apart from Australia, New Zealand and Papua New Guinea, are small islands in the Pacific Ocean. These countries have very small land areas with some high areas. Some of the islands are coral **atolls** and do not reach many metres above sea level.

The term “natural vegetation” means the kind of plants that grow in a place naturally. It does not mean plants that have been put there by people. Part of our physical environment is made up of the plants that grow naturally on the **landscape**. The kind of plants that we find in any place depends on the **climate** and the kind of physical landscape. Read the information about Kiribati (say *kir-rie-bas*) and the Cook Islands and how these countries adapt to the changes taking place to their coastlines, food plants and groundwater wells.

Kiribati

The Republic of Kiribati consists of 33 low-lying coral islands, or atolls, which lie from about 170°E to 164°W and 5°S to 6°N, covering 800 square kilometres. This island country is located north-east of Solomon Islands.

Food

Kiribati has very few agricultural crops that can grow on the islands. The important food plants used by Kiribati people are coconut, breadfruit, bwaibwai (giant swamp taro), bananas and pandanus.



Coconuts are an important food crop in Kiribati.

The coconut tree is the most important tree for Kiribati people's livelihood. They rely on it for food, shelter and the cash-earning activity of copra cutting. Coconut trees are used to mark or show land boundaries. They are also planted along the edges of the islands to measure the extent of coastal erosion.

Subsistence and sustainable ways of livelihood in Kiribati are based on local or indigenous tree crops, like coconut tree, pandanus tree, bwaibwai (giant taro), breadfruit and banana. The pandanus tree bears fruits that are traditionally preserved for eating, especially during drought years. The giant swamp taro is an important crop. Breadfruit and bananas are the only fruit trees that provide a varied diet apart from coconut, giant taro and fish.

Water

Risks to the land-based livelihood of people in Kiribati are from droughts, storms and salt water getting into groundwater wells. Excessive rainfall also causes runoff into the groundwater wells used for drinking. Fresh groundwater is the main source of good drinking water and for washing and cooking.



A groundwater well

Droughts in Kiribati showed that some islands were not suitable for permanent settlement. Inhabitants had to be resettled in a foreign country because water was too salty to drink and use.

Activity 25

Do this activity in groups of four.

- 1 Copy the table below in your exercise book.
- 2 Complete the table. An example has been done for you.

	Solomon Islands	Kiribati
Agricultural food crops	coconut trees, cassava	coconut trees, breadfruit
Water sources		
Export products		

- 3 Answer the questions below in your exercise book.
 - a Why do you think people in Kiribati do not have as many agricultural crops as Solomon Islands?
 - b Why do you think Kiribati does not have good water sources?
 - c Why do you think Solomon Islands has more export products than Kiribati?



Coastal erosion

When land beside the seashore washes away, this is called coastal erosion. Coastal erosion on some islands like Kiribati has damaged roads, settlements or villages and buildings. It usually uproots coconut trees, damages buildings and reduces the size of the land. In Kiribati, seawalls have been built around some shorelines to protect them from erosion.



Seawalls protect the shoreline from erosion.



A traditional house with a raised floor

Traditional houses have raised floors, and this design has proved safe in times of flooding. Where flooding leads to erosion, or when erosion continues, people have to relocate.

Activity 26

Do this activity in groups of four.

- 1 Copy the table below in your exercise book.
- 2 Discuss and state the damage coastal erosion can cause, how people have changed or adapted to it, and what has been done to protect the shorelines in Kiribati.

Damage caused by coastal erosion	How people adapt to it	What has been done to protect the shorelines

- 3 Copy the table below in your exercise book.
- 4 In the first column, state the impacts of salty groundwater wells on people, and in the second column state what people do when they do not have good groundwater wells.

Impacts of salty groundwater wells	What do people do when they do not have good groundwater wells



Cook Islands

Cook Islands consists of 15 islands. The islands spread over 2 000 000 kilometres of ocean. The total land area of the islands of Cook Islands is only 237 square kilometres. The island chain extends from 8° to 23° south latitude and 167° to 156° west longitude. Cook Islands is divided into two groups: the Southern Group and the Northern Group.

Food

There are a lot of agricultural crops that grow on the Cook Islands. The important food plants are breadfruit, kumara, taro, bananas, coconut, cassava, paw paw, citrus fruit and vegetables. The three kinds of local food in Cook Islands are:

- root crops, such as taro, kumara and arrowroot
- fruits, such as coconuts, oranges, mangoes, paw paw and breadfruit
- green foods, such as cabbage, spinach, taro or kumara leaves and beans.

Most families grow their own crops, raise pigs and chickens, and fish. Taro is the most popular crop. Kumara and cassava grow quickly and are easier to grow, but are less important than taro. Paw paw is eaten especially at breakfast and in salads. Fish is the main source of protein.



A taro crop

Arapo, nights of the moon

Cook Islanders fish, plant, and harvest according to favourable nights of the moon. For example, they plant root crops at full moon and fruit crops at new moon. These activities are guided by the nights of the moon, or the arapo, a traditional calendar.

Ra'ui, customary sacred prohibitions

“Customary sacred **prohibitions**”, or ra'ui, were usually imposed on communities to protect a scarce or **diminishing** resource. They were imposed to allow the resource to grow or increase and to ensure that people had a good supply when the resource was needed. The council of chiefs usually enforced the customary sacred prohibitions to protect lagoons that were being overfished. This would result in fish stocks increasing in number again.

This practice is still used to maintain harmony with the environment. The lifting of a customary sacred prohibition is usually done with feasting. Sometimes, it is timed to **coincide** with a festival or celebratory occasion.

Coastal erosion

Coastal erosion due to storms has become a concern in the Cook Islands. This is especially so around the northern and western coastline of Rarotonga and on the outer islands. Cook Islanders usually dump rocks on beaches to protect the eroded coastline on some of their islands against beach erosion.

Underground freshwater storage

Salt water getting into underground freshwater wells is seen as a threat to the drinking water supply. Salt water entering the freshwater storage may also create problems for agricultural activities, especially in Rarotonga, with the appearance of salty water in low-lying growing areas, especially during long dry periods.

Economy

Tourism is the major industry in the Cook Islands. More than 100,000 visitors visit Cook Islands each year. This is worth more than \$50 million per year to the **economy**. The pearl industry and the sale of fishing licences are important contributors to the economy, too. Cook Islanders who live and work overseas usually send money back to their relatives in Cook Islands. These payments are called “remittances”. This practice also makes an important contribution to the economy. There are 200,000 people living outside the Cook Islands, mainly in Australia and New Zealand, with only 15,000 living on the islands. The main export cash crops that also contribute to the economy are taro, citrus fruits, paw paw and noni fruit.



Many tourists come to the Cook Islands for a holiday.



Activity 27

- 1** Put yourselves into six groups. Your teacher will give each group a number from 1 to 6.
- 2** Read the information about the Cook Islands on pages 42–44 again. Then read your group’s questions below and discuss together.
- 3** As a group, choose how you will present your answers to the whole class. You may like to create a poster or a role-play.
- 4** Present your answers to the class.

Group 1

- a** What is the main cause of coastal erosion in Cook Islands?
- b** What do Cook Islanders do to protect their coastlines?
- c** Solomon Islands is experiencing the same problem. What have our people done to protect their coastline?

Group 2

- a** List the important agricultural crops of Cook Islands.
- b** Why do you think taro is more important than kumara and cassava?
- c** When do Cook Islanders usually eat paw paw?
- d** Which food is their main source of protein?

Continued >>

<< Continued from page 45

Group 3

- a** List and explain the main income contributors to the economy of Cook Islands.

Group 4

- a** In which part of Cook Islands is salt water getting into freshwater wells seen as a threat?
- b** What problems could salt water entering low-lying growing areas cause to food plants, especially in Rarotonga during long dry periods?

Group 5

- a** What is the main purpose of imposing “customary sacred prohibitions” or ra’ui?
- b** What usually happens when a customary sacred prohibition is lifted?
- c** Who usually imposes a customary sacred prohibition?

Group 6

- a** Fishing, planting, harvesting and even the mating of animals is done at different times of the moon, or arapo. When are root crops planted?
- b** When are fruit crops planted?
- c** What do you know about planting by the moon or using other planting calendars in Solomon Islands?

How factors can influence where people live

Settlement patterns, or where people live, are affected by the physical environment and the needs of the people who live there. Some of these factors are positive. For example, people live in a place because of good things there. Some of these factors are negative. For example, people do not live in a place because of bad things there. However, sometimes, people have to live in bad places because they have nowhere else to live.

In Solomon Islands, the physical environment has a strong influence on where most people live. People will only live where they can make their living. But this has changed in recent years. More people are living in towns and cities because there are jobs, schools and clinics nearby.

Some places have a high population density. This means that a lot of people live together in the one place. Read the table on page 48 to see why some places have a high population density.



More people are living in cities.

Why some areas have a high population density

Environmental reasons	Human reasons
Not too hot, too cold, too wet or too dry	Jobs
Flat or low landscape	Government services
Vegetation, such as grass	Transport services
Good soils	
Fresh water supply	

Other places have low population density or are sparsely populated. This means that not many people live there. Read the table to see why some places are sparsely populated.

Why some areas have a low population density

Too hot, too cold, too dry or too wet
Natural hazards, such as drought or flood
Soils that are not good for growing food
A steep landscape
Dense rainforest
Many diseases, such as malaria
No fresh water supply
No natural resources that could be mined, creating industries where people can work
No government services (schools, clinics, police posts, etc.)
No transport links

Many people in Solomon Islands come to live in Honiara for the following reasons:

- They can find well-paid jobs.
- They have access to better education services.
- They have access to better health services.

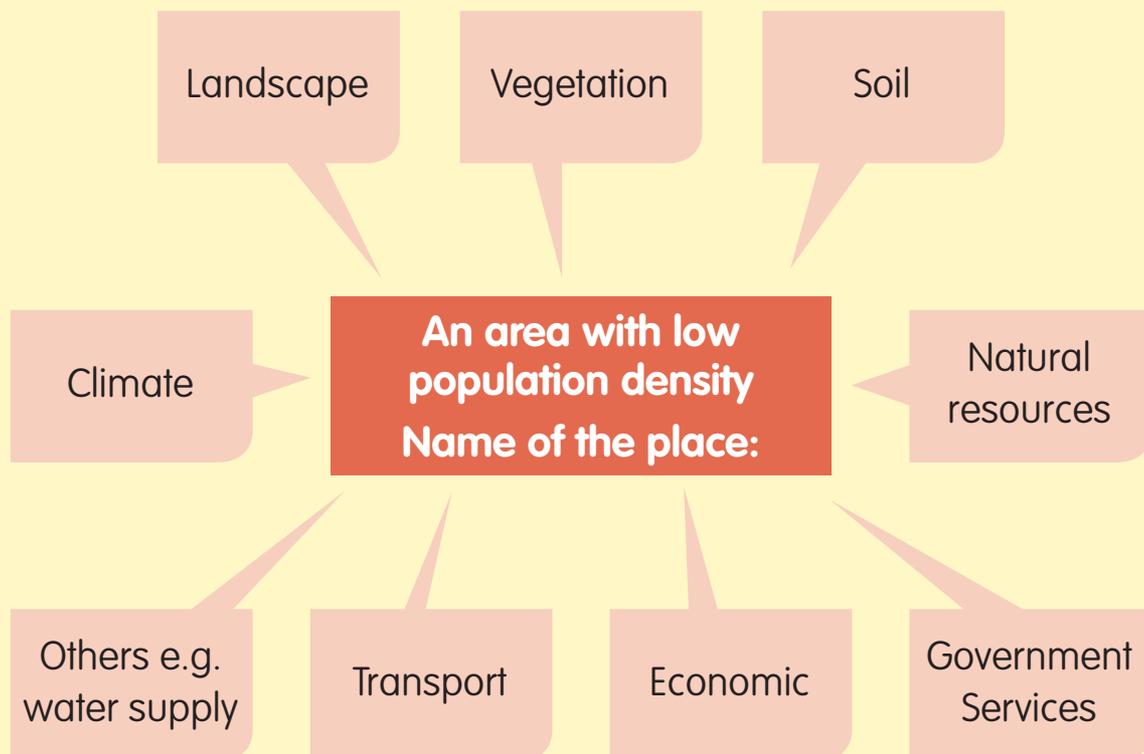
- They have access to better transport services.
- They have access to better communication services.
- They have access to more organised sports events that would help them to play in international sports.



Activity 28

Do this activity in groups of four or five.

- 1 Copy this diagram into your exercise book.
- 2 Complete the diagram about an area in your community with low population density.
- 3 Complete the same diagram for an area in your community with high population density.



Assessment activity

- 1** Draw a sketch of the world map and name five countries: two in the northern hemisphere and three in the southern hemisphere.
- 2** Draw a compass rose showing directions on your map.
- 3** Write the names on the countries and the oceans surrounding or beside them.
- 4** Draw the equator and the 180° line and show the lines of latitude and lines of longitude passing through the five countries.
- 5** Draw a scale to show distance and the size of the five countries.

Chapter 2

Weather and climate



In this chapter, you will:

- describe the difference between weather and climate
- create a drama of the four seasons (winter, spring, summer and autumn) to show how people's lives are affected by them
- identify the different seasonal weather patterns in Solomon Islands
- ask questions about how people in Solomon Islands are affected by different weather patterns now and in the past
- identify the different seasonal weather patterns in the Pacific region and show how it affects people's lives.

The weather

Weather is all around us. Weather may be one of the first things you notice when you wake up. It is part of our lives. It affects the way we dress and the type of house we live in. People in different parts of the world have different types of houses because they live in places with different weather.



People who live in places with hot weather need houses that are cool. They need to have open windows so the air can blow through and cool the house. They need to wear light cool clothing, such as shorts.

People who live in places with cold weather need houses that are warm. Their houses need to have fires or heating. They need to wear warm clothing, like coats, gloves, hats and scarves.

Activity 1

Complete the following tasks in your exercise book.

- 1 In a short poem, describe the weather now.
- 2 What type of weather do you like? Give three reasons.
- 3 Give three advantages and three disadvantages of having a house with open windows.
- 4 Give two reasons why the children in the photo on the left are wearing only shorts.

Seasons

Many places in the world have a particular kind of weather at certain times of the year. We call these times seasons. The seasons are spring, summer, autumn and winter.

In autumn, the leaves on many trees change colour and may fall off. In winter, it is usually very cold and it may snow. In spring, many plants starts to grow leaves and flowers as the days become warmer. In summer, the sun is warm and it is fun to go to the beach to swim.





Autumn



Winter



Spring



Summer

Activity 2



Divide into four groups. Each group will choose a season and make a drama to show how the weather of that season affects people's daily lives.

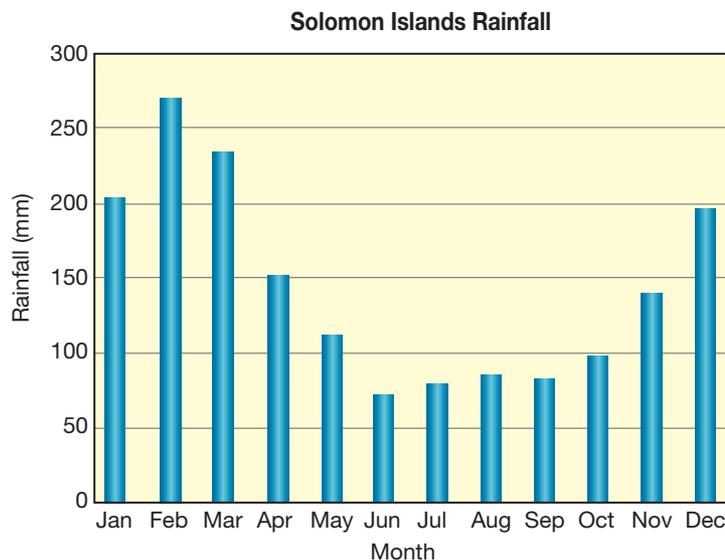
- The drama must show the way people live during this season.
- You must find props for your drama.
- Show an event that happens in your season.

Climate and rainfall

The climate where you live in the world controls the type of weather you have. Climate is the average weather pattern in a place over many years. We live in the part of the world called the tropical region. The kind of climate we have is also called tropical. It is warm or hot. Most of our neighbouring countries have climates like Solomon Islands. In Solomon Islands, the temperature is hotter near the coast and cooler in the mountains.

Solomon Islands has two seasons. The wet season is from November to April. The other months of the year are known as the dry season.

Look at the column graph below to see how much rain falls in Solomon Islands each year.





Activity 3

- 1 Discuss the column graph above with a partner.
- 2 Find out how much 50 millimetres is. Measure the following amounts in a bottle, jug, cup or glass:
 - a 250 millimetres
 - b 300 millimetres
 - c 150 millimetres
 - d 100 millimetres
- 3 Think of all the ways that heavy rain affects your life in your village.

How temperature affects our lives

Temperature tells us how cold or hot something is. Temperature affects our lives every day. It helps us to decide what clothes to wear. It determines our outdoor activities. The Sun's rays heat up the Earth and create the weather around us. If it was not for the warmth and light of the Sun, no human beings, animals or plants would be able to live on Earth.

Heating an object makes its temperature rise. When it cools, its temperature falls.

Activity 4

- 1 Copy the table below in your exercise book.
- 2 Write what your family does and wears during the following weather conditions. An example is done for you.

Weather condition	Activities	Type of clothes
Cold, foggy morning	Children stay inside Mum makes fire	T-shirts, long pants, socks, sports shoes, hat, coat
Sunny, dry day		
Rainy day		
Windy day		
Cloudy day		



Weather in the Pacific region

Rainfall of Vanuatu and Fiji

Vanuatu

Vanuatu's weather is roughly divided into a dry season from May to October and a wet season from November to April. Cyclone time is between December and May. Rainfall is mostly brief and plentiful, but can last for longer than a day or so in the wetter months, between November and April.



Wet season in Vanuatu

Fiji

Between May and November is the “winter” season in Fiji. It is still warm and tropical, but less hot than between December and April. It is also not as humid as the hotter and wetter summer months of December to April.

The wet season is November to April. Fiji experiences a much higher amount of rainfall in these months than in the other months of the year. Its cyclone season is from November to April (the rainy season), which can cause high winds.



Wet season in Fiji

Activity 5



In pairs, study the map of the Pacific region in Chapter 1. Then do the following tasks in your exercise book.

- 1 Find the countries mentioned in the text above.
- 2 Compare their climate and seasons with the climate and seasons of Solomon Islands. How are they same? How are they different?
- 3 Discuss the geographical location of these countries. For example, how close to or away from the equator are they? What is the climate like close to the equator? What types of islands are they: high islands or atolls?
- 4 Share your answers with other pairs.

Australia

Australia is a large island continent. The climate is different in different parts of the continent. There are tropical regions in the north. They include the northern parts of Western Australia, the Northern Territory and Queensland. Here, there are two seasons – the wet and the dry. This is like Solomon Islands.

There are temperate regions in the south of Australia, such as places in Victoria and Tasmania. Here, there are four seasons:

Summer: December to February

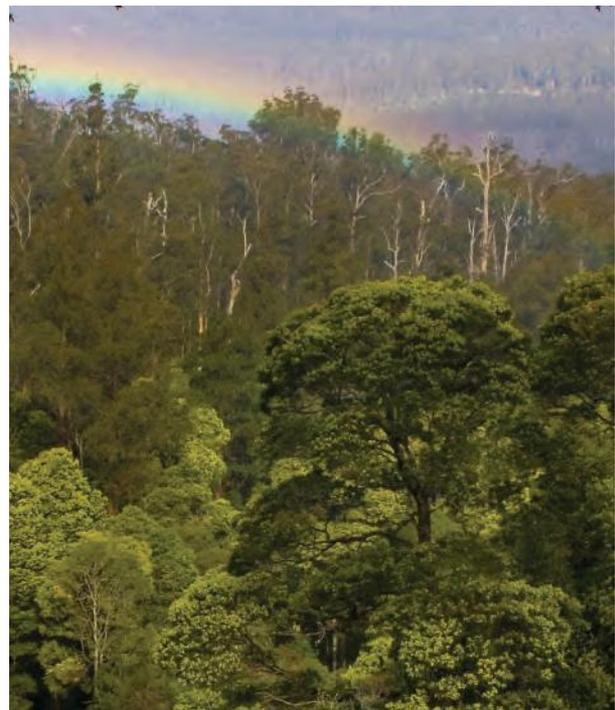
Autumn: March to May

Winter: June to August

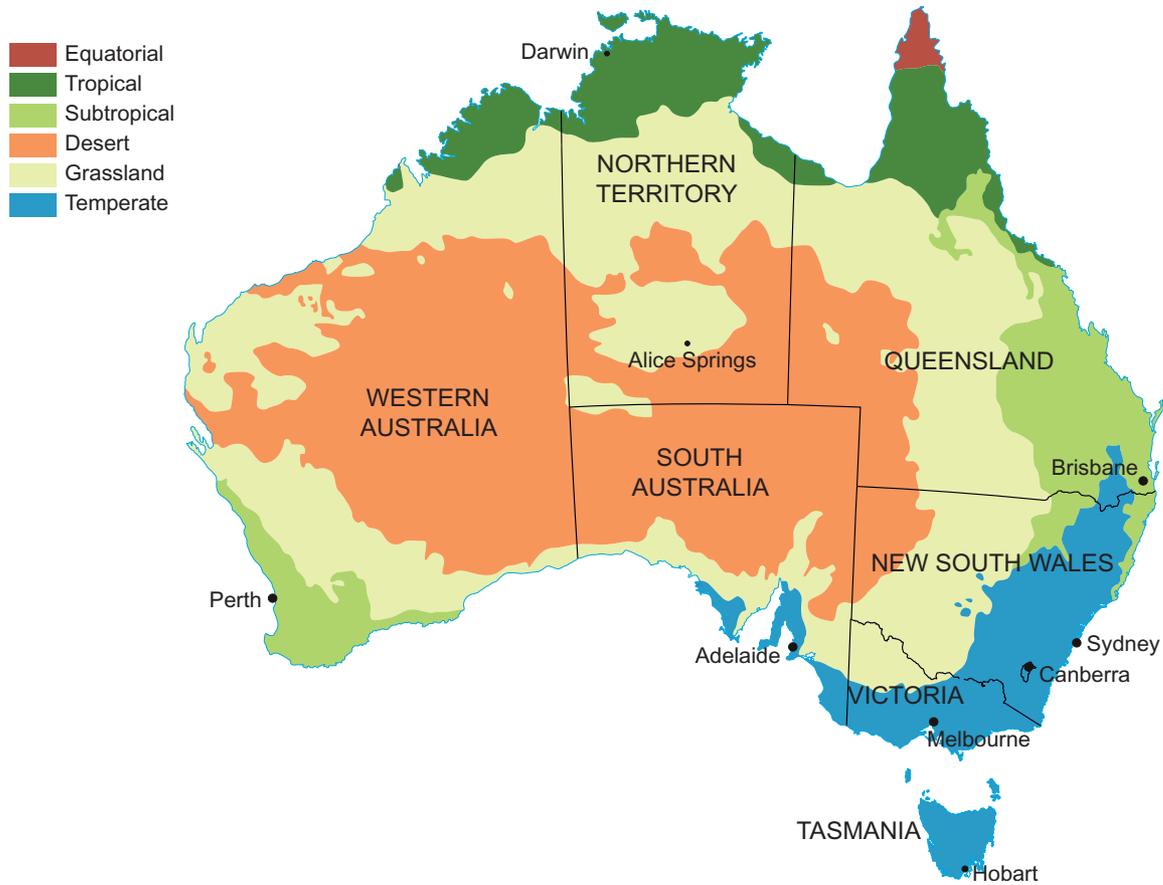
Spring: September to November.



Dry season in the Northern Territory



Tasmanian forest



This map shows the different climates around the continent of Australia.

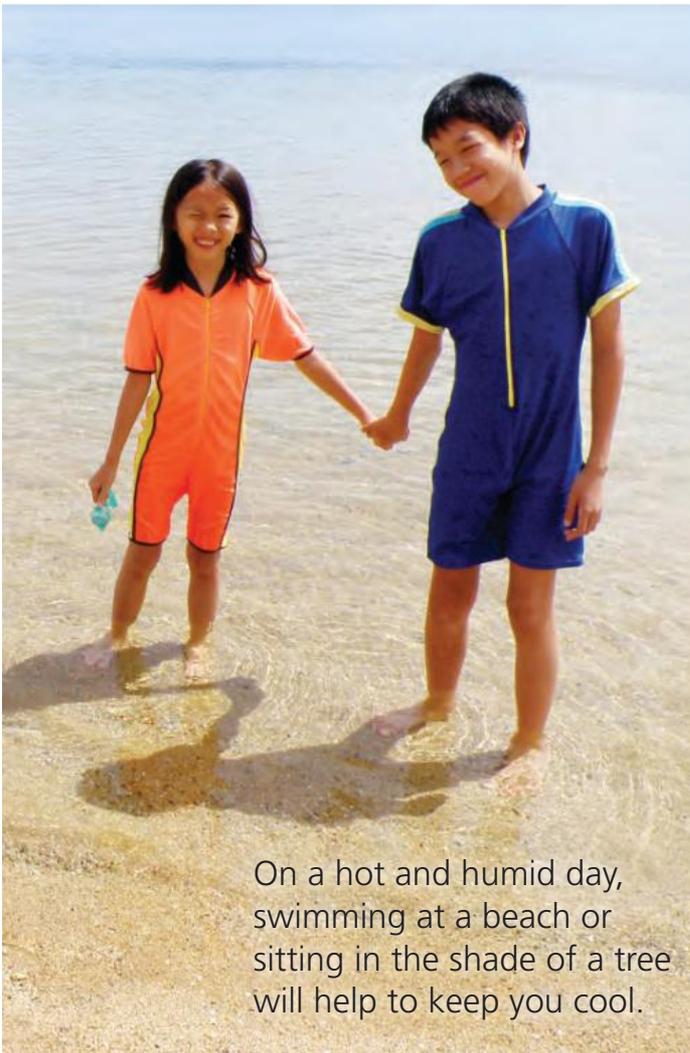
Activity 6

In pairs, study the map of Australia above and find the following places: Queensland, Northern Territory, Alice Springs, Victoria and Tasmania.



Weather around the world

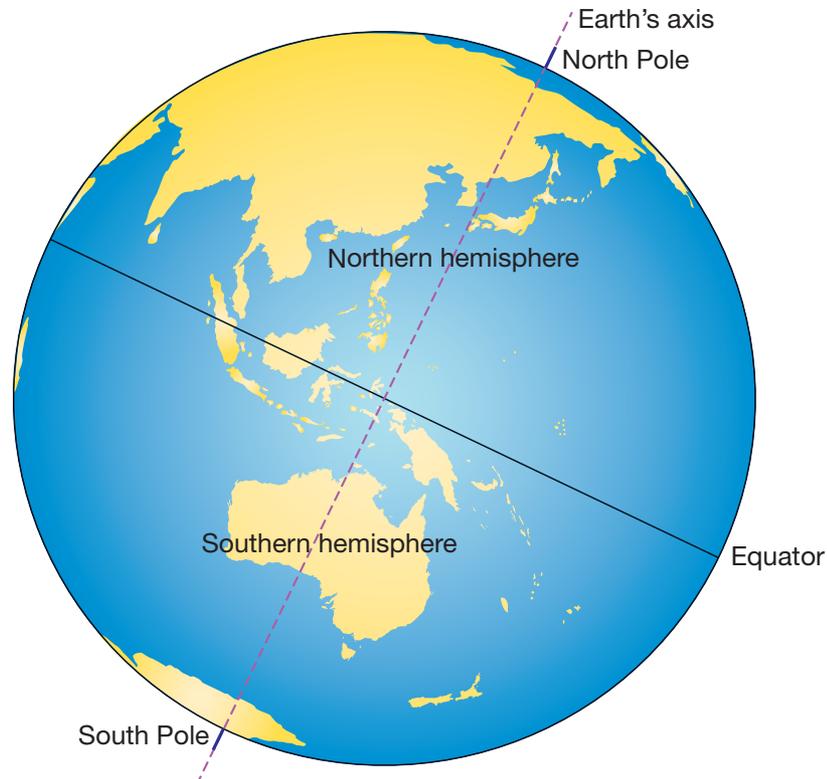
People live in different climates around the world, from **polar** to equatorial. To live comfortably, particularly where the climate is harsh, people design houses, clothes and lifestyles to fit the conditions of their particular climate. All of our outdoor activities are affected by temperature.



On a hot and humid day, swimming at a beach or sitting in the shade of a tree will help to keep you cool.



On a winter day, you are likely to wear warm clothes.



Why is it so cold?

The Earth has an **axis**. This is the line between the North and South poles that the Earth spins around. The Earth's axis is slightly tilted. As the Earth travels around the Sun, each hemisphere has six months when it faces the Sun more directly and six months when it faces the Sun less directly. This causes the seasons we call summer and winter. Towards the poles, the Sun's rays hit the Earth at a shallow angle and give less warmth, even in summer. In winter, the Sun is only visible for a short time each day. The air and ground get very cold. Rivers, lakes and even the sea freeze and snow is always on the ground.



Activity 7

- 1 In your exercise book, write five questions that you would like to ask someone who lives in a cold climate about their daily life. Begin your questions with “why”, “how”, “where”, “when”, “what” and “who”. For example, how do you get to school if the road is covered in snow and ice?
- 2 In pairs, research to try to answer each other’s questions. Then discuss your answers.



Activity 8

Do this activity for homework.

- 1 Find a coconut. Use the coconut to show the Earth. Use the world map in your book to help you.
- 2 Draw the equator around the coconut. Show the Northern Hemisphere and the Southern Hemisphere.
- 3 Show Antarctica and the Arctic Circle.
- 4 Show the Tropic of Capricorn and the Tropic of Cancer.



Activity 9

- 1 Bring your coconut Earth to school and put all of the coconuts on display in the classroom.
- 2 Discuss and show in groups of four, explaining:
 - a how the Earth tilts towards and away from the Sun
 - b how the Sun's rays spread out over the Earth
 - c which are the coldest and warmest regions of the Earth.

Global warming

In recent years, **scientists** have become concerned about the effects of human activity on the Earth's weather. Scientists who study the weather are called **meteorologists**. Many meteorologists believe that average temperatures around the world are gradually rising due to increased **greenhouse gases**, such as carbon dioxide, which absorb heat from the Sun.

Many greenhouse gases come from things we do every day. These greenhouse gases trap heat in the air around the Earth and make the Earth warmer. This effect is known as **global warming**. On page 65 are some things we do that cause greenhouse gases.



Smoke from factories



Burning grasses in the garden



Fumes from cars, buses and trucks



Burning rubbish like plastics and paper

Scientists and meteorologists think that the warming of the Earth is affecting our weather and changing our climate. Climate change is a big problem in some places, such as Antarctica and the Arctic Circle. The ice in the Arctic Circle and Antarctic region might melt as a result of the warmer weather. The ice melting would put a lot more water in the oceans. Another problem caused by climate change is that some places might have too much rain, which leads to flooding, while other places might not get enough rain and become too dry.

How can we make a difference?

There are many little things we can do to reduce the amount of greenhouse gases that we put into the atmosphere.

Save electricity

Whenever we use electricity, we help put greenhouse gases into the air. So, when you are finished with the lights, the television or your computer, turn them off.

Don't drive

Cars or other vehicles are an important part of life for most people. But they also cause pollution and release a lot of greenhouse gases into the air. If you usually use a car, you can save energy sometimes by taking the bus, riding a bike or walking.

Plant trees

Trees absorb carbon dioxide, a greenhouse gas, from the air and give out oxygen, which we breathe. So planting some trees is a way to reduce greenhouse gases.

Recycle

In some countries, people recycle cans, bottles, plastic bags and newspapers. New and different things are made of items that are recycled. When we recycle these materials, we send less rubbish to landfill.



Plant trees to help reduce the amount of carbon dioxide in the air.

Buy recyclable products

Did you know that you can help the environment if you buy recyclable products instead of non-recyclable ones?

To find products that can be recycled, look for the recycling symbol—three arrows that make a triangle—on the package. Recyclable products are sometimes made out of things that have already been used. It usually takes less energy to make recycled products than to make new ones.



Use solar energy

Imagine it is a hot day. You put a scoop of ice cream on the pathway, and it melts. Why? Well, you probably know that the Sun causes the ice cream to melt. But you may not know that the Sun produces solar energy.

Solar energy is a way of saying “energy that comes from the Sun”. Solar energy can be used to heat homes, buildings and water, and to make electricity. Today, a lot of houses in the world use the Sun’s energy.



Solar energy is used to heat houses and make electricity.



Activity 10

Do this activity for homework.

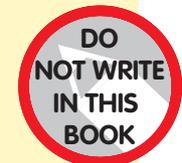
Observe your house or community, and make a list of things that people do every day that contribute to making greenhouse gases.



Activity 11

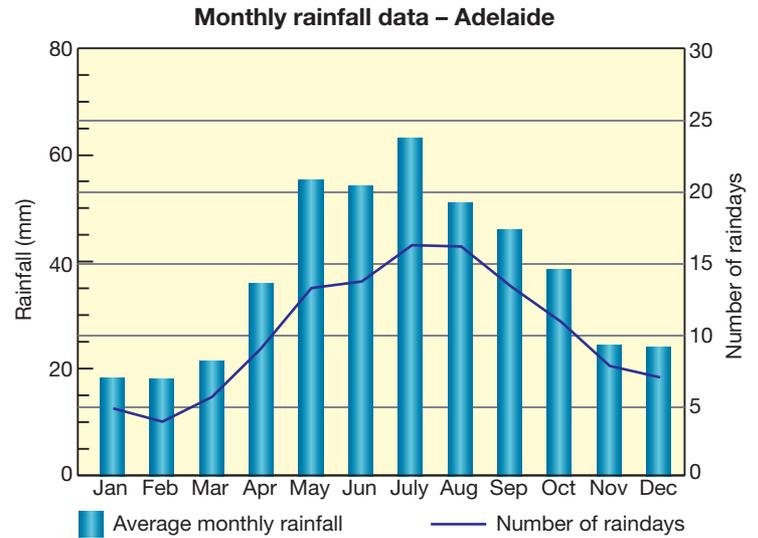
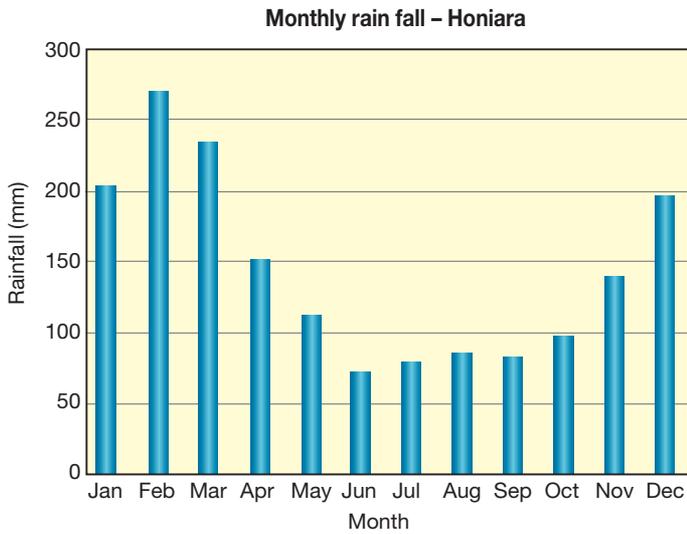
Do this activity in groups of four.

- 1 Compare your findings from Activity 10.
- 2 Copy the table below on a large sheet of paper.
- 3 Write down your findings in the table on a large sheet of paper.
- 4 Decide on some possible ways to help reduce the activities that you found contributed to making greenhouse gases. One example has been done for you.



Everyday activities	Possible ways to reduce making greenhouse gases
Burning bushes and grass in the garden	Use bushes and grass from the garden to make compost

Assessment activity



Compare the rainfall of Honiara and Adelaide in Australia. Interpret the graphs to answer the questions.

- 1** Which months in Honiara have more than 150 millimetres of rainfall?
- 2** Which months in Adelaide have less than 30 millimetres of rainfall?
- 3** Which four months in Adelaide have the highest rainfall? How might people in Adelaide use this information to plan their time?
- 4** Are the periods of most rainfall in the same part of the year for Honiara and Adelaide?
- 5** In Adelaide, the coldest months tend to be the wettest. Based on this, what would be the month with the lowest temperatures in Adelaide? Draw pictures to show what people might wear.

- 6** What is the month with the lowest rainfall in Honiara? Write two sentences about what you do in your village at this time, e.g. playing sports, games, doing jobs, clothes you might wear.
- 7** Which month in Honiara has the most rainfall? Write a sentence and draw a picture to show what you and your friends do at this time.
- 8** What time of the year would you like to visit Adelaide? Write two sentences saying why you would like to go to Adelaide at this time of year.

Chapter 3

Exploring cultures



In this chapter, you will:

- identify similar and different aspects of cultures in the Pacific region as well as the cultures of other countries in the world
- find out how your culture has changed over time
- learn how families have changed over time
- dramatise and write and draw about cultural activities.

What is culture?

Activity 1

This is a brainstorming activity. Define the term “culture” from your own understanding and discuss with your teacher and the whole class.



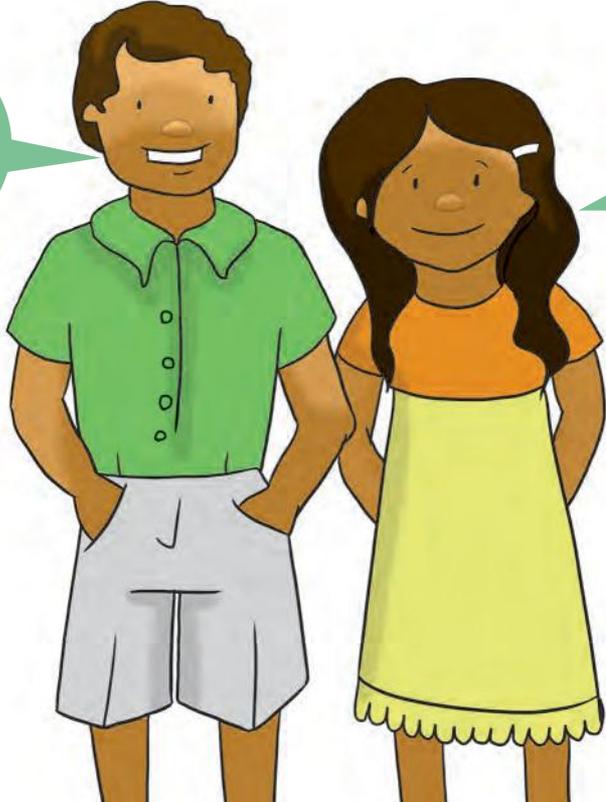
The things we do every day

Activity 2



Write a story in your exercise book about your school day. Begin from the time you wake up until you go to bed. Try to include the things below in your story.

- Waking in the morning, washing and getting dressed
- The language spoken with your family
- Tasks you have to do at home before and after school
- Eating meals
- Getting ready for school and the things you take
- Being at school, being with friends and playing, doing school work and talking and listening to the teachers
- Arriving home from school, interests and hobbies, doing homework and time with family



Every morning, I eat breakfast before I wash and dress.

At lunchtime, I play with my friends.

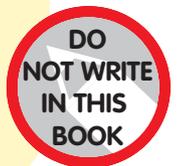
The similar and different things we do



Activity 3

- 1 In pairs, discuss the same and different things that you do in your day. Copy the table in your exercise book.
- 2 With your partner, fill in the table to show the things that are similar and different in your days. An example has been done for you.

Things we do in a day	My day	My partner's day	Similar or different
Getting out of bed	My sister pushes me out	Mum calls her many times	Different



Things people do in other parts of the world

All over the world, people do different things from the things you do in Solomon Islands, but some things are the same. Every day, children in other countries wake up and start their day. Look at the pictures below. Do any of the things the children are doing look similar to or different from the things you do each day?



A Chinese girl eats noodles for breakfast.



An Australian boy rides his skateboard.



An Indian girl fetches water.



A Saudi Arabian boy prays.

Life on the thirty-ninth floor

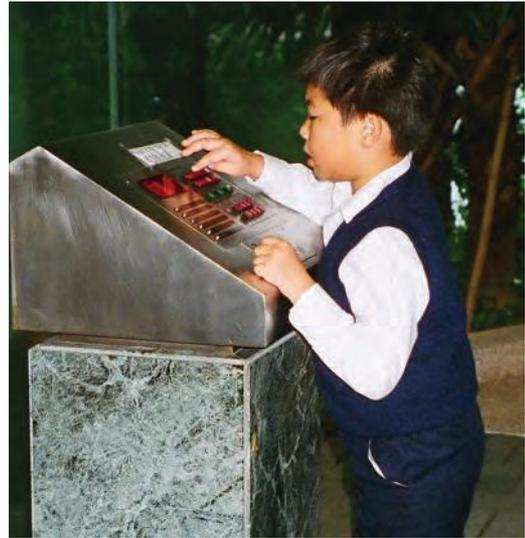
Read the story below about a boy named Cheung Chi Wai who lives in Hong Kong.

Gau, yat, baht, sahm ... 9, 1, 8, 3 ...

Cheung Chi Wai taps his code number into the security keypad. The large plate-glass doors to the apartment tower click open. Chi Wai is home.

He lives in **Apartment G** on the thirty-ninth floor of one of the tallest apartment buildings in Hong Kong.

There are hundreds of stairs leading to his apartment, but Chi Wai always chooses the easy way home – the **elevator**. The elevator **whizzes** up past the thirty-eight floors – it's a fast ride when there are no other passengers.



Chi Wai is in a hurry because Josephine, his amah, has promised to take him to the Games Room. But first he has to take off his school uniform and do his homework.



While Chi Wai completes his homework, Josephine prepares dinner. She lives with the Cheung family. Chi Wai's mother and father leave very early in the morning to go to work. Josephine looks after Chi Wai. Josephine makes sure he keeps his room tidy and takes him to his school in the city.

As soon as Chi Wai has finished his homework, he and Josephine get back to the ground level in the elevator.

Chi Wai stops to talk to Mr. Tang who is the security guard. Mr. Tang watches everyone that come and goes from the apartments. He has three television screens behind his desk to enable him to see what is taking place around the passageways and inside the four elevators. When Chi Wai's friends come to visit, they ask Mr. Tang if they can use the phone at his desk to call Chi Wai's apartment. Mr. Tang will inform them which elevator to use.

There are many people in the apartment building where Chi Wai lives. Everyone has to obey the rules and regulations. Pets like cats or dogs are not allowed in the apartments. Chi Wai has a tiny pet turtle called "Boy" which lives in a glass tank on his bookcase. Chi Wai and his friends cannot ride bikes or even skateboards outside on the footpaths so they often go to the Games Room.

The Games Room is on the top floor of the shopping mall near Chi Wai's apartment. There is a sports car to drive and many different games to play, with prizes to win. Today, Chi Wai wins a game of Jenga as his prize.

Soon it's time to go home. Chi Wai's mother will be on the way home from the flower shop where she works. Chi Wai can see the fishing boats returning to the harbor from his bedroom's window. Sometimes he cannot see the harbor, because the mist rolls in from the sea and mixes with the city **smog**.

The dinner tonight is chicken, soup and rice. After dinner, Chi Wai and his parents usually watch TV together or play a game of chess. But tonight Chi Wai challenges his mother to a game of Jenga and he wins!

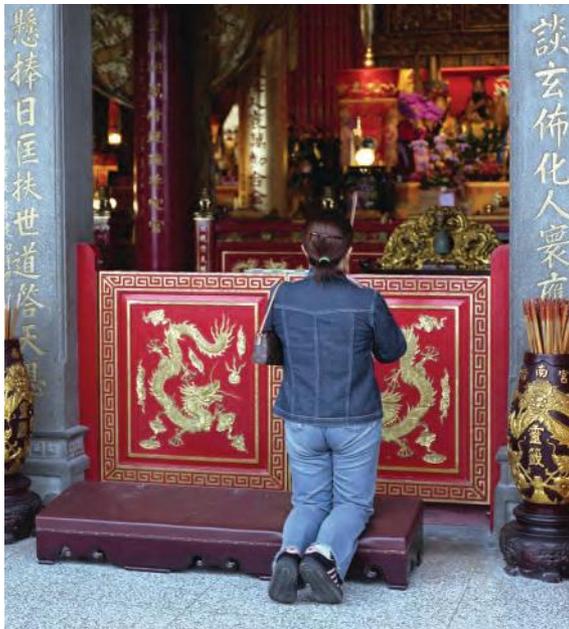
Source: "Life on the thirty-ninth floor" by Jill Macgregor, *School Journal*, part 2 no 1198, Learning Media Ltd. Wellington

Activity 4



- 1 Work in pairs to read and talk about Cheung Chi Wai's day. Discuss what things in your day are the same as and different from Cheung Chi Wai's day.
- 2 In your exercise book, write a letter to Cheung Chi Wai and tell him:
 - a three things that you do in your day
 - b three things that you would like to do if you lived in an apartment in Hong Kong.

These photos show different aspects of life in China.
Hong Kong is a part of China.



The way we do things in Solomon Islands

The way we meet and **greet** each other, **eat food**, **live**, **talk** and **play** together, **sing** and **dance** with each other, **make and follow rules** are parts of our culture. The way we **worship**, **read**, **dress**, **walk** and **move around** show parts of our culture.

Activity 5



- 1 On pieces of paper, make a star diagram with the words “My Culture” in the middle. Then write what you like doing from the list of bold words in the text above.



- 2 Put your star diagrams on show in the classroom and look at everyone's “culture”. Discuss what things are the same and what are different. Keep your diagrams to use later.

The way Cheung Chi Wai does things in Hong Kong



Activity 6

- 1 Read Cheung Chi Wai's story again.
- 2 In your exercise book, make a star diagram for Cheung Chi Wai to show his culture from what you found out about him in the story.

The way girls and boys do things



Traditionally, men and women and boys and girls have been expected to perform different roles in their families and communities. Although today this is changing, the differences between the two sexes are still evident. Boys and girls are often interested in different things and like doing different things. They also share a lot of interests.



Activity 7

- 1 Organize the class into groups of four with two girls and two boys.
- 2 Look at your star diagrams and your stories about your day again. Discuss the things that girls and boys do.
- 3 Using the sentence beginnings below, write six sentences in your exercise book.
 - We notice that girls do ...
 - We notice that boys do ...
- 4 Discuss what you have found out about the activities of girls and boys.



Activity 8

Do this activity as homework.

- 1 Observe what things girls and boys do around your community.
- 2 Using the sentence beginnings below, write six sentences in your exercise book.
 - I notice that girls do ...
 - I notice that boys do ...



Activity 9

Organize yourselves into the same groups as you were in for Activity 7.

- 1 Share with your group what you observed and wrote about for your homework for Activity 8.
- 2 Observe the activities of boys and girls in your school playground at playtime and discuss what you observed with your group.
- 3 In your exercise book, explain how girls' and boys' cultures are different from and the same as each other.

Culture, special days, festivals and celebrations

All countries and cultures celebrate special days during the year. Special days and holidays can be events when people get together to have fun, sing and dance.

Birth, baptism, marriage and death are important times in people's lives. Cultural groups have special ways of celebrating the birth of babies, baptisms and marriages and of **mourning** the dead.

New Year festivals

New Year festivals are some of the oldest celebrations in the world.

Chinese New Year



The dragon dance

Chinese New Year is celebrated between 21 January and 20 February every year. Celebrations for Chinese New Year are very colourful and noisy. People say “kung hay fat choi” to wish each other good health and wealth. The dragon dance is an important part of the celebrations. Chinese people believe that the dragon is a special creature that can bring luck, wealth and a long life. Some people also believe that the dragon can protect them from danger.

Australian New Year

Australian New Year is celebrated on 1 January every year. People have parties at home, at the beach and in cities and towns where they dance, sing, eat and kiss each other at midnight. Fireworks are set off on Sydney Harbour Bridge. Some Australian people link arms and sing “Auld Lang Syne”, which is an old Scottish poem set to music about old friends.



New Year's Eve in Sydney

Activity 10

- 1 In groups of four, tell each other how you celebrate New Year in your culture.
- 2 In your exercise book, draw pictures to show what your group does to celebrate the New Year.



National days

In many countries, there are celebrations to remember important events in their history.

American Independence Day

American Independence Day has been celebrated on 4 July in the United States of America since 1776. This was the day when the American people broke away from British rule. Celebrations such as parades, street parties and firework displays are held all over the country.



American Independence Day celebrations

Activity 11



In Solomon Islands, we celebrate Solomon Islands Independence Day.

- 1 When did Solomon Islands gain independence?
- 2 What does independence mean for Solomon Islands?
- 3 In your exercise book, write a story and draw pictures to show how you celebrate Solomon Islands Independence Day. Some things you might do are:
 - meeting and greeting family and friends
 - eating, dancing, singing and playing games
 - wearing costumes and listening to speeches.

Traditional dancing and singing

Aotearoa (New Zealand)

Maori are the indigenous people of New Zealand. They call their country “Aotearoa”. The *poi* is a traditional dance of Maori women and was created more than 1000 years ago. The word *poi* means ball. Dancers twirl one to three white balls that are attached to coloured string. The balls are filled with reeds and covered with cloth. The dancers move their hands at the same time. They also chant and sing throughout the dance.

The Maori women traditionally used the art of *poi* to make their hands stronger for weaving. The *poi* dance is used today to celebrate important events.



The *poi* dance



Activity 12

- 1 In pairs, choose a traditional dance from your culture. You can either select a different dance or do the same one.
- 2 In your exercise book, explain what your dance is about and when it is performed. Include the following points in your explanation:
 - a What story does your dance tell?
 - b What costumes and instruments do you need?
 - c Who usually does the dance?
- 3 Discuss your dance with your partner.
- 4 Arrange to show your dance to the whole class. You could also teach your dance to another pair or class.

Kathakali, an Indian dance

India is the home of a dance called Kathakali, which means a “story play.”

The dance began 400 years ago. The Kathakali dancers act out stories from two famous Indian

poems. The poems are about the struggle between good and evil. The musical instruments used are cymbals, drums and gongs. Kathakali make-up and costumes are colourful.



Modern dancing and singing



Activity 13



- 1 In pairs, choose a modern dance from your culture. You can either select a different dance or do the same one.
- 2 In your exercise book, explain what your dance is about and when it is performed. Include the following points in your explanation:
 - a What story does your dance tell?
 - b What costumes and instruments do you need?
 - c Who usually does the dance?
- 3 Discuss your dance with your partner.
- 4 Arrange to show your dance to the whole class. You could also teach your dance to another pair or class.



Activity 14

- 1 In pairs, discuss how traditional dancing and modern dancing are the same and how they are different.
- 2 Copy the following table in your exercise book.

	Traditional dancing	Modern dancing
How they are the same		
How they are different		

- 3 Still in your pairs, fill in the table.

Culture, customs and change

Customs and traditions change over time.

Marriage customs

By Michael Tawopi

When a boy is 18 years or older, he can be allowed to get married by his parents. In the customary way of marriage, the man does not have the right to choose what kind of woman he is going to marry. According to the custom, parents have the right to choose what kind of woman the man is going to marry. In that context, if you are a man you must be sure that your parents have the responsibility of choosing a wife for you. It happened this way because they looked after you while you were a small child, and they know about the way in which women behave. If you were to choose your own wife, you may choose a woman who is not willing to work in the garden or

sweep the house. Then your parents might be unhappy with you. When the man gets married, he and his wife will make a new family and look after themselves.



A modern wedding



This is part of a traditional wedding ceremony on Tikopia.

Activity 15

Read “Marriage customs” above. Then discuss with your whole class if these customs exist today or if they have changed. Explain how they have changed.



Going away and returning home

By Paul Banga

When a person goes away from his home, his parents will make a feast. They will make a lot of pudding because many people will come to attend the feast. Firstly, his father has to give a speech about his son, about his childhood and how he grew up. When he is ready to depart, his family will shake hands with him. Some women will shed tears for the son because they think that he might go and never return. They think he will die.



When a person returns back from other islands far away, his friends and relatives will be pleased to see him. It's the same whether a person is going out or coming back. There is always a feast.

Activity 16

Listen to or read “Going away and returning home”.

- 1 In groups of four, discuss what happens in your culture when people go away.
- 2 Make a list in your exercise book of the people in your community who have gone away and where and how they went.



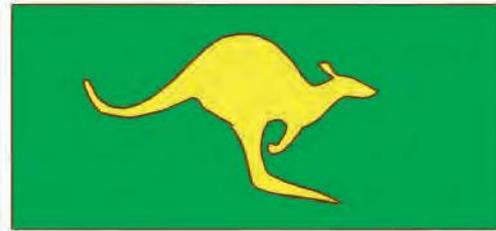
Activity 17

- 1 Organize yourselves into six groups. Each group will identify the customs of one of these special occasions and how they have changed: birth, baptism, farewell, greeting, marriage and death.
- 2 Each group chooses a leader. The leader will lead the discussion and give out the questions below to members of the group. Each member has to do research to get more information:
 - What does the special occasion celebrate?
 - Who organises the special occasion?
 - Who is invited?
 - What special clothing is used?
 - What special food is prepared?
 - Who prepares the food?
 - What gifts are given?
- 3 To find answers to the questions about your special occasion, interview people in your village or community.
- 4 Write the answers you get in your exercise book.



Symbols of culture

The cultures of different countries use symbols as a way of showing something that is easily recognised to represent their country or culture. The symbols may be an animal, a plant, a figure from myths or legends, a special place or an art and craft object.



Activity 18

- 1 Identify which symbol represents which of the following countries: New Zealand, Australia, China and Solomon Islands.
- 2 Draw a symbol in your exercise book that you would use to represent your culture.



Flags

Most countries have flags with symbols on them to show important things about the country.



Activity 19



Study the flags of some Pacific countries above.
Work in pairs to answer the questions below.

- 1 Which flags do you know? Which ones don't you know?
- 2 What is similar and different about the flags?
- 3 In your exercise book, write the cultural symbols you can see on each flag. What do the symbols represent?
- 4 In your exercise book, write the numbers 1 to 6 and then write the name of the country that the flag belongs to beside the number.

Language and culture

Language is an important part of culture. In Solomon Islands, there are many different local indigenous languages. The most common language spoken in Solomon Islands is Pijin, and almost every person speaks it. English is an official language.

Activity 20



Read and answer the questions below in your exercise book.

- 1 Why is language an important part of culture?
- 2 Write down the languages that you can speak.
- 3 Which language or languages do you speak well?
- 4 Which language or languages do you write well?
- 5 Which language or languages do you understand well?
- 6 Which language do you think everyone should speak in Solomon Islands?
- 7 Why do you think Solomon Islanders should speak one language?

Iu Save Tu?



Activity 21

Read this short text in Pijin and translate it into English in your exercise book.

Wan de, wan fala babule mere stap lo wanfala aelan. No long taem hem bonem tufala tuin boe. Tu fala boe ia grou bik an stap weitem mami blo tufala. Den mami blo tufala hem dae. Tufala stap seleva. No long taem nomoa fest bon ia hem dae tu. Las bon nomoa hemi stap seleva. Hem taet for stap seleva so hem tekem kanu an padol go lo nara aelan. Hem lukim wan fala gele den hem maretem an stap lo dea. Tufala garem wanfala pikinini. Den hem tekem pikinini an waef an go baek lo aelan blo hem. Olketa go stap hapi olowe lo dea.



Languages are related

Some languages are similar, while others are different. People in the Pacific region speak a number of different languages. There are strong similarities between the languages people speak in the Pacific region. They come from the same family of languages. People who speak these languages can understand what others are saying. In the table below, you will see words from the different languages spoken in the Pacific region and how similar they are.

Words	Aotearoa (NZ)	Niue	Cook Islands	Tonga	Samoa	Tuvalu
family	whanau	magafaoa	anau	kainga	aiga	kainga
children	tamariki	fanau	tamariki	tamaiti	tamaiti	tamatiki
canoe	waka	vaka	vaka	vaka	Va'a	vaka
island	motu	motu	motu	motu	motu	fenua
land	whenua	fonau	enua	fonua	fanua	manafa
ocean	moana	moana	moana	moana	moana	vasa
sky	rangi	lagi	rangi	langi	lagi	lagi
deep-sea fisherman	takutai	tagata futiika	ravakai	toutai	tautai	taitai
food	kai	mena kai	kai/ manga	kai	mea'ai	meakai

Activity 22

- 1 As a class, study the table above. Discuss how the words from the different languages are similar.
- 2 In pairs, identify how the words are related to each other. Then say the words to each other, and discuss their meanings.



The value of culture

Activity 23



- 1 Brainstorm the meaning of and ideas about culture with your teacher and the whole class.
- 2 In your exercise book, write down some of the words that you think best describe what the term “values” means.

Read the poem below by a person from Kiribati about what they think about their culture.



The Lure of the Drum-A Poem of Kiribati

by Jane Resture

It was a peaceful day on a Kiribati isle
The sound of the children at play
With men and women at their work
It was a scene of peace and love.
From a distant place a drum was heard
The start of a **mesmerising** beat

In time with the sound of the waves
And the rustle of the wind in the trees.
The wind carried the sound across the lagoon
Where it swirled amid the huts and the trees
All work was stopped and play put aside
Replaced by the stomping of feet.
Many hands beat the drum and hearts beat as one
With a feeling so pure and complete
And people gathered at the sound of the drum
To sing songs and to dance and sway.
Songs of their gods from days of old
When proud sailors roamed the seas
Songs of their lives on tropical isles
And love songs so tragic and sweet.
One cannot explain the lure of the drum
That unites our people to be as one
To dance and sing like days of old
When magic and ritual together unfold.
When the lure of the past and the lure
of the drum
That unites our people to be as one
It is a lure so strong and pure
That binds our lives for evermore.
It was another peaceful day on a
Kiribati isle
The sound of the children at play
With men and women at their work
It was a scene of peace and love.



Activity 24

- 1 Ask your teacher if you don't understand the definition of some terms or phrases, such as “mesmerising beat”, “magic and ritual together unfold”, “the lure of the past”.
- 2 Read through the poem carefully again and say what you think the person values in their culture. Discuss your ideas with a partner. Write down your ideas in your exercise book.

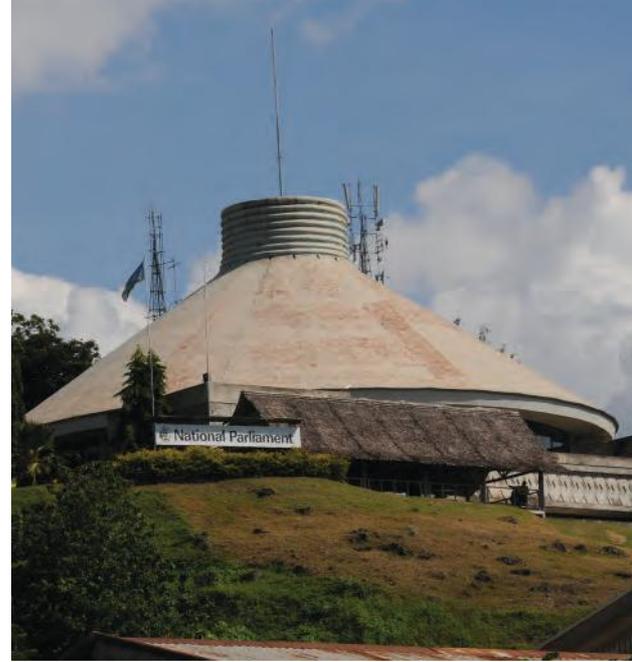


Assessment activity

- 1** Reflect on what you have studied in this chapter. In your exercise book, write some key points about what you have learnt about “exploring culture”.
- 2** Discuss your key points with a partner and also with two other people.
- 3** Choose a person from a different culture who lives in your community or choose someone from a book, song, movie, picture or poem.
 - a** Write some questions you wish to ask the person about their culture, or ask about stories, songs, pictures or poems about other cultures.
 - b** Find some information to answer your questions.
 - c** Plan a two-minute presentation to your class about your research findings.
 - d** Include the following ideas in your presentation:
 - i** Find some visual and audio information to show the class something about your chosen culture, including pictures, photographs, crafts, carving, dances, food, clothing, language, songs, sport, things you like/dislike and favourite people.
 - ii** Show and talk about how the person you interviewed or found elsewhere values their culture.
 - iii** Make some comparisons (things that are similar and different) with your own culture.

Chapter 4

Government and people



In this chapter, you will:

- find out some of the ways that Britain and other European countries made changes to Solomon Islands in colonial times
- learn how the government of Solomon Islands was set up after Independence
- learn the three branches that make up the National Government and what they do
- find out how the Provincial Government works and affects people's lives
- understand how to run an election campaign
- identify the different services provided by national and provincial government.

Colonial government

Colonial times were the years when Solomon Islands was looked after by other nations. The main colonial nations in the world were the United Kingdom (Britain), Germany, France, the Netherlands, Belgium, Spain and Portugal. These nations wanted **colonies** because they needed raw materials for their industries and also markets where they could sell their goods. They were also looking for people to work on plantations.

Britain and Germany were the most important colonial powers in Solomon Islands. Between the 1500s and 1800s, missionaries, gold seekers, whalers, traders, plantation owners and Europeans looking for labourers came to live in Solomon Islands. They lived mainly along the coast.

In 1885, the Western Solomon Islands, namely Choiseul and Santa Isabel, became a German Protectorate and the Eastern part became a British Protectorate. So Solomon Islands was divided into two areas. Mono Island was part of New Zealand. Later, Britain took over control of the entire Solomon Islands.



A map of the world



Activity 1

- 1 Study the world map above or on pages 206–207 in pairs and find Solomon Islands.
- 2 Find the colonial nations of Britain, Germany, France, the Netherlands, Belgium, Spain and Portugal.
- 3 Choose a route to travel to Britain by ship from Solomon Islands. You will have to decide which direction you will travel in:
 - to the east across the Pacific Ocean, through the Panama Canal (between North and South America) and across the Atlantic Ocean to Britain and Europe
 - to the north-west through the Suez Canal, past Egypt in Africa and through the Mediterranean Sea, by Europe to Britain

Continued >>

<< Continued from page 103

- to the east across the Pacific Ocean, around Cape Horn in South America and through the Atlantic Ocean
 - to the west across the Indian Ocean, around the Cape of Good Hope in South Africa and through the Atlantic Ocean.
- 4 In your exercise book, draw your journey on a blank map of the world.
 - 5 Make some good guesses at how long you think the journey would take by ship and by aeroplane.

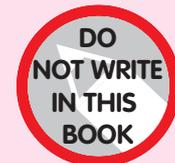
Experiences in colonial times

Activity 2



Do this activity for homework.

- 1 Ask an older person at home or in your community about their experiences during the colonial times.
- 2 Copy the table below in your exercise book.
- 3 Record your findings in the table.



Activities	Experiences
Jobs	
Boss or managers	
Rules	
Services (clinics, roads, transport, schools)	
Price of goods	
Law and order	
Other things	

Read this story or listen to your teacher read it.

Culture in Conflict

By Ivan Leanamae Su'u

Our culture has been changing bit by bit since the first missionaries and government officers arrived in the Solomon Islands.

The first significant and noticeable changes were the way people dressed and changes in their languages. Customary rules were no longer kept, subjects of worship were changed, and many other changes took place.

Before white men came, the majority of the Melanesian race had a similar way of dressing. The common dressing style for men was the tapped bark of special trees tied around the waist, but in some places only the front part was covered and the buttock left uncovered. The women wore grass skirts, but the children did not wear anything at all.

The other change which I think is very bad is the way people alter their languages. I realise this in my own language which is called "To'abaita", which means "big people". The people who speak this language are in the northern part of Malaita. People are always replacing language words with English words in their normal speaking. Now they are using well over one hundred English words in language speaking.

Customary rules which have long been kept by our ancestors are no longer kept by the people. This change came into existence because of Christianity, and also through European ways of living and customs. Most of the rules are connected with respect and the adoration of their gods, which were believed to be spirits of their ancestors.



When the first missionaries came and talked about Christ, this was the time when their way of worshipping was changed. Although it was hard time for them to work among these people who actually knew their own gods well, gradually people left their gods because of some difficulties they had between them and their gods, so they followed the god which the missionaries talked about. Whenever a god is supposed to get angry with a man, or a man makes a mistake that deserves death, he escapes to the new god.

Activity 3

- 1 In pairs, discuss the key points that the author is making about the past and the present.
- 2 With your teacher, discuss what things from the past have changed in the present.



Independence and Solomon Islands Government

After the Second World War, which took place between 1939 and 1945, groups of Solomon Islanders from different areas came together for the first time to form the Ma'asina Ruru movement. They wanted to rule themselves through traditional chiefs chosen by agreement or **hereditary** systems, rather than being ruled by headmen appointed by the British.

Although they were put in prison, the members of the movement started Solomon Islanders thinking about how they should be ruled, and about joining with people who were not their wantoks. After this, the British gradually increased the appointment of Solomon Islanders to the government. Later, the British started to introduce elections—at first for local councils and then for the National Government.

In 1975, a committee was set up to recommend an independence **constitution**. This is a system of government and a set of laws by which the Solomon Islands could become independent. Britain gave up its rule in Solomon Islands, and the country became independent in 1978.



Activity 4

- 1 Copy the table below in your exercise book.
- 2 Fill in the table for your area. You can refer back to the information you gathered for homework for Activity 2.

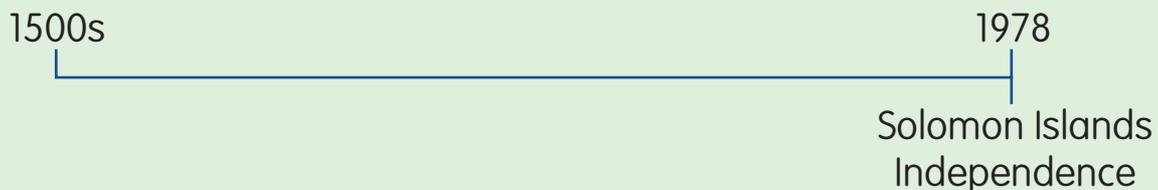
What my society was like before any outsiders came	Who came and the changes they brought	What my society is like now



A timeline of events in Solomon Islands

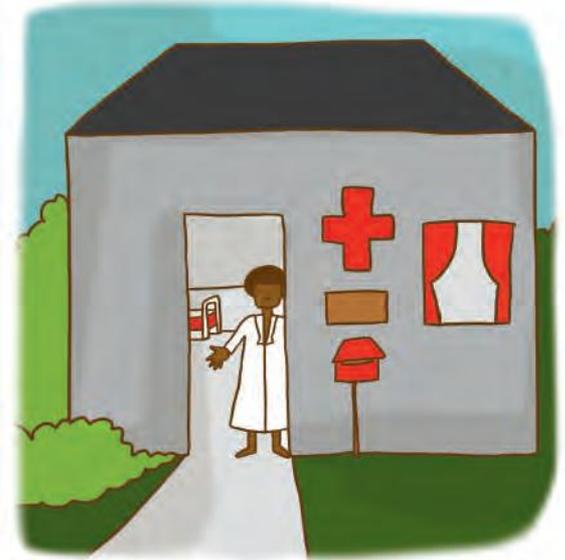
Activity 5

In your exercise book, write a timeline to show some events that happened in Solomon Islands from 1500s to 1978.



Government

A government is a system that helps people live and work together in a local community or in a nation. Governments do this in different ways. For example, governments make laws to assist people in their daily lives and oversee the running of the police, and the transport, education, and health care systems that support people. They also protect the natural environment.



People often think of the central government as being distant and removed from the everyday life of ordinary people. What does the central government actually do and how does it concern us?

Our security, defence, and wellbeing are in our government's hands. Both the National and the Provincial Governments have much to do with every person. They also have much to do with the country, because they are responsible for formal relations with other countries.



Take the life of an ordinary Solomon Island woman and man and let us see how important the government is to them. Their education, the ship they travel on, the road they use, the clinic or hospital where they get treatment, the boat that buys their copra and the tap where they get their water are controlled, paid for or made possible by the government.

Any society, whether it is big or small, needs rules and an organised body to **regulate** and conduct the affairs of its people. These days, it is the government that makes laws and employs the police to make sure they are obeyed.



Providing access to fresh water and building roads are the responsibility of the government.



Activity 6

Read about the government again and look at the pictures above.

- 1 In pairs, make a star diagram on paper with “Government” in the middle.



- 2 Show the things the government pays for, e.g. schools, building roads etc.
- 3 Display your star diagrams.

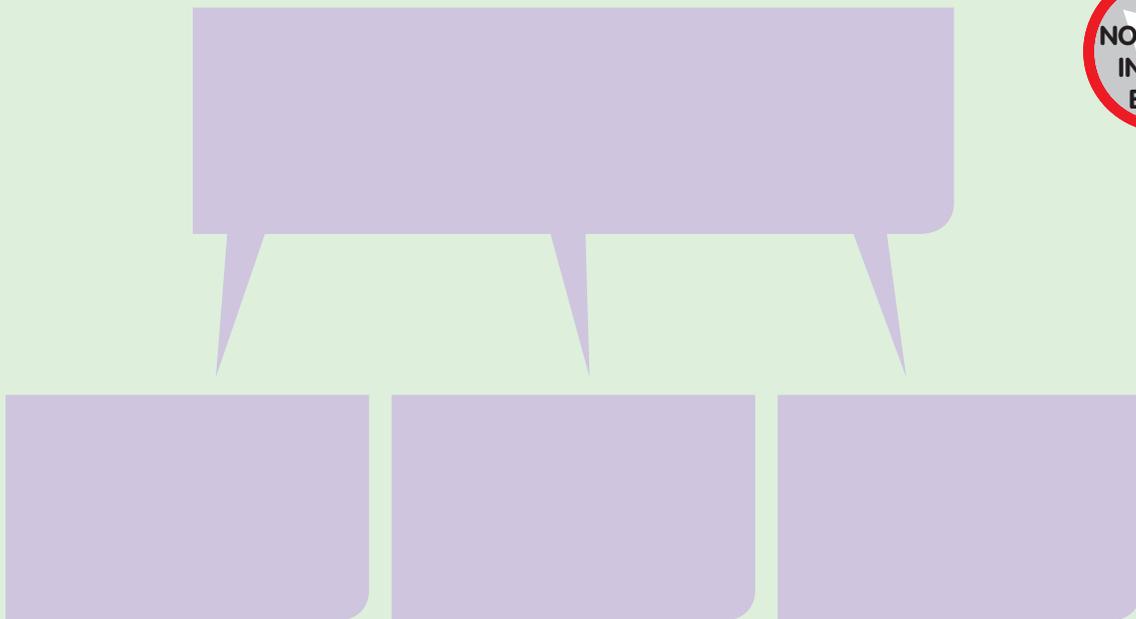
The National Government has three branches

Our Constitution makes sure the nation is properly governed by separating the powers of government—especially at the national level—into three parts or branches. The parts are the *legislative*, *executive* and *judicial*.

- The Legislative Branch of the government includes all the elected members in the National Parliament and the Members of the Provincial Government.
- The Executive Branch is made up of the Prime Minister and the chosen Ministers in Cabinet.
- The Judicial Branch is an independent body that protects the rights we have as citizens as given in the Constitution. These are the appointed judges and magistrates.

Activity 7

- 1 Copy the diagram below into your exercise book.



- 2 Fill in the boxes to show the National Government and its three parts or branches. Explain what each part or branch does.



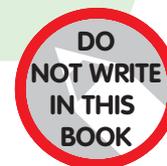


Activity 8

- 1 Copy the table below in your exercise book.
- 2 Fill in the blank spaces with the correct job from the box. An example is done for you.

Legislature (makes the laws)	Judiciary (interprets the laws and makes sure people obey them)	Executive (carries out the laws)
Provincial Member	Judge	Prime Minister

Clerk of Parliament	Magistrate	Judges	Cabinet Minister
Provincial Member	Member of Parliament		Prime Minister

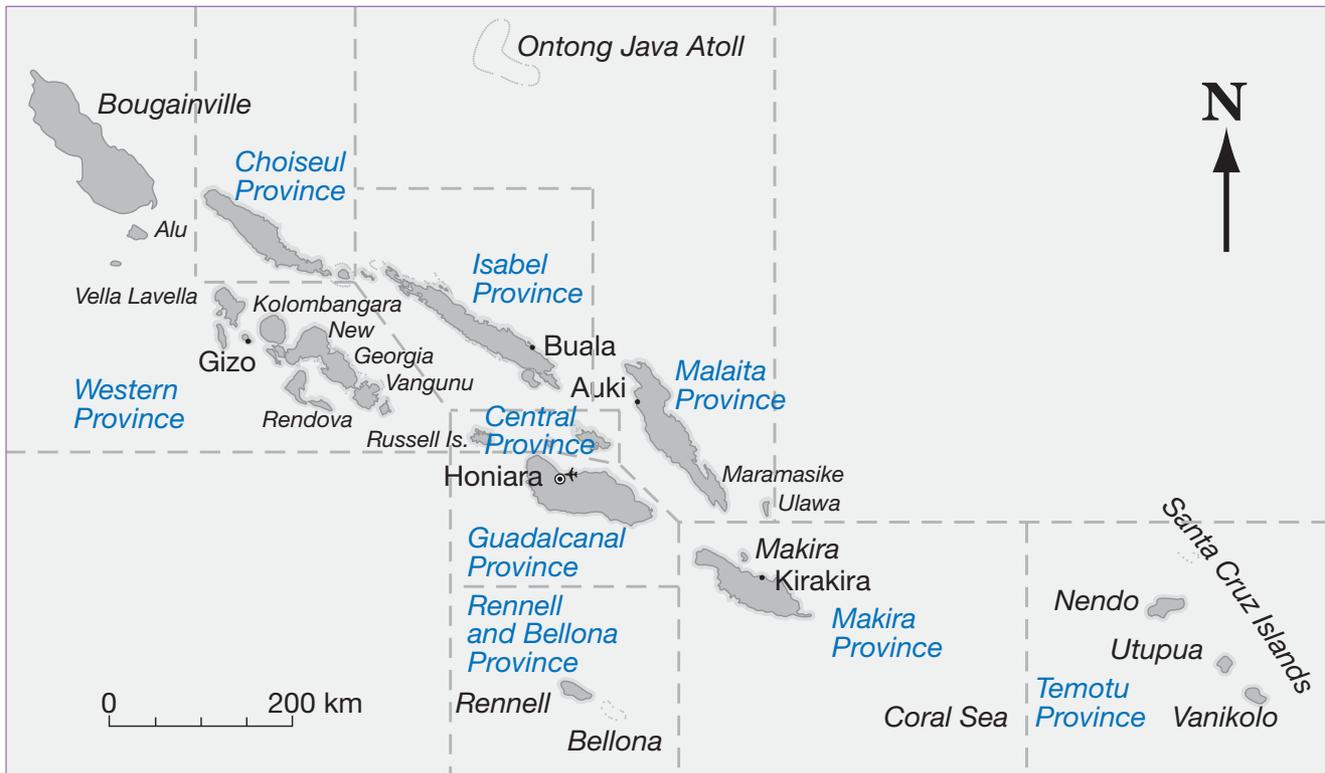


Provincial Government

Solomon Islands has two levels of government:

- the National or Central Government
- the Provincial Government.

The Provincial Governments for each province are the **agencies** of the Central Government. This means that some of the functions or works of the Central Government are given to the Provinces. The Premier and the Provincial Members of a province meet to talk about the affairs of a province. There are elections for the Provincial Governments every four years.



This map shows the provinces of Solomon Islands.

The budget for a province is discussed at the meetings of the Provincial Government. The money for the budget comes as a **grant** from the National Government. The province collects the tax (extra money raised from products and services) and gives it to the National Government, which gives some back to them. The province can also collect money directly from things such as liquor and business licences. This money stays in the province.

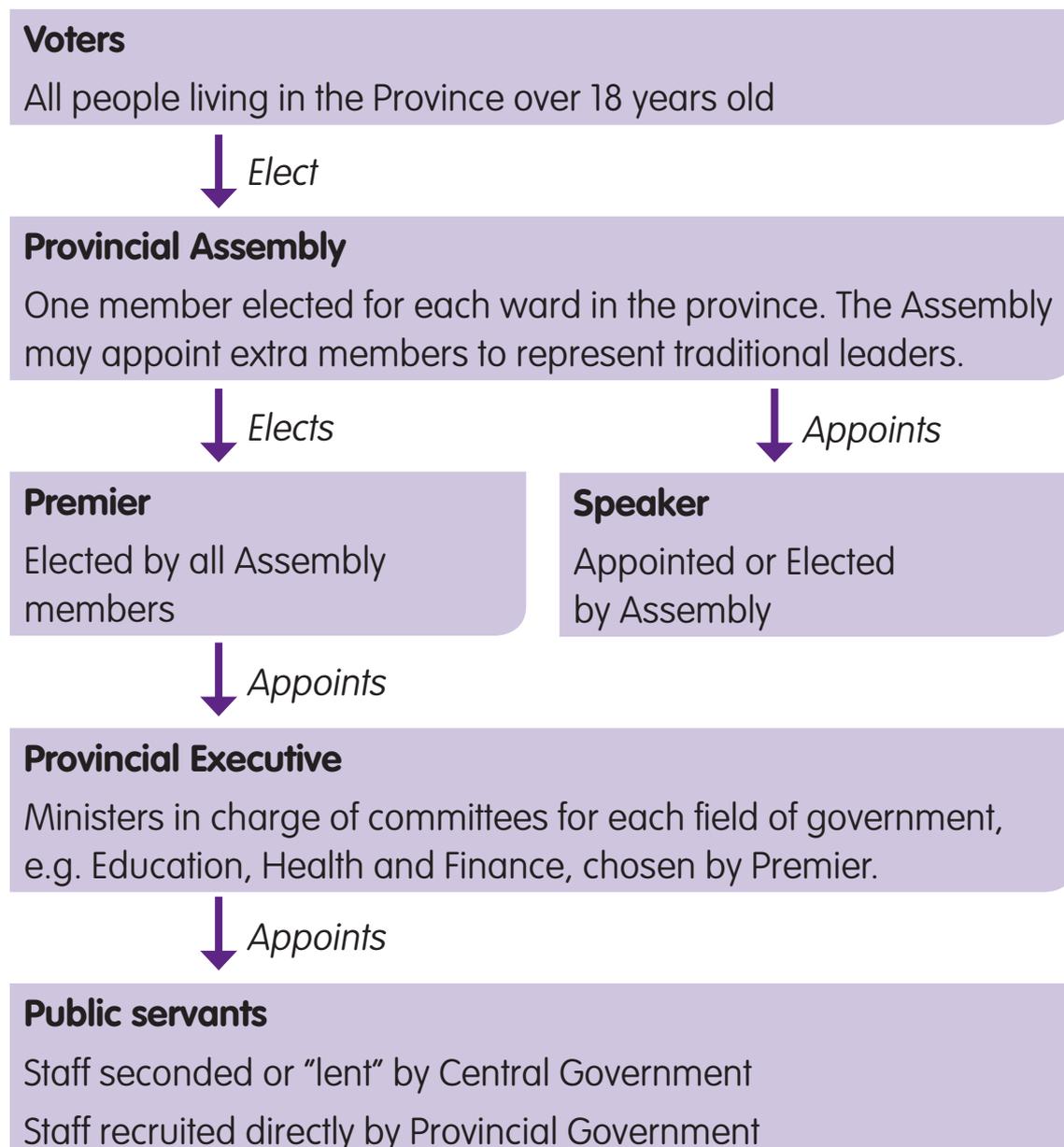
Activity 9

In your exercise book, draw a map of Solomon Islands showing all the provinces. Colour in your province.



The Provincial Government can make laws for the province. For example, if the province does not want alcohol to be sold there or gambling machines to be allowed in their province, they can make a law against them. However, these laws must not go against the national laws or the Constitution.

Structure of Provincial Government





Activity 10

Have another look at the diagram of the Structure of Provincial Government above to help you understand how Provincial Government works. Work in groups of four to complete this activity.

- 1** One member is elected for each ward in the province. What do you think a “ward” is? Ask your teacher, family members or community.
- 2** Explain the difference between “appoints” and “elects”.
- 3** Find out who the provincial member is who represents your families in the Provincial Government.
- 4** Who are public servants?
- 5** What is meant by “Staff seconded or ‘lent’ by Central Government”?
- 6** Find out from the principal of your school some of the things that the Provincial Government pays for in your school.
- 7** Find out from people in your community what other things the Provincial Government pays for in your community.
- 8** Present your findings to the class.

Government and its role in development

A government is a group of people that has the power to rule in a territory or country. Abraham Lincoln, a former president of the United States of America, said, “Government of the people, by the people, for the people”.

It is important to know what the National and Provincial governments do to help people in the community. It is also important to see how people participate at the different levels of government. It is interesting to learn how the different functions or work of government affect people in the community.

The National Government has given powers to the Provincial Government, and each province has slightly different powers. The most important powers of the provinces include control of education, hospitals, clinics and medical services and roads.



The photos on page 118 show some of the many services provided by the Provincial Government with the help of the National Government.



Roads



Education



Hospitals



Markets

Activity 11



- 1 Draw pictures in your exercise book to show each of the services in the area around your school that are provided by the Central Government and the Provincial Government. Label each picture.
- 2 List the people who are paid to help you, as well as things built or provided by the government.
- 3 Where does the government get money from to pay for all these things?

Activity 12



- 1 Copy the sentences below in your exercise book.
- 2 Choose the correct words from the list below to complete the sentences.

wards member elected vote
eighteen four Provincial

_____ Government elections are held every _____ years. In each province there are a number of _____. People who live in these wards have the right to _____ provided they are over the age of _____. If a person is _____ he or she becomes a _____ of the Provincial Government.



Read this story about a girl called Clare O'Neil from Australia.

Using politics to help others

At the age of 23, most people are just interested in catching a big wave at the beach or planning an overseas holiday. But when Clare O'Neil was 23 she was mayor of the City of Greater Dandenong and responsible for the spending of almost \$100 million.

For as long as Clare can remember, she wanted to help people who struggled through life. But Clare did not know how to go about doing it. However, this changed in Year 11 when Clare was introduced to the subject of politics at school.

In her politics classes, Clare learnt how government operates. She realized that being part of a government would give her the perfect chance to improve things around her.

After leaving school, Clare went to university. At the time, she was already considering standing for election to her local government, the City of Greater Dandenong. One major factor held Clare back. She now says, "I'm not a person who is naturally good at selling themselves, and that's what you have to do in politics." Even so, Clare stood for election because, she says, "I was so passionate about changing things that I just had to do it."



Clare O'Neil

Clare's friends and family, as well as members of the Australian Labor Party, helped her tell as many voters as possible why they should vote for her. The hard work of Clare and her helpers saw Clare elected.

After a year as a member of the council, Clare was elected mayor of the City of Greater Dandenong in 2004. A mayor is the official head of local government, and at 23 years old, Clare became the youngest woman ever to be elected to such a position in Australia.

"Don't ever feel that you're too young to do something you feel passionate about. Young people need to get active in life."

Although Clare was in charge of a huge amount of money, it is small achievements that she looks on with most pride.

"The greatest satisfaction comes from helping people," she says.

Although mayors only serve for one year, Clare is still a member of the City of Greater Dandenong Council. She remains committed to helping people who are less fortunate than others, although it may not always be through politics. As Clare says, "I hope I'll always have the opportunity to do what I love."

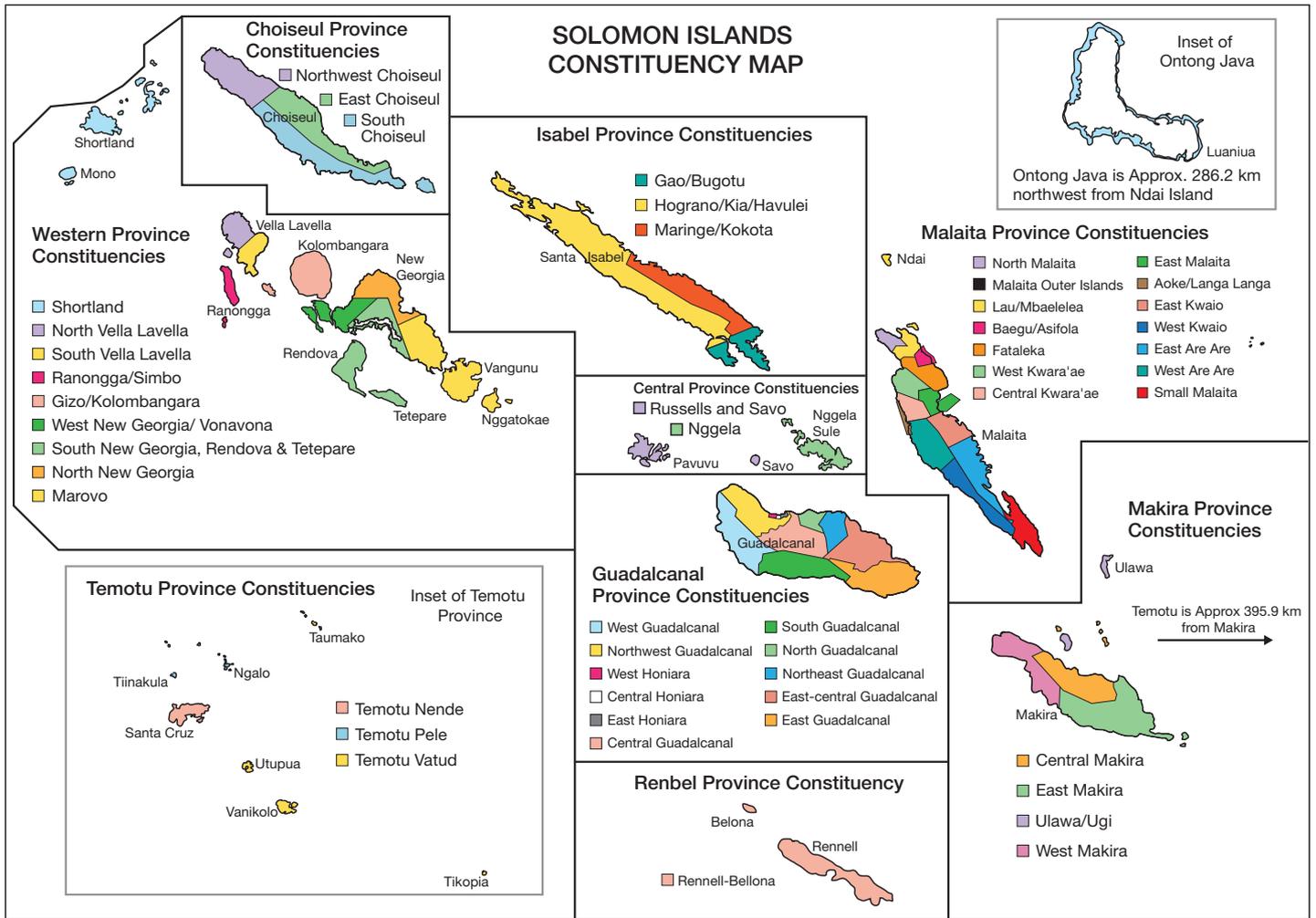


Activity 13

- 1 Listen to your teacher read the story of Clare O'Neil about using politics to help others.
- 2 In pairs, read the story again and discuss the key points. Answer the questions below in your exercise book:
 - a Why did Clare want to be part of government?
 - b What did Clare have to do to be elected?
 - c What message does Clare give to young people?
 - d What does Clare want to do in the future?
- 3 In your exercise book, write about your views on being part of Provincial Government. Write about some of the things you would like to do if you were elected.

Elections

Solomon Islands has a **democratic** system of government, so people are directly represented in the government by their Member of Parliament (MP). These representatives are chosen by voters, who are people aged 18 years and older. Solomon Islands is divided up into constituencies. From each constituency, the people must choose their representative. There are 50 elected members representing 50 constituencies.



This map shows the constituencies of Solomon Islands.

Activity 14

- 1 Find your constituency on the map above.
- 2 Write the name of your constituency in your exercise book.
- 3 Write what you know about your constituency.



Our election campaign



Activity 15

This activity may take two to three lessons.

- 1** Your teacher will explain what a constituency is. For this activity, your class is “your constituency” and everyone in the class can vote.
- 2** Choose an issue from the list below:
 - wearing or not wearing school uniform
 - having free healthy lunches
 - having a library
 - having clean water to drink
 - having clean toilets
 - growing gardens at school to raise funds by selling fruit and vegetables
 - having art classes
 - or other ideas you may suggest.
- 3** Find other learners who have chosen the same issue as you and form a group. Choose a leader and decide which language or languages you wish to use for your campaign.
- 4** In your group, decide on some goals you want to achieve in your campaign. Then choose some key points about your issue you want to take to the “voters”.
- 5** Organise people in the group to talk to the “voters” about the issue and to explain why they should vote for your issue. You cannot “bribe or treat the voters”.

Continued >>

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- 6 Organise other group members to make posters to advertise your ideas and try to get people to vote for your group.
- 7 Write a speech using the key points about your issue for your leader to give at the election campaign rally.

Election day

Activity 16



- 1 Your teacher will organise an election day. You will take part in the election as a voter and as an election official.
- 2 After election day, evaluate your campaign by answering the following questions in your groups:
 - What worked well in the campaign?
 - What didn't work well?
 - What changes would you make for next time?
 - What were some good ideas that other groups used?
 - Were there any "unfair" practices?
 - What were some of the important things you learnt about elections?
 - Why is it important to know about elections for the Provincial and National governments?



Activity 17

Complete the following research project to find out about your Provincial Government. Answer the following questions:

- 1 How many members does the assembly have?
- 2 How many people are there in your province?
- 3 How many provincial ministries are there? What are they for?
- 4 What is the name of the Premier?
- 5 What is the name of the Provincial Minister of Education?
- 6 Where does the province's money come from?
- 7 What does your Provincial Government spend most of the money on?
- 8 How much money does your school receive in one year and where does this come from?



Assessment activity

- 1** Decide which of the following statements you agree with. Make a list of your reasons. Plan a five-minute speech to present ideas to the class.
 - Provincial Government is good and provinces should be given more powers.
 - Provincial Government should be abolished and the Central Government should control everything.
- 2** You must give five reasons with examples to support your argument.
- 3** Your speech must have:
 - a short introduction
 - the five reasons with examples
 - a short conclusion.
- 4** You may also include visual material, such as photographs, posters, an object like a water tap or a map.

Chapter 5

Using and managing natural resources



In this chapter, you will:

- define the meaning of “natural resources” and list some different types of natural resources
- learn how we use our natural resources in Solomon Islands
- ask questions about how people use natural resources
- identify and describe how people sometimes manage their natural resources poorly and how this affects people’s lives
- identify and list some ways people can use their natural resources wisely to benefit everybody
- compare how people manage natural resources
- apply simple research skills to survey local rubbish disposal
- make suggestions about good practices for better waste management.

What are natural resources?

Resources are anything important, valuable, or useful to people. Natural resources are anything you can use that comes from your natural environment. People do not make natural resources, but gather them from their natural environment. Examples of natural resources are earth, air, water, wood, plants, solar energy, wind energy and minerals.

Solomon Islands has many natural resources, such as forest, plants, marine products including fish, minerals and agricultural land.

Activity 1

- 1 Brainstorm with your teacher and class what resources are.
- 2 Make a list to display in your classroom of all the different types of resources, e.g. natural resources, human-made resources.
- 3 In your exercise book, list and draw five natural resources in Solomon Islands.



Forest resources

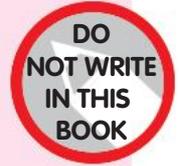
Positive things about using our forest resources

Forests are one of the most valuable natural resources in Solomon Islands. They give us food, medicine and building materials for shelter. Forests provide many things that can make income for people, such as logs, timber and building materials. Also people can make canoes, chairs, food safes and traditional medicine to sell. Logging companies that take logs from forests can build schools and clinics and make roads for communities. These services benefit not just the forest owners, but the community too.

However, we must not destroy our forests. If we cut trees to sell, we must replant trees. By doing this, we will still have trees to use in the future.



Logging companies take the timber from our forests in return for income.



Activity 2

- 1 Copy the table below in your exercise book.
- 2 Under each heading, name the types of materials we get from forests. Some examples are done for you.

Building materials	Tools	Medicine	Food
Sago palm leaves	Digging sticks	Leaves	Nuts

Read this story.

Bush walk story

There was a young man named Henry from Makira Province who made his dreams come true. Henry attended a secondary school in Guadalcanal Province. During his time at school, he was interested in reading books about turning scrap into valuable things. One day, he came across a book about conserving forests and earning money. This was his favourite story. Every night, he dreamt about turning his father's forest into a business.

When he left school at the end of Form 3, Henry thought that was the end of his education and that he would not be able to work for money. He stayed home doing nothing. Then, one day, he remembered the book and his dream. He told his father, who agreed to help Henry achieve his dream.

Henry spent every day in the forest. He cleared footpaths through the forest. There was a cool stream where visitors could have a swim after a bush walk. Henry's father talked to guest-house owners in the Provincial Centre, Kira Kira, about his son's plans. They were happy to include Henry's bush walk as one of the activities for their guests.

Not long after, Henry started receiving guests who wanted a walk in the forest. They paid him a fee before Henry took them into the forest. The guests watched and listened to the birds singing. They took photos of the variety of wildlife and trees. Henry explained the traditional uses of some plants. At the end of the walk, Henry made sure the visitors had a cool swim in the stream before heading back to the Provincial Centre. Henry was benefiting from the forest.



Activity 3



- 1 Read “Bush walk story” again with a partner. Talk about the ways that Henry made positive use of his forest. While you discuss the story, answer the questions below in your exercise book:
 - a What did Henry do first?
 - b What did Henry’s father do?
 - c How did Henry prepare for guests?
 - d How did he decide what to show the guests?
 - e What did Henry decide the guests might want to learn about in the forest?
 - f Why did Henry decide to earn money from his walks?
- 2 With your partner, draw a star diagram with the “Bush walk story” in the middle. On the points of the star, write all the things that Henry could do with the guests.



Read the rest of the story.

Making a small business

Henry had started his own thing—taking guests for walks in his forest to show them special places, animals, and plants. When he began earning money from the guests, he started a small business. The guests that Henry worked with could also be called tourists. They wanted to visit the forest in Solomon Islands because they are different from forests in their own countries.

Henry knew a lot about the forest. He also knew that the guests or tourists wanted him to share his knowledge about the forest. The guests were willing to pay Henry to show them natural resources in the forest, to explain traditional ways of using the forest, and to visit and enjoy special places, such as the stream. Henry had started a small tourism business.

Activity 4

- 1 Imagine you own a forest. With a partner, make a star diagram to show five activities that you could do to benefit from your forest without causing major damage to it.



Continued >>

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- 2** Imagine that you and your partner will start a small tourism business. Answer the following questions about your small tourism business in your exercise book:
 - a** What is the name of your business?
 - b** What will your business do?
 - c** How will you start the business?
 - d** Who will help you?
 - e** Where will your guests or tourists come from?
 - f** How you will advertise it?
- 3** Imagine you have to present a proposal about your small tourism business to your community to get their support. Write down in your exercise book some key points that you could say to make an interesting, positive presentation.

Negative things about using our forest resources

Sometimes, negative things happen to our forest resources when they are used poorly. Some timber resource companies do not take care of the forest when they cut logs. This can lead to the destruction of the habitat, or home, of native plants and animals.

If the forest is totally cleared, the soil will wash away when it rains. Then the land cannot be used for anything. Taboo sites can also be disturbed by clearing forests.

Landowners get a lot of money when timber resource companies clear their forest, but they do not always use it wisely. When all the trees have been taken, the landowners are left with no way of making more money. They have lost their trees and their taboo sites. Their drinking and washing water becomes dirty, because of the damage done to the soil by the logging machinery, and there is no good soil for gardening.



Taboo sites can be disturbed by clearing forests.

Activity 5

Do this activity for homework.

- 1 Is there any logging or cutting down of trees in your community?
- 2 Observe and record in your exercise book some effects these activities have on the environment.



Some ways to keep our forest resources

Activity 6



- 1** In groups of four, compare your homework from Activity 5. Discuss what you found out about the use of forests in your community.
- 2** In your exercise book, list the following:
 - a** the good or positive things that forests provide in your community
 - b** the bad or negative things that can happen when forests in your community are used.
- 3** Dramatise the possible ways to stop the negative things from happening to the forest resources in your community and to persuade your village to change what they do.

Activity 7



- 1** In groups of four, discuss how you think landowners use the money they collect from the logging companies. Make a list in your exercise book.
- 2** Present your list to the class in a dramatic presentation.

Sea resources

Positive things about using our sea resources



Fish are one of the resources that are plentiful in our oceans. Coastal and island communities use fish as a source of protein, which is an important part of a healthy diet. Fish are one of the resources that earn income for Solomon Islands. But we need to be careful about how many fish are caught each year, so that we will have enough for the future.

Fishermen and women can earn good money selling sea resources, such as fish, *beche-de-mer*, trochus, seaweed, coral and edible shells. Our sea is also a resource for tourism. Our coral reefs are well known throughout the world as beautiful places to go diving, swimming and snorkelling. Tourists pay a lot of money to dive in our seas.



Selling fish



Diving

Activity 8

- 1 Look at the photographs on page 138.
- 2 In your exercise book, write a sentence to explain how the people in each photo are using sea resources.
- 3 Then write two questions for each photo using beginning words—why, what, how, who, when and where—to ask how the people are using sea resources.
- 4 Ask a partner your questions, and then share your answers.

Read this story about Emily.

Benefiting from sea shells

Emily lives in a small village close to the sea near the Lata airstrip in Temotu Province. Emily's hobby is collecting seashells on the beach. Every morning, she has to leave early so that she can spend some time on the beach before going to school. In her school bag is a plastic bag for any seashells she collects. She displays the shells in and around the house.

One day after school, Emily watched a Solomon Airlines plane land on the airstrip. There were white people coming from the plane. She heard from a man standing nearby that they were tourists.



Emily was curious to know more about the tourists. The next day after school, she walked to the wharf because there was a ship just arrived from Honiara.

She saw the tourists looking at what people were selling at the market. She walked closer and saw some local people displaying necklaces and shells for sale. She thought of her shell collection. Quickly, she ran home and asked her sister to help her select a few shells to take to the market.

The sisters arrived back at the market in time. Emily displayed her best shell collection. In no time the tourists gathered around her display. She sold her shells so cheaply that some tourists gave her extra money. Emily couldn't stop smiling—she was so excited that she had earned some money.

From that day on, Emily couldn't stop collecting shells. Whenever there are tourists in Lata, Emily is always at the market selling seashells after school.

Now read this story.

Benefiting from seaweed

In October 2009, farmers in Wagina, South Choiseul, created history when they produced 50 tonnes of seaweed in a month. They have achieved the target they've been aiming for since going into seaweed farming.



With a population of 4000, Wagina first ventured into seaweed farming in 2002. The seaweed was first tried at Rarumana in Western Province before it was taken to Wagina. It is many years now since the community undertook this project.



The people of Wagina saw seaweed as an alternative source of income. Although the seaweed farmers of Wagina encountered difficulties, the project is bringing benefits.

The production of 50 tonnes of seaweed is a major achievement that shows the hard work and commitment of each individual. The seaweed farmers are encouraged to produce more seaweed that can be exported overseas. Seaweed is a major resource that can increase the country's exports.



Wakame salad, which is a popular Japanese dish, is made with seaweed and sesame seeds.

Seaweed is farmed in shallow places in the sea. It is tied on strings between two sticks. They are harvested after six weeks and then dried in the sun for a few days. The dried seaweed is packed and then sold to exporters. Seaweed is made into different products. In some countries, it is used as medicine to cure diseases. In other countries, it is made into soap, body lotion and also food items.

Source: Trixie Carter, *Solomon Star*, 11 March 2010



Activity 9

- 1 After reading the two stories “Benefiting from seashells” and “Benefiting from seaweed”, discuss with a partner what two resources were used and list how they were used to make money.
- 2 Discuss where you live and identify what sea, river or lake resources you could use to start your own small business.
- 3 Write a business plan showing how you would develop your business.
- 4 Decide how you would advertise your business.
- 5 In your pairs, present your business plan to the class.
- 6 The class could vote on which business plan they think is the best.

Negative things about using our sea resources

Sea resources can earn money for our people, but overfishing, or overharvesting, our sea resources can cause problems. If our sea resources are overfished, there might be none left for future use. Continuous harvesting of corals can result in fish having no food or home to live in. Our reefs might die. Children in the future might not have fish to eat or sea resources from which to earn a living.

Conserving our sea resources using Marine Protected Areas

Read this story about how a community almost lost their sea resources forever.

A community was enjoying harvesting sea resources such as fish, *beche-de-mer*, trochus and corals to sell for money, which helped the people pay for food, clothes, school fees, medical expenses and bride price. The people did not understand that one day the sea resources could run out and there would be none left for their children or grandchildren to use in the future.

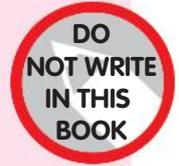
One day, however, the community soon realised that they were overharvesting their sea resources. So they decided to put in place some measures to revive the reefs. People from the Ministry of Fisheries helped the community. The community decided to put a ban on harvesting from some reefs for good. They called these areas Marine Protected Areas (MPA). Harvesting from some reefs was banned for one year. Others were open to harvest any time the people wanted to. The MPAs would be like factories producing sea resources. The surplus would move to other reefs. After one year of banning, the reefs would open up for the community to harvest.

This is one way of conserving our sea resources for future use. The community still has its MPAs and it is now enjoying the results.



Activity 10

- 1 Reread the conservation story above “Conserving our sea resources using Marine Protected Areas”.
- 2 Copy the table below in your exercise book.
- 3 Think about the resources in the sea, lake or river in your area, and write them in the first column in the table. Identify rules that have been imposed to protect and preserve the sea resources. Write them in the second column.



Sea resources	Rules
Trochus	Pick ones that are the size of your palm only



Maroro Lagoon

Land resources

Positive things about using our land resources

Today, many people in Solomon Islands get most of their needs met from the land. They grow their own food to feed themselves. This is called **subsistence** farming. The land also gives us building materials, materials for traditional costume, tools and medicine. Some people use the land to grow crops to sell, such as peanuts, cocoa, coconut, betel nut and kava. People also grow root crops to sell, such as cassava, yam, potato, pana and taro. Crops that are grown for sale are called cash crops. When large areas of land are used to grow cash crops, they are called plantations.

In Solomon Islands, other crops that are grown to sell are copra, coffee, palm oil and palm kernels. These products are exported to other countries. These products can be processed into perfumes or food ingredients. Some of these products can be made in Solomon Islands, such as washing soap.

Our land can also be a resource for tourism. Tourists like coming to places where the natural landscape is beautiful and clean. Tourists visiting Solomon Islands provide money for the country.



Drying coconut shells for the production of copra

Activity 11



In your exercise book, list ways we can use our land to earn money. An example is to grow cash crops.

Benefiting from the land

Activity 12



Do this activity for homework.

- 1 You will need to investigate your community or ask an elder at home to help you with this activity.
- 2 Identify what cash crops people in your community grow. Answer these questions:
 - a Why do they grow them?
 - b Where do they sell them?
 - c What do they spend the money they earn on?
 - d How long does it take to grow the cash crop?

Activity 13



- 1 In groups of four, compare your homework findings from Activity 12.
- 2 Choose a group leader to write your findings on a large sheet of paper.
- 3 Present your work to the class.

Negative things about using our land resources

There can be negative things about using our land resources. In some parts of Solomon Islands, there is not enough land for everyone. This can lead to conflict with people fighting over land. It can also mean that farmers have to use steep slopes to farm.

Where land is used for plantations, the soil can become worn out because it is used all the time. Then nothing will be able to grow for a long time. Also chemicals are often used on plantations to produce more crops and kill weeds. These chemicals can pollute the water supply.

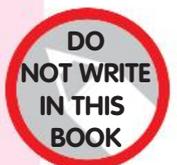


Activity 14

Do this activity for homework.

- 1 Copy the table below in your exercise book.
- 2 Investigate your community to find activities that can spoil our land.
- 3 Fill in the table. One example has been done for you.

Activities	How they damage our land
Building lots of houses	Damages soil and leaves no place for gardens



Ways to stop damaging our land resources

Activity 15



- 1 In groups of four, compare your homework findings from Activity 14.
- 2 Choose a group leader to write your findings on a large sheet of paper.
- 3 Divide the paper in half and write two headings: “Damage to land” and “Ways to stop the damage”.
- 4 Under the headings, write ways that our land is damaged and ways people can stop the damage to the land.

Mineral resources

Activity 16



- 1 In your exercise book, write what you think the word “minerals” means. Name minerals in some of the things you use.
- 2 Brainstorm with your teacher and the class about what minerals are and why they are important.

Have a look at the table below.

Provinces of Solomon Islands and the types of minerals they have

Province	Type of mineral
Renbel	Phosphates
Rennell Island	Bauxite
Bellona Island	Phosphates
Temotu	Bauxite Copper
Guadalcanal	Gold Copper Nickel
Isabel	Nickel Copper
Malaita	Magnetite alluvial
Makira/Ulawa	Gold Copper Nickel
Western	Sulphur Bauxite Gold Copper
Choiseul	Gold Nickel Bauxite Copper
Central Savo Ngella	Sulphur Phosphates Nickel

The table above shows that Solomon Islands is rich in valuable minerals like gold, bauxite, phosphates, copper, sulphur and nickel. Mining and selling these minerals can earn money for the country, but there are disadvantages of mining and selling our minerals too.

We must think about the advantages and disadvantages of mining before signing any agreements with foreign mining companies. The main advantage of mining is the income or money, which can achieve much in our communities, such as a supply of fresh water and roads and houses.



Water supply



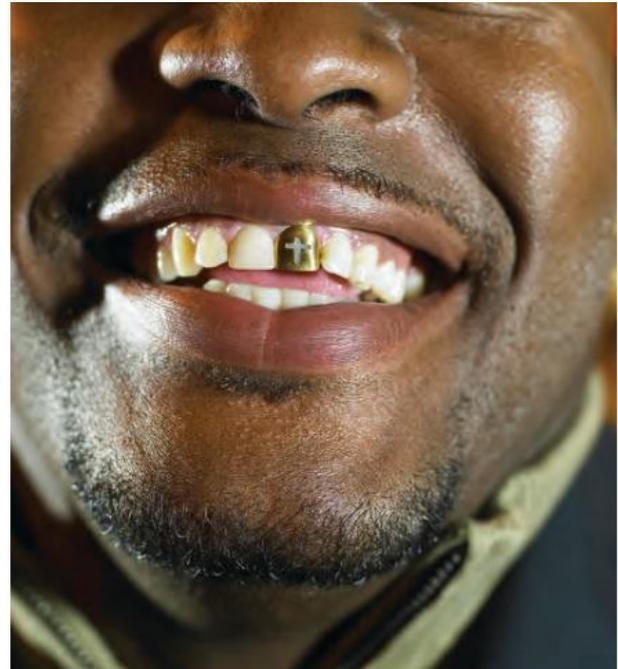
Roads and houses

Two disadvantages of mining are:

- Our rivers become dirty and the water is not safe for drinking, cooking, washing, and swimming.
- The dirty rivers and streams caused by mining will damage the reefs in our seas.

This situation is similar to the advantages and disadvantages of allowing logging companies to cut our trees. Our communities benefit from the income, but when the trees disappear, what do we have left? No trees, muddy soil that is not good for gardening, and dirty rivers or streams. Our environment is damaged.





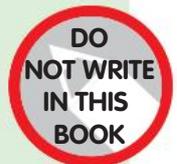
Gold can be processed into items of jewellery or for use in dental work for false teeth.

Advantages and disadvantages of mining minerals

Activity 17

- 1 Copy the table below in your exercise book.
- 2 Complete the table, listing five advantages and five disadvantages of allowing a mining company to mine a resource in your community.

Advantages	Disadvantages



Looking after our natural resources

Activity 18



- 1** In groups of four, discuss and list in your exercise book some natural resources in your province. Or your group can study the table on page 149 called “Provinces of Solomon Islands and the types of minerals they have” and identify one mineral in your province.
- 2** State how people can use the resource wisely to benefit everyone in the community.
- 3** Share your work with other groups.

Our nation is small and we have limited resources. We must take care not to overharvest them. Conservation and preservation of resources depend on resources being left untouched, being used only by some people, or being used only for a certain time. In this case, a taboo is put in place. This bans people from disturbing the resources. In some parts of Solomon Islands, people tie leaves around trunks of coconut, betel nuts and fruit trees to ban people from harvesting them. The practice of tabooing is a method of conservation. Conserving resources is also important for those living in atoll environments.

We must also protect our natural resources because many industries rely on them. Industries that rely on using natural resources include fish canning, sawmilling, boat building, and making products such as rattan and wood furniture, fibreglass products, shell jewellery, tobacco, beer, clothing, soap and handicrafts.

Activity 19



- 1 Discuss with your teacher what examples of industries that use natural resources are in your village or community.
- 2 In your exercise book, write down three examples of such industries in your community or village.

The effects of global warming in the Pacific region

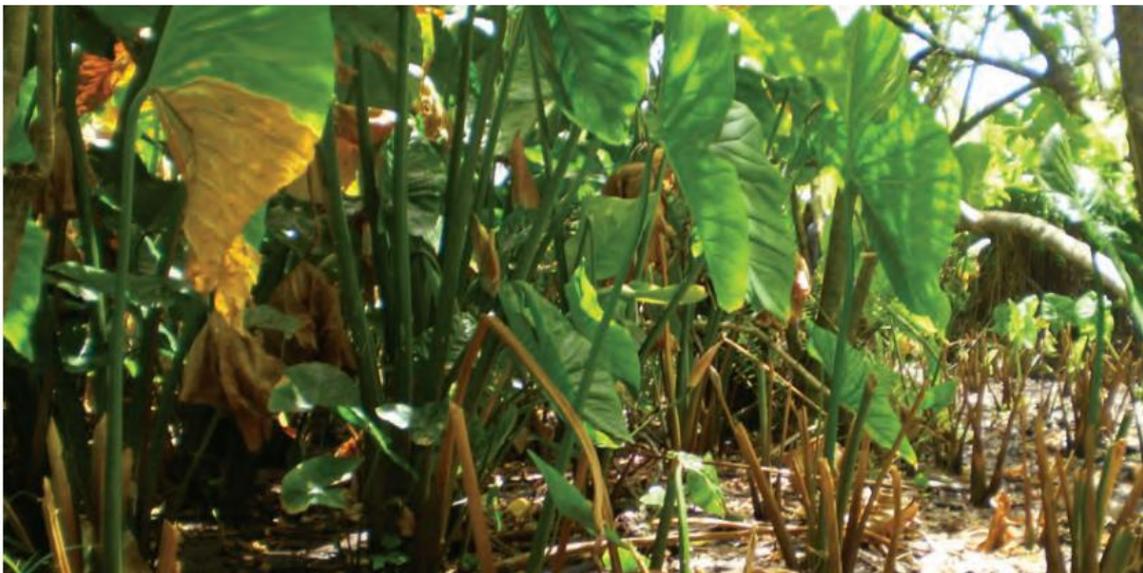
Activity 20



- 1 In groups of four, discuss what you think an atoll looks like.
- 2 In your exercise book, draw a picture of what you think an atoll might look like. On your picture, include a lagoon, small motu or islands on the reef, passages in the reef, and where people live.

In Solomon Islands, 84 per cent of the population lives in rural areas. They depend on their environment for survival. As we saw in Chapter 2, most scientists and meteorologists believe that the warming of the Earth is affecting our weather and changing our climate. Climate change is a big problem in some places, such as Antarctica and the Arctic Circle. The ice in the Arctic Circle and Antarctic region is melting as a result of the warmer weather. The ice melting has meant that sea levels have risen all over the world, including the Pacific.

Low-lying coral atolls are particularly vulnerable to rising sea levels. In recent decades, many of these atolls have seen sections of their coastlines and valuable farming land flooded by sea water. Also many wells that are the main source of fresh water are being contaminated by salt water.



The photo above shows that in Pelau and Lord Howe islands some kakake gardens were destroyed by direct flow of salt water. The kakake leaves turn brown. The tubers rot and the plant dies out.

In Sikaiana Island, there is a hole in the centre of the island. In the past the island had experienced flooding from the sea approximately every ten years. Today they experience flooding by sea water approximately every month. As a result, their farming land and gardens are damaged and the community is facing food shortages and hunger.



Another problem caused by climate change is that some places may have too much rain, which leads to flooding, while other places might not get enough rain and become very dry.

Activity 21

- 1 In groups of four, use a map or atlas to locate the islands mentioned in the text above. Name the islands they are close to.
- 2 Discuss why you think these islands are experiencing these effects. Write your ideas in your exercise book.
- 3 Discuss what you think could be done to help these islands.



Nauru

Read this story about Nauru.

The Story of Nauru

Nauru is one of our neighbours. Nauru is a very small island surrounded by a coral reef. It is 21.3 square kilometres. Around the edge of the island is a small strip—50 to 100 metres wide—of fertile soil. This is where most of the people live and grow a few coconuts, pandanus, mango trees, and pineapple and banana plants. Inside this strip is old coral that rises up to 70 metres above the sea level.

Phosphate was discovered on Nauru by the British. Phosphate is a type of fertilizer. It comes from the droppings of birds that land on Nauru when they travel across the Pacific Ocean. The British began to **exploit** the phosphate in 1906. Nauru got back its right to mine phosphate in 1970. Phosphate mining once made Nauru a very rich country. It was one of the richest countries in the world.

But, by 2006, the phosphate had run out.

Today, Nauru is very poor because there is no more phosphate to sell. The island has suffered great environmental damage as a result of the mining. There is no top soil for growing crops, and much of the island is now uninhabitable. An aerial view above the island shows the narrow habitable “green belt” surrounding the area mined for phosphate. What is left from the phosphate mining are just bare rocks sticking up out of the ground.



The island of Nauru



Bare rocks



Activity 22

- 1 Organise yourselves into the same groups you were in to complete Activity 21.
- 2 In your group, think of ideas to help make the island of Nauru fertile again.
- 3 Write down your ideas in your exercise book, and then present them to the class.

The government's role

The government of a country can make laws to protect the country's natural resources and environment. For example, some countries have made laws that prevent mine waste from being dumped into river systems. There are also laws about how and where trees can be cut down and how many and when some fish can be harvested. However, all governments need money to run, and a good way for a government to make money is to sell its natural resources. Therefore, it can be very hard to make sure that laws protecting natural resources are followed properly.

Making the best use of our natural resources

Our natural resources should not be wasted. We need to be careful with them or else there will be nothing left for our children and their children in the future. Here are some ways we can be careful with our natural resources:

- We should try to reuse old gardening land rather than cutting new gardens in the forest. When we clear land, we should not burn trees. The trees can be used in other ways. The smoke that goes into the air contains pollution that is bad for the environment.
- We should not cut trees from our forest for firewood and building houses. We can plant fast-growing trees to use for firewood and materials for houses.
- We should not allow timber companies to clear our forests.
- We must make sure that **sustainable** fishing practices are used. We should not kill fish with poisons and dynamite.

Activity 23



Do this activity for homework.

- 1** Look around your community to find examples of practices that may damage natural resources in your community. For example, do you see people burning grasses to make a garden?
- 2** What can people do to conserve resources? For example, instead of burning grass, what can they do with the grass?
- 3** Record your findings in your exercise book.
- 4** Imagine you work for the environment department. Present to the class reasons why they should all become “cool conservationists”.

Reusing resources

Many things we use every day can be reused. Reusing means using things that you would otherwise throw away to make new things. Here are some ways in which we can reuse things.

- Use the wood from an old house as firewood.
- Use weeds from the garden as mulch.
- Use plastic drink bottles to hold water.
- Use an old tyre as a child's swing, to make flowerpots or build up a garden bed.
- Use an old 44-gallon drum as an oven or rise-up cooking place or cut it in half to make garden or flower beds.
- Use household vegetable rubbish to make compost.



Use old tyres as flowerpots.



Use an old 44-gallon drum for cooking.



Activity 24

- 1 Look at the resources in the list on page 159.
- 2 Collect resources from your environment. Make something out of them to beautify your class, school or for sale.

Recycling

Throughout Australia, people sort their household rubbish into rubbish that can be recycled and rubbish that cannot be recycled. Each house has two bins. One is for recyclable rubbish, such as newspapers, cardboard, tins, glass and some plastic bottles. The other bin is for any rubbish that cannot be recycled.

In Solomon Islands, we could recycle more. Some companies are paying for empty drink cans and bottles to recycle. People can make money by collecting and selling them.



Foods can be recycled into mulch.



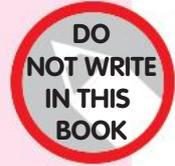
Recyclable rubbish

Activity 25



Do this activity as research at home.

- 1 Copy the table below in your exercise book.
- 2 Look around your community to find out how people dispose of their household rubbish, including tins, paper, plastic products and bottles.
- 3 Use the table to record your findings. One example has been done for you.



Type of household rubbish	Where it is disposed of
General rubbish	On the ground in front of houses beside the main road

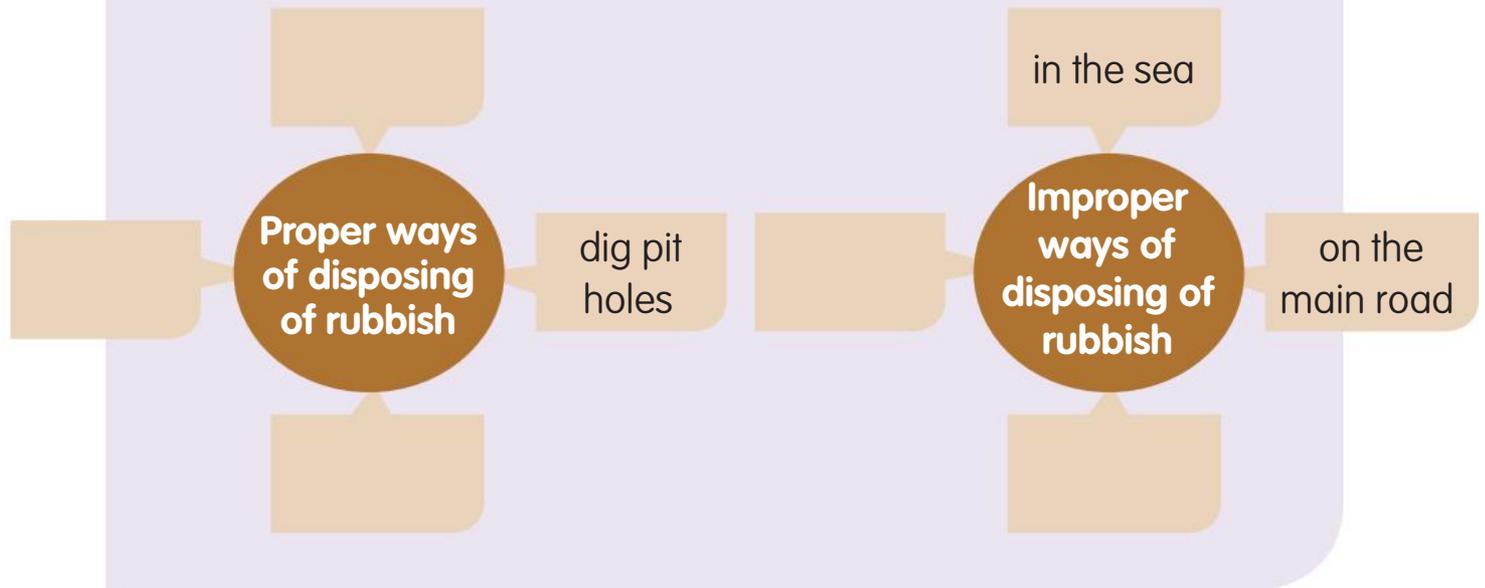
Activity 26



- 1 In groups of four, compare your findings from Activity 25.
- 2 On a large sheet of paper, copy the diagrams on page 162. Fill in the blank spaces to complete the diagrams.

Continued >>

<< Continued from page 161



Assessment activity

- 1 Complete this activity to become a “cool conservationist”.
- 2 Copy the table below in your exercise book
- 3 Complete the table. One example is done for you.

Resources	Positive results of using resources	Negative results or risks of using resources	Ideas about conserving resources
Home gardens	Growing food to eat	Overuse of land means the land cannot be used again	Make a land taboo for a while
Sea			

Chapter 6

Change and progress



In this chapter, you will:

- explain what brings change to a society
- give examples of change and progress
- show causes of change and progress
- discover how change and progress can relate to each other
- learn about the changes that Solomon Islands has experienced
- discover how the changes have affected the lives of Solomon Islanders
- explain how ideas and beliefs help to spread change
- give examples of the use of modern forms of communication
- show how the changes in communication have influenced education
- find out why people study in overseas institutions

- show how developments have improved the way of life of many people
- explain how progress can have a negative effect on some people.



What is change?



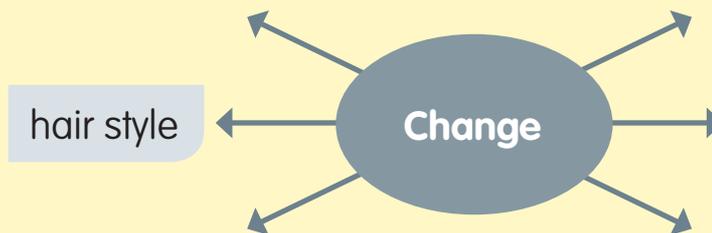
Activity 1

- 1 In groups of three, study and discuss the photographs on page 164.
- 2 Together, answer the following question in a short paragraph:
 - What changes can you see in the photographs?
- 3 Choose someone in your group to read out your paragraph to the whole class.



Activity 2

- 1 Copy the diagram below into your exercise book.
- 2 In groups of three, look at the diagram and discuss it.
- 3 Add five more changes that you may have noticed or experienced happening in your family or community. An example has been done for you.





Activity 3

- 1 In groups of three, read and discuss the questions below.
 - a How have the changes you discussed and added on to the diagram in Activity 2 affected your family or community?
 - b Do you think these changes can be avoided or controlled? How?
- 2 Record your ideas in your exercise book.
- 3 As a group, present your ideas to the class.

The nature of change

The changes that you discussed and added to your diagram in Activity 2 are just a few of the changes that people may experience in life. We are living in a world that is always experiencing “change”. For example, **technology** continues to shape how we communicate, travel, work and live. Therefore, we can say that to change is to become different. We can also say that change is a movement from one stage in life to another.



You are now in year 6.

For example, you are now in Year 6. You have grown up physically and academically compared to when you were in Years 1 to 5. Your teacher is preparing you to move on to Year 7 in secondary school.

Activity 4

Answer the following questions in groups of three in your exercise book.

- 1** Write a sentence about what you know about the word “change”.
- 2** Discuss and list the changes you may have experienced as a learner as you moved from Year 1 to Year 6. For example, in Year 1, you may have cried on the first day of school. What else can you remember?
- 3** How do you feel now that you have grown up? What new things have you learned?



Change in our environment

You may have learned that change is not only what happens to us personally, but also what can be seen and experienced in our environment. For example, climate change has affected people who are living in low-lying atolls because of the rise in sea level. Even towns like Honiara are changing.



Climate change is affecting people who live in low-lying atolls.

Activity 5

- 1 What do you think causes climate change, resulting in sea-level rise?
- 2 In your exercise book, make a list of how the people in the photograph above are affected.
- 3 Make a list of changes that the sea-level rise has caused to the village and the people.



Read the following story.

Honiara before and now

My name is Jason. I was born in 1970 and grew up in Honiara Town. I went to school when I was 7 years old, in 1978. At that time there were not many primary schools in Honiara. The ones that I could remember were Mbokonavera, Tuvaruhu, Vura, Mbua Valley, Koloale, St. Johns and White River. We used to have school competitions. All Honiara primary schools would meet at Lawson tama during mid-year holidays and competed in various sports. I competed in athletics—the 200-metre race.

In those years there were fewer vehicles and people in Honiara Town. There were big red buses that could carry 20 to 30 people. The bus fares at that time were 10 cents for students and 20 cents for adults. Most people used bicycles to travel from place to place.

There were lots of Christmas trees growing along the main road from Henderson to Town ground. Honiara Street was a cool, clean and dust-free place to walk. People seen in town were those working in the offices, shops and companies. Those who had no jobs were not allowed to stay with working families in town. Sometimes the Honiara streets were empty. China Town was the popular place for people to do their shopping.

Now Honiara Town has changed a lot. There are lots of new schools. There are lots of high buildings. Honiara Street is dusty and crowded with people and vehicles. Many young people visit Honiara Town expecting to get a job to earn money but there are only a few jobs available.



Activity 6

- 1 In groups of four, read the story again and discuss how Honiara has changed in “Honiara before and now”.
- 2 Copy the table below in your exercise book and complete it.
- 3 Choose one person to present your group’s answers to the class.

Changes	Honiara before	Honiara now
Honiara Street	Lots of Christmas trees	Trees cut down Dusty roads Crowded with people
Vehicles		
Buses		
Schools		
People		

Changes in towns and villages

Towns and villages are communities where people live together. A town is a large community made up of many small communities. In a town, there are banks, offices, factories, churches, shops, restaurants and cinemas. There are often many people on the streets. Towns and villages can change in size and the way they look over time.



This is a town in a rich country.



This is a village in Solomon Islands.

Activity 7



- 1 Look carefully at the photographs above.
- 2 Answer the questions below.
 - a Make a list of all the things you can see in the photograph on the left.
 - b Make a list of the things you can see in the photograph on the right.
 - c Make a list of all the things you can see in both photographs.
- 3 Can a village such as that in the photograph on the right be changed? If so, how can it be changed? If not, why not?

Activity 8

Why do you think towns and villages change? Discuss this question in small groups, and then share with the class.



Changes in clothing



People wearing business suits



People in traditional clothes,
Karen Hill tribe, Myanmar



Men wearing kabilato



Women wearing grass skirts

The four photographs show people wearing different types of clothes.

In your community, people may wear different clothes at different times. You may wear different clothes on rainy days. You may have church clothes and school clothes. All of these clothes can be different in size, colour and the way they are worn.

Activity 9



- 1 Look at the photographs on the previous page, and make a list of the type of clothes the people are wearing in each photograph.
- 2 Make a list of the type of clothes people in your community wear.
- 3 What sort of clothes did your grandfather and grandmother wear in the past?

Activity 10



Look again at the four photographs on page 172. Suggest reasons why the people are wearing these clothes.

Activity 11



- 1 What type of clothes are you allowed by your denomination to wear to church?
- 2 Why is it important to wear your school uniform to school?

Changes in tools

People use special tools or equipment to do their jobs. For example, a doctor cannot make us well without special equipment. Tools have also changed over time.



Activity 12

- 1 What sort of tools might your grandparents have used to make a garden in the past?
- 2 What sort of tools do your parents now use to make a garden?

These are some of the tools that people use today to do their work.



These are some of the tools that people in the past used to do their work.





Activity 13

- 1 Look carefully at each photograph.
 - a In your exercise book, name the tools and write down their purposes.
 - b Who do you think uses them?
- 2 Copy the table below in your exercise book. Complete the table to show the differences between modern tools and traditional tools. An example has been done for you. Add three more of each.

Modern tools	Traditional tools
Made of iron	Made of wood

- 3 Which type of tools would you like to use?
Give reasons for your choice.

Outside influences that brought change

Some of the changes that have happened in Solomon Islands have come from outside of the country. Many years ago, our people lived in fear. They often did not go too far from their villages. They feared that other tribes might attack and kill them. They also feared black magic.



Activity 14

Do this activity for homework.

- 1 In your own time, ask any senior members of your community to tell you about how the people in the past lived.
- 2 What may be the reasons why they killed each other?
- 3 Why did they fear black magic?
- 4 Inform the class about your findings in the next lesson.

It was Alvaro de Mendaña, a Spanish explorer, who was the first European to discover the islands in 1568. He named our country “Isles de Solomon”. Dutch and French explorers followed. Missionaries then arrived, converting our ancestors to Christianity, changing their old beliefs and ways of worship. Whalers and traders also came.

These various groups started to change the lives of the people. The Black Birders also came and took away some of our people to work in sugarcane plantations in Fiji and Australia. Some came back, bringing with them things, such as tools, they did not have before, and the Pijin language.



Alvara de Mendaña



Activity 15

Do this activity for homework.

- 1 Copy the table below in your exercise book. Fill in each column of the table with the types of change each group of people brought to Solomon Islands. Examples have been given.



Missionaries	Whalers	Traders	Black Birders
Ways of worship	New diseases	New foods	Families missed family members who were taken

- 2 Which island did Mendaña first land on?
- 3 What did he find?
- 4 Why do you think Mendaña named the islands “Isles de Solomon”?
- 5 Who were the “Black Birders”?
- 6 Why did the whalers and traders come to Solomon Islands?

A long time passed. In 1896, Britain made Solomon Islands into a British protectorate. The islands and the people lived under a government run by Britain. This was a great change in the way the people were being led. Before that, the people had lived in tribes with their own form of leadership. They had chiefs to look after them.

Activity 16

Do this activity for homework.

- 1 Copy the table below in your exercise book.
- 2 Find out what islands came under the British protectorate in the years mentioned. Examples have been done for you.

1893	1899	1900
Guadalcanal	Santa Cruz	Shortland Islands

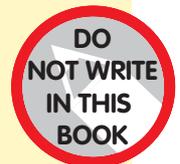


Causes of change

Activity 17

- 1 Copy the table below in your exercise book.
- 2 In small groups, fill in the columns below by writing three changes that are caused by nature, and three changes that are caused by people. Examples have been done for you.

Changes caused by nature	Changes caused by people
Sea level rises	Cutting down forests



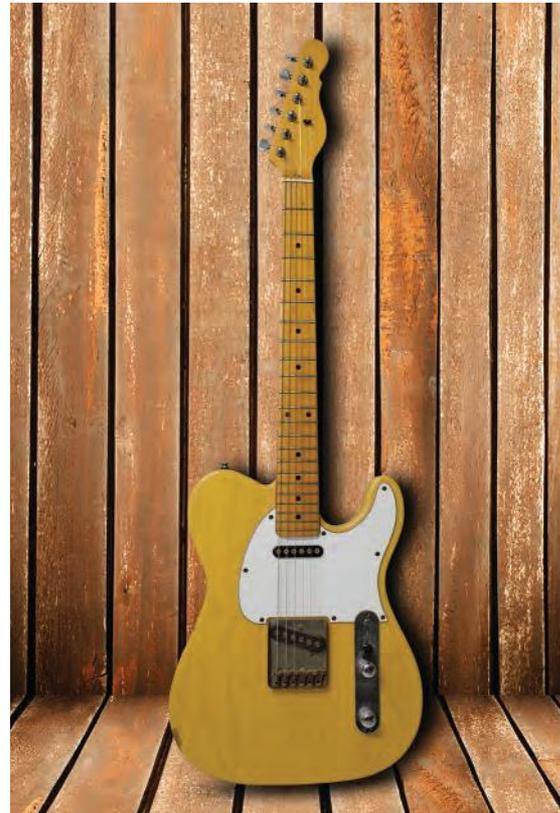
Many things can cause change. Changes can be caused naturally by the weather and climate as you have learned in Chapter 2, and also can be caused by people.

Effects of ideas and beliefs

Changes that Solomon Islands have experienced include in music, behaviour and attitude, and climate change. In the 1970s and early 1980s, our music was played just with ordinary guitars and ukuleles. Now people use electrical and brass instruments and drums to make music. These changes have occurred because people have come up with different ideas about how to make music.



This is a ukulele.



This is an electric guitar.



Activity 18

- 1 Can you play a ukulele? Who taught you how to play it? Can you play another musical instrument?
- 2 Have you ever seen or touched an electric guitar?
- 3 Explain the differences between a ukulele and an electric guitar.
- 4 What instrument is normally played by the people in your community? When do people normally play that instrument?
- 5 Do you think music in your community has changed? Why or why not?

Young people today

Today, some young people are behaving differently, because they have different ideas and beliefs about how they should live their lives. In some communities, young people do not show respect to their elders, parents and chiefs. They are not like youths of the past, who used to respect and follow what their elders and chiefs asked them to do.

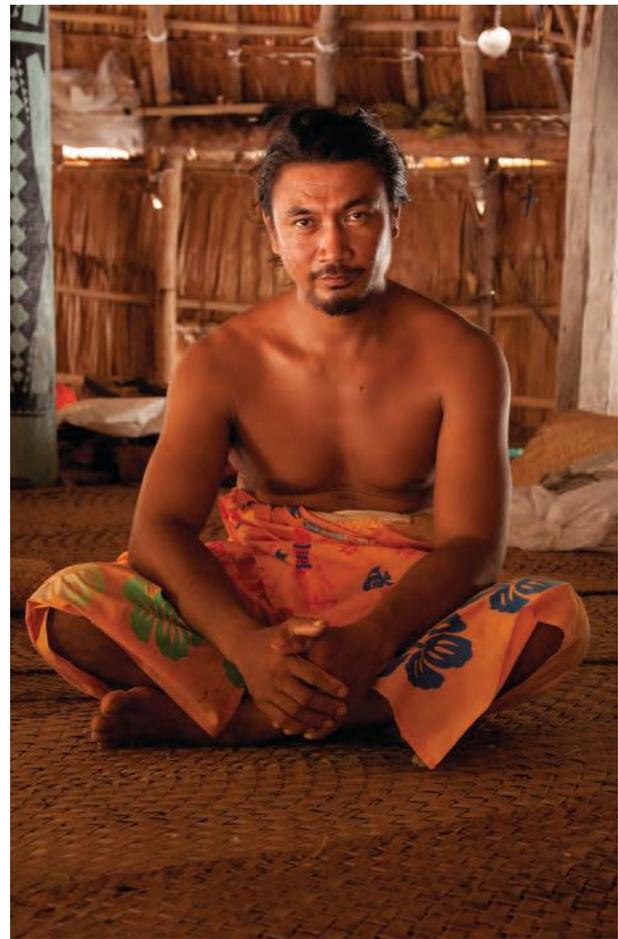
Read the following paragraphs. They are part of a story written by Thomas Weape, a former student of Su'u National Secondary School in Malaita Province.

How young people offend their elders

By a Solomon Islander student

I was told that in the past, the elders of our society were very important and everybody had to obey them. Whatever they said had to be done. But now young people have done many things that have had a disastrous effect on the minds of our elders.

Some of the ways that offend the elders of our community are as follows. Young people who can't see the needs of their families become very lazy and don't go to the gardens. Their dirty houses remain untidy for days and still they continue to pile things up. Whenever they are told to do something, they will always rebel.



These are two traditional chiefs.



Activity 19

In groups of three, discuss the following questions.
Write your answers in your exercise book.

- 1 Give some examples of ways that young people in your community disobey the chief or elders.
- 2 Suggest ways that you could help the chief or elders to make the young people obey.

Changes in families



A small family



A large family

We are all members of a family. Some families have only a few members, and others have many members.

Activity 20



Work in groups of three. Discuss the questions below. In your exercise book, write your responses. Have a member of your group present your findings to the class.

- 1** Families in the past had many family members. What might be the reasons why families had many members in the past? Make a list.
- 2** Today, some families only have a small number of members. What might be the reasons why families today only have a small number of members? Make a list.
- 3** What are some advantages and disadvantages of having a large family?
- 4** What are some advantages and disadvantages of having a small family?

Families are always changing. Babies are born and then grow up. Teenagers become adults and leave home. Adults grow old and die. Sometimes, other children or adults may join the family.



Activity 21

In groups of four, talk about your families. Use the questions below to help your discussion.

- 1 How many members does your family have?
- 2 How many are male and how many are female?
- 3 How do you help each other at home?
- 4 What activities do you do together as a family?



Families are always changing.

Changes in languages

As time goes by, some of our languages have changed. We now use some English and Pijin words when we speak to each other. Try to read this sentence in the Roviana language on New Georgia Island in the Western Province:

ARAU SI LOKE QUA EXPERIENCE PA KALINA
TEACHING.

I DO NOT HAVE ANY EXPERIENCE IN TEACHING.

You will see that the English words “experience” and “teaching” have been used instead of using words in the Roviana language.

Activity 22



Do the following activities in your exercise book.

- 1** What is the local language you can speak? Do you speak more than one language? Make a list.
- 2** Do you think that your local language has changed a lot or a little? Write how it has changed.
- 3** Try to write this sentence in your local language: “The two boys are running towards the house.” Is it easy or hard to write? Give reasons for your answer.
- 4** In your sentence, have you used another language for names of things or words that you do not have in your local language? If so, make a list. Show your list to the person sitting next to you.



Activity 23

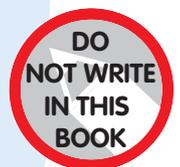
- 1 Do this activity with your whole class. Do you have a word in your local language for “hello”? Say “hello” to each other in your local language.
- 2 Then in groups of four, discuss and answer the following questions.
 - a Do you use some English words in your own language? Write them down.
 - b Why do some people with the same language use a mixture of local and English words when they talk to each other?
 - c Suggest ways to stop the use of English words in your local language.



Activity 24

- 1 Copy the table below in your exercise book.
- 2 Write the Pijin and your local language words for the following English words. One example is done for you.

English words	Pijin words	Local language words
Come	Kam	Leka Ma'i
Family		
Village		
Island		
Man		
Girl		



Improving people's standard of living

Some changes that have occurred have improved people's way of life in their communities, especially in rural areas. Today, people have solar power lights in their homes. These have replaced kerosene lamps. Villages also have fresh water supplies for drinking and washing at home, instead of people having to travel long distances to carry water from rivers and streams.



Water supply



Solomon Islands solar power panel for lighting

Activity 25

In groups of three, discuss the following questions. Write your answers in your exercise book.

- 1 Apart from lights, in what other ways can people benefit from solar power? Make a list.
- 2 Apart from drinking and washing, in what other ways can people benefit from having a water supply? Make a list.
- 3 Go around the class and compare your lists with other groups.



People, especially landowners, have let logging, mining, fishing and agricultural companies use their land for development purposes. In return, they receive money in the form of royalties.

Activity 26

In pairs, discuss how landowners use the royalty money they receive from companies. Make a list of the uses in your exercise book. In your pairs, present your ideas to the class.



Activity 27

- 1 In pairs, do the following task.
- 2 So far, you have learned about “change”. Draw two columns in your exercise book. Label one column “Positive effects” and the other column “Negative effects”.
- 3 Write down the positive effects and negative effects of change that you have learnt about so far.

What is progress?

A word that usually goes with “change” is “progress”. If there is change, there is usually also progress. But this is not always true. The opposite can happen. If negative changes occur, then there is no progress.

Read what these Year 6 pupils—Mark, Anna, and David—have to say about their tests.



Mark: I scored 10 out of 20 in my first Social Studies test. In my second test, I scored 18 out of 20.



Anna: I scored 9 out of 20 in my first Maths test. In the second test, I scored 12 out of 20.



David: I scored 15 out of 20 in my first English test. In my second test, I scored 9 out of 20. I do not know what happened.

Activity 28

- 1 Have the three Year 6 pupils done well in the tests? Which one improved a lot?
- 2 Has David moved forward? Give reasons for your answer. What do you think David needs to do in order to improve?

Influence of modern forms of communication on education

The word “progress” means going or moving forwards, a movement to become better. You may have noticed that of the three Year 6 pupils on page 189, two of them moved forward because they improved their scores in the tests.

The movement forwards can also be seen in new forms of communication that people use today. You may have seen or used some of them yourself. There is a change in the way people communicate with each other today.

Modern forms of communication have improved the way people communicate with each other and the way we learn today.

One of the biggest changes is the way people are educated. In the past, nearly all of what the teacher wanted to teach students was written on the blackboard. Also the teacher would give students books and handouts to read so they learn more about a topic. Although teachers still use blackboards, books and handouts today, the way teachers teach students in some countries has changed a lot.



Teachers use interactive whiteboards to teach students today.



Using the internet

Activity 29

Work in pairs to discuss the following questions.
Answer in your exercise book.

- 1 Write down what you know about the word “communication”.
- 2 What form or forms of modern communication have you used? Did you like it? Give reasons why or why not.
- 3 How has communication changed the way students are taught? Would you like to be taught like this? Give reasons why or why not.



In our world today, teachers use equipment such as laptops and projectors to teach students. Teachers as well as students can go to the internet to find information about anything they want to know. People can use the internet to do courses at home instead of going to a college or university. This has made it possible for more people to learn new things, and gain new knowledge and qualifications. Students and teachers in some schools in Solomon Islands have benefited from this change in teaching.

Activity 30



Working in groups of four, discuss the following questions. Answer in your exercise book.

- 1 Think of the modern forms of communication that you may have learnt about, and list as many as you can remember. Do you have access to the internet? Where? What do you think are the benefits of using the internet?
- 2 Draw two columns in your exercise, and write “Advantages” at the top of one column and “Disadvantages” at the top of other. Write down two advantages and two disadvantages of using the internet to do courses at home. Share what you have written with other groups.

Importance of studying overseas

If a country wants to move forwards in its development, it must educate its people. Some countries such as Solomon Islands do not have universities, so their students travel to universities overseas to be educated.



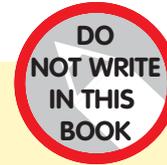
Some students also attend secondary school overseas, such as Barbara Daufanamae, who goes to school in Sydney, Australia.

Activity 31

- 1 Find out the overseas universities where the Solomon Islands government sends its students. Make a list of them.
- 2 Why do you think the Solomon Islands government sends some of its students to overseas colleges and universities to study? Give three reasons.
- 3 Do you want to study at an overseas university? Give reasons. What would you like to study? What would you do if you came back to Solomon Islands after studying overseas?

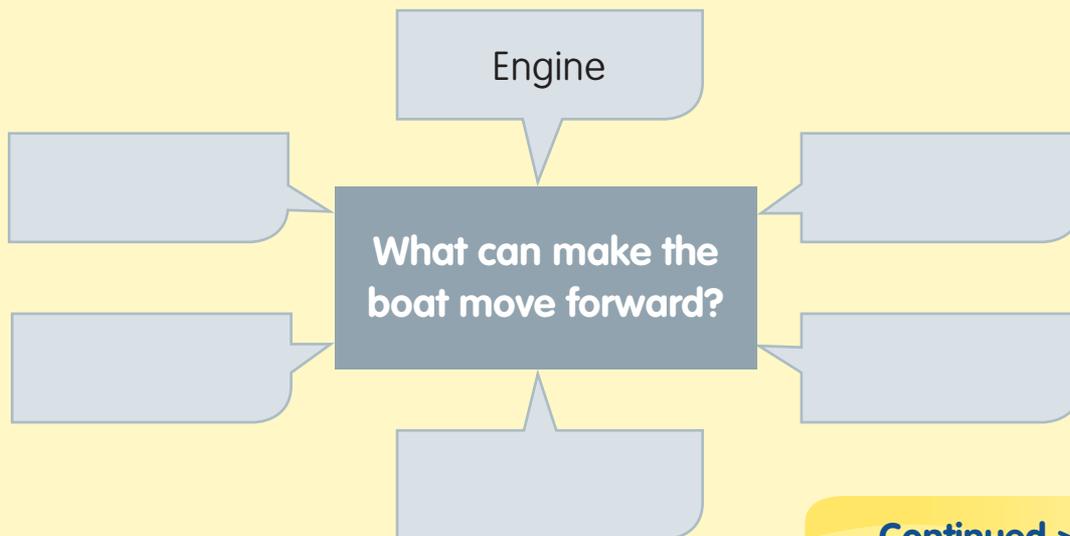


Causes of progress



Activity 32

- 1 In groups of three, discuss the following questions. Write your ideas in your exercise book.
 - a What do you think will make the boat in the photograph move? Copy the diagram below into your exercise book. Complete it by adding five things that can help the boat to move. An example has been done for you.



Continued >>

<< Continued from page 194

- b** What do you think can make Solomon Islands to move forward? Copy the diagram below into your exercise book. Complete it by adding three more things that may help Solomon Islands move forwards. An example has been done for you.

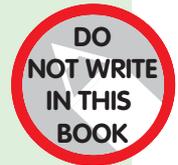
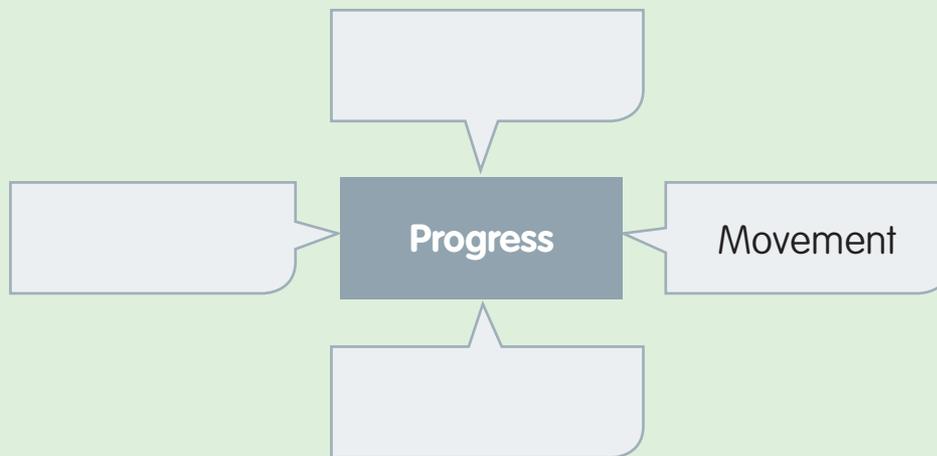


- 2** Present your findings to the whole class.

Having done Activity 32, you know certain things can be done to make another thing move forwards.

Activity 33

- 1 Copy the diagram below in your exercise book.
- 2 Write any three words you think relate to the word “progress”. The first one has been done for you.



Activity 34

Do this activity for homework.

- 1 Go around your village or community, and observe examples of progress in the form of development that has taken place in your village or community.
- 2 In your exercise book, make a list of them.
- 3 Be prepared to present your findings to the class in your next lesson.
- 4 After the presentations, move around the class and compare and discuss your findings with other students.



Benefits of progress to Solomon Islands

Since gaining independence from Britain in 1978, there has been a lot of progress felt and seen in Solomon Islands. We may look at the number of new buildings that are built in Honiara and say that Solomon Islands has progressed.



The Hyundai Mall in Honiara under construction



The Hyundai Mall after completion

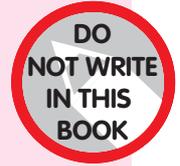


Activity 35

- 1 If you look at the two photographs on page 197, you will see that progress has taken place. What do you think were the steps that were taken to complete the mall?
- 2 Copy the table below in your exercise book.
- 3 Think of many steps as you can that would be taken to complete the mall. The first one has been done for you.

Step 1	Digging holes for the posts
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	

- 4 By looking at the steps, you will see that there was a lot of progress to build the mall. What benefits will people get from the mall?



Activity 36

- 1 In groups of four, discuss and make a list of the benefits of progress in Solomon Islands. For example, more schools have been built to educate children like you.
- 2 Go round the class and compare your list with other students.



Negative effects of progress to Solomon Islands

Are there any negative effects of progressing from one stage to another? If some form of progress is taking place, we expect that there should be something good happening. But there may be some negative effects of progress if we look at development.

Assessment activity

- 1** Working in groups of four, discuss if there are any negative effects of progress in Solomon Islands. An example could be that many students who leave school do not have jobs. Make a list in your exercise book.
- 2** On your own, make a list of positive and negative changes that affect young people.
- 3** Imagine you are presenting a two-minute speech to your community leaders about the way that changes have affected young people.
- 4** Plan your talk in your exercise book. Give examples of positive and negative changes and the ways they have affected young people. Give some ideas about the ways that communities can help young people to adapt to changes and make progress in their lives.

Glossary

A

adhesive a substance that makes things stick

aerial in the air or from the air

agency a business organisation that provides a service

apartments also called flats, many dwellings in one large building

atoll a coral island in the shape of a ring surrounding a lagoon

axis the line between the North and South poles, which the Earth spins around

B

barnacle a small shellfish that attaches itself to objects under water

C

climate the average weather conditions experienced in an area over time

coincide happen at the same time

colonies countries that are controlled by another country

constitution the system of laws that states how a country is to be governed

D

democratic a system of government whereby the people have a say in how their country is run

density how thick something is or how packed together it is

diabetes a disease caused by too much sugar building up in a person's blood, which is caused by a lack of the hormone insulin that people need to help their bodies deal with sugar

diminishing becoming smaller

E

ecological the relationship of living things to each other and their environment

economy the financial system; how a country's government raises and spends money

ecosystem all the living things in a particular area

elevator a lift that people use to get up or down to different levels of a tall building

equator an imaginary line around the Earth

executive the part of the government with power to make decisions regarding general plans of action

exploit to use something unfairly or for your own benefit

F

factor one of the things that influence an event

freeze to change from liquid to solid

G

genes parts of living cells whose job is to pass on characteristics, such as hair colour

genetic to do with genes

global warming an increase in world temperatures caused by heat being trapped in the atmosphere by greenhouse gases

grant something given to someone

greenhouse gases gases, such as carbon dioxide, in the atmosphere that are produced by burning fossil fuels and cause global warming

H

hereditary inherited

I

Ice Age a time when a large part of the Earth was covered with ice

L

landscape all the features of a place

M

meridian a line of longitude

mesmerising fascinating

meteorologist someone who studies the weather

micro-organism a very small creature, usually a single cell, too small to be seen without a microscope

mourning feeling sad when someone dies

O

obesity a state of being very overweight

P

parallels lines that are the same distance apart along their length

plates large flat pieces of the Earth's surface

polar near the North or South poles

prohibition the act of forbidding something

R

refined highly processed

regulate to control by rules

resins sticky substances produced by certain trees

S

scientist someone skilled or trained in science

season one of the four natural divisions of the year

smog a mixture of fog and smoke

species one of the groups used for classifying animals and plants

subsistence what we do to stay alive

sustainable able to be maintained over a long period of time

swirled moved in a twisting motion

T

technology the study or use of science and scientific knowledge in industry

tilt to tip or lean

Tropic of Cancer the line of latitude at $23\frac{1}{2}$ degrees north of the equator

Tropic of Capricorn the line of latitude at $23\frac{1}{2}$ degrees south of the equator

tropics the area of the Earth between these two tropic lines

W

whizzes moves very quickly with a rushing noise



Map of the Pacific Basin

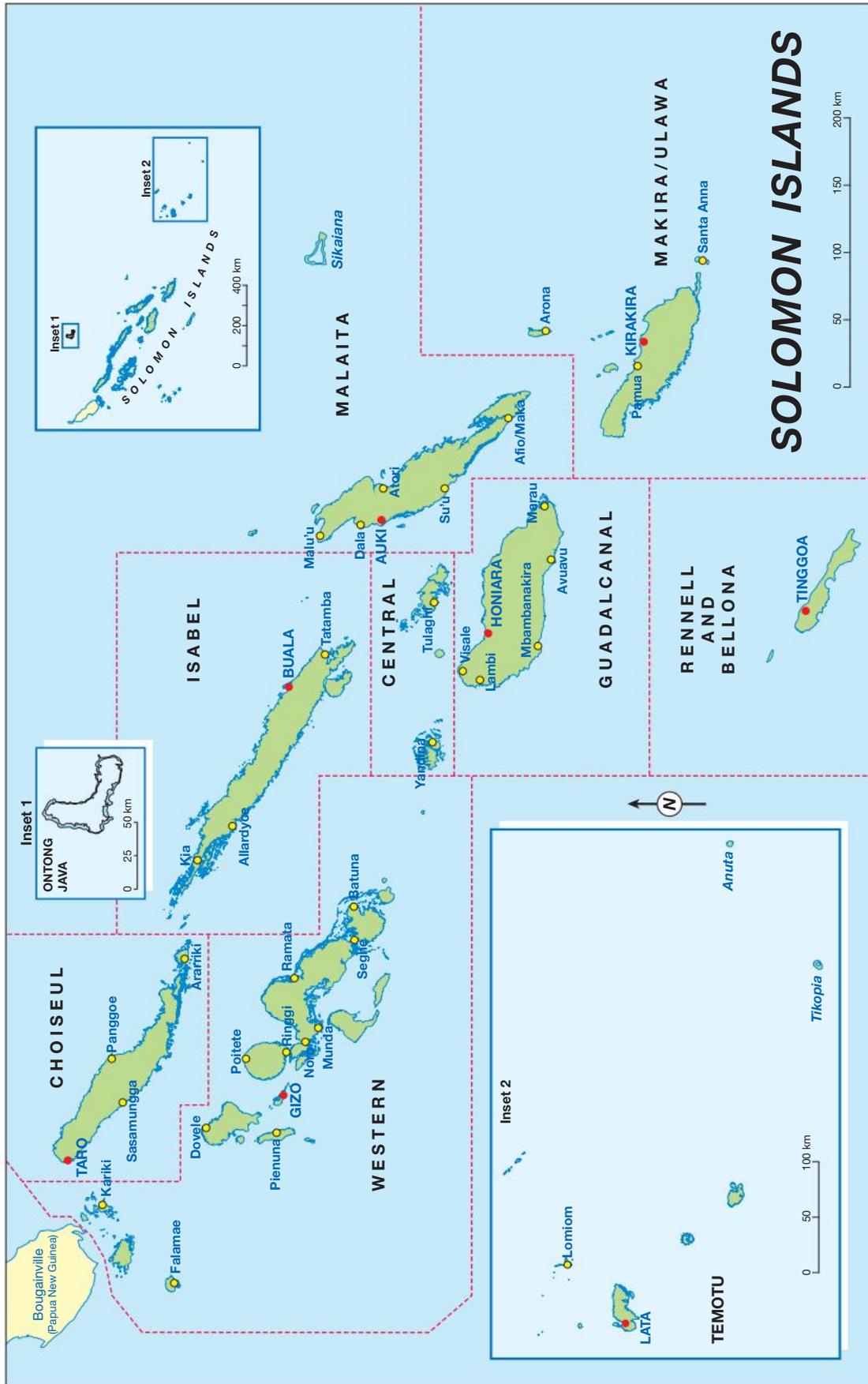


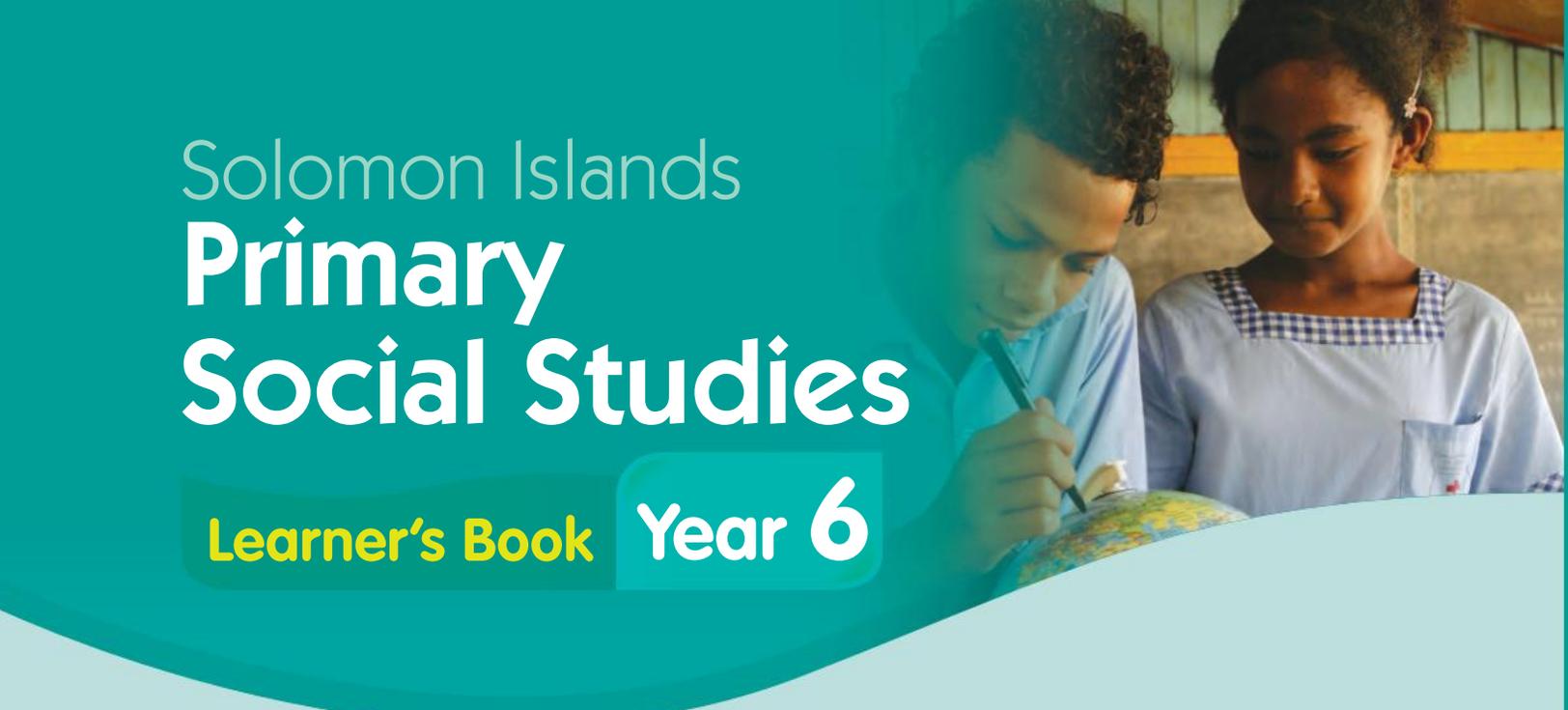
Hammer-Aitoff projection



Map of the World







Solomon Islands Primary Social Studies

Learner's Book Year 6

In *Solomon Islands Primary Social Studies Learner's Book Year 6*, learners will develop a range of Social Studies investigation and research skills. The Learner's Book provides hands-on, practical and interactive investigations that 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 and cultures and with their environment. The series also incorporates learning about other societies, cultures and places beyond Solomon Islands.

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