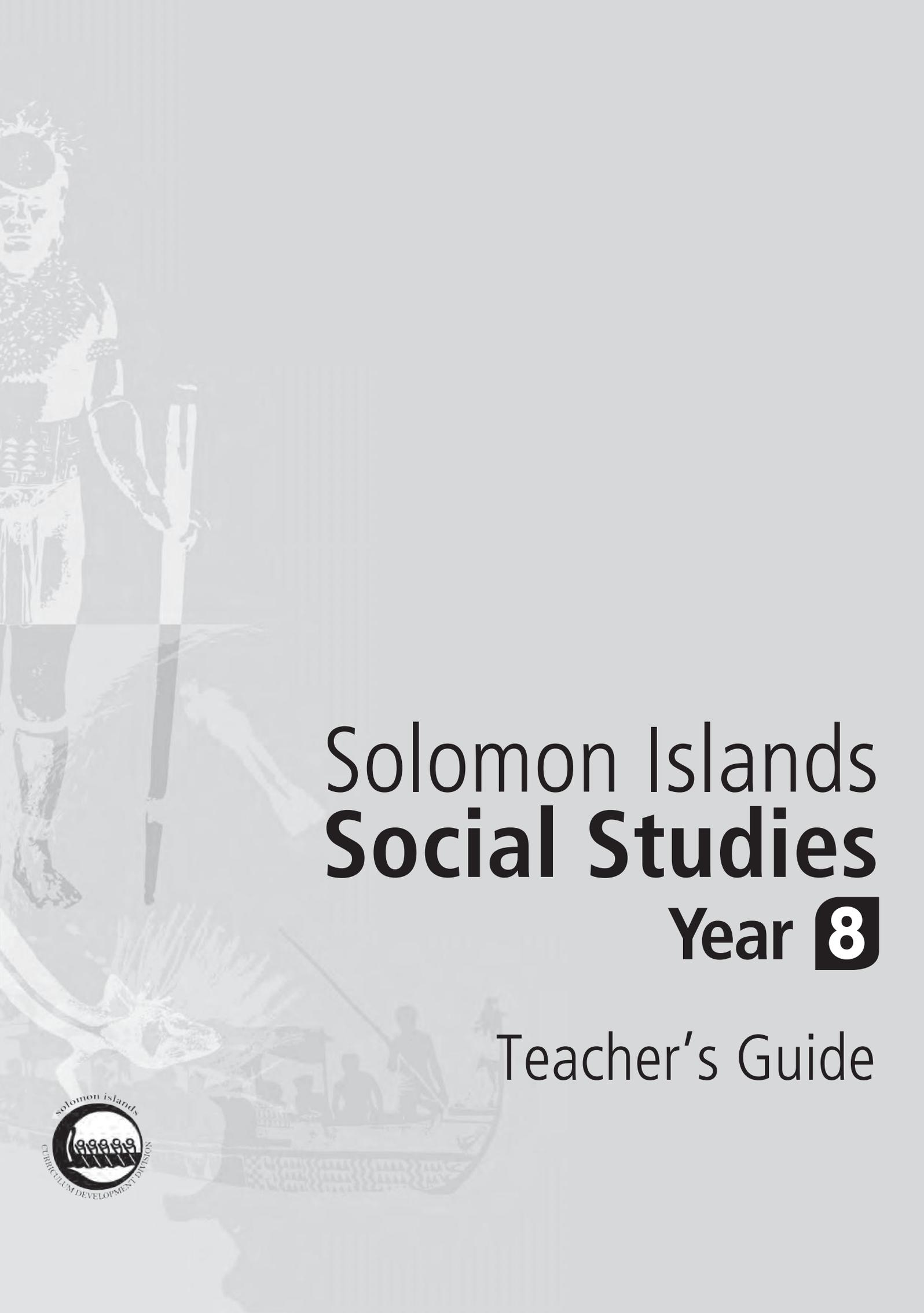


# Solomon Islands Social Studies

Year **8**

Teacher's Guide



The background features a faint, artistic illustration. On the left, a person stands in traditional attire, including a feathered headdress and a patterned garment. Below them, a boat is shown with several figures inside, possibly representing a traditional watercraft. The overall style is monochromatic and textured.

# Solomon Islands **Social Studies** Year **8**

Teacher's Guide





### **Solomon Islands Curriculum Development Division**

This book was written by the following people who are members of the Curriculum Development Division (CDD) of the Ministry of Education and Human Resources Development (MEHRD), and the Secondary Social Studies Subject Working Group.

#### **Curriculum Development Division:**

Patrick Daudau, Director

Edwin Ha'ahoroa, Chief Curriculum Development Officer

John Aonima, Principal Curriculum Development Officer – Secondary Social Studies

Julian Treadaway, Technical Advisor – Secondary Social Studies

#### **Subject Working Group:**

Gifson Gomes, Betikama Adventist College

Coleman Maniadalo, Bishop Epalle Catholic School

Abraham Hihiru, St Joseph's Tenaru Catholic School

Edward Maelagi, School of Education, SICHE

James Leng, St Nicholas School

Louisa Fakaia, Private Consultant

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# Introduction to this Teacher's Guide

This Teacher's Guide is designed to help you to use the *Solomon Islands Social Studies Year 8 Learner's Book*. It is meant to give you ideas, not to tell you how to teach. The exact methods and timing will vary according to your own circumstances.

Each chapter of this Teacher's Guide corresponds to a chapter in the Learner's Book.

The chapters are organised in the following way:

- 1 An extract from the syllabus. This extract details:
  - the strand and sub-strands dealt with in the chapter
  - the general and specific outcomes for the strand; that is, what the learners should achieve by studying that chapter. This usually includes knowledge they should learn (k); understanding they should gain (u); skills they should be able to carry out (s); and values or attitudes we hope they will acquire (a) by studying that chapter.
  - the activities you might use to assess whether they have achieved these outcomes.
- 2 Information about topics and timing; that is, the number of topics covered by the chapter and the total number of 40-minute periods you might spend teaching these. This is flexible and you should take the amount of time you think your learners will need to learn the topic and achieve the outcomes. If your learners are slow, you may have to leave out some of the topics or outcomes. More guidance on timing is given on page vi.
- 3 Lesson topics. The remainder of each chapter is divided into lessons, as shown in the table about topics and timing. These sections are structured in the following way:
  - page references in the Learner's Book that you should refer to in teaching the lesson
  - a list of lesson aims, which are addressed to you, the teacher, and indicate what you should achieve during the lesson (whereas the general and specific outcomes listed at the beginning of the chapter are addressed to the learner and show what the learner should achieve during the lesson). This shows that, as far as possible, the learners should use the book and the activities in it to find out things for themselves rather than you, the teacher, telling them. You are there to guide them, not just to 'teach' them.
  - the skills that learners should learn or practise during the lesson—these include intellectual and thinking skills such as reading and comprehension or discussion, as well as practical skills
  - the method you should use—this is a numbered set of steps for you to follow for the lesson, and includes the activities from the Learner's Book and answers for or results of those activities. As mentioned above, these are guidelines only and may be varied to suit the needs of your learners.

## The outcomes-based approach

This Teacher's Guide is written for a Learner's Book that follows the outcomes-based approach to learning. This approach has been adopted by the Ministry of Education and the Curriculum Development Division as part of the new curriculum for Basic Education from Years 1 to 9.

The basis of this approach is that learners should acquire knowledge, understanding, skills, values and attitudes that will be useful to them later in life. The approach is based on the needs of the learners rather than the needs of the subject. The emphasis is not on the traditional content of the subject, but on choosing those elements of the subject that will be useful and valuable to learners.

This learner-centred approach contrasts with the teacher-centred approach of the past. The emphasis is on learners learning for themselves with the guidance of the teacher. This means active learning in which learners do things that help them to find out for themselves, think about and draw on their own knowledge and experience, make observations, do experiments and carry out practical tasks. This can be called learning by doing.

Because of this approach, the syllabus and Teacher's Guide refer to *learners*, suggesting active participation in the process, rather than *students*, which suggests passive reception of knowledge.

One way to understand this approach is to think of the more traditional approach of our schools as *banking education*. In banking education, the teacher regards the learners as empty vessels to be filled with knowledge. The learners are then tested by being asked to reproduce the knowledge the teacher has given them. This method relies a lot on the learner listening to the teacher, copying notes from the board, learning them and reproducing them later. This can even be done successfully without the learner understanding fully what they are writing and reading.

The outcomes-based approach can be called *problem-posing education*. This presumes that the learners already have their own ideas, knowledge and skills based on previous experience in school or elsewhere. The job of the teacher is to build on this by posing problems to the learners to make them think about their own ideas and experiences, as well as adding new knowledge and skills. Learners are also exposed to experiences by being asked to observe reality outside the classroom, look at pictures or diagrams, examine statistics and read passages, and thus gain knowledge and ideas for themselves. They are then expected to express these in their own words, not those of the teacher, to prove that they have really understood what they have learnt. Learners are encouraged to be responsible for their own learning, to think for themselves and form their own ideas and opinions. They are encouraged to become critical thinkers and to be able to face new challenges and situations for themselves. Learning becomes a cooperative effort between the learner and the teacher.

In addition, education is seen not just as a way of passing knowledge and skills but a way of forming the kinds of values and attitudes that will make people good and responsible citizens in the future.

## The approach of the Learner's Book

The Learner's Book follows all these principles. It is not just a summary of the factual knowledge and concepts of the subject. There are activities for the learners to do and these activities form an essential part of the learning process. It is no longer good enough to read the book. Learners must also do the activities in the book.

In the past, activities were often included only at the end of a chapter, and learners and teachers often ignored these and moved on to the next section. With these Social Studies books, the activities are part of the text and must be completed in order to fully learn. Some sections or chapters start with an activity, which helps learners to find out information, think about their own experiences and knowledge, or practise skills for themselves.

Many activities are based on discussions that encourage learners to form their own ideas. This helps them to form values and attitudes, which is an important aim of the curriculum.

Many of the activities are to be done in groups. This is to encourage interaction among the learners, because learners can often learn as much from each other as they can from the text book or the teacher.

## The Learner's Book and the syllabus

The Learner's Book is based on the strands and sub-strands of the syllabus. Each chapter of the Learner's Book is based on one sub-strand of the syllabus, except chapter 14, which covers a whole strand. The order of the chapters follows the order of the sub-strands.

Individual chapters, however, do not always follow the order of the general and specific outcomes in the sub-strands of the syllabus. Each sub-strand of the syllabus outlines the knowledge, understanding, skills and attitudes—that is, the outcomes—we want learners to achieve. The Learner's Book gives guidance about how the learners might best achieve those outcomes. The best way to do this is not always to follow the exact order of the general and specific outcomes in the

syllabus. In teaching, therefore, you should usually follow the order of presentation in the Learner's Book. As long as the outcomes are achieved, we have reached our goal.

The Learner's Book is full of illustrations, photos, maps, diagrams and graphs. These not just included for decoration. They should be regarded as an important part of your teaching. They are often just as important as the words of the book.

## Timing: The syllabus and the yearly program planner

The table below shows you the total amount of time that should be spent on teaching each of the topics covered by the Year 8 Learner's Book.

Try to spend the indicated number of weeks teaching each strand of the syllabus. Schools vary a great deal in the ability of their learners. This is partly due to the selective nature of our education system at present. After Year 6 most learners choose to go to National or Provincial secondary schools if they can. This means that the most able academic learners move to those schools, and many Community High schools have learners who learn at a slower pace. It is impossible, therefore, to suggest that all schools should teach the strands and sub-strands in the same way or at the same speed. If you find you are unable to teach all the topics in a chapter in the time suggested, choose the most important topics and leave some of the rest. Do not spend so long on one topic that you miss other topics altogether. Try to teach at least some of every chapter in the Learner's Book.

If you find you have extra time available, devise some more activities to study the topic in more depth. If you have very quick learners, make up extra activities that challenge them to think about the topic in greater depth.

SEMESTER ONE: WEEKS																				
Y E A R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
8	34 periods (8½ weeks) <b>Agents of Change and Colonisation</b>										35 periods (8½ weeks) <b>Modern Community and Leadership</b>							E X A M S		
	8.1 Agents of Change and Colonisation of Solomon Islands (15 periods) 8.2 The Protectorate and World War II (11 periods) 8.3 The Road to Political Independence (8 periods)										8.4 Women and Leadership (10 periods) 8.5 National Government (15 periods) 8.6 Rules, Laws and the Courts (10 periods)									

SEMESTER TWO: WEEKS																				
Y E A R	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
8	24 periods (6 weeks) <b>Mapping Skills and Physical Environment</b>							33 periods (8¼ weeks) <b>Use of Resources</b>							13 periods (3¼ weeks) <b>Social Conflict</b>			E X A M S		
	8.7 Mapping Skills (6 periods) 8.8 Weather, Climate and Vegetation (10 periods) 8.9 Climatic Regions of the World (8–10 periods) (inc. optional case studies)							8.10 The Use of Forests (9–12 periods) (inc. weekend field work and community relations) 8.11 Using Resources from the Sea (8 periods) 8.12 Developing and Managing Mineral Resources (8 periods) 8.13 Development of Tourism (8 periods)							8.14 Social Unrest and How It May Be Solved (13 periods)					

## Teaching methods

It is important to plan and prepare before classes. The following are some teaching methods or approaches you can use to facilitate effective learning in your classroom. All of these are included as activities in the Learner's Book. If possible use extra activities, especially fieldwork, if it is possible in your school.

### Fieldwork and excursions

Fieldwork means any work outside the classroom. This helps learners to link classroom learning to real world experience outside the classroom. Here learners learn to apply the skills of observation, investigation and interviewing as a means of collecting information about a topic for themselves. This is very important in Social Studies, which teaches learners about the real world around them.

Field work is particularly important in the outcomes approach, which aims to link the learning to the real needs of the learners. It should not be treated as an 'optional extra'.

To ensure an effective and successful outcome, you must consider important aspects of fieldwork such as a good classroom preparation and planning, the best way to carry out actual work in the field and follow-up work in the classroom.

This means you must go and look at the area you plan to do fieldwork in before you do it, and decide exactly what you want learners to observe and do when they go there.

The best way is often to provide a questionnaire for learners before they go. A lot of the work can then be done by learners working in groups to answer the questions, without too much help from you. The activities in the Learner's Book will often give the basis for a questionnaire.

Fieldwork takes time and may have to be fitted in after the normal teaching time—in an afternoon or even on a weekend. Some fieldwork can often be done by giving questionnaires for learners to fill in during their own time in their own area—either after school or, in boarding schools, during the holidays.

Fieldwork is difficult in town schools but should not be ignored by those schools. You may have to rely on questionnaires to help learners to do the fieldwork in their own time, as described above. For instance, learners can be encouraged to go out and look at World War II relics, interview a tourism operator, visit a logging camp or interview someone about the 'ethnic tension' at weekends. Assignments can also be given for learners to do in their home areas during holidays; this helps them to realise that what they are learning applies to their home area.

### Report writing

The report-writing process involves researching an issue thoroughly, often through fieldwork; collecting the information through one or more of the techniques explained in this section; and organizing the information in a logical and clear manner. In Year 8 you should not place too much emphasis on the formal writing of reports. It is usually enough for learners to answer a series of questions in a questionnaire.

Many of the units in the Years 7 and 8 English course teach learners about research and report writing. You should ask the English teachers what learners are doing, and even get their cooperation in sharing an exercise to write up fieldwork or other information as part of their English course.

### Group work

Learners take a more active role and talk naturally when they are allowed to work in small groups. In this way they can express their ideas rather than listening passively to the teacher, as is often the case in the whole class. Group work encourages learners to talk or do things for themselves, as part of the learning process. Learners discuss, share views and interact in their learning in small groups and present their collective work to the class. To ensure that group work achieves effective learning, preparation and class management are important for teachers.

Group work must be properly organised and supervised. You must not use it as an excuse to sit back and let learners get on with it. However, learners will often not talk freely if they know the teacher is listening, so you must leave groups to talk on their own. Sometimes it is even effective to walk out of the classroom for a while to give groups a chance to get going without you listening.

The role of the teacher in group work should include the following.

- **Choose the topic:** Groups can only discuss topics that they know something about and for which it is possible to have different points of view or opinions. You cannot discuss a topic such as 'How cyclones are formed' because there is only one answer to the question and answers are right or wrong. You can discuss 'How people should prepare when they hear that a cyclone is coming'. There are many different answers and each learner can suggest different ideas.
- **Set the objective:** Make sure each group knows exactly what to discuss and has a set of clear questions to answer. It is not enough just to say 'discuss this topic'.
- **Organise the groups:** Groups should be small enough for everyone to be able to talk. They should usually be mixed—different island groups, not all *wantoks*. It is good to mix girls and boys but do not do this if it leads to girls being too shy to talk. All-girl groups may sometimes be better.
- **Organise the seating:** Good discussion will only take place if learners face each other in a circle. You cannot talk to someone else's back! If possible, classrooms may be arranged by grouping desks in circles facing each other, so group work is easy and no movement is necessary. In crowded classrooms you may allow some groups to go and discuss outside.
- **Circulate and listen to progress:** It is best to do this only after giving time for discussion to start. Try to make sure all are being given a chance to speak. If you see certain people dominating groups, intervene and ask others their ideas. If groups are having difficulty, give guidance by explaining the topic, provide some extra questions or ask individuals their ideas. If groups are doing well on their own, do not interfere.
- **Decide on the language to be used:** In Year 8 most will want to use Pijin. It is best to let them do so or they may say nothing. There is nothing wrong with a local language if all in the group speak it. But try to get each group to report back their ideas at the end in English, either verbally or in writing. If groups are confident to use English throughout that is good.
- **Reporting back:** It is often a good idea to appoint a chairperson who will report back to the whole class at the end, but this is not always necessary. Each member may write their own ideas, or groups may just learn from the process of discussion.

### Debate and discussions

Group work involves learners in debates and discussions, and these are active ways of engaging learners in the learning. Learners are able to conduct and collect information through research to use in debates about a particular topic or share ideas with others in the classroom. They will learn a lot in this process.

Debates are good to encourage learners to form their own opinions about a topic. Even in Year 8 we should encourage this, using appropriate topics, such as the topic in Chapter 5 on whether we should have the Queen as Head of State or elect a local person. At this level, debates should be informal, without trying to follow the strict parliamentary rules of debating.

### Role-play and simulation

Role-play is a kind of group work in which learners are given a part to play, either in a discussion or a story. Acting out a role-play encourages learners to participate, interact and learn through talking. Learners act as someone else. It involves learners in putting themselves imaginatively in the place of other people and trying to think, act and talk as they would. There is an interesting example in Chapter 4 where it is suggested that girls play boys' roles and the boys play girls'

roles. Role-play is often best used at the end of a teaching topic, when learners have learnt quite a lot about a topic or about people in a different area. Thus it helps them to think about the ideas, emotions and feelings of those people. But it can also be used to introduce a topic by drawing on their own experiences.

Simulation is similar to role-play, but the emphasis is on a situation rather than the people. A situation is made up similar to a real-life situation and learners can either be themselves acting in that situation or can act a role-play, for example negotiating a contract with a logging or mining company (chapters 10 and 12).

In order for a role-play or simulation to be successful, enough time and guidance should be given to learners to obtain enough information about the person and the situation to enable them to act and talk realistically when acting out the role-play.

The outcomes approach is meant to teach attitudes and values as well as knowledge, understanding and skills. Role-play and simulation are particularly important in teaching attitudes and values.

### Use of atlases and maps

Two important map and atlas skills are map reading and map interpretation. Map-reading skills involve using maps to find out where places are (location) and finding out and imagining what places are like (description), using information on maps. Map interpretation involves finding out how things are distributed over an area (distribution); how they are related to each other (relations); and whether we can suggest any processes which might cause these relationships (causes).

It is much easier for younger learners to use maps than to draw them. Maps drawn to accurate measurements are more difficult than sketch maps based on estimations. Learners should have practised the basic skills of map reading and use in primary school and Year 7. In Year 8 they look at the globe as a whole and how latitude and longitude work, and how they affect time. They also look at different types of maps and are introduced to the use of contours to show height. All this must be done through practical exercises of actually reading and drawing maps. Contours must be learnt through using actual places outside or heaping up sand to show features.

Atlases show small scale-maps of whole countries, continents and the world. If the school has atlases, use them in every lesson, so that learners get used to finding out where places in Solomon Islands and the world are. If you do not have atlases, use the 'mini' atlas inside the front and back covers of the Learner's Book—maps of Solomon Islands; the Pacific Basin and surrounding areas; and the world. You should encourage learners to use these to locate any places mentioned in the Learner's Book.

### Photograph interpretation

Looking at photographs in the classroom helps learners to understand and remember the words they hear by seeing the real thing on photographs, and gives them the mental pictures to enable them to think about such things later. Learners need to recognise what photographs show, see relationships within photographs and explain certain features in them: to interpret them. You can develop these skills in learners by encouraging them to look at all the photographs in the book and asking questions about what they show. Learners should analyse and interpret photographs of the topic they are learning about. Photographs are a valuable part of your teaching, they are not just there for decoration.

Many learners may not be used to looking at photographs, so things on the photographs which are obvious to you may puzzle some learners. Remember that photographs are just colours and lines on paper and we have to use these to decide what the photograph shows. If you are not used to doing this, it may not be easy. There may be some small 'boxes' in one part of a photograph and you may know that these are houses, but some learners may not recognise these as houses unless you point it out to them.

Be particularly careful of photographs of things some learners may have never seen. Even simple things such as types of vehicles may be unfamiliar to people in some rural areas. Probably no one will have ever seen a train or a buffalo or snow, so you must point out what the photo shows, not just presume that learners see what you see.

Reality has three dimensions, while photographs have only two dimensions. Learners must get used to using perspective on photographs; that is, recognising that things which are close are large and things farther away are smaller. This can cause confusion sometimes. Remember also that one of the differences between a photograph and a map is that photographs show things from the side and show perspective as we normally see them. Maps show things looking directly down from above and so do not have perspective.

### **Graphs and statistics**

Representing information through graphs and statistics is an important and effective way of teaching about some topics. Instead of providing a lot of information in words, representing it in a graphical or statistical way may be easier for learners to understand the importance of the information. In this Learner's Book, learners are introduced to some simple statistics. They are asked to find information about a topic, such as the numbers and origins of visitors and tourists, or exports of timber. All the statistics used in this book are simple and you should not use complicated ones in your teaching, or expect learners to remember statistics. They are there to illustrate a point, not to be learnt. It is usually better to round numbers. Learners may remember that a country has about 6 million people but may be confused if you say it has 6 734 278.

### **Research interviews and questions**

There are different ways of using research interviews with people to collect information about a topic, such as conducting informal chats; preparing questions to ask particular people; or using standardised questionnaires in small groups, asking the same questions to a large number of people and later converting the answers into statistical form. There is an example of this in Chapter 14, where learners find out from others how many of them have relatives who have moved to or lived in Guadalcanal.

Prepared questions are also useful for fieldwork and they can be used alone or with any of the above techniques for collecting information.

### **Guest speakers**

Asking people from outside the school with specialised knowledge and skills on a particular topic to speak to the learners is one way of altering the normal classroom teaching and learning. Through this process, learners will appreciate the importance of the specialised knowledge that people in the community have.

The people need not be experts. For instance, you might ask someone who took part in World War II to talk about their experiences; a politician to talk about Parliament or elections; a lawyer to talk about the courts; a woman leader to talk about her experiences; a landowner to talk about cutting and selling his own logs; or a tourist resort operator to tell how they started off.

### **Visits**

This links with fieldwork. If possible, try to visit an area like the one you are talking about in the Learner's Book. This might include a World War II battlefield; Parliament; a court; a logging camp; a wharf (to interview fishermen); or a tourist resort. If you visit, make sure learners go with a questionnaire as for fieldwork, so they know what to look for and what to find out.

## National Museum

At the Solomon Islands National Museum there are displays linked to many of the historical topics in this book. There are displays on early history, including migrations; Solomon Islands cultures, with artefacts from the cultures; and modern history from the arrival of Europeans onward.

Honiara schools are urged to take their learners there, and any school visiting Honiara should make every effort to visit the museum.

## Case studies

A case study is a detailed study of a particular area or topic. Presenting a case study helps learners to understand the reality of a particular topic. In Chapter 9 learners look at case studies of different climatic regions of the world. In Chapter 14 there are case studies of social unrest to compare with the social unrest that occurred in Solomon Islands.

## Glossaries

At the end of each chapter there is a glossary, or list of words and concepts likely to be new to some learners. Each important word likely to be new is printed in bold in the Learner's Book. This includes only words that are important in Social Studies. Other 'difficult' words should be looked up in the dictionary or explained by the teacher.

Learners should be encouraged to use the glossary whenever they come across a word in bold that they do not know or understand clearly. They do not need to learn these definitions. They should use the definition to make sure they understand the word and then practise using it for themselves. The real test is being able to use the word correctly in a sentence, not being able to repeat the definition.

## Assessment

Assessment is a process in which teachers gather, analyse and interpret assessment information and data. You should use such information and data to develop and implement enrichment support and intervention strategies to improve the teaching and learning processes in the classroom. It is important to assess the learners to know what stage they are at and the progress they make in the classroom. Assessment is an important ongoing process in teaching and learning and it should be used continuously, not only at the end of a topic.

Assessment should include formative assessment, which takes place throughout every teaching topic and every unit of the Learner's Book. *Formative assessment* emphasises continuous assessment as part of the teaching and learning process. 'Assessment for learning' focuses on using assessment information to improve teaching and learning as an ongoing process. This helps you to monitor learners' progress on a continuous basis. The teacher should constantly observe and evaluate learners' achievement, collecting data on areas of improvement and new skills that they acquire. In doing this, teachers should focus on the general and specific learning outcomes stated in the syllabus. Learners should also be aware of what is being assessed, the assessment techniques being used, and the criteria used. Learners can then judge for themselves whether they are achieving the general and specific learning outcomes.

*Summative assessment*, for example a unit or chapter test, tells you what learners have learnt or can do after a whole section of teaching. This type of assessment focuses on 'assessment of learning' and is directed at ranking learners from their performance on the learning outcomes. This will also help teachers to devise ways of improving the learners' performance in the classroom. These tests are important but assessment should not be done only by test. Assessment must cover skills as well as knowledge. You should test whether learners can read a map or interpret a photograph as well as test the factual knowledge they have learnt.

*Diagnostic assessment* is the type of assessment that teachers are encouraged to do in order to identify the learner's ability or achievement level of a specific learning outcome. This helps you to identify the learner's ability and devise remedial tasks as an intervention strategy. Learners who have achieved the specific learning outcomes should be given enrichment support to encourage them to maintain their achievement level.

## Assessment techniques

Some of the assessment techniques that can be used include the following.

### Verbal assessment

- Answering questions
- Making a verbal report
- Interviewing

### Written assessment

- Doing an activity (from text books or self-prepared)
- Doing an assignment
- Writing a report
- Sitting for a test or an examination

### Practical assessment

- Participating in a field trip/excursion and collecting information
- Demonstrating a particular task
- Drawing, interpreting and using a map
- Analysing a photograph
- Basic library research and collecting information

### Group work assessment

- Participating in a group task and discussion
- Participating in a role-play and drama (Learners can be assessed on how they contribute to the discussion or role-play, possibly using a list of criteria for judgement.)

### Other

Other assessment techniques include:

- observation of what individual learners do
- consultation with individual learners by asking them questions
- focused analyses of learners' work such as portfolios, or a collection of work they have done, to determine how each individual learner is performing in their learning process.

## Assessment of specific learning outcomes using achievement levels

Learners' achievements in Social Studies will be reported in levels instead of marks. These levels of achievement are derived from curriculum outcomes in the Year 8 Social Studies syllabus. Six levels are used to describe learners' achievement of the learning outcomes, ranging from L5, the highest, through L4, L3, L2 and L1 to L0, the lowest. These levels will be used for assessment of individual learning outcomes

Learners achieving at L0, L1 and L2 are considered to be at a critical level (Lc) and need urgent assistance. Learners in this category must be given remedial work in order to reach the curriculum benchmark. Learners achieving at L3+, which is a combination of L3 and L4, require assistance and must be given remedial work in order to reach the curriculum benchmark. Learners achieving at L5 are considered to have reached the curriculum benchmark and should be given enrichment support in order to maintain their high standard.

Level	Assessment criteria	Judgement criteria	Achievement award
L5	Statement to identify the fifth and highest level of achievement	Criteria for judging learner's achievement	Achieved (A) Full mastery of learning outcome
L4	Statement to identify the fourth level of achievement	Criteria for judging learner's achievement	Partially Achieved (PA4) Substantial mastery of learning outcome
L3	Statement to identify the third level of achievement	Criteria for judging learner's achievement	Partially Achieved (PA3) Moderate mastery of learning outcome
L2	Statement to identify the second level of achievement	Criteria for judging learner's achievement	Partially Achieved (PA2) Minor mastery of learning outcome
L1	Statement to identify the first level of achievement	Criteria for judging learner's achievement	Partially Achieved (PA1) Minimal mastery of learning outcome
L0	Statement to identify the lowest and last level of achievement	Criteria for judging learner's achievement	Not Achieved (NA) No mastery of learning outcome

### Assessment criteria as achievement levels

Following is an example of an assessment criteria framework for a specific learning outcome in Year 8 Social Studies. The statements in the table are assessment criteria for the general learning outcome 8.4.2: *Understand the importance of involving women in making decisions and reasons for the changing roles of women in leadership*. Each of the six levels describes the achievement of the learner.

Level	Assessment criteria	Judgement criteria	Achievement award
L5	Able to state three reasons why it is important that women are involved in decision making and three examples of the changing roles of women	Able to clearly explain the reasons and examples given	Achieved (A) Full mastery of learning outcome
L4	Able to state three reasons why it is important that women are involved in decision making and three examples of the changing roles of women	Less able to clearly explain the reasons and examples given	Partially Achieved (PA4) Substantial mastery of learning outcome
L3	Able to state two reasons for the above and two examples of the changing roles of women	Able to explain clearly the reasons and examples given	Partially Achieved (PA3) Moderate mastery of learning outcome
L2	Able to state two reasons for the above and two examples of the changing roles of women	Not able to clearly explain the reasons and examples given	Partially Achieved (PA2) Minor mastery of learning outcome
L1	Able to state one reason for the above and one example of the changing roles of women	Not able to explain the reasons and examples given	Partially Achieved (PA1) Minimal mastery of learning outcome
L0	Not able to state any examples of the above	Not able to give any explanations	Not Achieved (NA) No mastery of learning outcome

Note: For outcomes involving understanding we need to assess both factual knowledge (the ability to state or list something without explaining it) and understanding (the ability also to explain the topic). We are not usually assessing only factual knowledge.

Similar formats and criteria can be used to judge skills with levels to show the degree of skill shown or the achievement of values and opinions as shown below. For example, the statements in the following table are assessment criteria for the specific learning outcome 8.14.6: *Have formed opinions about whether the root causes of the social unrest have been addressed in the peace process in Solomon Islands*. In the syllabus the specific learning objective suggests that this should be learnt through discussion.

Assessment, especially for activities such as discussion or role-play, can only be done by the subjective judgement of the teacher but this works as long as the criteria are clearly set out.

Level	Assessment criteria	Judgement criteria	Achievement award
L5	Took a leading part in discussion and expressed opinions clearly	Expressed varied opinions forcibly and clearly	Achieved (A) Full mastery of learning outcome
L4	Took a good and active part in discussion	Expressed some opinions clearly	Partially Achieved (PA4) Substantial mastery of learning outcome
L3	Took a moderate part in discussion	Expressed opinions but not always clear	Partially Achieved (PA3) Moderate mastery of learning outcome
L2	Took only a small part in discussion	Opinions expressed but not clearly	Partially Achieved (PA2) Minor mastery of learning outcome
L1	Took little part in discussion	Had difficulty in expressing opinions	Partially Achieved (PA1) Minimal mastery of learning outcome
L0	Took no part in discussion	Expressed no opinions	Not Achieved (NA) No mastery of learning outcome

## Recording learners' achievements

Teachers are encouraged to keep accurate records of both individual learners and the whole class. At the end of each assessment event, individual records of achievements must be recorded using the approved recording template. The recommended recording template is shown in Appendix 3.

Keeping up-to-date and accurate records is very important for monitoring and reporting learners' performance, progress and achievements. It is also useful for teachers to use and show the records during meetings with parents, the learner and other key stakeholders.

## Monitoring individual learner and class achievements

With accurate records, teachers are able to monitor the learning performance, progress and achievement of individual learners and the whole class. You should monitor individual learners' performance, progress and achievements at end of each assessment event. As you continue to assess more outcomes, the learning pathway of each learner can be mapped and tracked during a term or semester in any one year. This information is useful for providing advice to parents, the learner and other key stakeholders.

In order to identify strengths and weaknesses of individual learners in the classrooms, you need to keep accurate records of the performance of all learners in the class against the performance of an assessed outcome at the end of an assessment event. In this way you can identify whether individual learners have achieved, partially achieved or not achieved the outcome for a particular assessment event. Using this simple monitoring technique, you can identify learners who need

enrichment support and those who need remedial work to help them achieve the standards required by the national curriculum. The recommended monitoring template is shown in Appendix 4.

## Reporting individual learners' achievement

With accurate records and effective monitoring systems, teachers are able to compile and make a balanced, accurate and fair report on the learners' performance, progress and achievements in a given assessment period. The type of reporting system recommended by the Ministry of Education requires more description of the learners' performance. This means that the report must also provide a descriptive account of the learners' achievement.

The reporting system no longer uses marks or grades; instead you need to specify whether a learner has achieved, partially achieved or not achieved the assessed outcome. You should indicate this with an A, a PA (1–4) or an NA on the approved reporting form. At the end of each assessment period, you need to give an overall achievement level for the learner. This is essential for the calculation of the overall award. The overall achievement level is calculated as a gross point average, whereby the values of the outcomes assessed are added and divided by the number of outcomes assessed. The value of each overall achievement level is equivalent to an award of attainment for the learner. The recommended reporting template is shown in Appendix 9.

## Calculating progressive achievement levels for formative and summative assessment

To calculate the progressive achievement level for formative assessment, add the values of achievement levels for all outcomes assessed during the formative component of the assessment and divide by the number of outcomes assessed. The number you get is the progressive achievement level for the learner for formative assessment. Similarly, to calculate the progressive level for summative assessment, add the value of achievement level for all outcomes assessed in the summative component of the assessment and divide by the number of outcomes assessed. The number you get is the progressive achievement level for the learner for summative assessment.

## Calculation of overall achievement levels using formative and summative assessments

To calculate the overall achievement for each individual learner, add progressive achievement levels for formative and summative assessment and divide by 2. The number you get is the overall achievement level for the learner for that specific assessment period. The overall achievement level attained corresponds to an overall award for the learner (you should round off the calculated values to the nearest whole number). The award will be issued to the learner in the form of a coloured certification in recognition of the learner's achievement.

The table below shows achievement levels, awards and certifications.

Overall achievement level	Performance descriptor	Achievement award	Certificate position	Colour Code	Objective grading system
Level 5	Learner is competent with 95–100% of the outcomes	Achieved with excellence	Gold	Yellow	A
Level 4	Learner is competent with 80–94% of the outcomes	Achieved with merit	Silver	Green	B

*continued*

Overall achievement level	Performance descriptor	Achievement award	Certificate position	Colour Code	Objective grading system
Level 3	Learner is competent with 50–79% of the outcomes	Achieved with minimum standards	Bronze	Blue	C
Level 2	Learner is competent with 20–49% of the outcomes	Achieved below minimum standards	Critical level	No award	D
Level 1	Learner is competent with less than 20% of the outcomes	Achieved far below minimum standards	Critical level	No award	E
Level 0	Learner is not competent. Did not achieve outcomes	Not achieved	Critical level	No award	F

## Meetings with parents, learners and other stakeholders

Teachers and the school administration are encouraged to consult parents, learners and other stakeholders to discuss the performance, progress and achievements of learners and suggest ways that learners can improve. This is a very important process because it involves giving proper feedback to both the learner and the teacher. The school administration can organise consultative meetings between teacher and parent, as well as teacher, parent and learner. If you have kept accurate records of the learner's performance, progress and achievements you will be able to identify the learning progress and pathway of the learner, and therefore determine appropriate remedial work for each learner. You will also then need to provide results after each remedial work has been carried out with the learner. Conducting such very important meetings will give parents and key stakeholders confidence for their children to be educated in our schools. These meetings are important links with parents and other key stakeholders.

# Chapter 1: Agents of Change and Colonisation

## Strand: Agents of Change and Colonisation

This strand examines the agents of change, colonisation and related issues in Solomon Islands and other selected countries in order to understand their impacts and be able to develop positive attitudes towards our history and the history of other countries.

### Sub-strand

#### 8.1 Agents of Change and Colonisation of Solomon Islands

## General learning outcomes

Learners should:

- 8.1.1** know the main agents of change in Solomon Islands (k)
- 8.1.2** understand the reasons for the coming of outsiders and their impacts in Solomon Islands (u)
- 8.1.3** locate on an atlas/map the countries of origin of these agents of change and their first established bases in Solomon Islands (s)
- 8.1.4** be able to locate on a map the first islands in Solomon Islands to be declared a protectorate under the British administration (s)
- 8.1.5** have formed opinions about positive and negative contributions of these agents of change to the development of Solomon Islands. (a)

## Specific learning outcomes

Learners should be able to:

- 8.1.1.1** define the terms ‘agents of change’, ‘colonialism’, ‘colonisation’, ‘colonial powers’, ‘colonist’ and ‘colony’
- 8.1.1.2** list the main agents of change in Solomon Islands and explain their origin, roles, and how it affected Solomon islanders
- 8.1.2.1** state the reasons for British colonisation and outline their roles in Solomon Islands.
- 8.1.2.2** tell stories of encounters between early Europeans and Solomon Islanders
- 8.1.3.1** locate on a map the countries of origins of these agents of change and their first established bases in Solomon Islands
- 8.1.3.2** draw a timeline to show the main impacts of the different agents of change in Solomon Islands
- 8.1.3.3** examine a case study about the colonisation history of India
- 8.1.4.1** locate on a map the islands in Solomon Islands which the colonial power first took under control
- 8.1.5.1** discuss the positive and negative impacts these agents of change had on the developments of Solomon Islands and its people.

## Suggested assessment events

Learners should be assessed on questions such as the following.

- a** List any three different types of agents of change. (k)
- b** Identify one agent of change and state any three types of positive and negative changes they have on Solomon Islands. (u)
- c** Do you think without the coming of these agents of change to Solomon Islands our society would still have developed? Explain. (a)

## Topics and timing

There are 14 topics and 15 lessons in this chapter. Each topic should be covered in a 40-minute lesson, except 'Case study—colonisation of India', which will need two lessons.

Lesson	Topic
1	Europeans arrive
2	Agents of change
3	European explorers
4	The whalers and the castaways
5	The traders and the blackbirders
6	Ramo Kwaisulia: Passage master
7	Labour recruitment system changes
8	Missions and missionaries: Catholic missionaries
9	Missions and missionaries: Anglican missionaries
10	Missions and missionaries: South Seas Evangelical Mission
11	Missions and missionaries: Methodist Mission and Seventh Day Adventist Mission
12	Effects of Christian missions in Solomon Islands
13	Britain declares a protectorate over Solomon Islands
14	Case study—colonisation of India
15	

## Lesson 1: Europeans arrive

*Learner's Book pages 2–4*

### Aims

To help learners to:

- know the different countries of origins for these early Europeans
- understand why Europeans moved around the world
- understand the different changes brought about by the Europeans in Solomon Islands
- form opinions on the different effects of the Europeans on our people.

### Skills

- Reading maps

### Method

**Step 1** Refer learners to Figure 1.1. Ask them:

- Who does the figure show?
- Locate his country of origin on the map in Appendix 3 of the Learner's Book.

**Step 2** Ask learners to read through the text and explain to them that Chapter 1 should help them to know and understand the history of the different groups of outsiders who came to Solomon Islands.

**Step 3** Learners do Activity 1. You will need to check learners' answers to question 1.

### Answers

- 2 14 000 kilometres.
- 3 Far from Europe; small and isolated; lack of attractive resource materials.
- 4 Britain.

**Step 4** Review the lesson by asking learners the following questions.

- What enabled the Europeans to travel long distances?
- What were some ways in which the Europeans affected the lives of local people in Asia, Africa and Pacific?

**Step 5** Learners do Activity 2 after they read the text on pages 2–3.

**Answers**

- 1 From the east (South America).
- 2 On land via the Middle East (but not allowed by Turks); around the southern tip of Africa; around the southern tip of South America.

**Step 6** Refer learners to Figure 1.2. Ask them to compare the technology of this sailing ship with the technology of their traditional canoes.

**Step 7** Learners do Activity 3. Learners share their findings with others. Ask the whole class for answers and by hands up, find most common answers. Add any other ideas not already thought of.

**Answers**

- 1 Arabs, Turks, Asians.
- 2 Indonesia.
- 3 Had better sailing ships; curiosity; desire for spices, silk and other goods; rise in new industries in Europe causing demand for new raw materials; rise in population needing land; internal European competition/race for new colonies.
- 4 *See the following table. There are many more possible answers.*

Introduced goods/ideas	Who introduced them?	Where did they originally come from?	What changes have they made?
Clothing	Europeans	Europe	People no longer wore bark cloth or went naked
Outboard motors	Europeans/ Japanese	Europe/Japan	Easier, faster travel
Radio	Europeans	Europe/Japan	Easier communications
Christianity	Missionaries	Europe	New religion and decline of traditional religions
Schooling	Missionaries	Europe	New forms of knowledge and skills
Modern money	Traders	Europe	Easier trade and exchange and ways of saving. Also greed and desire for money, increased stealing and corruption

## Lesson 2: Agents of change

*Learner's Book pages 4–5*

### Aims

To help learners to:

- know the meaning of ‘agent of change’
- understand the difficulties faced by Europeans and local people during the first contact
- appreciate the different views held by Europeans about Solomon Islanders and also the views held by Solomon Islanders about Europeans.

### Skills

- Reading and interpreting extracts

### Method

**Step 1** Refer learners to Figure 1.4. Ask them to identify any differences they can see between the scene in this photograph and modern Solomon Islands.

**Step 2** Learners read pages 4–5 and then do questions 1–6 of Activity 4.

#### Answers

- 1 *Learners' answers will vary.*
- 2 Spirits of dead ancestors.
- 3 Floating islands.
- 4 They realised they were not the only people in the world.
- 5 Their way of life changed completely. They realised they were not the only people on the Earth.
- 6 Savages and cannibals, did not think they were human beings.

**Step 3** In groups, learners role-play first contact (question 7 of Activity 4).

## Lesson 3: European explorers

*Learner's Book pages 5–9*

### Aims

To help learners to:

- know about the various group of explorers who came to Solomon Islands
- understand how to construct a timeline
- know about the effects of the explorers on the lives of local people
- know about the main events in Mendana's first and second voyages
- understand why the second voyage failed.

### Skills

- Interpreting images and photographs
- Constructing a timeline

### Method

**Step 1** Learners do Activity 5. They will keep a timeline of the different groups of Europeans as they read through the next sections of this chapter. This will be an ongoing activity.

**Step 2** Refer learners to Figure 1.5 and ask them to describe some of the things they see in the picture that are different from their own cultures.

**Step 3** Learners read the text on page 5 and then do Activity 6.

#### Answers

- 1 Peru.
- 2 From east to west.
- 3 He tried to avoid the reef near Ontong Java and accidentally landed on Isabel.
- 4 No—local people had their own name for the island.
- 5 Graciosa Bay—Santa Cruz.
- 6 Philippines.
- 7 Guadalcanal, Isabel, Point Cruz, Graciosa Bay, Florida Islands, etc.

**Step 4** Read the text on pages 6–7 and then do Activity 7.

#### Answers

- 1 To search for the southern continent and also look for gold.
- 2 To set up a Christian colony.

- 3 Because Mendana died of malaria and remaining Europeans found it hard to live peacefully with local peoples.
- 4 Their motive was to set up a colony, search for valuable minerals, spread Christianity, etc.
- 5 Captain Pedro Quiroz.
- 6 Exchange of European goods; increased understanding of Europeans.

**Step 5** Read the text on page 8 and then do Activity 8.

**Answers**

Choiseul (also Bougainville, but the question implies Solomon Islands).

**Step 6** Ask learners to read the text on pages 8–9 and then do Activity 9.

**Answers**

*See the following table. Learners' answers will vary.*

Positive changes/effects	Negative changes/effects
Increased material wealth or goods for local people	Began to change or destroy many aspects of traditional culture
Increased understanding of each other	Brought new diseases
Increased local understanding of the whole world	Sometimes explorers fought with local people or treated them badly
Introduced new types of technology	

## Lesson 4: The whalers and the castaways

*Learner's Book pages 9–10*

### Aims

To help learners to:

- know who the whalers were
- understand why whalers came to Solomon Islands
- know what a castaway was
- know who Jack Renton was
- understand why castaways like Jack Renton sometimes became part of the local society
- appreciate the effects of and changes brought about by whalers and castaways.

### Skills

- Looking at photographs

### Method

**Step 1** Ask learners to look at Figure 1.11, describe what they see, and identify differences from their own cultures.

**Step 2** Learners read page 9 and then do Activity 10.

**Answers**

- 1 They needed food and water for their ships and rest ashore on their way to and from hunting whales.
- 2 France, England, Australia, America.
- 3 Makira Harbour and Simbo.
- 4 Islanders supplied food to whalers and in exchange received metal tools, calico, tobacco; learnt some English; some women had relationships with sailors in exchange for gifts or money; metal tools made life easier.

**Step 3** Learners read the text on page 10 and look at Figure 1.12, then do Activity 11.

**Answers**

- 1 *Learners' answers will vary.*
- 2 Taught local people about new fighting skills/tools; local people learnt some English and European ways of life.
- 3 A foreign-born person who becomes a local person or 'native' by adopting local language, culture and traditions.

## Lesson 5: The traders and the blackbirders

*Learner's Book pages 11–12*

### Aims

To help learners to:

- know who the traders were and why they came to Solomon Islands
- understand the effects of the traders on the lives of local people
- appreciate the important role played by the traders in introducing new systems of economy alongside subsistence ways of life
- know who the blackbirders were
- understand the effects of the blackbirders on local people
- appreciate some of the good things brought by the traders.

### Method

**Step 1** Learners read pages 10–11 and look at Figure 1.13, then do Activity 12.

**Answers**

- 1 Large, thick, covering whole body, warm, pale colours.
- 2 No, they are wearing European clothes suitable for a cold climate e.g. jacket, long dresses etc. Clothing suggests they followed their own way of life rather than adapting to Solomon Islands.
- 3 Acceptance of Europeans into their community; change of local custom; use of European customs; use of English language; access to foreign materials and tools like clothing, knives, axes, pots; learning new ways of farming, building houses, making furniture, fishing etc.
- 4 Trade goods made work easier; increased competition between local people; increased internal fighting between local groups.
- 5 *Answers depend on knowledge of learners, e.g. Wickhams, Neilsens, Kupers, Campbells etc.*
- 6 The people in contact with traders used the guns for headhunting in areas where people did not have guns.

**Step 2** Learners read pages 11–12. Remind them they learnt about this in primary school. Look at the photographs in Figures 1.14 and 1.15 and ask:

- What differences can you see between Figure 1.14 (those going to Queensland) and Figure 1.15 (those coming back)?

**Step 3** Learners do questions 1–3 of Activity 13.

**Answers**

- 1 Sinking canoes; luring local people with trade goods; pretending to be missionaries; getting them to sign contracts.
- 2 Local people mistook them for the labour traders who had taken away their relatives and thought they might take them away too; or they killed them in revenge for those who had been taken.

- 3** Loss of young men; fall in food production; increased insecurity of community; adventures for young people going away and returning with trade goods and increased status in the community; those returning brought European customs and traditions; loss of respect for chiefs among those returning.

**Step 4** Organise learners into groups for the role-play (question 4 of Activity 13).

## Lesson 6: Ramo Kwaisulia: Passage master

*Learner's Book pages 12–13*

### Aims

To help learners to:

- know who Ramo Kwaisulia was
- understand the role of a passage master
- appreciate the different ways in which Europeans have influenced our people.

### Skills

- Using photographs

### Method

**Step 1** Learners study Figure 1.16 and describe the appearance of Kwaisulia. Ask them what shows that he was influenced by European ways.

**Step 2** Learners read page 14.

**Step 3** Learners do Activity 14.

### Answers

- 1** A traditional chief/leader from Lau who became friendly with Jack Renton and went to Sydney with him.
- 2** Someone who helped organise and recruit people for the labour trade, based on a passage where ships came in.
- 3** He knew European ways, could speak English, was friendly with the traders and had been to Australia.
- 4** To get more European goods; adventure; see new lands; get away from 'custom' obligations at home, etc.
- 5** European goods made garden work easier; helped increase food production; some used the tools for attacking their old enemies; brought European ways of life, including clothing, use of money; use of Pijin; introduced Christianity.

## Lesson 7: Labour recruitment system changes

*Learner's Book page 14*

### Aims

To help learners to:

- understand the main reasons for changes to labour recruitment
- understand the improvements to the labour recruitment system.

### Skills

- Role-playing

### Method

**Step 1** Guide learners through the paragraphs on page 14. Discuss why the labour recruitment system was changed in Solomon Islands.

**Step 2** Learners do Activity 15. Organise learners into groups for the role-play (question 1). Observe the role-plays. Role-play should show islanders bringing lots of trade goods and sharing them out, acting like Europeans, and introducing Pijin and Christianity.

**Answers**

- 2 Unfair treatment of local people by recruiters; revenge attacks on missionaries; complaints from missionaries and traders living in Solomon Islands; revolts by some groups of recruits on ships; change in policy in Australia bringing in White Australia Policy.
- 3 Some did not want to return to the old ways and strict customs or live with their enemies; did not want to return to the hard life.
- 4 Increased material possessions; better tools and weapons; increased understanding about the European world; spread Pijin; spread Christianity; gave young men and some young women adventure.

## Lesson 8: Missions and missionaries: Catholic missionaries

*Learner's Book pages 14–17*

### Aims

To help learners to:

- understand the changes introduced by the Catholic missionaries
- appreciate the positive changes brought about by the missionaries.

### Skills

- Drawing a timeline
- Looking at photographs

### Method

**Step 1** Briefly inform learners that the next four lessons will cover five main missions in Solomon Islands.

**Step 2** Explain to learners that they will be doing Activity 16 over the next few lessons.

**Answers**

*See following table, but do not go through this with learners until the end of the lessons on missionaries.*

Name of mission	Catholic	Anglican	SSSEC	Methodist	SDA
Leader of the mission	Bishop Epalle, various Marists	Bishops Patteson and Selwyn, Charles Fox	Peter Abuofa, Florence Young	John Francis Goldie	Norman Wheatley, Griffith Francis Jones
Location of headquarters	Rua Sura	New Zealand Norfolk Island Siota, Pamua	North Malaita	Western	Marovo
Main methods used by mission and differences from other missions	Preaching in local language. Buying land for missions. Being friendly with local leaders. Set up schools	Trained local people overseas and sent them back to homeland. Tour in mission ship	Converted labourers returning home to preach	Combined practical skills with Christianity	Clean mission emphasising no betel nut or pig meat and healthy living

**Step 3** Guide learners through text on pages 15–16.

**Step 4** Learners do Activity 17.

**Answers**

- 1 1845—Catholic missionaries landed at Thousands Ships Bay, near Lepi and Kaevanga, Isabel.
- 2 Bishop Epalle.
- 3 Unfriendly local people; outbreak of malaria.

**Step 5** Learners do Activity 18.

**Answers**

- 1 1898.
- 2 Rua Sura.
- 3 The missionaries showed great interest in their customs, learnt their customs and language, and accepted the customs and beliefs that did not conflict with Christianity.
- 4 The Catholic missionaries respected their local customs and helped one of the chiefs, Araiisi.
- 6 It was accepted by local custom for someone to kill another person in revenge for a traditional insult committed by that person.
- 7 It was customary for men to marry and have families to continue the family line.

## Lesson 9: Missions and missionaries: Anglican missionaries

*Learner's Book pages 17–18*

### Aims

To help learners to:

- know who the first Anglican missionaries in Melanesia were
- understand the method of recruitment and changes introduced by the Anglican missionaries in Solomon islands
- appreciate the changes brought about by the Anglican missionaries.

### Skills

- Looking at photographs

### Method

**Step 1** Refer learners to Figure 1.23. Ask learners to describe what they see in the photograph and identify any features of the missions they can see.

**Step 2** Guide learners through text on pages 17–18.

**Step 3** Learners do Activity 19.

**Answers**

- 1 Took young men to New Zealand and later Norfolk Island, and trained them to become catechists to return and preach Christianity among their own people. The Catholic missionaries came and tried to learn local languages, lived with the people and tried to understand local customs, but were highly educated and did not mix well. Anglicans took people away for training and when they returned they preached among their own people so Christianity became integrated with local culture. *Learners will have different opinions about the best methods.*
- 2 Effective to use local people to evangelise their own people but was sometimes misunderstood by local people.
- 3 Bishop Patteson.
- 4 They thought he was one of the blackbirders.

## Lesson 10: Missions and missionaries: South Seas Evangelical Mission

*Learner's Book pages 18–19*

### Aim

To help learners to:

- understand the changes brought about by the South Seas Evangelical Church
- appreciate the positive changes introduced by the church.

### Skills

- Role-playing

### Method

**Step 1** Guide learners through text on pages 18–19. Explain the main ideas on these pages.

**Step 2** Learners do questions 1–4 of Activity 20.

#### Answers

- 1 Tried to preach the gospel without concern for local customs.
- 2 Opposition for not respecting local customs.
- 3 The missionaries failed to understand local traditions and customs.
- 4 It was the language first learnt by the first converts in Queensland.

**Step 3** Organise learners into groups for the role-play (question 5 of Activity 20).

## Lesson 11: Missions and missionaries: Methodist Mission and Seventh Day Adventist Mission

*Learner's Book pages 19–20*

### Aims

To help learners to:

- know who were the first missionaries of the Methodist and SDA churches
- understand the changes brought about by the Methodist and SDA churches
- appreciate the positive changes introduced by the churches.

### Method

**Step 1** Guide learners through the text on page 19.

**Step 2** Learners do Activity 21.

#### Answers

- 1 It would attract local people who would in turn use the skills to help themselves.
- 2 Local people saw them as their own people with similar customs and cultures, therefore were more likely to trust them.
- 3 Traders worked closely with the missionaries because their business interests depended on stability and peace.

**Step 3** Learners read the text on page 20 and then do Activity 22.

#### Answers

- 1 Ellen G White.
- 2 Griffith Francis Jones.
- 3 His business interests clashed with those of the Methodist church.
- 4 The church discouraged smoking and chewing of betel nut and eating pig meat, and emphasised healthy living and the wearing of formal European dress.

## Lesson 12: Effects of Christianity in Solomon Islands

*Learner's Book pages 20–21*

### Aims

To help learners to:

- understand the effects of Christianity in Solomon Islands
- appreciate the changes introduced by the Christian missionaries
- form opinions about good and bad aspects of the changes.

### Skills

- Drawing a table

### Method

**Step 1** Link this lesson with four lessons above. It sums up the effects of Christianity on local people.

**Step 2** Guide learners through the text on pages 20–21 and explain key points to learners.

**Step 3** Learners do Activity 23.

#### Answers

- 1 See the following table.
- 2 Schooling and health. No—government has taken over many of the services that missions provided.

Good or positive effects	Bad or negative effects
People can live in peace and without fear	Decline in customs, e.g. some churches discourage traditional dancing and other customs. Aspects of traditional culture condemned as evil and the work of the devil, leading to some people losing confidence in themselves and their culture.
Increased internal movement of people	Decline of power of chiefs and lack of respect for chiefs
Access to health services	Introduction of diet restrictions which may not always have been good for health, e.g. no pork, no shellfish, when these were the main forms of protein
Able to read and write	Rivalry between different denominations or churches
Access to schooling	Some corruption within the churches
New moral beliefs introduced and followed	
Improvement in status of women	

## Lesson 13: Britain declares a protectorate over Solomon Islands

*Learner's Book pages 21–22*

### Aims

To help learners to:

- know the meaning of the words 'protectorate' and 'colony'
- understand the reasons for the British declaration of protection over Solomon Islands
- appreciate the changes brought about by the colonial government.

### Skills

- Looking at photographs

### Method

**Step 1** Refer learners to Figure 1.27 and guide them to understand how this photograph may show power or authority.

**Step 2** Guide learners through the text on pages 21–22.

**Step 3** Learners do Activity 24.

**Answers**

- 1 1893.
- 2 A protectorate is not completely controlled by the colonial ruler. In a protectorate the ruling power is supposed to protect the local people. A colony is owned and completely controlled by the colonial power. It is not there to protect the local people.
- 3 The increased presence of the French in the region; wanted to protect the sea routes to Australia; complaints from traders and other missionaries about insecurity; needed to control blackbirding trade; desire to stop headhunting and tribal fighting; need for raw materials for British industries.
- 4 Introduction of foreign laws that destroyed power of local leaders; appointment of new leaders challenged the power of traditional leaders.

## Lessons 14 and 15: Case study—colonisation of India

*Learner's Book pages 23–25*

Note: This topic should take two lessons, to be divided as convenient.

### Aims

To help learners to:

- know where India is
- understand the differences between India and Solomon Islands
- understand the effects of British colonisation in India
- understand the Indian Mutiny and consider if it is any way similar to anything that has happened in Solomon Islands
- understand direct and indirect rule
- understand the differences in the ways that Britain ruled India and Solomon Islands
- appreciate any similarities between the reaction of the Indians and Solomon Islanders to being ruled by the British
- appreciate how India and Solomon Islands both became dependent on the outside world.

### Skills

- Using a map
- Looking at photographs

### Method

**Step 1** Refer learners to the map of India and guide them to identify any differences between India and Solomon Islands. Help learners to understand how the size of India may have contributed to British interest in India.

**Step 2** Learners do Activity 25.

**Answers**

- 1 Asia; South Asia.
- 2 Pakistan, Bangladesh, Nepal, China, Bhutan.
- 3 Situated in the middle of South Asia on the main sea routes to the east.

**Step 3** Read pages 23–24. Explain the main ideas to learners.

**Step 4** Learners do Activity 26.

**Answers**

- 1 Hinduism and Islam.
- 2 Britain and France both wanted to take control of the whole of India. They both wanted to control the routes to South-East Asia and to control the resources of India.

- 3 a** India—the British decision to colonise India was based on economic factors (a large country with many resources) and also to control trade routes to the east. **b** Solomon Islands—British decision was based on request for security from other Europeans such as traders and missionaries, desire to control labour trade and eliminate headhunting etc., but also to control trade routes to Australia. In both cases they wanted to prevent the French from gaining control.
- 4** At first through the British East India Company. Later through direct and indirect rule (*see next section*).
- 5** *Similarities:* Reasons were to protect trade routes—to South-East Asia (India) and to Australia (Solomon Islands), and to prevent the French from taking over.  
*Differences:* In India the main aim was trade; in Solomon Islands the main aim to bring peace and protect both British people (missionaries and traders) and Solomon Islanders (from blackbirding and headhunting); India was taken by force after war with French, Solomon Islands was taken peacefully; at first British ruled India through a trading company, but not Solomon Islands.

**Step 5** Read and explain pages 24 and 25 on the Indian Mutiny and direct and indirect rule.

**Step 6** Refer learners to Figure 1.30. Ask them to describe the incident and explain why it happened.

**Step 7** Learners do Activity 27.

#### Answers

- 1** *Similarities (learners only need to provide one similarity):* British took over control of government and brought their own laws that people had to obey; introduced taxes paid to government (e.g. head tax in Solomon Islands, which led to killing of Mr Bell); education using English (although in Solomon Islands this was left to churches).  
*Differences (learners need to provide two differences):* India was ruled at first by a company, Solomon Islands by British officials; some parts of India ruled by indirect rule, others by direct rule; Solomon Islands all by direct rule.
- 2** Direct is rule by British officials e.g. District Commissioners; indirect rule is through local traditional rulers such as princes.
- 3 a** In the past India and Solomon Islands were based on subsistence and producing everything for themselves; now they both depend on trade with other countries for many of their needs or wants. India was divided into societies or communities that ruled themselves; now they are ruled by others. **b** Yes. *Learners' explanations will vary.* For example: before, we produced everything we needed and ruled ourselves. Later we started to want things we could only get from overseas and started to be ruled by others. Even now after independence we are dependent on aid and outside help, e.g. RAMSI.
- 4** The killing of Mr Bell was partly based on this; Ma'asina Ruru was mainly based on this; the Moro movement was mainly based on this.

# Chapter 2: The Protectorate and World War II (1896–1945)

## Strand: Agents of Change and Colonisation

This strand examines the agents of change, colonisation and related issues in Solomon Islands and other selected countries in order to understand their impacts and be able to develop positive attitudes towards our history and the history of other countries.

### Sub-strand

#### 8.2 The Protectorate and World War II

### General learning outcomes

Learners should:

- 8.2.1** understand the impacts of the protectorate and colonial government in Solomon Islands (u)
- 8.2.2** understand reasons for World War II in the Pacific, the countries involved, how it ended and its impacts on Solomon Islands (u)
- 8.2.3** understand the role of Solomon Islanders in World War II (u)
- 8.2.4** be able to locate on the map the main battle grounds in Solomon Islands, the routes of invasion and retreat from Solomon Islands (s)
- 8.2.5** form opinions about whether World War II has helped in the development of Solomon Islands. (a)

### Specific learning outcomes

Learners should be able to:

- 8.2.1.1** refer to the reasons for the establishment of the protectorate in Solomon Islands in Chapter 1
- 8.2.1.2** discuss the negative and positive impacts of colonial government in Solomon Islands
- 8.2.2.1** explain the causes of World War II, the countries involved, how the war came and their positive and negative impacts on Solomon Islands
- 8.2.2.2** explain the reasons for the end of World War II in Solomon Islands
- 8.2.2.3** discuss some skills and attitudes learnt from the allied forces in the war
- 8.2.3.1** relate stories about World War II that they might know of
- 8.2.3.2** describe the role of Solomon Islanders in the war
- 8.2.4.1** locate on a map the main battle grounds of World War II in Solomon Islands, the main countries involved and trace their invasion routes into the Solomon Islands
- 8.2.5.1** discuss whether there were positive impacts of World War II that has contributed to the development of Solomon Islands.

### Suggested assessment events

Learners should be assessed on questions such as the following.

- a** Explain the reason for the British establishing a protectorate over Solomon Islands. (k)
- b** Explain four advantages and disadvantages of World War II for Solomon Islands. (u)
- c** Do you think World War II has contributed to the development of Solomon Islands? Explain. (a)

## Topics and timing

There are 11 topics in this chapter. Each topic should be covered in a 40-minute lesson.

Lesson	Topic
1	Declaration of the protectorate
2	The colonial government— 1896 Colonial government and its impact
3	Positive impacts of colonial government Negative impacts of colonial government
4	Solomon Islanders' experiences of colonial government
5	The killing of Mr Bell The Fallows movement
6	The origin of World War II: Asia and the Pacific
7	The Pacific War: Pearl Harbor Japan and USA in the Pacific
8	USA and the Allies fight back War in Solomon Islands
9	Guadalcanal, 1942 The fight for Guadalcanal Western Province
10	World War II: Role of Solomon Islanders
11	World War II experiences The development of Solomon Islands

## Lesson 1: Declaration of the protectorate

*Learner's Book pages 28–29*

### Aims

To help learners to:

- know about the changes that happened in Solomon Islands with the coming of colonial government
- understand why Solomon Islands was declared a protectorate
- understand why some parts of Solomon Islands were declared a protectorate later than others
- know that the headquarters of the colonial government was established at Tulagi, with C M Woodford as the first Resident Commissioner
- appreciate the positive changes that the colonial government brought to Solomon Islands
- form an opinion on whether Solomon Islands would have been better if it had not been colonised.

### Skills

- Mapping
- Comprehending
- Discussing
- Debating

### Method

**Step 1** Briefly introduce the chapter.

**Step 2** Learners do Activity 1. Ask learners to answer the questions then guide them by discussing the answers. This is to find out how much they know from the previous chapter.

**Answers**

- 1 Explorers, whalers, traders, missionaries, labour traders, etc.
- 2 *Learners answers will vary. Some examples are:* Missionaries introduced Christianity; traders introduced cloth, tobacco etc.
- 3 Cutting, digging, fishing—increased production of food; made food production and other activities easier.
- 4 Metal tools used for killing, raiding, destroying, etc.
- 5 Planning warfare, raiding, telling stories, gardening, chewing betel nut and hunting, etc.
- 6 Men probably had more extra time as more of their work benefited from the use of new tools, as they were primarily the ones building houses, maintaining gardens and fighting.

**Step 3** Guide learners through pages 28–29.

**Step 4** Learners do Activity 2 in class or as homework.

**Answers**

- 1 To protect the traders and missionaries; to stop headhunting and fighting; to bring peace.
- 2 Approximately 2500 kilometres. (*Note: this is from Honiara or Tulagi to Suva; learners' answers will depend on where in Solomon Islands they measure from but the eastern boundary of Solomon Islands almost touches the western boundary of Fiji.*)
- 3 **a** South-east. **b** North-west.
- 4 Sailing ships, steamships, schooners.
- 5 No. The area of Solomon Islands was named by Mendana, but this was only a name for the islands—there was no country called Solomon Islands until the British ruled it.
- 6 About 1800 kilometres from Honiara but closer from Western boundary. Britain took control of Solomon Islands to expand its territories, to protect the colony of Australia from attack by other countries and protect trade routes to the colony.

## Lesson 2: The colonial government—1896

### The colonial government and its impact

*Learner's Book pages 29–30*

**Aims**

To help learners to:

- know that CM Woodford was the first Resident Commissioner of Solomon Islands
- know that between 1897 and 1899, Sikaiana, Rennell and Bellona, the Eastern Outer Islands and the German part of Solomon Islands became part of the Protectorate
- understand how Woodford aimed to raise money to run the British administration in Solomon Islands
- understand how the social, economic and political activities of Solomon Islands were affected as a result of the colonial government's actions.

**Skills**

- Mapping
- Comprehending

**Method**

**Step 1** Guide the class through the text on page 29. As soon as they finish reading, explain terms and concepts.

**Step 2** Learners write their own summary notes in their notebooks.

**Step 3** Learners do question 1 of Activity 3. Provide a blank Solomon Islands map or have the learners trace one for themselves from the map in Appendix 1 of the Learner’s Book. Learners will need coloured pencils. Assist learners to do this map work correctly.

**Step 4** Learners do question 2 of Activity 3.

**Answers**

Protection from being taken over by other countries, protection from outsiders or recruiters such as blackbirders, protection of people from each other by stopping headhunting raids and tribal fighting. *Answer will vary according to learners’ opinions.*

**Step 5** Learners do Activity 4. You can go through the answers with them in the next lesson.

**Answers**

*See the following table.*

Way people lived:	better houses; modern clothing; modern medicine; faster transport; more communications etc.
Economic activities:	better tools improved farming; better diet; better fishing techniques with metal hooks and nets; hunting with guns etc.
Government:	power of chiefs declined; government took over; new laws and rules; new forms of punishment (prison, hanging) etc.
Role of men:	warriors not allowed; no headhunting or fighting allowed; relied on government for protection.

**Step 6** Learners do Activity 5.

**Answers**

- 1 The development of plantations would bring more revenue.
- 2 Land, labour and peace in the islands.
- 3 No. There is very little flat land suitable for plantations on many islands; labourers may have been quite difficult to find; plantations used up much of the fertile land suitable for gardening and traditional farming systems.

## Lesson 3: Positive impacts of colonial government Negative impacts of colonial government

*Learner’s Book pages 31–33*

### Aims

To help learners to:

- know what pacification is and the benefits it brought to Solomon Islands societies
- understand why peace was necessary
- understand the positive and negative impacts of bringing peace to the people and society
- appreciate the colonial government and the missionaries for bringing law and order, and peace to the islands.

### Skills

- Comprehending
- Discussing
- Expanding vocabulary

### Method

**Step 1** Go through Activity 4 from the previous lesson. There will be a variety of answers from the learners. Get them to draw up a table like the example below.

**Answers**

See the following table.

System	Changes as a result of pacification
Social	People more peaceful, no enemy to be afraid of, mixing of people from different islands.
Economic	People involved in commercial activities, food production increased, people trade more peacefully etc.
Political	Power of chiefs and big men lost; church leaders and government leaders more important than traditional leaders.

**Step 2** Learners read the text on pages 30–33.

**Step 3** Go over the text again with learners, explaining and discussing what they learnt from their reading.

**Step 4** Learners do Activity 6. Go over the answers with them.

**Answers**

- 1 Fighting, raiding, warfare and headhunting stopped; many Solomon Islanders were introduced to commercial activities; modern money was introduced.
- 2 Villages and settlements moved to the coasts or along the main roads; people moved around a lot because of lack of enemies and better transportation; improvement of hygiene, sanitation and water supplies; population increased.
- 3 *Learners' answers will vary.* Roads, wharves, modern houses, schools, churches, Christianity, clinics, cash crops, sports, etc.

**Step 5** Organise learners into groups to discuss Activity 7. Each group reports their findings. Learners' answers may vary.

**Step 6** Learners to read through the text again.

**Step 7** Learners do question 1 of Activity 8. Questions 2 and 3 can be done as discussion with the rest of the class.

**Answers**

1 **a–b** See the following table. Learners' answers will vary.

Negative impacts	Type of impact
Villages destroyed	Social/political
Food gardens destroyed	Economic
Traditional source of wealth for big-man destroyed	Economic/political
Selling of custom land	Economic
Chiefs and big-man lost power and authority	Political
Land alienated	Economic
Leadership role of Chiefs and big-man weakened	Political/social
Courts and prison introduced	Political/social

## Lesson 4: Solomon Islanders' experiences of colonial government

*Learner's Book pages 34–35*

**Aims**

To help learners to:

- know that the colonial government had no real purpose for Solomon Islands except to carry out law and order
- understand the impact of a master–servant relationship on Solomon Islanders
- understand why Solomon Islanders were often ill-treated by their European 'bosses' on the plantations

- understand the idea of ‘civilised’ and why most Europeans thought they were more ‘civilised’ than Solomon Islanders
- know about the kinds of bad treatments that the Solomon Islanders received
- understand why some Solomon Islanders disliked the British.

**Skills**

- Comprehending
- Role-playing or acting

**Method**

**Step 1** Learners read the text on pages 34–35, including the extracts in Activity 9.

**Step 2** Learners do Activity 9. Give them some time to answer the questions then go over them as a class.

**Answers**

- 1 Treated as inferior; blacks were expected to stand up and say ‘Yes sir’ when spoken to; they would beat them up, hit them and kick them until unconscious, etc.
- 2 *Learners’ answers will vary. Some examples are:* powerless, afraid etc.
- 3 The government was just established in the Solomon Islands; the government was more concerned about controlling fighting, warfare and headhunting among tribes and island groups; they did not want to interfere in the way their own people ran the plantations.
- 4 *Learners’ answers will vary. Some examples are:* some Solomon Islands employers do treat people badly; and some educated or rich people regard themselves as better than workers or poor people.

**Step 3** Before working on Activity 10, go over the whole section of the text with the class, explaining new words and concepts.

**Step 4** Organise learners into groups to discuss Activity 10. Each group reports their findings. Learners’ answers will vary.

**Answers**

- 1 We can do it ourselves; we are independent; we don’t need other countries to tell us what to do; we want to be an independent nation, etc.
- 2 They could not afford to pay the head tax; they did not like Mr Bell and white people so they didn’t like tax; they did not want to be forced to work on plantations or grow cash crops etc.
- 3 Yes—people often complain that the government does not provide enough services such as schools, clinics and roads.

**Lesson 5: The killing of Mr Bell  
The Fallows Movement**

*Learner’s Book pages 36–37*

**Aims**

To help learners to:

- know who Mr Bell was
- know why the big-men in Kwaio didn’t like Mr Bell
- understand why Mr Bell was killed
- understand why the British carried out a punitive raid on the Kwaio people
- know what the Fallows Movement was and who started the movement
- understand why the Fallows Movement was started and what it accomplished, and what the results were.

## Skills

- Reading
- Comprehending
- Acting

## Method

Before the lesson, select a group to act the role-play in Activity 11. Help the learners to organise themselves prior to the lesson. Have them practise outside the class period and present the role-play in the first 5 to 10 minutes of the period (see Step 3).

**Step 1** Learners read the text on the killing of Mr Bell on page 36.

**Step 2** Go over the text with the learners so that they have a clear picture of what was happening.

**Step 3** Organise learners into groups for question 1 (role-play) of Activity 11.

**Step 4** Discuss the role-play with the rest of the class and explain the result of the killing of Mr Bell.

**Step 5** Lead a class discussion to answer questions 2 and 3 of Activity 11 about whether or not Basiana was right to kill Mr Bell and whether the British were right to punish the Kwaio. You will get many different ideas.

**Step 6** Learners read the text on the Fallows Movement on page 37.

**Step 7** Learners do Activity 12.

### Answers

- 1 *Learners' answers will vary.* Reverend Fallows knew he was not going to be arrested and put into prison because he was British.
- 2 Because it was more difficult for Solomon Islanders to organise such movement without the help of the British person. Solomon Islanders did not receive the same amount of respect from the government as a British person.

## Lesson 6: The origin of World War II: Asia and the Pacific

*Learner's Book pages 37–38*

## Aims

To help learners to:

- know what World War II was, and who started it
- know what countries were involved in the war
- understand why World War II spread to Asia and the Pacific
- understand the results of World War II in Asia and the Pacific.

## Skills

- Mapping
- Reading
- Comprehending

## Method

**Step 1** Learners do Activity 13. This activity can be done as a discussion with the class. This is to find out their prior knowledge of the topic.

### Answers

- 1 *Learners' answers will vary. Some examples are:* a big war, fight or conflict that involves many countries; a large-scale war that happened in many parts of the world, etc.
- 2 *Learners' answers will vary. Some examples are:* war relics—boats, planes, tanks, arms trucks, bombs, empty bomb shells, etc. (check how many the learners are able to list).

- 3 There was a World War I or first big war, which involved many countries in Europe; it is called World War II, because it happened after World War I.

**Step 2** Hand out a blank map of Asia and the Pacific for learners to use in Activity 14.

**Step 3** Learners read the text on pages 37–38 again, and then do Activities 15 and 16.

**Answers to Activity 15**

- 1 Japan has a very large population in a small area, and does not have enough flat land for farming.
- 2 Japan bought food from other countries.
- 3 Coal is a rock-like material black in colour, used for fuel, burning, heat etc.
- 4 Iron ore is rock that contains the metal iron and is used for manufacturing iron and steel when melted.
- 5 Silk is a type of cloth made from the fibres spun by silkworms.

**Answers to Activity 16**

- 1 The USA had allies in Asia; the USA had a trade relationship with Asian countries; Japan was not a democratic country; the USA did not want Japan to become as powerful as USA.
- 2 Oil, war machines, war equipment.
- 3 He was a military leader; he believed in war and conquest.
- 4 Because Japan had a military leader as their Prime Minister, who believed in war and conquest; Tojo belonged to a Samurai class—a warrior class.

**Step 4** Go through the answer for Activities 15 and 16 with the class. Learners check their work and make corrections.

## Lesson 7: The Pacific War: Pearl Harbor Japan and USA in the Pacific

*Learner's Book pages 39–40*

### Aims

To help learners to:

- know why Japan attacked Pearl Harbor
- know why USA was involved in the Pacific war
- understand why countries in the Asia–Pacific Rim were invaded by Japan
- understand why Japan aimed to occupy PNG and Solomon Islands.

### Skills

- Reading
- Comprehending

### Method

**Step 1** Go over the topic with learners so that they have some understanding of what they are about to read.

**Step 2** Learners read the text on page 39 before they do Activity 17.

**Step 3** Learners do Activity 17. They draw up the table, copy the information, then complete the table with the required information from their Learner's Book.

**Answers**

- 1 See the table on page 22.
- 2 Papua New Guinea was close to Australia. It was from there that the Japanese planned to invade Australia.
- 3 Solomon Islands was under British rule, an ally of the USA, and close to Australia.

Countries	Why was it invaded?
Philippines	Ruled by USA
Dutch East Indies (Indonesia)	Rich in oil
Malaya (Malaysia)	Raw materials—rubber
Burma	A route to India
Singapore	British army and naval base in Asia
Papua New Guinea	Gateway to Australia
Mariana, Caroline and Marshall Islands	Ruled by USA; USA territories
Solomon Islands	British protectorate—near Australia

**Step 4** Go through the answers for Activity 17 with the class, checking that the learners' tables are correctly filled in.

**Step 5** Learners read ahead on pages 40–41 for the next lesson.

## Lesson 8: USA and the Allies fight back War in Solomon Islands

*Learner's Book pages 40–41*

### Aims

To help learners to:

- know which countries were involved in the fight against Japan during World War II
- know the extent of Japanese conquest in Asia and the Pacific
- understand why the USA and the Allies at first were not able to stop and reverse the Japanese advance
- understand why the Japanese attacked Tulagi first in Solomon Islands
- understand why the Japanese were determined to occupy Solomon Islands
- understand why the Japanese built the airfield on Guadalcanal.

### Skills

- Reading
- Comprehending
- Note-taking

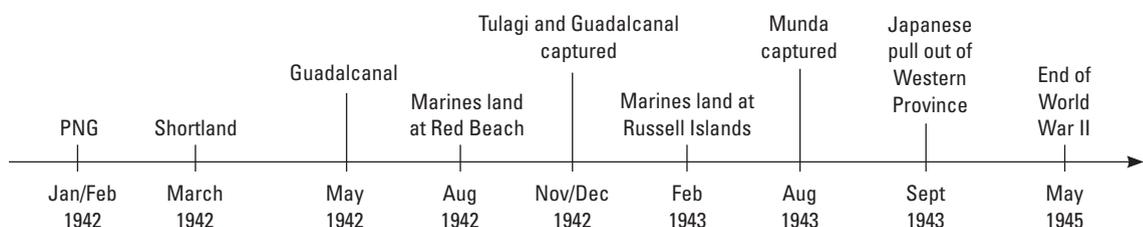
### Method

**Step 1** Go through the text with learners so that they get a general understanding of the topic.

**Step 2** Learners do Activity 18 as they read through the next sections of this chapter. This will be an ongoing activity.

#### Answers

*See the following suggested timeline.*



**Step 3** Learners do Activity 19. Read the text again with the learners so that they have a clear understanding before they begin.

**Answers**

- 1 Tulagi was the capital and the government headquarters for the British Solomon Islands Protectorate.
- 2 The Western Solomon Islands was nearest to Japan, and used as a stepping point to invade and capture Tulagi and Guadalcanal.
- 3 Guadalcanal has good flat land for an airfield, which was planned to be used to invade Australia.
- 4 The Japanese brought a civil government; introduced Japanese money; proposed laws for Solomon Islanders; opened schools; replaced British rule.
- 5 *Learners' answers will vary. See the following table for possible answers. Learners could draw up a similar table to do this activity.*

Japan's occupation of Solomon Islands	
Similar to British	Different from British
Introduction of foreign laws	Introduction of laws to force people to follow civil government
Attempt to establish a government	People forced to accept civil government
Introduction of their currencies	Occupation of Solomon Islands to invade Australia
Ill-treatment of Islanders	

- 6 Probably yes because you would be forced to or punished if you didn't.

## Lesson 9: Guadalcanal, 1942

### The fight for Guadalcanal Western Province

*Learner's Book pages 41–43*

**Aims**

To help learners to:

- know that the Americans were determined to fight the Japanese at all costs
- know that the Americans knew from the beginning that the control of Solomon Islands was the key to stopping the Japanese from advancing south
- know that the Americans landed on Guadalcanal three months after the Japanese occupied Solomon Islands
- understand that the re-capture of Guadalcanal was very important in the control of the Pacific and the whole history of World War II
- understand that although USA marines controlled Guadalcanal, the Japanese airfields in the Western Solomons were still a threat
- understand how the war and Japanese aggression ended.

**Skills**

- Mapping
- Reading
- Comprehending

**Method**

**Step 1** Go through pages 41–43 with the class. Explain any terms that may be difficult for learners.

**Step 2** Learners do Activity 20. They trace a map of Solomon Islands from using Appendix 1. The map is to be used for question 1 of Activity 20. Learners may use their timelines to help them. You will need to assist learners with this task.

**Answers**

- 2 a** The capital of the British protectorate and first place captured by Japan. **b** The first place the Americans really succeeded in pushing the Japanese back – the furthest advance of the Japanese. **c** Gave the Americans an airfield in Solomon Islands. **d** USA defeated Japanese in a naval battle so Japanese could not send troops to help their soldiers on Guadalcanal. **e** The first time the Japanese were pushed back by the Americans. **f** Enabled USA to recapture Western Province.
- 3** *Learners' answers will vary greatly. Mark for imagination but keeping to reality of the situation in World War II.*

**Step 3** Go through the text with the class. Explain any terms that may be difficult for learners.

**Step 4** Go through Activity 18 with learners to make sure they have a correct timeline for the whole period the Japanese were in Solomon Islands.

**Step 5** Learners to read ahead on pages 43–44 for the next lesson.

## Lesson 10: World War II: Role of Solomon Islanders

*Learner's Book pages 43–46*

### Aims

To help learners to:

- know that many Solomon Islanders took part during the war
- know the names of men who helped the Americans and the Allies win the war
- know that Solomon Islanders helped the Allies in three main ways:
  - a** as scouts
  - b** as labourers
  - c** as coast watches
- understand why the Solomon Islanders preferred to help the Americans and the British rather than the Japanese
- appreciate the role of Solomon Islands in helping the Marines and Allied forces win the war.

### Skills

- Acting/role-playing
- Researching
- Interviewing
- Reporting
- Comprehending

### Method

**Step 1** Go through the text with the class; explain any words in the text that may be difficult for learners to understand.

**Step 2** Learners do question 1 of Activity 21.

**Answer**

Jacob Vouza.

**Step 3** Learners could do question 2 of Activity 21 as homework, as it will take up a bit of time to do in class.

**Step 4** Read Bruno Nana's story aloud.

**Step 5** Learners do Activity 22. Organise learners into groups for the role-play (question 1). Ask groups to act out any part of Bruno Nana's story.

**Step 6** Learners do questions 2–4 of Activity 22 out of class time at weekends or in school holidays and report their results back to the class later.

**Step 7** Learners read the extracts about World War II experiences on pages 52–53.

## Lesson 11: World War II experiences

### The development of Solomon Islands

*Learner's Book pages 47–49*

#### Aims

To help learners to:

- know that the attitudes and views of Solomon Islanders towards Europeans were never the same after World War II
- understand that Europeans were no longer considered superior
- understand how World War II changed the attitude of many Solomon Islanders toward the British
- understand the experiences and feelings of Solomon Islanders as a result of contact with the Americans
- understand how Solomon Island benefited from what was left behind after World War II, and the development that occurred after the war.

#### Skills

- Acting/role-playing
- Reporting
- Reading
- Comprehending

#### Method

**Step 1** Learners do Activity 23. This activity can be done as a discussion for the whole class.

##### Answers

- 1 No longer regarded Europeans as superior as they saw the British running away when the Japanese invaded so they saw that whites could be defeated; the death of many soldiers (US and Japanese) convinced many islanders that Europeans could be killed; they saw white people doing the same things as blacks; they saw black US soldiers being treated the same as whites; they were treated with respect and friendliness by many white and black US soldiers.
- 2 *Learners' answers will vary. Each extract expresses different experiences. Check a few answers to see learners are answering correctly.*
- 3 Many Solomon Islanders made a name for themselves or were recognised by the Americans; the Solomon Islanders were freed from Japanese rule; were treated in a friendly and equal manner by the Americans, including sharing food with them—so changed their attitude toward white people; benefited from the things the Americans left behind.

**Step 2** Organise learners into groups for the role-play in Activity 24.

**Step 3** Go through any work or questions from previous activities that have not been answered.

**Step 4** Learners do Activity 25. If your school is close to a war relic, learners can be taken to the area to see it for themselves. In schools where they don't have any war relics nearby, show them photographs of the wreckage or remains.

# Chapter 3: The Road to Political Independence (1945–78)

## Strand: Agents of Change and Colonisation

This strand examines the agents of change, colonisation and related issues in Solomon Islands and other selected countries in order to understand their impacts and be able to develop positive attitudes towards our history and the history of other countries.

### Sub-strand

#### 8.3 Road to Political Independence—1945–78

### General learning outcomes

Learners should:

- 8.3.1** know about the leaders and the political events that led to the political independence of Solomon Islands (k)
- 8.3.2** be able to construct a time line to show the political development in Solomon Islands (s)
- 8.3.3** understand how local political movements impacted on the development of self-government in Solomon Islands (u)
- 8.3.4** form opinions about indigenous Solomon Islanders' involvement in the pre-independence process. (a)

### Specific learning outcomes

Learners should be able to:

- 8.3.1.1** explain the meaning of 'pre-independence'
- 8.3.1.2** explain the progress of local participation towards self-government through the development of legislative bodies
- 8.3.2.1** construct a time line to show the political development from local council to legislative assembly
- 8.3.3.1** identify the origins and roles of some local political movements towards the political independence of Solomon Islands (e.g. Fallows Movement, Ma'asina Ruru Movement and Moro Movement)
- 8.3.3.2** explain the impacts of some local movements on the people and the processes of self-government
- 8.3.3.3** examine a case study about the history of a country in another part of the world and compare it to Solomon Islands
- 8.3.4.1** discuss whether local Solomon Islanders had some important roles in preparing for our independence.

### Suggested assessment events

Learners should be assessed on questions such as the following.

- a** List the political bodies (or councils) formed by the colonial government between 1945 and 1977 and give dates. (k)
- b** Compare three ways in which indigenous Solomon Islanders contributed towards the independence of Solomon Islands. (u)
- c** Do you think locals have contributed much towards Solomon Islands' political independence? Explain. (a)

## Topics and timing

There are seven topics and eight lessons in this chapter. Each topic should be covered in a 40-minute lesson, except ‘Development of modern government’, which will require two lessons.

Lesson	Topics
1	The road to political independence
2	Impacts of the World War II on Solomon Islands
3	Local political movements Ma’asina Ruru Movement
4	The Belamatanga Movement The Moro Movement
5	Development of modern government
6	
7	Negotiations for independence (1977–78)
8	The struggle for independence Case study: Kenya

## Lesson 1: The road to political independence

*Learner’s Book page 52*

### Aims

To help learners to:

- recall previous knowledge of the topic
- know about the major events in Solomon Islands between World War II and Independence
- differentiate between ‘independent’ and ‘not independent’
- understand why Solomon Islanders desired independence.

### Skills

- Reading
- Comprehending

### Method

**Step 1** Learners read through the text on page 52 and do Activity 1.

#### Answers

- 1 Being independent means being free from the control of another person, organisation or country.
- 2 Solomon Islands was controlled and administered by the British government.
- 3 Yes, because it was not controlled by any other country. (However, it was divided into many areas, each independent and ruling themselves—there was no country called Solomon Islands).
- 4 *Learners’ answers will vary. Some examples are:* Solomon Islanders desired to have their own identity; they were influenced by what they experienced in World War II; more Solomon Islanders became educated; other countries were gaining independence, including Papua New Guinea.
- 5 They saw the British leave and realised the British could be defeated; many Americans treated them as equals; they saw black American people being treated well by whites; some Americans encouraged them to ask for independence.

**Step 2** Go through the answers to Activity 1.

**Step 3** Learners read the text on page 52 and do Activity 2.

## Lesson 2: Impacts of World War II on Solomon Islands

Learner's Book pages 52–54

### Aims

To help learners to:

- appreciate that World War II changed the mentality of Solomon Islanders towards the British administration
- understand some of the experiences that made them change their attitudes

### Skills

- Interpreting photographs
- Reading
- Comprehending

### Method

**Step 1** Summarise the text on pages 52–53.

**Step 2** Go through Activity 2 answers.

#### Answers

**1–2** *Yes, i.e. not yet ready for independence:* not enough educated people; few schools; not enough knowledge of the modern world; leaders were illiterate about the modern system of government; not enough income or money to support a modern government. *No, i.e. ready for independence:* Solomon Islanders had ruled themselves in the past and could again; other countries were gaining independence—why not Solomon Islands?

**Step 3** Learners read the text again and do Activity 3.

#### Answers

- 1** British—very badly, Americans—equal, fair and just to Solomon Islanders.
- 2** To help the Americans and British carry bags and cargoes, dig holes and do all physical jobs.
- 3** In their contact with the British, very much the same, as the bosses were the same bosses on plantations before the War. But the Americans treated them quite differently—as friends, with equality, working together, eating together. And they saw other Pacific islanders being treated equally.
- 4** *Learners' answers will vary. An example is:* Yes, because they hardly worked, ate or socialised with the locals.
- 5** The British treated Solomon Islanders with cruelty, hate and discrimination; the Americans treated Solomon Islanders with fairness and friendliness.
- 6** *Learners' answers will vary. Some learners might have had relatives in the Labour corps or heard stories.*

## Lesson 3: Local political movements Ma'asina Ruru Movement

Learner's Book pages 55–57

### Aims

To help learners to:

- understand why some Solomon Islanders demanded more say in ruling themselves
- know about and understand the formation of local political movements
- know about and understand the reasons for the formation of the Ma'asina Ruru Movement

- know the British reaction to this
- know about the changes that took place as a result of the movement
- form opinions about whether Ma’asina Ruru was a good and useful movement for Solomon Islands.

### Method

**Step 1** Learners read the extracts on pages 53–54.

**Step 2** Explain the extracts to the learners.

**Step 3** Learners do Activity 4.

#### Answers

Solomon Islanders were seen as second-class people in their own land. They were badly treated by the British but treated with respect and fairness by the Americans. Some Americans encouraged them to demand independence.

**Step 4** Learners read the text about Ma’asina Ruru on pages 55–57.

**Step 5** Explain the content as the learners read.

**Step 6** Learners do Activity 5.

#### Answers

- 1 The letter should include addresses (both of the writer and British government official) and the aims of the Ma’asina Ruru. *What British must do*: development must be spread out and must be controlled by locals; communities must rule themselves through traditional chiefs and big-men; cultural practices must be retained and practised; self-rule according to Malaitan custom. *What will be done to force the issue*: no payment of taxes; no return to work on British plantations; division of Malaita into nine districts, each ruled by a chief; collection of own taxes; no cooperation with British administration or government.
- 2 See Steps 7 and 8.
- 3 British government agreed to create a Malaita council to rule Malaita with elected representatives; open a school on Malaita; increase health and other services in exchange for the taxes people paid.
- 4 They remain united. They were well organised themselves. They spread the movement to other parts or other islands.
- 5 No—communication would have been a major problem.

**Step 7** Organise learners into groups for the role-play (question 2).

**Step 8** Some groups showcase their plays. The plays should follow the description of the negotiations on page 56. The performances might be done at the beginning of the next lesson, with the preparation done for homework if there is not time in this lesson.

## Lesson 4: The Belamatanga Movement The Moro Movement

*Learner’s Book pages 57–59*

### Aims

To help learners to:

- identify the origins and roles of some other local movements for political independence
- understand some of the similarities and differences between these movements.

### Skills

- Reading
- Comprehending
- Constructing a summary table

## Method

**Step 1** Groups perform plays from previous lesson if not already done.

**Step 2** Explain that there were other movements similar to Ma'asina Ruru in the period before independence.

**Step 3** Learners read the text on the Belamatanga Movement and the Moro Movement and do Activities 6 and 7.

### Answers for Activity 6

See the following table.

Similarities	Differences
Based partly on experiences with Americans in World War II	Belamatanga used threats to force people to follow his movement, while Ma'asina Ruru was followed because of its good intentions
Aimed at locals running their own affairs in terms of governance and economic development	Ma'asina Ruru was started in Malaita while Belamatanga was in West Guadalcanal
Wanted formal education for the locals	Belamatanga was started and ruled by one man, whereas Ma'asina Ruru was started and continued by many leaders
Movement leaders were imprisoned	
Wanted freedom from the British	

### Answers for Activity 7

See the following table.

Political movements	Founders	Aims	Areas covered	Impacts	Colonial government's responses
Ma'asina Ruru	Nori Alik Noro'ohimae Timothy George	Development must be spread, controlled and administered by the local people. Locals must be governed by themselves by chiefs or big-men. Communities must be governed according to the Malaitan culture and customs.	Malaita, Ulawa, Guadalcanal, Marau, Isabel, Makira and Ngella and parts of Western Province	Refused to pay taxes to the government. Refused to work on British plantations.	Allowed it at first. Later imprisoned chiefs in Gizo. Movement continued. Sent officials to start negotiation. Chiefs released from prison. Malaita council established. Increased health and other services. King George VI School established in Auki.
Belamatanga	Mathew Belamatanga	Economic development for all. Formal education for all. Native participation in government.	West Guadalcanal	He and others were imprisoned, later released.	Elected to Legislative Assembly, which replaced Advisory Council and was part of independence negotiation team.
Moro	Pelise Moro	Preservation of culture and environment—supported wearing of traditional clothes and living in traditional houses.	Makaruka, Moli, Mbirao, Koloula and Viso (weather coast)	Established a custom company. Used OB motors and ran taxis. Support increased again during 'tension' 2000–03.	Shipping services provided and roads built.

## Lessons 5 and 6: Development of modern government

*Learner's Book pages 60–64*

### Aims

To help learners to:

- understand the origin of the current modern system of government
- explain why these foreign concepts of governance were brought in
- understand the leadership system in our islands before the arrival of the modern system
- know the stages by which modern government was introduced
- understand that the British gradually handed control to local people and introduced elections
- understand the different stages of political development and why they are important in our road to independence.

### Skills

- Reflecting
- Reading and interpreting diagrams
- Completing a summary table

### Method

**Step 1** Introduce the chapter by reading the text on page 60 and explaining that the British gradually introduced a modern system of government in a series of stages and that this system was different from traditional government in many ways.

**Step 2** Learners do Activity 8. If they come from different areas, ask them to explain their communities to each other in groups. If nearly all learners are from one area, do this as a class exercise.

#### Answers

Communities were either governed by chiefs or big-men. Chiefs inherited their leadership roles. Big-men attained the position through their own character and actions. Each community had its own leaders.

**Step 3** Learners do Activity 9. As learners read pages 60–64, they look at the diagrams and copy and fill in the table to summarise the development of government from the declaration of the protectorate in 1893 to internal self-government in 1976.

#### Answers

*See the following table.*

Dates	Name of governing body	Person in charge of government	Number of Members			
			Appointed		Elected	
			Expatriates	Solomon Islanders	Expatriates	Solomon Islanders
1899–1921	Start of British protectorate	High Commissioner Resident Commissioner	2	nil	nil	nil
1927–50	Advisory Council	High Commissioner Resident Commissioner	7	nil	nil	nil
1950–58	Advisory Council	High Commissioner Resident Commissioner	7	4	nil	nil
1958–60	Advisory Council	High Commissioner	9	5	nil	nil

continued

Dates	Name of governing body	Person in charge of government	Number of Members			
			Appointed		Elected	
			Expatriates	Solomon Islanders	Expatriates	Solomon Islanders
1960–64	Appointed Legislative Council	High Commissioner	15	6	nil	nil
1964–70	Elected Legislative Council	High Commissioner	15	3	2	12
1970–74	Governing Council	High Commissioner	3	nil	2	22
1974–78	Legislative Assembly and internal self-government	Chief Minister	1	nil	nil	37

**Step 4** Learners do Activity 10.

#### Answers

- a** The number increased. **b** The number of appointed members increased at the earlier stage and later decreased as elections were introduced. **c** The number of elected members increased. **d** The number of British people decreased. **e** The number of Solomon Islanders members increased and by 1976 all Solomon Islanders were elected.
- At the Legislative Assembly stage.
- a** Solomon Islanders did not have knowledge about the modern system of governance and so the British thought that they were not yet ready to take over the government. Before 1948 it was British policy not to give independence to its colonies. Not enough educated people. **b** The British allowed Solomon Islanders to take control slowly, so that they could understand the system and how government machinery worked. The Ma'asina Ruru Movement led to the British promising more control by local people. British policy changed after World War II and they decided to eventually give independence to all colonies.
- Solomon Mamaloni was very important in the history of Solomon Islands as he was the first Solomon Islander to be Chief Minister.
- Independence means to be free from the control of others or another state in order to run one's affairs freely. Until 1976, Solomon Islands was still not completely independent as we still had an expatriate governor and attorney-general. Solomon Islanders still did not control the public service, defence, police or foreign affairs. The independence constitution was not yet handed over to Solomon Islanders.

## Lesson 7: Negotiations for independence (1977–78)

*Learner's Book pages 64–65*

### Aims

To help learners to:

- understand the different stages of negotiation before independence was finally given to Solomon Islands
- understand the problems in the negotiations for independence and how these were solved.

### Skills

- Reading
- Comprehending

**Method**

**Step 1** Explain that prior to independence there were negotiations with the British Government.

**Step 2** Learners read the text on pages 64–65. Explain concepts and issues to them.

**Step 3** Learners list important points in the text under the heading ‘Independence negotiations’.

**Step 4** Learners do Activity 11. Note that this activity refers to the whole chapter, not just independence negotiations.

**Answers**

- 1 Any incidents learnt about: Ma’asina Ruru; killing of Mr Bell; Moro movement.
- 2 Because generally the British ruled peacefully and negotiated with Solomon Islanders when there were problems. Also because there were no permanent British settlers here taking over the land.
- 3 The land was taken for the local people and settled by many French, who do not want to become independent from France because if independence is given they will become a minority group in the new state and the indigenous people may demand their land back.
- 4 See the following table.

Advantages	Disadvantages
Demands can be put to the government	Unnecessary loss of lives
Grievances can be expressed through different forms of media for local and regional support	Destruction to infrastructure and the unnecessary disruptions to social services and economic development
Struggle unites people and builds up the sense that we are one nation, as Ma’asina Ruru started to do.	Imprisonment of leaders and followers

**Lesson 8: The struggle for independence**  
**Case study: Kenya**

*Learner’s Book pages 66–69*

**Aims**

To help learners to:

- understand and appreciate the fact that Solomon Islands gained its independence peacefully
- know that there were countries in the world that went through protests and resistance on their road to political independence
- understand some of the differences between the ways Kenya and Solomon Islands gained independence.

**Skills**

- Using a map
- Comparing two situations

**Method**

**Step 1** Introduce the topic by showing Kenya on the map of the world.

**Step 2** Help learners to read through the text on pages 67–69. Learners do Activities 12 and 13 in their notebooks.

**Answers to Activity 12**

- 1 15 years.
- 2 Kenyans were deprived of their land by the government giving it to the whites to settle on, farm it and force Africans to live on reserved land. Indians were recruited as labourers, a move not accepted by the locals.

- 3 The British said that all land not used by Solomon Islanders would be taken and declared crown or government land.
- 4 Outsiders taking over land in Solomon Islands were large companies such as Levers and a few European plantation owners before 1910. We do not have white settlers and others like Chinese were never allowed to own land, although they did come in to run businesses. Note that even today non-indigenous people can only lease land for 75 years, not buy it.
- 5 Fiji Islands.

**Answers to Activity 13**

- 1 In a protectorate, the country is run for the local or indigenous people and officially the colonial power is supposed to protect them from outsiders. That is partly why no settlers were allowed in Solomon Islands and why non-indigenous people cannot own land. A colony is a country that is under the political control of a powerful country, which rules it to suit itself and often allows its own citizens and others to come and take control of land, as in Kenya. In Kenya the government took over all the land. They did not protect the local people.
- 2 *See the following table.*

Similarities	Differences
They were both looked after by Britain	Kenya had to fight for independence, Solomon Islands did not
They both wanted their land to be given back—in Solomon Islands the waste land was taken by the government	Many Kenyans died, but no Solomon Islanders
They both wanted to prevent people from outside owning their land—in the case of Solomon Islands, Gilbertese and Chinese; in the case of Kenya, the Europeans	Many Kenyans were put in prison, but only a few Solomon Islanders

- 3 Most will probably say it was a good policy as no foreigners were allowed to own land. However, the policy is flawed, as all the lease rents go back to the government and not the landowners. The 75-years lease is very long and even when leases expire, land may not always go back to the original landowners.

# Chapter 4: Women and Leadership

## Strand: Modern Community and Leadership

This strand consists of three sub-strands. It examines the emerging role of women in leadership, the national government leadership and its roles within the country, and rules, laws and the judiciary.

### Sub-strand

#### 8.4 Women and Leadership

### General learning outcomes

Learners should:

- 8.4.1** know about the roles of women in traditional and modern leadership (k)
- 8.4.2** understand the importance of involving women in making decisions and reasons for the changing roles of women in leadership (u)
- 8.4.3** form opinions about whether women should be involved in modern leadership. (a)

### Specific learning outcomes

Learners should be able to:

- 8.4.1.1** identify and describe women leaders in their own community
- 8.4.1.2** discuss the barriers women leaders must overcome and the skills and knowledge needed in leadership positions
- 8.4.2.1** examine a case study of former female politicians in national politics or administration and other organisations
- 8.4.2.2** examine four case studies of women leaders (two local and two from other countries)
- 8.4.2.3** explain the reasons for the changing roles of women in leadership
- 8.4.2.4** write a story about a women leader they know from their community, or they have heard or read about
- 8.4.2.5** discuss the advantages and disadvantages of having a woman as a leader (either locally or nationally)
- 8.4.3.1** discuss whether women should be involved in modern leadership.

### Suggested assessment events

Learners should be assessed on questions such as the following.

- a** Identify three leadership roles women play in traditional Solomon Islands societies. (k)
- b** Explain three reasons for women taking up leadership roles today. (u)
- c** Take part in a discussion or debate on the role of women in leadership. (s)
- d** Explain why you think women should or should not be involved in modern leadership. (a)

## Topics and timing

There are 10 topics in this chapter. Each topic should be covered in a 40-minute lesson.

Lesson	Topics
1	Women and leadership
2	Roles of women in traditional Solomon Islands society
3	Roles of women in modern Solomon Islands society
4	Case study 1: Ella Kauhue
5	Case study 2: Paula Aruhuri
6	Case study 3: Kristine Fakaia
7	Case study 4: Tiresa Lesatele Vaai
8	Case studies: conclusion
9	Qualities women need to become leaders
10	Drama and debate

## Lesson 1: Women and leadership

*Learner's Book pages 72–73*

### Aims

To help learners to:

- know and understand that girls and women can become leaders just like men
- appreciate that sometimes girls or women may make the best leaders.

### Method

**Step 1** Organise learners into groups to do Activity 1.

**Step 2** Groups report back to the class with their answers. Discuss these with the whole class.

Note that you will not expect them to use the term 'gender' at this stage, although some may know it.

#### Answers

Answers will depend on who is chosen by each group and the reasons given for the choices. Some may say being a boy or girl (gender) doesn't make any difference, and that qualities of leadership and characteristics of a leader are what is important. For example, qualities such as being thoughtful and considerate, being outspoken, being helpful in the community, being caring, being knowledgeable about modern and traditional life with wisdom. Some may say either boys or girls make better leaders and give reasons, such as: boys are stronger, better at making decisions, more likely to speak out, not shy, more accepted by people in the society; girls are more thoughtful, more careful or caring, more likely to make more sensible decisions etc. In the case of a School Captain some may say it doesn't matter whether the captain is a boy or a girl, so long as the person has the right qualities. With a school representative to negotiate land extension with chiefs, it depends where the school is situated. For instance, in Isabel it would be acceptable to chiefs to have a girl representative, as the society is matrilineal, whereas in Malaita a boy would be more acceptable as the society is patrilineal and generally women are not expected to take leadership roles. This is true in many parts of Solomon Islands.

**Step 3** Learners read the text on pages 72–73.

**Step 4** Explain or go through the text with the learners.

**Step 5** Learners do Activity 2 orally, as a class.

**Answers**

*Women*—all females of 18 years and above. *Leader*—person with certain attributes, qualities or characteristics that enable them to lead or manage other people, such as the heart, love, concern and capability to advance the community’s well-being and welfare.

*Leadership*—the process of leading or managing people.

**Step 6** Ask learners to do Activity 3 and to think about it and discuss it with others within their families and communities.

## Lesson 2: Roles of women in traditional Solomon Islands society

*Learner’s Book page 73*

**Aims**

To help learners to:

- identify the women leaders in their own families, school and community
- recognise that most women leaders traditionally are informal leaders
- appreciate the role of their mothers in their lives
- understand the roles of women in traditional society
- appreciate women for the productive and reproductive roles played in our society.

**Skills**

- Reading for understanding
- Reflecting
- Analysing and evaluating

**Method**

**Step 1** Learners answer question 1 of Activity 3 orally. Discuss their answers with them.

**Answer**

Informal, as women in most provinces and communities would not be allowed to take on formal leadership positions.

**Step 2** Learners do questions 2 and 3 of Activity 3. They copy the table into their notebooks and complete it.

**Answers**

**2** *Learners’ answers will vary.*

**3** *Learners’ answers will vary. Some examples are: breast-fed, cooked, grew the food, clothed me, fed me, nurtured me (looked after me), gave me money, gave me security (made sure I was safe), provided shelter (house to live in), taught me the right things and punished me when I did wrong, played with me, loved me.*

## Lesson 3: Roles of women in modern Solomon Islands society

*Learner’s Book pages 73–74*

**Aims**

To help learners to:

- understand that gender roles are only socially constructed—that is, decided by customs of each society—and can be changed
- understand that in real-life situations there are women who lead because of their management abilities

- appreciate that ordinary women play important leadership roles in their families, communities and the country, and deserve respect
- appreciate women in leadership positions.

**Skills**

- Comparing and reflecting
- Discussing
- Reading
- Speaking

**Method**

**Step 1** Learners individually read through the text on pages 73–74.

**Step 2** Explain the content of the readings to the learners through questioning.

**Step 3** Learners do Activity 4. Divide the class into groups of five and give them the two questions in Activity 4 to discuss, after which each group's spokesperson makes a presentation in front of the class.

**Answers**

1 *Learners' answers will vary. The following are possible answers.*

Why women make good leaders	Why men make good leaders
Birth givers and child nurturers, i.e. they usually look after children and care for them Kind, loving and respectful Very peaceful Most are honest in general Cautious and caring Meal providers Fair and just in decision making	Talkative, strong and healthy Wise Good thinkers and decision makers Wealthy Good organisers Loving Willing to fight and defend the community Respected by other communities

2 *See the following table.*

Reasons women would make best leaders in the community	Reasons men would make best leaders in the community
Women are not just planners but active implementers of plans Women as child bearers are more concerned about welfare and wellbeing and so will promote community welfare and wellbeing as leaders Good listeners Women are often careful when making decisions	Very vocal Good at organising things Rich and powerful They are leaders by tradition
Reasons women would make best leaders as national politicians in Parliament	Reasons men would make best leaders as national politicians in Parliament
Fully understand human development and growth and the necessities of life May be fairer to everybody in financial sharing and service delivery Often care about the unfortunate and the disadvantaged Are usually committed to family unity Speak out against violence of any kind towards women, girls and children Can make good decisions on issues that affect their lives	Traditionally and culturally men are always the leaders May at times make good decisions Are always outspoken Are very good planners May be good at making firm decisions May understand leadership better May have better understanding of government systems and operations

## Lesson 4: Case study 1: Ella Kauhue

*Learner's Book pages 74–75*

### Aims

To help learners to:

- understand fully the changing roles women are undertaking in this modern world
- understand that with the changing roles there are also challenges that women have to face and address
- appreciate and support women in their various leadership undertakings.

### Skills

- Reflecting and analysing

### Method

Learners read the case study about Ella Kauhue on pages 74–75, either on their own or with teacher help. They then do Activity 5.

#### Answers

- 1 Live and Learn Environmental Education and SINCW (Solomon Islands National Council of Women).
- 2 She had to always ask for help from other women. She had to be very patient and understanding, and not listen to too much criticism. With Live and Learn, though, she looked after both males and females and found it easier as she developed the spirit of teamwork. She encouraged people to do things for themselves. She did not criticise in public.
- 3 Ella's main difficulty with SINCW was with women within the organisation itself and women outside who wanted to push her down for doing her job.
- 4 Patience, understanding and not listening too much to criticisms people made about her.
- 5 Teamwork leadership style: encourages people to do things themselves and make mistakes, communicates well with her staff and has confidence in them.
- 6 *Modern society*: manages offices of both men and women; implements and monitors progress of work; needs skills and good education; she is the leader. *Traditional society*: expected to behave and talk in certain way, wear dresses or skirts instead of trousers or shorts, give food away, talk nicely and appropriately with chiefs, elders and women, participate in village meetings.
- 7 Because she behaves appropriately and does things that are acceptable to the people in her community.
- 8 No, she would probably not be accepted as leader in the traditional society as traditionally leadership positions and roles are only for men.

## Lesson 5: Case study 2: Paula Aruhuri

*Learner's Book pages 76–77*

### Aims

To help learners to:

- appreciate women's leadership in a local community
- appreciate that women can participate successfully and equally in the overall development of any community, society and nation if they take the initiative
- appreciate that opposition to women's leadership may come from other women
- appreciate that some women may be worried about leadership roles due to possible opposition from male relatives.

## Skills

- Understanding a story

## Method

**Step 1** Learners read the text on page 76. Explain the text, particularly new words and ideas, to them.

**Step 2** Learners do Activity 6 in pairs.

**Step 3** Learners present their answers as you all go through the activity together in class. Their answers will vary.

**Step 4** Write the main points or ideas raised by the learners on the board.

### Answers

- 1 A natural-born leader. She took the initiative to do what she saw was needed.
- 2 She runs and administers the Women's Association in her village.
- 3 Management skills, good organiser, outspoken, creative.
- 4 Lack of understanding and cooperation among women, other women's lack of education.
- 5 Working together with community leaders and encouraging women to work hard; being determined to do what she saw was needed; working with other community leaders.
- 6 For example, I will organise women in the community by way of electing an executive to be responsible for the coordination and implementation of the women's plan of action.
- 7 *Some examples are:* yes, because she is doing something for the community and so she deserves my support; no, because I don't think women should be leaders in the community.

## Lesson 6: Case study 3: Kristine Fakaia

*Learner's Book pages 77–78*

### Aims

To help learners to:

- understand that setting goals in life is very important
- realise that goals can be achieved through discipline, dedication and commitment
- appreciate that it is possible for a woman to succeed in a job normally done by men.

### Method

**Step 1** Choose volunteers to read the text on pages 77–78 aloud in class.

**Step 2** Go through the text with the learners after each paragraph is read.

**Step 3** Learners do Activity 7.

### Answers

- 1 Kristine faced disagreement/opposition from parents as they strongly felt that the job chosen was only for men.
- 2 She overcame those difficulties through her strong determination. She proved herself by always doing as well as the boys.
- 3 Kristine needed to accept criticism with a good heart, accept all hardships, and be very courageous, tough, disciplined and knowledgeable.
- 4 There were not many females and she was afraid that she might not cope as well as her male colleagues.

- 5 Because she is responsible for her passengers lives and she wanted to prove to people that she was as capable as a man and girls too can fly planes.
- 6 She was determined from the beginning, but she also learnt to handle difficult situations as they came her way.
- 7 *Learners' answers will vary.*

## Lesson 7: Case study 4: Tiresa Lesatele Vaai

*Learner's Book pages 78–80*

### Aims

To help learners to:

- understand that formal employment is not the only way to achieve success in life
- appreciate that hard work is the solution to a successful life.

### Skills

- Comprehending

### Method

**Step 1** Learners read the case study on pages 78–79.

**Step 2** Go through the story together with the learners.

**Step 3** Learners do Activity 8 in class.

**Step 4** Go through the answers with learners in class.

### Answers

- 1 Tiresa was an unfortunate woman who had been through difficult times since her childhood.
- 2 By seeing her working hard Tiresa thought her children would realise that nothing is free in the world and only through hard work, education and commitment can one earn money and live a comfortable life.
- 3 She worked as a planter and then later owned and ran a bakery.
- 4 She led her community by being a role-model. Instead of just planning and talking she actually carried out the planned activities.
- 5 'Dampen my spirit' means to give up, become frustrated and fail or be very downhearted. Your spirit is the force within you, which makes you go ahead. To dampen it is to make it wet so it will not work properly, like a fire that will not light.

## Lesson 8: Case studies: conclusion

*Learner's Book pages 79–80*

### Aims

To help learners to:

- identify the qualities that enabled the individuals in the case studies to become leaders
- appreciate some of the qualities that help to make a woman a successful leader.

### Skills

- Summarising
- Discussing

### Method

**Step 1** Learners read 'Conclusion' on pages 79–80.

**Step 2** Organise learners into groups. They discuss Activity 9 then write the points in their notebooks.

**Step 3** Each group presents their answers to the class.

**Answers**

**1** *Learners' answers will vary. See the following table for possible answers.*

	Three main qualities that made each person a leader or successful
Ella	Very organised Believes in teamwork Knowledgeable about her job and those around her High self-esteem
Paula	Visionary Cooperative Considerate (heart for others)
Kristine	Very determined Accepts responsibilities Courageous
Tiresa	Firm believer in self-reliance Commitment compassion

**2** *Learners' answers will vary. Some examples are:* strong decision makers, passion for people, clear and strong goals or aims, determination to succeed, hard work, did not give in to criticism.

**3** *Learners' answers will vary. Some examples are:* opposition from men and even women, people who doubted their abilities because they were women, lack of support from others, traditional expectations of women.

## Lesson 9: Qualities women need to become leaders

*Learner's Book pages 80–83*

### Aims

To help learners to:

- understand and appreciate the problems women face in becoming successful leaders or administrators in modern Solomon Islands society
- appreciate the advice given by successful women.

### Skills

- Summarising
- Reading
- Analysing

### Method

**Step 1** Learners to read through the extracts on pages 80–83.

**Step 2** If necessary, explain each extract after they read it.

**Step 3** Learners do Activity 10.

**Answers**

**1 and 2** See the following table.

Person	Advice given to women and girls wanting to become leaders or successful in important jobs	Advice each women gives about working with men
Elizabeth Kausimae	Be determined and get better grades than men.	Work yourself up, make your supervisor see that you are more outstanding than the males.
Ethel Sigimanu	Your biggest enemy is being afraid to try something new. If you have a dream, pursue it. Don't give up because of the challenges you come across. Keep working hard and believe in yourself.	Being a woman doesn't mean giving up. Work towards equality for women—small steps will make a big difference.
Hilda Kari	Go ahead and prove you can do as well as men, as I did.	Men's jobs can be perfectly well done by women.
Jane Waetara	Acknowledge traditional and cultural obligations at same time as modern ideas. Manage and balance the challenges of growing up in all areas of life.	Continue to acknowledge traditional and cultural obligations.
Joy Kere	Gain support from your own family.	Share responsibilities with your husband. Extended family support is essential.
Ruth Liloqula	Everybody must work whatever their gender. Equality within the family.	Don't look down on anybody. Respect all, regardless of education.

## Lesson 10: Drama and debate

*Learner's Book page 83*

### Aims

To help learners to:

- reflect on the hardships faced by women in being leaders or trying to become leaders in a male-dominated society such as Solomon Islands
- understand that both men and women need each other in all aspects of leadership and responsibility.

### Skills

- Acting/role-playing
- Debating

### Method

**Step 1** Learners do either question 1 or question 2 of Activity 11. Step 2 refers to question 1; Step 3 refers to question 2.

**Step 2** Organise learners into groups for the role-play. By allocating the women's parts to boys and the men's parts to girls, learners will experience what it is like to be the other gender and begin to understand the differences. If you think that this would be too difficult, act out the story in a normal way.

OR

**Step 3** Before learners begin question 2, remind them that this is just a class activity and should not be taken personally or outside the classroom. Question 2 may be done in one of two ways:

- a** Hold a normal debate. Choose two people to propose and two to oppose and then open debating to all. Hold a vote on the motion at the end. To make it more interesting you might choose two boys to propose and two girls to oppose.
- b** Debate the topic as a class.
  - Write the topic 'Women are better leaders than men' on the board. On three pieces of cardboard write 'Agree', 'Disagree' and 'Don't know'.
  - Put the cards at three corners in the classroom and tell those who Agree to go to the Agree corner, those who Disagree to the Disagree corner and those who Don't know to the Don't know corner. Count the number in each corner.
  - Give them five minutes to think and discuss their answers and ask each group for their responses. This includes those Don't knows. Start with those who Agree, followed by those who Disagree and finally those who Don't know.
  - Allow each group to ask questions of each other and afterwards ask them to move around or stay where they are. Those who have not changed their mind stay. Those who are convinced by another group move to which ever group that convinced them. Count the number in each corner again and see if the numbers have changed.

# Chapter 5: National Government

## Strand: Modern Community and Leadership

This strand consists of three sub-strands. It examines the emerging role of women in leadership, the national government leadership and its roles within a country, and rules, laws and the judiciary.

### Sub-strand

#### 8.5 The National Government

## General learning outcomes

Learners should:

- 8.5.1** know the different levels of the government in Solomon Islands (k)
- 8.5.2** understand the structure and importance of the national government (u)
- 8.5.3** be able to draw a diagram to show the structure of national government (s)
- 8.5.4** understand the way in which the national government is chosen (u)
- 8.5.5** have formed opinions about the possible changes to improve the government system. (a)

## Specific learning outcomes

Learners should be able to:

- 8.5.1.1** explain the different levels of government in Solomon Islands
- 8.5.2.1** identify and explain the different functions and the importance of a national government
- 8.5.2.2** identify the relationship between the executive, the legislature, the judiciary and the public
- 8.5.2.3** explain the functions of government ministries and departments and how ordinary citizens can help to fulfill their functions
- 8.5.2.4** explain how governments (National/Provincial) get money to meet the cost of providing services for their people
- 8.5.2.5** list the problems and challenges facing national governments
- 8.5.2.6** describe the role of the Prime Minister, Cabinet and opposition group
- 8.5.2.7** outline the processes by which laws are made in Parliament
- 8.5.2.8** explain the expected roles of ordinary citizens to their government and vice versa, and ways in which citizens can interact with elected leaders (outside election times)
- 8.5.2.9** define the terms 'Executive', 'Legislature', 'Judiciary', 'political party' and 'Parliamentary committee'
- 8.5.2.10** examine case studies to contrast the system of government in Solomon Islands with other systems in the world
- 8.5.3.1** draw and label a diagram of the structure of the national government of Solomon Islands
- 8.5.4.1** describe the different types of methods for electing leaders
- 8.5.4.2** describe the process and problems involved in the election of national leaders and the formation of a government
- 8.5.4.3** list and explain the criteria for electing a quality leader and the role of Parliament leaders
- 8.5.4.4** explain the role of political parties and Parliamentary committees and how they function
- 8.5.5.1** discuss how the structure of central government can be improved.

## Suggested assessment events

Learners should be assessed on questions such as the following.

- a** List the different systems of government. (k)
- b** Explain any two changes that will help to ensure that only good-quality leaders are elected in to Parliament. (u)
- c** Draw the structure of the national government and compare and contrast the work of the government and opposition. (s)
- d** Do you think the national system of government in Solomon Islands should be changed or remain as it is? Explain your reasons. (a)

## Topics and timing

There are 14 topics and 15 lessons in this chapter. Each topic should be covered in a 40-minute lesson, except for 'Case studies: Other systems of government', which will take two lessons.

Lesson	Topics
1	What is government?
2	The National Government
3	The three parts of National Government
4	The Legislature
5	How Members of Parliament are elected
6	Election penalties Campaigning Who would you vote for?
7	Election day
8	Systems of election
9	Problems of elections
10	Political parties and forming a government
11	Alternative party systems Overcoming problems of changing governments
12	How Parliament does its business
13	Parliamentary committees Solomon Islands: A constitutional monarchy
14	Case studies: Other systems of government
15	

## Lesson 1: What is government?

*Learner's Book 86–87*

### Aims

To help learners to:

- appreciate that all communities need rules and organisation
- revise the characteristics of traditional government
- know some of the main features of modern government and how it is different from traditional government
- understand what a constitution is
- know what is meant by the Westminster system and why our government is based on this.

**Skills**

- Reading
- Comprehending
- Discussing

**Method**

**Step 1** Ask learners why we need government. Briefly accept valid answers but do not discuss.

**Step 2** Read and explain the features of modern government. Explain the term ‘constitution’.

**Step 3** Learners do Activity 1. Organise learners into pairs or groups for this activity.

**Answers**

- 1 By negotiation with the British in 1977 and 1978 (remember the Lancaster House conference from Chapter 3).
- 2 So that we have laws and rules to govern or run the country that everyone has agreed to and accepts.
- 3 To rule the country, so that we have order and organisation—otherwise everyone would do just do what they want to do and we would end up fighting.
- 4 *Learners’ answers will vary. Some examples are:* there would be no rules so we would not know what to do; people might fight each other; people would just grab any resources they wanted; you could not do anything if someone stole from you or harmed you in some way; there would be no services such as education, health, roads etc.
- 5 It was democratic as the big-man was chosen by the people by consensus, but not by voting; also, a big-man could be removed if people no longer respected him.
- 6 *Learners’ answers will vary.*
- 7 No, chiefs were born into a family and people had no say in who would be chief.
- 8 Poster can be done as a project; services that might be pictured—education, health, police, roads etc.
- 9 Most are provided free by the government, although people have to pay taxes for the government to raise the money to pay for these services.

**Step 4** Learners do Activity 2.

**Answers**

- 1 Solomon Islands was ruled by Britain so Britain encouraged us to adopt a British system.
- 2 *Advantages:* It is a known system that works elsewhere; it is a democratic system. *Disadvantages:* It is based on foreign ideas that do not always fit our culture. It does not take in to account Solomon Islands ideas and customs and this may lead to conflict, e.g. over land and minerals.
- 3 Adopt a system based on our own ideas; adopt a system from a different country.

**Lesson 2: The National Government**

*Learner’s Book pages 87–88*

**Aims**

To help learners to:

- appreciate that they can help to control the government
- appreciate that what the government does concerns and affects everyone
- know what the National Government does for all of us.

**Skills**

- Reading and interpreting diagrams

## Method

**Step 1** Learners read pages 87–88. Ask learners:

- What is meant by saying that the people control the government? (Use the diagram.)
- What does the National Government contribute to your lives?

**Step 2** Learners do Activity 3 in groups. Copy the diagram and then add some names.

### Answers

- 1 *Depends on current names when the book is used.*
- 2 **a** Fifty; they are elected by all adults over 18 entitled to vote. **b** Members of Parliament; **c** Prime Minister. **d** No. **e** Members of Parliament.
- 3 *Learners' answers will vary.*

**Step 3** Explain the meaning of the term 'election' and discuss the importance of elections.

**Step 4** Learners do Activity 4.

### Answers

- 1–3 *Learners' answers will vary.*

## Lesson 3: The three parts of the National Government

*Learner's Book pages 89–90*

### Aims

To help learners to:

- know about the three arms of government
- understand the difference between the three arms
- know about the functions of the people who work in each arm of government and how they are chosen.

### Skills

- Drawing a table

### Method

**Step 1** Use the diagram in Figure 5.3 to explain the three arms of government and their functions. Explain what is meant by the 'separation of powers'. Ask learners to think about what would happen if:

- the Prime Minister could make laws without going to Parliament
- the Executive could order the Judiciary to arrest people or find them guilty in court.

**Step 2** Learners convert Table 5.1 into an expanded or enlarged branching diagram like the diagram in Figure 5.3.

## Lesson 4: The Legislature

*Learner's Book pages 90–93*

### Aims

To help learners to:

- know who sits in Parliament and where they sit
- understand the roles and functions of each group in Parliament.

### Skills

- Drawing and labelling a diagram
- Reading
- Comprehending

## Method

**Step 1** Look at and explain the diagram in Figure 5.6. Learners draw the diagram and fill in the names as they read pages 90–93.

**Step 2** Learners do Activity 5. They read the text and fill in their diagrams as they do so. Check that learners have drawn and labelled their diagrams correctly.

**Step 3** Learners do Activity 6.

### Answers

- 1 Government, Opposition, Independents.
- 2 Government, otherwise they would be voted out and could not pass the budget or any laws.
- 3 The Prime Minister and government would be told to resign by the Governor General and Parliament would have to elect a new Prime Minister.
- 4 To make suggestions and oppose and criticise the government.
- 5 The Speaker is elected by Parliament but he or she is not an elected member of the Parliament and does not take part in debating or voting.
- 6 *Learners' answers will vary. Some examples are:* chooses the Cabinet and other members of the government; carries out the policies he or she and the Cabinet decide on; negotiates treaties and other relationships with overseas governments.
- 7 Clerk; Attorney-General; Sergeant-at-arms.
- 8 It would take too long to let the whole Parliament decide and they would never all agree.

## Lesson 5: How Members of Parliament are elected

*Learner's Book pages 93–96*

### Aims

To help learners to:

- understand how Members of Parliament are elected
- know what a constituency is
- know that anyone over 18 years old can take part in elections
- know how to register
- understand the problems that can occur from registration.

### Skill

- Reading a map

### Method

**Step 1** Read pages 93–94 and explain the words 'election', 'constituency' and 'representative'.

**Step 2** Learners do Activity 7.

### Answers

- 1 *Election:* choosing people by voting; *voting:* each person indicates who they would like to represent them.
- 2 If everyone was involved in making decisions the process would take too long, it would be difficult to organise and they would never all agree.
- 3 An area that elects one Member of Parliament.

- 4 See the following table. (Note: numbers may have changed by the time you use this book—check current numbers.)

Province	Current (2012) no. of constituencies	Current Member of Parliament
Choiseul	3	<i>Answers depend on the date the book is used.</i>
Western	9	
Isabel	3	
Central	2	
Malaita	14	
Guadalcanal	8	
Makira Ulawa	4	
Renbel	1	
Temotu	3	
Honiara	3	
Total	50	

Note: Answers will vary from year to year for the third column. You will need to ensure that you have the latest information before teaching this lesson.

- 5 It has the largest population.
- 6 No, some have more than others because the population is not evenly distributed, e.g. Temotu and Renbel have very few people and some areas of Malaita or Honiara have very many. People may think this is not fair, especially those in constituencies with very many people.
- 7 *Learners' answers will vary.*

**Step 3** Explain registration and how to register.

**Step 4** Learners do Activity 8.

**Answers**

- 1 Because it means some people will vote twice, therefore giving some people twice as much opportunity for their vote to be heard as those who only get to vote once.
- 2 *Learners' answers will vary. Some examples are:* stricter penalties for registering in two places; possibly a central computer register of the names of voters in all constituencies; encouraging people to report those who are registered but do not live in the area—lists of registered voters are always published and pinned up.

**Step 5** Read and explain the process of preparing for a general election.

**Step 6** Learners do Activity 9.

**Answers**

- 1 **a** person in charge of a province; **b** person in charge of a constituency; **c** person in charge of a polling station; **d** person who assists a presiding officer.
- 2 *Learners to find out current fee.*
- 3 *Learners' answers will vary.*

## Lesson 6: Election penalties Campaigning Who would you vote for?

*Learner's Book pages 96–97*

### Aims

To help learners to:

- appreciate the need for fair and honest elections
- know the tricks people play to get elected or to spoil elections
- understand how people campaign and the dangers of unfair campaigning
- understand the role of a Member of Parliament and how people misunderstand this role.

### Skills

- Discussing

### Method

**Step 1** Read and explain section on the need for election penalties. Explain the two problems of elections: giving gifts to people to elect you, i.e. using bribery; people voting when or where they are not entitled to.

**Step 2** Learners do Activity 10 and report back what they find out.

#### Answers

- 1 *Learners' answers will vary.*
- 2 Unless people follow the rules, the elections will not be fair, and people will be elected who wish only to help themselves. This is a common a problem in elections.

**Step 3** Explain what is meant by 'campaigning'. Learners do Activity 11.

#### Answers

- 1 *Learners' answers will vary.* Some may come up with ideas they obviously could not carry out. Use these to show the problems of elections and the need for learners, when they do take part in elections, to be very careful to decide whether the candidates who campaign are making genuine promises that they can carry out.
- 2 There is no guarantee. One of the problems of elections is that people can promise anything and you only know afterwards whether they can carry them out. Voters need to be very careful of these promises and try to judge whether the candidate is genuine and really wants to help the constituency. Looking at what a person has done for the area in the past may be a good sign.
- 3 The main job of a Member of Parliament is to pass laws for the benefit of all, not just to give out money to benefit their own constituency. Members of Parliament are supposed to do things that benefit the whole country, not just their own constituency. Money they give to their own constituency has to come from government money: from taxes or aid money. So if one constituency gets more, others will get less.

**Step 4** Learners read 'Who would you vote for?' on page 96. Organise learners into groups. Learners do Activity 12 as groups. Each group will come up with different ideas and this may be used for general class discussion, emphasising some of the points made above.

## Lesson 7: Election day

Learner's Book pages 97–98

### Aims

To help learners to:

- understand what happens on election day
- know how to vote when they are entitled to do so.

### Skills

- Learning from photographs

### Method

**Step 1** Explain Activity 13. As learners read these sections they should make a numbered list of the stages someone goes through when voting. These will be used when doing Activity 14.

**Step 2** Learners read 'Election day' and 'Polling stations' and do Activity 13.

#### Answers

- 1 The Governor-General.
- 2 Anyone over 18 years old who is a citizen of Solomon Islands.
- 3 A polling station.
- 4 An electoral constituency is an area that elects one Member of Parliament; polling stations are where people cast their votes.

**Step 3** Using Figure 5.14, explain what a ballot paper is and how to use it to vote.

**Step 4** Look at Figure 5.16 and explain how the votes are counted and the procedures undertaken to make sure this is fair.

**Step 5** Learners do Activity 14.

#### Answers

1 Person enters a polling station. 2 Polling Assistant checks their name on list of registered voters. 3 They are given a ballot paper. 4 Their finger is marked with ink that is difficult to remove so that they cannot vote twice. 5 They take the ballot paper to a place in the polling station where no one can see them. 6 They look at the ballot paper with list of candidates and symbols. 7 They put a tick in the box next to the name and symbol of the candidate they want to vote for. 8 They fold the ballot paper and place it in the ballot box. 9 Polling station closes at 5 p.m. 10 Ballot boxes are collected and locked. 11 Ballot boxes are taken under police escort to the counting centre. 12 Ballot boxes are opened by Returning Officer in the presence of representatives of each candidate. 13 Ballot papers are checked to see which box has the tick. 14 The number of ballot papers with ticks for each candidate are counted. 15 The candidate with the largest number of papers with ticks against their name, i.e. the largest number of people voting for them, is the winner. 16 Winner is announced unofficially. 17 Winner is announced officially by the Governor-General and their name is published in the *Government Gazette*.

## Lesson 8: Systems of election

Learner's Book pages 98–99

### Aims

To help learners to:

- know about the many election systems that exist
- appreciate the problems with the Solomon Islands system
- understand some alternative systems
- form opinions about the best system for Solomon Islands.

**Skill**

- Discussion

**Method**

**Step 1** Using the text and the table on pages 98–99, explain the ‘first past the post’ system and the problems associated with it.

**Step 2** Using the text, describe alternative systems.

**Step 3** Organise learners into groups for Activity 15. Each group makes a list of the advantages and disadvantages with each election system, starting with the ‘first past the post’ system. Groups then decide, with reasons, which is the best system for Solomon Islands. Groups report back to the class.

**Lesson 9: Problems of elections**

*Learner’s Book pages 100–101*

**Aims**

To help learners to:

- understand the problems that occur during elections
- form opinions about how these problems might be overcome.

**Skills**

- Discussing

**Method**

**Step 1** Introduce the topic by pointing out that there are some problems with elections here, and in all countries that hold elections.

**Step 2** Learners do Activity 16.

**Answers**

**1** *Learners will list the suggestions shown in the diagram.*

**2** *Learners’ answers will vary.*

**3** *Hopefully learners will say ‘An honest person’, but their answers may vary.*

**Step 3** Read and explain the problems on pages 100–101. Ask learners if they are aware of any of these problems in their areas.

**Step 4** Organise learners into groups to do Activity 17. Each group reports their findings and recommendations to the rest of the class. Discuss the ideas put forward. The object is just to make learners aware of the problems and issues, as they will be the voters of the future.

**Lesson 10: Political parties and forming a government**

*Learner’s Book pages 101–103*

**Aims**

To help learners to:

- understand what a political party is and why parties are formed
- understand how the Prime Minister is chosen after an election and the role that parties play in this
- understand why this system can often lead to bribery
- understand the advantages and problems of having political parties
- understand what is meant by a ‘motion of no confidence’ and ‘crossing the floor’
- understand and form opinions about the problems this system causes

## Skills

- Interpreting cartoons
- Interpreting diagrams

## Method

**Step 1** Read and explain 'Political parties and forming a government' and explain what a party is.

**Step 2** Read and explain how the Prime Minister is elected and the problems this may cause.

**Step 3** Read and explain the advantages and problems of having political parties.

**Step 4** Read and explain the meaning of 'coalitions', 'votes of no confidence' and 'crossing the floor'.

**Step 5** Explain the problems caused by votes of no confidence and crossing the floor.

**Step 6** Learners do questions 1 and 2 of Activity 18. Help them by explaining the different election systems before they discuss them.

### Answers

**1** *Learners' answers will vary. Some examples are:* direct election may be a fairer system, as we all get a say in choosing the Prime Minister, not just members; there may be less chance for bribery; but this may give an advantage to candidates from the island with the most people e.g. Malaita, if most people supported the candidate from their island.

**2** *Learners' answers will vary. Some examples are:* The British system makes changes of government less likely; the Solomon Islands system avoids having more general elections.

**Step 7** Do question 3 of Activity 18 (a debate) if the learners are politically aware and mature enough. In some schools they may still be too young for this kind of debate.

## Lesson 11: Alternative party systems Overcoming problems of changing governments

*Learner's Book pages 104–105*

## Aims

To help learners to:

- understand that there are other systems of political parties and elections in other countries
- know what some of these other systems are
- understand possible ways of avoiding frequent changes of government
- form opinions about these systems.

## Skills

- Reading
- Comprehending
- Discussing

## Method

**Step 1** Read and explain the alternative party systems in the USA, the UK and Australia.

**Step 2** Read and explain what is meant by parties based on ideologies and why Solomon Islands parties are not based on ideologies.

**Step 3** Read and explain the possible ways of avoiding frequent changes of government.

**Step 4** Groups discuss and form ideas or opinions about each system and report these back to the class.

**Step 5** Learners do Activity 19.

## Lesson 12: How Parliament does its business

*Learner's Book pages 106–107*

### Aims

To help learners to:

- understand how Parliament works
- understand the difference between a Bill, a motion and a question
- understand the role of the Speaker
- understand how a Bill becomes a law or an Act.

### Skills

- Reading
- Comprehending
- Interpreting cartoons and diagrams

### Method

**Step 1** Learners read the text and look at the diagrams to understand the difference between a Bill, a motion and a question.

**Step 2** Learners follow the diagram in Figure 5.23 to understand the stages by which a Bill becomes an Act.

**Step 3** Learners do Activity 20 as a whole class. This activity should test whether learners have understood what they have learnt about Parliament. This is an important activity, which should take a whole period. This is more important than understanding the committee system and, if you are short of time, you might miss out the first part of the next lesson and spend more time on this one.

## Lesson 13: Parliamentary committees Solomon Islands: A constitutional monarchy

*Learner's Book pages 108–109*

### Aims

To help learners to:

- understand what a Parliamentary committee is and why we have these
- understand how the committee system works
- understand the role and positions of the Head of State and Governor-General
- form opinions about whether the Queen of England should remain our Head of State or we should have an elected Head of State.

### Skills

- Discussing

### Method

**Step 1** Learners read the text about Parliamentary committees on page 108 and do Activity 21.

#### Answers

- 1 To discuss in detail issues which Parliament does not have time to discuss.
- 2 Five to seven Members and a chairperson.
- 3 The Speaker.
- 4 They are invited to give their ideas to the committee.

- 5 Standing Select Committees sit in every session and always discuss the same topics; Special Select Committees are set up to discuss one particular issue and then finish up after reporting on it.
- 6 See the following table.

Standing Select Committee	Function/work
Public Accounts Committee	Looks at all the finances and expenditure of the government
Parliamentary House Committee	Looks at how the Parliament itself works
Bills and Legislation Committee	Decides on what Bills should be presented to Parliament
Constitution Review Committee	Reviews the constitution
Foreign Relations Committee	Looks at our relationships with foreign countries

**Step 2** Read and explain the roles of the Queen and Governor-General, including why we have the Queen as Head of State.

**Step 3** Learners do Activity 22. Hold a ‘Parliamentary debate’ on this topic. This both tests the learners’ knowledge of Parliament practised in Lesson 12 and helps them to form an opinion about who should be Head of State. Choose a Speaker to take charge. Choose some learners to be the government, who propose the motion, and other learners to be the opposition, who oppose the motion. The rest can be independents and take whichever side they want. Hold a vote at the end to decide on the motion.

## Lessons 14 and 15: Case studies: Other systems of government

*Learner’s Book pages 110–13*

Note: This should take two lessons but you may divide them as it suits your class.

### Aims

To help learners to:

- know that there are other systems of government in the world different from that of Solomon Islands
- understand how some of these systems work and how they are different from our system
- form opinions about whether any aspects of these overseas systems would be good for Solomon Islands.

### Skills

- Reading
- Comprehending
- Constructing a table of comparison

### Method

**Step 1** Explain that each country has its own system of government, some similar to the Solomon Islands system, some different.

**Step 2** Read and explain about the system of government in USA.

**Step 3** Read and explain about the system of government in Australia.

**Step 4** Learners do Activity 23.

**Answers**

*Learners' answers will vary. See the following table.*

Advantages	Disadvantages
<p>Each state would have its own government. Each state (province) would control its own affairs.</p> <p>There would be fewer arguments between the states.</p> <p>Each state would have money to use for its own purposes.</p> <p>Tension between the states like that which occurred between Guadalcanal and Malaita might be less likely.</p> <p>States could control the movement of people from other states.</p>	<p>There would be many state governments, which would be very expensive.</p> <p>States with many resources would be much better off than states with few resources so some areas would be rich and others poor.</p> <p>There might be arguments or fights between the states.</p> <p>Some states might not allow free movement of people between each state.</p> <p>There might be no sense of unity and the country might break up.</p>

**Step 5** Groups present their ideas. Add other ideas from the table above that are not mentioned by groups.

**Step 6** Continue reading and explaining about China and Fiji.

**Step 7** Learners do Activity 24.

**Answers**

- Answer depends on what is currently happening in Fiji.*
- In Solomon Islands there was violence and some people tried to take over the government; the Prime Minister was forced to resign; they allowed Parliament to follow the constitution and elect a new Prime Minister; Parliament continued to meet and rule the country. In Fiji the Prime Minister was arrested, there was no election for a new Prime Minister, no more elections and Parliament was not allowed to meet.
- Note that the system in Fiji may have changed since this book was written. The following answer applies to Fiji as it was in 2011. You can help learners to fill in two columns: one when this book was written and one as you are teaching.

	Solomon Islands	USA	Australia	China	Fiji (2011)
Type of government	Parliamentary/monarchy	Republic	Federation/monarchy	One-party state	Military government or dictatorship
Head of State or ruler or most powerful person	Queen/Governor-General	President	Queen/Governor-General	Leader of Communist Party	Bainimarama: Head of army
Opposition allowed?	Yes	Yes	Yes	No	No
Prime Minister (if any) chosen by	Parliament	None	Parliament	Communist Party	Head of army
Cabinet chosen from	Parliament	Outside Parliament	Prime Minister	Communist Party	Anywhere

- a** China. **b** Solomon Islands, Australia. **c** Solomon Islands, Australia. **d** Australia. **e** China, Fiji. **f** China. **g** USA. **h** Solomon Islands, Australia. **i** Fiji. **j** Solomon Islands, Australia.
- b, c, h, j.

# Chapter 6: Rules, Laws and the Courts

## Strand: Modern Community and Leadership

This strand consists of three sub-strands. It examines the emerging role of women in leadership, the national government leadership and its roles within a country, and rules, laws and the judiciary.

### Sub-strand

#### 8.6 Rules, Laws and Judiciary

## General learning outcomes

Learners should:

- 8.6.1** know the meaning of rules and laws and related terms (k)
- 8.6.2** understand the structure of the judicial system in Solomon Islands (u)
- 8.6.3** be able to construct a diagram to show the structure of the judicial system in Solomon Islands (s)
- 8.6.4** be able to form opinions about the role of the Judiciary in Solomon Islands. (a)

## Specific learning outcomes

Learners should be able to:

- 8.6.1.1** define the terms ‘rules’, ‘laws’, ‘police’, ‘Judiciary’ and ‘human rights’
- 8.6.1.2** provide reasons for rules and laws, explain how they are made and give examples
- 8.6.1.3** explain the different types of national laws and some basic documents related to these laws and their purpose
- 8.6.1.4** describe the basic rule of law concept in relation to daily life
- 8.6.1.5** explain the role of laws and the function of governments and courts in protecting human rights in Solomon Islands
- 8.6.2.1** explain the levels of the courts in Solomon Islands and the types of cases they can deal with
- 8.6.2.2** examine a case study of how the Judiciary keeps ‘checks and balances’ on the government
- 8.6.3.1** draw the structure of the court system in Solomon Islands
- 8.6.4.1** discuss the strengths and weaknesses of the Judiciary in Solomon Islands and suggest how it can be strengthened.

## Suggested assessment events

Learners should be assessed on questions such as the following.

- a** Explain the reasons for having rules and or laws in society. (k)
- b** List the different levels of courts in Solomon Islands and explain what kinds of cases they deal with. (u)
- c** Draw the structure of the judicial system in Solomon Islands. (s)
- d** Do you think the work of the Judiciary is important? Explain your reasons. (a)

## Topics and timing

There are nine topics in this chapter. Each topic should be covered in a 40-minute lesson, except ‘Magistrates Courts’, which might take more than one lesson, and ‘Stages in a Magistrates Court: Criminal and civil’, which could be done for homework.

Lesson	Topic
1	Introduction
2	Importance of law in Solomon Islands
3	Types of laws in Solomon Islands The rule of law
4	The law and our rights
5	Roles of the courts The structure of the court system
6	Case studies The independence of the Judiciary
7	Types of justice
8 or 8 and 9	Magistrates Courts
9 or 10	Stages in a Magistrates Court: Criminal and civil

## Lesson 1: Introduction

*Learner’s Book page 118*

### Aims

To help learners to:

- know about the accepted manners or behaviour in their families and communities
- understand the consequences of not following family rules
- appreciate the changes happening in their own families
- appreciate the need for rules in any community
- know some of the customary rules in some communities
- understand how each of the customary rules was formed and enforced
- appreciate the changes happening to a lot of the customary practices in the community.

### Skills

- Drawing up rules

### Method

**Step 1** Guide learners as they read the introduction on page 118.

**Step 2** Learners do Activity 1.

#### Answers

- 1 *Learners’ answers will vary. Some examples are:* formal rules are written down and agreed by everyone in the group by discussion or voting; informal rules are not written down and are customs that are followed and respected.
- 2 *Learners’ answers will vary. Some examples are:* you must listen and follow what they say; you must not swear at them; you must not steal from them.
- 3 *Learners’ answers will vary. Some examples are:* parents may punish you, refuse to give you food, give you extra work to do.
- 4 All these signs of respect are informal rules.
- 5 *Learners’ answers will vary.*

- 6 *Learners' answers will vary. Some examples are:* It is good for parents to make most family rules because they have more experience in life; It is good to discuss family rules with others, including children, so they learn and accept the rules.
- 7 *Learners' answers will vary.* Most ideas about family rules are based on local customs or religion or church practices.

**Step 3** Organise learners into groups to do Activity 2.

**Answers**

- 1 *Learners' answers will vary. Some examples are:* Keep your hands and feet to yourself; bring all your books before class begins; do not throw things in the classroom; do not swear; do not leave the classroom without permission.
- 2 *The final five rules will depend on the class selection/choices.*

**Step 4** Learners read the text on page 118. Explain the text to them where necessary.

**Step 5** Learners do Activity 3.

**Answers**

- 1 *Write learners' ideas on the board and compare with others.*
- 2 *Learners' answers will vary. Some examples are:* slowly over many years, to control resource use, land ownership or people's behaviours/attitudes.
- 3 *Answer depends on learners' particular areas.*
- 4 and 5 *Learners' own opinions.*
- 6 *Learners' answers will vary. Some examples are:* village leaders/women leaders/youth leaders/church leaders.
- 7 *Answer depends on learners' particular areas.* Often, offenders had to pay compensation using custom money.
- 8 *Learners' answers will vary.*

**Step 6** Refer learners to the photograph in Figure 6.2 and ask learners a few questions based on the photograph, e.g:

- Is there any way that you could tell these are chiefs from the photo?
- What does this show you about Melanesian culture if you compare these with rulers in other cultures, e.g. Kings in Tonga, the Queen of England, the President of the USA.

Explain to learners that they will learn about rules and laws of the government in this chapter. Help them to understand that in some places the roles of traditional chiefs are no longer respected. Ask learners why respect for traditional leaders is no longer observed.

**Step 7** Learners do Activity 4.

**Answers**

- 1 and 2 *You would expect learners to give examples of actual laws, not general laws as given in the following table.*

Type of law	Importance of law
Murder laws	Prevent people from killing others
Burglary laws	Prevent people from stealing people
Forgery laws	Prevent people from falsifying things
Business laws	Prevent individuals from running businesses illegally
Traffic laws	Prevent non-licensed people from driving vehicles
Environmental laws	Prevent people from spoiling the environment

- 3 *Learners' answers will vary.*
- 4 People are arrested by the police and taken to court and may be warned, fined or sentenced to prison.

## Lesson 2: Importance of law in Solomon Islands

*Learner's Book pages 119–120*

### Aims

To help learners to:

- know that laws are formal rules and know examples of laws in Solomon Islands
- understand how each of these laws affects our lives in Solomon Islands
- appreciate the roles played by police as law-enforcing agencies in a country like Solomon Islands.

### Method

**Step 1** Guide learners as they read the text on pages 119–20.

**Step 2** Learners do Activity 5.

#### Answers

Because we have many ethnic groups with different rules and customs so we must have some rules or laws agreed by all; to guide and control our behaviour; to help restore order and settle disputes; to protect basic rights of people; to prevent people doing harm to each other; to control powers of government leaders; to maintain peace in the community; to promote healthy life/clean environment; to regulate businesses.

**Step 3** Refer learners to the cartoons in figures 6.3, 6.4 and 6.5. Ask the following questions.

- What do you think is happening in each cartoon?
- What do you think would be the best form of punishment for each of the crimes committed?
- Why do you think so?
- Should we have the same punishment for every crime? If not, why not?

**Step 4** Learners do Activity 6.

#### Answers

- 1 A set of formal rules accepted by the majority of people in a community, province/state or country.
- 2 There would be disorder, chaos, disharmony.
- 3 *See table done during last lesson.*
- 4 The importance of a law is affected by its influence on people. The most important laws are for those crimes which do most damage to people, e.g. murder.
- 5 *Learners' answers will vary.*

## Lesson 3: Types of law in Solomon Islands

### The rule of law

*Learner's Book pages 121–23*

### Aims

To help learners to:

- know the main types of laws in Solomon Islands
- understand the importance of these laws and how they affect people's lives
- appreciate the value of these laws and the need to respect them
- know the meaning of 'democratic'
- understand the importance of the 'rule of law' concept and the consequences of not keeping to the 'rule of law' principle.

### Skills

- Interpreting a flow diagram

**Method**

**Step 1** Explain that there are many different types of laws. Guide learners as they read the text on pages 121–22.

**Step 2** Learners do Activity 7.

**Answers**

*See the following table.*

Name of type of law	Who makes the law and how it is made
Constitution	Formed after ideas collected from people in the country. Originally agreed at independence (see Chapter 3), but can be changed or amended
Acts of parliament	Drawn up and passed by Members of Parliament. Must go through stages: Bill, 1st and 2nd readings, committee stage, 3rd reading, assent by Governor-General, gazetted
Subsidiary laws	Formed by Ministers and approved by Cabinet
Ordinances or by-laws	Formed by Provincial Governments
Common laws	Based on decisions made in court by judges

**Step 3** Learners read through the text on page 123. Help learners to understand the idea of the ‘rule of law’ in a country such as Solomon Islands. Explain how the situation in Solomon Islands may be different from the situation in Italy, China or Fiji under the military government.

**Step 4** Learners do Activity 8.

**Answers**

- 1 Anyone who breaks the law will face the full force of the law.
- 2 *Learners’ answers will vary.*
- 3 *Learners’ answers will vary.*
- 4 *Learners’ answers will vary. Some examples are: Advantages:* people more willing to become leaders; gives leaders more dignity and respect; shows we trust the people we choose to be leaders. *Disadvantages:* leaders will do anything they like; they will think they are more important than anyone else; people will try to become leaders so they can break the law.

**Lesson 4: The law and our rights**

*Learner’s Book pages 124–26*

**Aims**

To help learners to:

- understand the basic rights they enjoy as citizens of Solomon Islands
- understand that these basic human rights are recognised by the United Nations, and some come from there
- appreciate the importance of having these basic human rights.

**Skills**

- Discussing scenarios

**Method**

**Step 1** Refer learners to figures 6.11, 6.12 and 6.13. Ask them about how the work of each of these groups contributes to the protection of human rights throughout the world. Guide learners as they read the text on pages 124–25.

**Step 2** Learners do Activity 9.

**Answers**

- 1 Rights to education; live peacefully without being beaten or severely punished; vote; run business and own property; move freely; express opinions; hold meetings. Note there may be rules about these things that control the way people can do them, e.g you need a licence to run a business; you need a passport to move to another country.
- 2 *Learners' answers will vary. An example is:* these rights are important to me because they protect me and give me the opportunity to live in a free society and enjoy my life freely and without fear.

**Step 3** Learners do Activity 10.

**Answers**

- 1–4 *Learners' answers will vary.*
- 5 Because it gives people power to change the leader during elections when they think that the leader is no longer serving their interests.
- 6 *Learners' answers will vary.*
- 7 Make sure we have good laws protecting all the rights; good police to enforce the law; good judges to punish people if they break the law. Don't pass laws that take away rights.

**Step 4** Learners do Activity 11.

**Answers**

*Learners' answers will vary but the cases involve the following human rights:*

- 1 Right to have enough to eat.
- 2 Right to freedom from harm, right to feel safe with your family.
- 3 Right to own property, right to a clean environment.
- 4 Right to own property, right to feel safe in own community.
- 5 Right to express opinions.

## Lesson 5: Roles of the courts

### The structure of the court system

*Learner's Book pages 127–30*

**Aims**

To help learners to:

- know the main functions of the court system in Solomon Islands
- understand the difference between civil and criminal disputes
- understand the different court systems and structure of court system in Solomon Islands
- appreciate the role played by the court systems in dealing with disputes in the country.

**Method**

**Step 1** Tell learners that the next few pages explain the different types of courts in Solomon Islands and what they do.

**Step 2** Learners do Activity 12 as they read pages 127–28. Guide learners as they read.

**Answers**

- 1 Enforcement of the law; uphold peace; protect rights of individuals; ensure government agencies abide by the law; interpret laws passed by parliament.
- 2 Criminal and civil disputes.
- 3 *Criminal matter:* a case where someone has broken the law of the country and is prosecuted by a government lawyer representing the Crown. *Civil matter:* dispute between two individuals or an individual and a company, but no one has broken the law; often about customary land.

- Step 3** Learners read the text on pages 128–29 and study Figure 6.18 showing the court structure. Help learners to understand the role of each type of court. Ask learners for their views on the challenges faced by lawyers (e.g. Chief Justice) in the different courts in Solomon Islands.
- Step 4** Learners do Activity 13. Note that the figures are correct for 2012 but may have changed since then.

**Answers**

See the following table.

Type of court	Roles
Local Courts	Deal with minor issues
Magistrates Courts	Deal with more serious cases: Civil up to \$50 000 Criminal: up to 5 years prison
High Court	Deals with most serious cases: Civil over \$50 000 Criminal: over 5 years prison Plus cases referred from Magistrates Court or appeal cases
Court of Appeal	Appeal cases from lower courts Decides if previous court was right or wrong

## Lesson 6: Case studies

### The independence of the Judiciary

Learner's Book pages 130–32

**Aims**

To help learners to:

- understand the difference between criminal and civil cases and which cases go to which courts
- understand why it is important for courts to remain independent in decision making
- understand the different forms of external pressure that often influence judiciary decisions
- develop a deeper appreciation of decisions made by courts of Solomon Islands.

**Skills**

- Discussing scenarios

**Method**

**Step 1** Learners do Activity 14.

**Answers**

See the following table.

Case	Criminal or civil case	Court	Reasons
1	Criminal	Local	Although land dispute is civil, hitting or assault is criminal, but not very serious in this case
2	Civil	Magistrates	This was an accident, so not criminal. Careless driving is criminal
3	Civil	High court	No crime committed but value is over \$50 000
4	Civil	Court of Appeal	Land cases are civil Already judged by lower courts
5	Criminal	Magistrates	Drunk and disorderly is a crime, resulting in a fine or less than 5 years imprisonment
6	Criminal	Magistrates	Brewing kwaso is a crime, resulting in a fine or less than 5 years imprisonment

**Step 2** Learners read the text on pages 131–32.

**Step 3** Learners do Activity 15.

#### Answers

- 1 The court is completely independent in its decision and does not favour any one (i.e. take sides with anyone such as wantoks or treat them differently from others) and does not fear anyone (i.e. is not afraid of anyone who may not agree with their decision).
- 2 *Learners' answers will vary. An example is:* to prevent those with wealth and power from using their position to influence decisions of the court. There are others in society who do not have any position or money and may become the most disadvantaged people in the country. Decisions will be biased and not fair because courts are influenced to make decisions in favour of a few such as politicians or police. Politicians or police or other powerful people may become 'above the law'.
- 3 Open justice is important because all of the decisions and processes involved in the court hearing are openly discussed and made known to everyone. Nothing is done in secret so everyone knows how the decisions are made.

## Lesson 7: Types of justice

*Learner's Book pages 132–33*

### Aims

To help learners to:

- know about the two types of justice systems
- understand the differences between these justice systems
- form opinions about how to deal with different types of cases.

### Skills

- Discussing scenarios

### Method

**Step 1** Learners read the text on pages 132–33. Highlight the main ideas in this text, e.g. the difference between punitive and restorative justice.

**Step 2** Ask learners:

- What is happening in the photograph in Figure 6.24?
- Why is compensation important in the Melanesian justice system and how does it help to keep communities peaceful?
- How is it sometimes misused?

**Step 3** Organise learners into groups and they each discuss and decide on the situations in Activity 16.

**Step 4** Each group reports their decisions to the rest of the class, or as many as there is time for. If time is short, you could give different situations to each group to discuss, or all discuss all situations but only one group report on each.

**Step 5** Organise a whole-class discussion of the ideas coming out of these discussions.

## Lesson 8 or 8 and 9: Magistrates Courts

Learner's Book pages 134–38

Note: If the story is acted out, which is better, this will take two lessons.

### Aims

To help learners to:

- understand the main processes involved in magistrates courts when dealing with court cases
- know what would happen if they were ever taken to a Magistrates Court
- appreciate and respect court decisions in making judgments.

### Skills

- Interpreting cartoons

### Method

**Step 1** Guide learners through the text on pages 134–37. Clarify key words with learners and ask them to look carefully at the cartoons in Figure 6.26.

**Step 2** Organise learners into groups to do question 1 of Activity 17. Ask volunteers or choose people to role-play the case study by reading aloud the story to the rest of the learners. There should be a narrator, Angela Arimae, a prosecutor and constable Joseph Earnest.

**Step 3** Learners do questions 2 and 3 of Activity 17.

### Answers

**2** See the following table.

Names of people	Role played
Kokodo	The defendant, i.e. the person accused of a crime
Magistrate	Takes charge of the court and decides verdict and sentence
Prosecutor	The lawyer who accuses Kokodo and tells the court the crime he is accused of committing
Angela Arimae	The first witness
Defence Counsel or Kokodo's Counsel	A lawyer who is defending Kokodo and trying to say he did not commit the crime or had good reasons for doing so
Constable Joseph Earnest	The second witness
Members of the public	People who listen and observe the event

**3** **a** plea/plead: to say whether you are guilty or not. **b** cross-examination: to ask questions of a witness. **c** re-examination: to ask further questions. **d** prosecutor: the lawyer trying to prove that the person accused committed the crime. **e** charge: the crime the person is accused of and what he is supposed to have done. **f** defendant: the person who is accused of a crime. **g** defendant's counsel: a lawyer trying to say he did not commit the crime or had good reasons for doing so. **h** sentence: the penalty if the person is found guilty — may be a fine or imprisonment.

**Step 4** Arrange and organise for learners to do question 4 of Activity 17 if there is time, or it could be done in conjunction with the English teacher as an English lesson.

**Step 5** Learners do question 5 of Activity 17. Help them to write their own court case then choose people to act it out.

**Step 6** Schools in towns where there is a Magistrates Court are encouraged to do question 6 of Activity 17. Schools in other areas might arrange a visit to a local court or land court.

## Lesson 9 or 10: Stages in a Magistrates Court: Criminal and civil

*Learner's Book pages 138–40*

### Aims

To help learners to:

- understand the different procedures involved in dealing with both criminal and civil cases in magistrate courts.

Note: This is really a summary of much of the chapter and could be done as a test or for homework.

### Skills

- Filling in a table

### Method

**Step 1** Guide learners through the passages on pages 138–39.

**Step 2** Learners do Activity 18.

#### Answers

*See the following table.*

A criminal case	A civil case
<b>Before the court case</b>	
A crime is committed Police enquiry A charge is laid and case is registered at the Magistrates Court	An argument breaks out between two or more people The victim registers the case with Magistrates Court Magistrate issues a court order on defendant and plaintiff
<b>During the court case</b>	
Magistrate hears the case Prosecutor and witnesses give information Defendant and witnesses give information Judgment is made	Magistrate listens to presentations from both sides Magistrate makes decisions based on evidence submitted
<b>After the court case</b>	
Defendant pays fine or goes to prison or is found not guilty and goes free OR Defendant appeals against decision Chief Justice listens to arguments and makes decision	A fine is given or the defender is found not guilty OR The defender appeals and registers the case at the High Court Chief Justice hears the case and gives final decision

# Chapter 7: Mapping Skills

## Strand: Mapping Skills and Physical Environment

This strand consists of three sub-strands. It aims to introduce mapping skills and describe various weather and climate patterns, physical environments and landscapes in Solomon Islands and the world.

### Sub-strand

#### 8.7 Mapping skills

## General learning outcomes

Learners should:

- 8.7.1** understand how to read, interpret and analyse map information by using a map key, scale, latitude and longitude (k)
- 8.7.2** recognise different types of maps, e.g. relief, cultural (u)
- 8.7.3** be able to interpret and analyse information from maps in written forms, graphic or tabulated forms (u)
- 8.7.4** be able to use a grid on a map (s)
- 8.7.5** be able to recognise relief features using contours. (k)

## Specific learning outcomes

Learners should be able to:

- 8.7.1.1** define the terms: map key, scale, latitude, longitude, time zone, relief, grid, contours, and Greenwich Mean Time (GMT)
- 8.7.1.2** read and interpret features on a map, e.g. keys, symbols, scales, time zones, etc.
- 8.7.1.3** locate places on a map using latitude, longitude and grid references
- 8.7.1.4** record measurement using different scales: statement scales, fractional scales and line scales
- 8.7.1.5** calculate times for different places or zones according to latitude
- 8.7.2.1** differentiate between different types of maps
- 8.7.3.1** present map information in a form of written reports, tables, charts, graphs and statistics
- 8.7.4.1** use a sand tray or sandy area to construct simple contours
- 8.7.4.2** recognise relief features from a contour map and draw a cross-section from a contour map showing features along it.

## Suggested assessment events

Learners should be assessed on questions such as the following.

- a** Describe the features shown on a large-scale map. (k)
- b** Calculate times for five countries in different places or zones according to GMT. (u)
- c** Draw a cross-section of a relief feature from a contour map. (s)
- d** How important are time difference between different places? (a)

## Topics and timing

There are five topics and six lessons in this chapter. Each topic should be covered in a 40-minute lesson, except the last topic, which will need two lessons.

Lesson	Topics
1	Basic divisions of the globe Latitude
2	Longitude Using lines of latitude and longitude
3	Time and time zones
4	Types of maps
5	Contour lines
6	

### Notes

- Many of the concepts in this chapter are also taught in Maths. You should find out from the Maths teacher what learners should know and constantly refer learners to their knowledge of Maths.
- It would be very useful to use a globe in teaching these lessons. If you are not able to find one, try to construct the basic divisions of the world on a large ball.

## Lesson 1: Basic divisions of the globe

### Latitude

*Learner's Book pages 144–46*

### Aims

To help learners to:

- understand that the world is round and can therefore be shown properly only on a globe
- understand that the globe can be divided into a grid like those you learnt about on maps in Year 7
- understand that:
  - the grid on the globe is more complicated than other grids as the globe is round
  - the basic lines of the grid are called latitude and longitude
  - the world spins around on an axis and the tips of the axis are called the North and South poles
  - that lines of latitude are drawn round the world between the poles, with the Equator in the middle and other lines parallel to this.

### Skills

- Reading diagrams
- Measuring latitude

### Method

**Step 1** Briefly ask questions to revise what they know about maps, e.g.:

- What is a map? (It is a drawing of an area or place smaller than the real thing.)
- What is the difference between a map and a photograph? (A photo shows places as they really are, often from one side; a map looks down from above and shows symbols, not the real thing.)
- How are features shown on maps? (By symbols, lines, colours and shading.)
- What is a grid and how is it used? (A grid divides the map into numbered squares to help us find where places are.)

**Step 2** Ask questions about the world, e.g.:

- What shape is it? (Round. A sphere.)
- How can we show it in small form like a map? (We must use a round object called a globe.)

**Step 3** If possible, show a globe.

**Step 4** Explain that to draw a grid on a globe the lines must be circles. We draw two kinds of lines called latitude and longitude. Show these if you have a globe.

Note: Because all the lines we are referring to are lines on globes or maps and are not real lines on the Earth, it is better to keep referring to the globe, not the Earth.

**Step 5** Explain that the Earth moves around or rotates all the time. Show this with a globe or any round object like a football. When a round object rotates, the outside moves around fast, while the centre remains stationary and the rest of the globe spins round this central line. Show this. and refer learners to Figure 7.2. The two places where this central line meets the surface do not rotate or move. Show this by marking the two points and refer learners to Figure 7.3. Point out the North Pole and South Pole and draw lines to show the poles not moving and other parts moving round in a circle. Remind learners that the poles are just points on the globe; they are not real poles on the Earth. The line in the middle between the two poles, the Equator, moves around the fastest. Show the Equator and the position of Solomon Islands and explain the meaning of hemispheres (hemi = half), Northern Hemisphere and Southern Hemisphere. Refer to Figure 7.3.

**Step 6** Explain that lines of latitude are drawn around the globe parallel to and north and south of the Equator. This means that the lines of latitude get shorter from the Equator to the poles until they reach the poles in a point. Show the lines of latitude on the globe. Point out that these are not real lines on the Earth.

**Step 7** Explain how lines of latitude are measured, with the help of the text and Figure 7.4.

## Lesson 2: Longitude

### Using lines of latitude and longitude

*Learner's Book page 146–47*

#### Aims

To help learners to:

- understand what longitude is and how it is measured
- be able to use latitude and longitude to find places on a map or globe.

#### Skills

- Measuring latitude and longitude
- Using latitude and longitude

#### Method

**Step 1** Explain lines of longitude are similar to lines of latitude but drawn at right angles to them. They are drawn right round the globe through the North and South Poles. Show on the globe and look at Figure 7.5. Explain how lines of longitude are measured with the help of the text and Figure 7.5. Note that there is no natural starting point or ending point for measuring longitude so a line was chosen as the 00 line and this is called the Prime Meridian. (Prime = first. Meridian is another name for a line of longitude.)

**Step 2** Learners do Activity 1.

#### Answers

- 1 a** map: a drawing of an area or place smaller than the real thing. **b** Equator: line of latitude half way between North and South Poles, dividing the globe into two halves.

**c** North and South Poles: the two ends of the Earth's axis, which do not rotate or spin round. **d** Prime Meridian: the first line of longitude from which all others are measured.

**2 a** Because it is only measured a quarter way around the Earth from the Equator to the poles. The angle between the Equator and the poles measured at the centre of the Earth is  $90^\circ$ . **b** Because they are counted east and west of the Prime Meridian and the place where they meet is halfway round the circle, or  $180^\circ$ . (*Note these two questions are quite difficult and may need to be done as a class.*)

**3 a** Latitude  $45^\circ$  north is  $45^\circ$  north of the Equator; Latitude  $45^\circ$  south is  $45^\circ$  south of the Equator. **b** Longitude  $120^\circ$  east is  $120^\circ$  east of the Prime Meridian; Longitude  $120^\circ$  west is  $120^\circ$  west of the Prime Meridian.

**4** Learners draw the map in class. Check that learners' maps all include the Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian and International Date Line.

**Step 3** Use the text to explain how latitude and longitude are written, including use of degrees and minutes. Refer to work done in Maths.

**Step 4** Use the maps in the appendices to show how lines of latitude and longitude are drawn on flat maps. Help learners to locate the examples given in the Learner's Book in Appendix 2: Pacific Basin Map.

**Step 5** Use the Pacific map to show the  $180^\circ$  longitude opposite the Prime Meridian and the difference between lines of longitude counted east and west of the Prime Meridian. You may also look at Appendix 3: World Map.

**Step 6** Learners do Activity 2. Show learners on the map that each country is spread out over a large area, so they should find the latitude and longitude of the capital city or town. This is a good exercise also for them to learn the names of the capital cities or towns. The answers are shown below. All figures should be approximate. You are only testing if they know how to do the task.

Remind learners that for latitude we read down the map south of the Equator, and up the map north of the Equator; for longitude we count left to right or east to the left of the  $180^\circ$  line and from right to left or west to the right of the  $180^\circ$  line. They will have to look at the numbers of the lines marked and estimate the degrees between them. They do not need to try to measure accurately.

Ask learners why the lines on the map are not straight lines. (They are not straight because the globe is round and we are trying to put the lines on a flat surface.)

#### Answers

**1 a** Vanuatu: Port Vila  $17^\circ\text{S}$ ;  $168^\circ\text{E}$ . **b** Marshall Islands: Majuro  $7^\circ\text{N}$ ;  $171^\circ\text{E}$ . **c** New Caledonia: Noumea  $23^\circ\text{S}$ ;  $166^\circ\text{E}$ . **d** New Zealand: Wellington  $42^\circ\text{S}$ ;  $175^\circ\text{E}$ . **e** Hawaii islands: Honolulu  $21^\circ\text{N}$ ;  $157^\circ\text{W}$ . **f** Madagascar: Antananarivo  $21^\circ\text{S}$ ;  $47^\circ\text{E}$ . **g** Cuba: Havana  $23^\circ\text{N}$ ;  $82^\circ\text{W}$ .

**2 a** Fiji: Suva. **b** Samoa: Apia. **c** Hawaii: Honolulu. **d** Australia: Perth. **e** Japan: Tokyo. **f** Ireland: Dublin. **g** South Africa: Cape Town.

## Lesson 3: Time and time zones

*Learner's Book pages 147–50*

### Aims

To help learners to:

- understand how the rotation of the Earth causes day and night
- understand how different places have different times

- understand that places with different longitudes have different times
- be able to find the time in different places.

### Skill

- Calculating time and time zones

### Method

**Step 1** Use a globe or ball and a torch or other source of light, even a window, to explain that different places face the sun or face away from the sun at different times.

**Step 2** Explain that time is measured from noon, which we call 12 o'clock. Noon is that minute of the day when the part of the Earth on which we are standing is most directly facing the sun or the sun is at the highest angle. This is not always 90° but changes with the seasons. In places outside the tropics, towards the poles, the sun is never at 90°, but we still say it is noon when the sun is at its highest point. Show this on the globe or ball.

**Step 3** Explain that because the Earth rotates every day, places in different longitudes face the sun at different times, but all places on one longitude face the sun at the same time each day. So all places on the same line of longitude have the same time. Show this on the globe or ball.

**Step 4** Show a globe or ball with a source of light and the globe rotating. Show or mark three places on the globe or ball: Solomon Islands, Fiji and Australia. Use a source of light for the sun.

**a** Rotate the globe from west to east; that is, with Australia moving 'towards' Fiji. Ask:

- Which place will see the sun first? (*Fiji*)
- Which place will see it next? (*Solomon Islands*)
- Which place will see it last? (*Australia*)

**b** Rotate the globe so that Fiji is just coming into the light. Ask:

- What time is it in Fiji now? (*About 6 a.m.*)
- In Solomon Islands is it before 6 a.m. or after 6 a.m.? (*Before*)
- In Australia is it before 6 a.m. or after 6 a.m.? (*Before*)

**c** Rotate the globe so that Solomon Islands is just coming into the light. Ask:

- What time is it in Solomon Islands now? (*About 6 a.m.*)
- In Fiji is it before or after 6 a.m.? (*After*)
- In Australia is it before or after 6 a.m.? (*Before*)

**d** So when it is 6 a.m. in Solomon Islands, it is after 6 a.m. (that is, 7 a.m.) in Fiji. Ask:

- Is Fiji time ahead of us or behind us? (*Ahead*)
- If you know the time in Solomon Islands do you have to add or subtract to find the time in Fiji? (*Add*)

**e** When it is 6 a.m. in Solomon Islands it is before 6 a.m. (that is, 5 a.m.) in Australia. Ask:

- Is Australian time ahead of us or behind us? (*Behind*)
- If you know the time in Solomon Islands do you have to add or subtract to find the time in Australia? (*Subtract*)

**Step 5** Explain that this means we can make a rule:

- 1** Places to the east of where you live see the sun before you do, so you have to add to your time to find the time there.
- 2** Places to the west of where you live see the sun later than you do, so we have to deduct from your time to find the time there.

**Step 6** Explain that the Earth rotates once every 24 hours. One rotation is 360°, so it rotates 360° in 24 hours. This means it rotates 15° every hour. So places 15° to the east of us will see the sun one hour earlier than us; places 15° to the west of us will see the sun one hour later than us.

**Step 7** This means that to calculate time we use latitude. For every 15° east of us we add one hour to our time to find their time. For every 15° west of us we subtract one hour to find their time. Ask:

- If the time in Honiara is 9 a.m., what will the time be in Bangla Desh, which is 90° west of us? (*90 divided by 15 = 6, so it is 6 hours earlier, or 3 a.m.*)
- If the time in Honiara is 9 a.m., what will the time be in Auckland, which is 15° east of us? (*One hour later*)

**Step 8** Use the text to explain the International Date Line and changes of days. Use a globe to show the time on the Prime Meridian in Greenwich at 10 a.m. on Friday. Show how you count time by deducting to the west, so by the time you get to Tuvalu, which is 180° west, you deduct 12 hours and it is 10 p.m. on Thursday. But if you count the other way to the east, by the time you get to Tuvalu you add 12 hours and it is 10 p.m. on Friday! It cannot be both Thursday and Friday so we have to have a line where the day changes. This is the International Date Line. Note that this is not easy to explain, so you may just have to state it as a fact without trying to explain it in full.

**Step 9** Learners do Activity 3.

#### Answers

- 1 Perth: (deduct 3 hours) 10 a.m. or 10.00 hours.
- 2 Fiji: (add 4 hours) 17.30.
- 3 Australia is so big it spreads across many time zones. (The sun rises in Perth more than 2 hours after it rises in Brisbane.)
- 4 Thursday.
- 5 **a** Hong Kong (deduct 11 hours): 09.00 hours on Monday. **b** Jakarta (deduct 12 hours): 08.00 hours on Monday. **c** Santiago (add 1 hour): 21.00 hours on Sunday.
- 6 **a** gain a day. **b** lose a day. **c** neither.
- 7 She will arrive at 11.30 p.m. Solomon Islands Time and 10.30 p.m. Auckland time.

## Lesson 4: Types of maps

*Learner's Book pages 150–52*

### Aims

To help learners to:

- be able to read and interpret different kinds of maps, especially those found in atlases
- be able to use symbols, shading and other techniques used on maps.

### Skill

- Reading maps

### Method

Note: If there is not time to finish all the activities, give some for homework or leave some—as long as learners have an idea that there are different types of maps and have seen different types.

**Step 1** Remind learners that maps do not show reality but symbols, lines and colours that represent reality. Explain that different maps use different techniques or ways to show information about an area. As well as showing the features that we could see, such as roads, buildings, rivers and hills, maps can also give us information about features we could not see if we went to the area. Learners will look at:

- maps that show the features they would see if they visited the area, such as hills and valleys
- maps that show things they could not see, such as average temperature, or the density of population

- maps that show features they could see if they went to the area, such as crops or buildings, but tell more about them, for example what they are used for or their importance. These maps use symbols and colours to show different things.

**Step 2** Learners do Activity 4. The map in Figure 7.8 shows the average temperatures in Australia—that is, how hot or cold it is in different places.

**Answers**

- 1 Annual average temperature means the temperature of each month or each day added together and divided by the number of months or days. It does not show you the actual temperature for a particular day or month but the mean or average of all days or months. If the annual average temperature is 21°C, some months or days it will be hotter than this and some will be colder, but the average is 21°C.
- 2 North, around Darwin: higher than 27°C.
- 3 Tasmania, inland: lower than 9°C.
- 4 Could be Brisbane and Perth—both 18–21°C; or Sydney and Adelaide—both 15–18°C.
- 5 There are highlands or mountains inland from the east coast, so as you go up the highlands the temperatures become cooler.

**Step 3** Learners do Activity 5. This compares a physical map (Figure 7.9) with an economic map (Figure 7.10), both of Papua New Guinea. Read and explain the sections describing the two types of map. Explain that the activity is to compare one map with the other. Note that on both maps, north is at the top of the map. The text explains how the heights are shown. Remind learners of this. Explain the term ‘mainland’ and point out the difference between mainland and islands in Papua New Guinea.

**Answers**

- 1 **a** The south and north of the mainland. **b** The middle of the mainland. **c** There is a large area of high land—hills or mountains running down the middle with lower, flatter land on either side.
- 2 See the following table.

Crops	Highlands	Coastal plains	Islands
<b>Traditional crops</b>	Sweet potato	Sago, bananas, taro, yams	Taro, yams, sweet potato
<b>Cash crops</b>	Coffee, tea	Coconuts, cocoa, rubber	Coconuts, cocoa, palm oil

**Step 4** Learners do Activity 6. Population maps show the density of population in areas. This means the average number of people in each square kilometre. Like temperature maps, population maps show averages. It does not mean that every square kilometre has exactly that number of people. We find the number of people in an area and then divide by the number of square kilometres to get the average density. Population maps may also show the number of people living in each large town, by drawing different sizes of dots. Note: Figure 7.11 shows that New Zealand has two islands—North Island at the top of the map and South Island at the bottom of the map.

**Answers**

- 1 North Island.
- 2 On the east coast or in the east.
- 3 The western or south-western part of the South Island.
- 4 The northern part of North Island, around Auckland or the southern part of North Island, in a band from Wellington to Napier.

## Lessons 5 and 6: Contour lines

Note: These lessons can be divided according to the time available and whether or not you go outside once or twice to do Activities 9 and 10.

*Learner's Book pages 152–57*

### Aims

To help learners to:

- understand what a contour line is and how it is used to show height on maps
- understand what is meant by sea level and how contours are measured from sea level
- observe some basic contour patterns like steep and gentle slopes
- be able to read basic patterns on a contour map.

### Skills

- Drawing contours
- Understanding contours
- Imagining land relief from contour maps

### Method

**Step 1** Learners do Activity 7. Remind learners that they used maps that show height with different colours in Year 7.

#### Answers

**a** 400 metres. **b** 300 metres. **c** 200 metres. **d** 100 metres. **e** light green and orange areas. **f** orange and grey areas.

**Step 2** Use this exercise and first paragraph on page 152 to explain what a contour is.

**Step 3** Ask learners to read page 153, look at Figure 7.13 and explain sea level.

**Step 4** Learners do Activities 8 and 9 if it is possible to go outside to a suitable place. This can be any place where there is uneven ground with at least a steep and a gentle slope. This should be possible even in an urban school. It is probably good to take two lessons outside so the second lesson, Activity 9, reinforces the first one, Activity 8.

#### Answers for Activity 8

- 1 a–c** If people line up along a contour line or you walk along a contour line you will stand or walk always at the same height, neither going up or down. Some books suggest making a model of a hill and gradually submerging it in water. The place where the water reaches at any time is the contour line.
- 2** On a steep slope contours are close together as you reach the next contour quickly; on a gentle slope the contours are far apart as you have to walk a long way to reach the next contour.
- 3** A map shows the contours looking down from above.

#### Answers for Activity 9

- 1** The contours for a hill form a round shape, enclosing the hill in the middle.
- 2** The contours for a valley form a V-shape with the contours pointing upwards or towards the next highest contour.
- 3** The contours for a spur form a V-shape also but the contours point towards the next lowest contour. *Show these patterns on Figure 7.14.*

Otherwise do Activity 10. This means getting a heap of sand either outside or inside the classroom. Schools near the sea can go and do this activity on the beach as shown in Figure 7.15. Even if you do Activities 8 and 9 outside, it is good reinforcement to do Activity 10, either inside with a heap of sand or outside on the beach.

Note that it is essential to introduce contours through these practical activities. If learners do not see how contours work in reality they will find them very difficult to use or understand.

**Step 5** Use Figure 7.16 to show and explain what a cross-section is. Then learners do Activity 11. Learners follow instructions to draw a cross-section. You may need to help them with this.

**Step 6** Learners do Activity 12. They use Figure 7.16 to draw cross-sections.

**Step 7** Learners read the summary of contour lines on page 156, look at Figure 7.18 and copy both the summary text and Figure 7.18 into their exercise books.

**Step 8** Learners do Activity 13.

**Answers**

**1** In the south. **2** In the north. **3** 180 metres. **4** Two (or three if the small one in the far north-west is included). **5** Rounded/almost square. Flat topped. **6** The area has flat land in the south with one isolated hill in the middle. The north is hilly with three hills separated by two valleys.

# Chapter 8: Weather, Climate and Vegetation

## Strand: Mapping Skills and Physical Environment

This strand consists of three sub-strands. It aims to introduce mapping skills and describe various weather and climate patterns, physical environments and landscapes in Solomon Islands and the world.

### Sub-strand

#### 8.8 Weather, Climate and Vegetation of Solomon Islands

## General learning outcomes

Learners should:

- 8.8.1** know some important weather elements and types of weather and climate in Solomon Islands (k)
- 8.8.2** understand how vegetation is influenced by the type of weather and climate (u)
- 8.8.3** be able to read simple graphs showing weather features and use some types of weather recording instruments (s)
- 8.8.4** understand types of weather hazards and risks to humans (u)
- 8.8.5** appreciate how human lifestyles in Solomon Islands are influenced by the type of weather and climate. (a)

## Specific learning outcomes

Learners should be able to:

- 8.8.1.1** explain what weather is and its importance to people's lives
- 8.8.1.2** list and explain the different weather elements
- 8.8.1.3** make simple observations of some important weather elements, for example wind speed and direction, cloud amount and type, rainfall, temperature
- 8.8.1.4** name and demonstrate the ability to use some weather recording instruments such as a rain gauge, a thermometer and a barometer
- 8.8.1.5** explain how weather affects people's lives
- 8.8.1.6** locate on the world map the weather and climatic region in which Solomon Islands is situated and describe the types of vegetation and climate
- 8.8.1.7** define the terms 'weather', 'climate', 'wind direction', 'cloud type', 'rainfall', 'temperature' and 'cyclones'
- 8.8.2.1** explain how weather and climate influence the vegetation, human lifestyles and farming systems in Solomon Islands
- 8.8.3.1** read temperatures and rain graphs about local areas in Solomon Islands
- 8.8.4.1** explain what cyclones are and their causes
- 8.8.4.2** discuss the types of associated effects and risks cyclones can have on people and precautions for avoiding them
- 8.8.5.1** discuss the ways in which the lifestyles of Solomon Islanders are influenced by the type of weather and climate.

## Suggested assessment events

Learners should be assessed on questions such as the following.

- a** List three types of weather elements and explain the effects of each element. (k)
- b** Describe how the climate we have in Solomon Islands influences the type of vegetation. (u)
- c** Read and interpret a climate graph or weather map. (s)
- d** What do you like or dislike about the type of climate we have in Solomon Islands? (a)

## Topics and timing

There are 13 topics in this chapter. Each topic should be covered in a 40-minute lesson.

Lesson	Topic
1	What is weather?
2	Effects of the weather on the lives of Solomon Islanders
3	Weather elements
4	Air humidity or atmospheric humidity Clouds Rainfall or precipitation
5	Weather recording instruments
6	Effects of weather on the environment
7	What is climate? Solomon Islands climate and weather
8	Climate graphs
9	Cyclones
10	Effects of tropical cyclones
11	Floods and droughts
12	Vegetation of Solomon Islands
13	The importance of forests

## Lesson 1: What is weather?

*Learner's Book pages 160–61*

### Aims

To help learners to:

- know the meaning of weather
- know the different kinds of weather situations
- understand how weather affects people's lives, including their own
- understand that weather conditions are different in different parts of the world
- understand that weather changes constantly.

### Skills

- Interpreting maps
- Observing photographs

### Method

**Step 1** Introduce the chapter.

**Step 2** Introduce the topic.

**Step 3** Learners do Activity 1. Read through each question and explain them clearly to the learners.

**Answers**

- 1 *Learners' answers will vary.*
- 2 Weather includes sunshine, rain, wind, temperature and clouds. Weather is the condition of the air in a particular place at a particular time.
- 3 **a** *Learners' answers will vary. Some examples are:* rainy—people will not be able to move around easily, may not be able to do things like playing sport; windy—ships and canoes may not be able to move; very hot—people may sweat when they move around; cold—people may find it hard to sleep at night without extra blankets.  
**b** *Learners' answers will vary. Some examples are:* when the sun is shining or it is not raining people are able to move around, they can do their washing so that it can get dry during the day, and they can play sport and do other outdoor activities. When it is cloudy but not sunny and not raining, people can move around without getting too hot or getting wet.
- 4 *Learners' answers will vary. An example is:* a thunderstorm or a cyclone.
- 5 *Learners' answers will vary. Some examples are:* if it rains may be difficult to go to school; in some areas where people come to school by canoe wind may affect them.
- 6 *Learners' answers will vary. An example is:* fishing—if the wind is strong, the sea can be rough and so people cannot fish properly.

**Step 4** Go through the answers to the questions. Ask the learners to tell you what they think of the answers.

**Step 5** Summarise Activity 1 with the learners.

**Step 6** Explain Activities 2 and 3 and ask learners to do them.

## Lesson 2: Effects of the weather on the lives of Solomon Islanders

*Learner's Book pages 162–63*

**Aims**

To help learners to:

- know about the effects of weather on people's lives
- know about the different kinds of elements that determine weather conditions
- understand that the weather is affected by the position of a place in the world
- understand that places have different weather at different times of the year.

**Skills**

- Interpreting diagrams
- Observing and interpreting photographs

**Method**

**Step 1** Recap on Lesson 1.

**Step 2** Go through and discuss the answers to questions 1 and 2 of Activity 2.

**Answers**

- 1 *Learners' answers will vary. Some examples are:* **a** *Figure 8.1:* It has been raining; in the distance there are clouds in the sky and a rainbow. *Figure 8.2:* It is a windy day; the wind is very strong as can be seen from the coconut leaves. *Figure 8.3:* It is a fine day with some clouds in the sky. *Figure 8.4:* It is a cloudy day and may rain, it is raining in the far distance. *Figure 8.5:* It is a fine, sunny day but there are clouds over the island, meaning it could rain later. **b** *Figure 8.1:* people may have been indoors, but may move outdoors now that the rain has stopped. *Figure 8.2:* mostly, people will stay indoors in this kind of weather; some of them will be frightened of the strong wind;

coconut palms may have fallen down, and some houses will probably be damaged.

*Figure 8.3:* people will be happy with this kind of weather; they can go out fishing and swimming in the sea; some people may want to protect themselves from the sun.

*Figure 8.4:* a thunderstorm may be coming and people may want to move indoors.

*Figure 8.5:* a fine day—people may want to go fishing or go for a picnic; people may be cautious of the rain in the far distance. **c** Learners' answers will vary. **d** Learners' answers will vary.

- 2** It is probably raining over the island in the distance because clouds and rain often form over islands.

**Step 3** If not already done for homework, learners use the information given in the table to answer the questions in question 3 of Activity 2. Go through the answers with them.

**Answers**

- 3 a** Hottest: 27°C at Tarawa, Kiribati and 30°C at Honiara, Solomon Islands. Coldest: -11°C at Ottawa, Canada and 2°C at Amsterdam, Netherlands. **b** Tarawa and Honiara are hotter than Amsterdam and Ottawa because they are nearer the Equator. **c** In January, Wellington is much hotter than Amsterdam because it is Summer at that time in the Southern Hemisphere. Amsterdam is in the Northern Hemisphere and experiencing Winter. **d** Amsterdam might be hotter than Wellington in the month of June because then it is Summer in Amsterdam and Winter in Wellington.

**Step 4** Learners do Activity 3, perhaps by discussion in groups.

**Answers**

- 1** Learners' answers will vary. Some examples are: a gardening technique can be shifting cultivation or 'slash and burn'. This type of gardening can be affected by the weather in the sense that the hot, wet climate leaches or destroys the nutrients in the soil very quickly so after a year or two the garden has to be moved to another area. The types of crop grown may be sweet potato, taro, yam, banana, pana, pineapples etc. All these grow in a hot, wet climate like Solomon Islands. Planting depends on the type of crop planted and the type of weather during that particular time. Learners should try to be more specific, depending on what plants they have in their gardens.
- 2** Learners' answers will vary. Mostly, they probably wear clothes made of light-weight materials because of the kind of weather we have in Solomon Islands.
- 3** Some houses are built above the ground on stilts because when it is raining, the area might be flooded. Other houses are built low on the ground so that they can resist the force of a cyclone. Houses often have louvre windows, which open easily to let the air in because it is hot. Walls do not need to be thick.
- 4** They may have houses that will help to keep the cold weather out during the cold season. For example, houses in colder climates may have much thicker walls, to keep warmth in.
- 5** Learners' answers will vary. Some examples are: digging the garden, going fishing, playing sport.
- 6** Learners' answers will vary. Wind and rain affect fishing.
- 7** *Figure 8.6:* long loose cloth and cloth around head to keep out the sun and dust in a desert; house of strong, thick walls to keep out the heat. Note: You cannot see the house properly but tell learners that in the desert, houses are built of strong, thick walls to keep out the sun. *Figure 8.7:* wearing light clothes to keep cool; wearing flowers, which grow well in hot, humid weather; house of bamboo and leaf/grass roof suits a hot climate. *Figure 8.8:* wearing thick clothes with fur hat to keep warm; house built out of ice, but keeps warm inside.

## Lesson 3: Weather elements

*Learner's Book pages 163–64*

### Aims

To help learners to:

- know that three important elements or parts of the weather are temperature, pressure and winds
- understand what is meant by temperature and what affects it
- understand what is meant by pressure and how this is affected by temperature
- understand how pressure differences cause winds
- understand that the direction of winds is affected by the rotation of the Earth.

### Skills

- Understanding and interpreting three-dimensional diagrams
- Conducting a water vapour experiment
- Observing clouds

### Method

**Step 1** Read 'Sunshine' and 'Temperature' with learners and explain these. Ask:

- Why do we feel heat at night even when there is no sun?
- Has anyone has ever climbed a high hill or mountain and felt a difference in temperature?

**Step 2** Refer to learning about air pressure in Science. Explain what air pressure is.

**Step 3** Explain how hot air causes low pressure and cold air causes high pressure.

**Step 4** Explain how differences in pressure cause winds to blow.

**Step 5** Explain how winds are affected by the rotation of the Earth.

**Step 6** Give learners a series of short questions to answer in their own words to summarise these topics, as there is no activity in the book. For example:

- 1 Where does the Earth's heat come from?
- 2 Why do we still feel heat at night even when there is no sun?
- 3 Why does it feel cold when we climb a high mountain?
- 4 Why does hot air cause low pressure and cold air high pressure?
- 5 Why do winds blow from high to low pressure?
- 6 How are winds affected by the rotation of the Earth?

## Lesson 4: Air humidity or atmospheric humidity

### Clouds

### Rainfall or precipitation

*Learner's Book pages 164–67*

### Aims

To help students:

- understand that water exists in the air as a liquid and as an invisible gas
- understand that, when air becomes cool, water vapour changes into water
- understand that this is what causes clouds and rain
- know that there are three types of rain
- understand the causes of the three types of rain.

### Skills

- Conducting a water vapour experiment
- Observing clouds
- Interpreting diagrams

## Method

**Step 1** Learners do Activity 4.

### Answers

Learners should explain what they noticed when they breathed onto a cold louvre or a piece of glass. They should not see anything come out of their mouth but they should see very fine drops of water on the glass. Explain that this shows the difference between water vapour, an invisible gas, and water, a visible liquid. Water vapour changes into water when it is cooled, as on the glass.

**Step 2** Learners do Activity 5. (If your school is a rural school with no refrigerators you may omit this activity.)

### Answer

Water or moisture forms on the bottle. It comes from the water vapour in the air.

**Step 3** Use these observations to explain how clouds and rain are formed.

**Step 4** Learners do Activity 6.

### Answers

Names depend on languages. Cumulus a sign of rain as may turn into cumulo-nimbus as air rises further. Point out that cumulus is often formed in the afternoon as the air becomes hot and rises. Cirrus is a sign of fine weather—the air is not rising. Cumulus is associated with low pressure or depressions, in which the air is rising. Cirrus is associated with high pressure or anti-cyclones, in which the air is not rising.

**Step 5** Explain the causes of rainfall by going through the text with the learners.

**Step 6** Explain the causes of the three types of rain by looking at the diagrams.

**Step 7** Learners copy the diagrams of the three types of rain.

**Step 8** Learners do Activity 7.

### Answers

*Learners' answers will depend on the area of the school or the areas they come from.*

## Lesson 5: Weather recording instruments

*Learner's Book pages 167–72*

### Aims

To help learners to:

- know about the types of weather recording instruments used by meteorologists to measure the different elements of the weather
- understand how each one works.

### Skills

- Using weather recording instruments correctly

### Method

**Step 1** Learners do question 1 of Activity 8 as they read through pages 167–70. Explain any parts of the text that need to be explained. If the school has any weather instruments (check with the Science department) show them to the learners, explain how to use them, and get them to use them for some real recordings. If your school has instruments you should try to start regular recordings of the weather.

Note: This step may be done as a homework with learners reading for themselves and filling in the table.

**Answers**

See the following table.

Recording instrument	Weather element	Units of measurement
Sunshine recorder	Sunshine	Number of hours the sun shines in a day
Thermometer	Temperature of the air	Degrees Celsius
Barometer	Air pressure	Pascals/millibars
Anemometer	Speed of the wind	Kilometres per hour
Wind sock	The direction the wind is blowing from. Note that the wind sock will blow in the opposite direction.	The points of the compass: north, south etc.
Hygrometer	Humidity or the amount of moisture in the air	Percentage of the maximum amount of water vapour in the air at a certain temperature
No recording instrument: done by observation of the sky	Clouds	Number of tenths of the sky or percentage of the sky covered by clouds
Rain gauge	Rainfall	Millimetres or centimetres.

**Step 2** Learners begin Activity 10. This is a long-term activity. Try to encourage groups to keep a record of the weather for a long period. Listen to the weather forecasts and weather reports on the radio and discuss them occasionally with learners, referring to their diaries. If learners collect actual statistical information, e.g temperature figures or rainfall amounts, these may be used to draw graphs, perhaps with the help of the Maths department.

**Step 3** Learners do Activity 9. This is quite a difficult exercise and should be used with bright learners. It can be left out to save time. Learners look at Figure 8.26 and answer the questions.

**Answers**

- 1 East of Sydney.
- 2 In the ocean south-west of Australia.
- 3 Northern Australia, because it is an area of low pressure.
- 4 South or south-west of Australia.
- 5 South and south-west of Australia; this is where the pressure is low and differences in pressure are greatest, i.e. isobars or lines showing pressure are very close together.
- 6 No, because there was high pressure and isobars are far apart.

## Lesson 6: Effects of weather on the environment

*Learner's Book pages 173–74*

**Aims**

To help learners to:

- know that everything can be affected by the weather
- understand what things are biodegradable and what are not
- understand that weather can affect the surface of the Earth in many ways.

**Skills**

- Observing photographs
- Reading
- Comprehending

## Method

**Step 1** Learners do Activities 11 and 12. Divide the class into groups of three to discuss the questions.

### Answers for Activity 11

Potato peelings will rot; paper will become soft and can be torn into pieces; timber will get mouldy; a metal knife will get rusty; and plastic will not be very much affected by the sun and rain, but the wind can blow it to other locations. The potato peelings, paper, timber and metal knife will be affected the most quickly. Plastic will be affected the most slowly.

### Answers for Activity 12

The lesson that a person can learn from this is to throw away rubbish in the proper places. Plastic will not break down for many years. When plastic bags are thrown into the sea, sea animals such as turtles get caught in them and many die through suffocation. Eventually plastic breaks into tiny pieces which can be swallowed by fish, and then we may eat fish that have swallowed the pieces.

**Step 2** Read with the class 'Weather and the landscape' and explain with the help of the diagrams how rocks are broken down by weathering. Explain other effects of the weather.

**Step 3** Learners do Activity 13.

### Answers

*Learners' answers will vary. Some examples are:* the grass turns brown if the sun is too strong; if there is a heavy rain, the rain will wash away the ground or soil; if the wind is too strong, trees can be blown down.

## Lesson 7: What is climate?

### Solomon Islands climate and weather

*Learner's Book pages 174–77*

## Aims

To help learners to:

- know what climate is
- understand the difference between climate and weather
- understand why Solomon Islands has a climate similar to that of other tropical regions
- understand the basic elements of the Solomon Islands climate
- understand that different kinds of winds blow at different times of the year and the effects of these
- understand the causes and effects of land and sea breezes.

## Skills

- Understanding diagrams
- Reading
- Comprehending

## Method

**Step 1** Briefly explain the difference between weather and climate using the information on pages 174–75.

**Step 2** Explain the main characteristics of Solomon Islands climate using the passage on page 175. Explain why the Solomon Islands climate is called tropical.

**Step 3** Organise learners go into groups to do Activity 14. They report back to the whole class about their findings.

**Answers**

- 1 *Learners' answers will vary, depending on the island on which they live.* The bigger islands have a weather coast, e.g. for Guadalcanal and Makira, the south coast facing the Coral Sea and Australia; for Malaita, Isabel and Choiseul, the east coast facing the Pacific Ocean. The weather coasts have stronger winds, rougher seas and heavier rain than the opposite coasts have.
- 2 *Learners' answers will vary, depending on the different local words for the different types of winds and the weather associated with them.* In most languages there are words for the north to north-west winds, which bring rain and occur during the cyclone season, and the east to south-east winds, which bring drier weather, although these may bring rain to the weather coasts of Guadalcanal and Makira.

**Step 4** Learners read 'Seasonal winds' on pages 176–77 and relate this information to their answers to Activity 14.

**Step 5** Learners do Activity 15. Explain land and sea breezes, using Figure 8.33 the text on page 177.

**Answer**

For most places in Solomon Islands, during the day, winds blow from sea to land and during the night, winds blow from land to sea.

## Lesson 8: Climate graphs

*Learner's Book page 178*

**Aims**

To help learners:

- to draw climate graphs
- to describe the climate from a climate graph.

**Skills**

- Drawing climate graphs
- Interpreting climate graphs

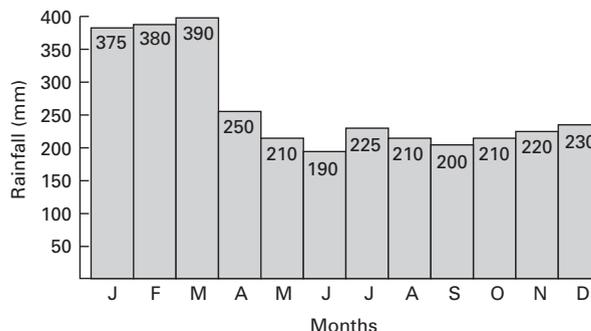
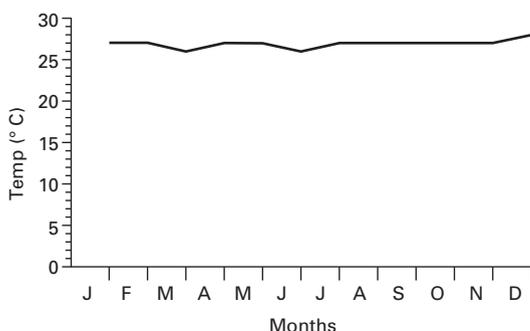
**Method**

**Step 1** Learners do Activity 16.

**Answers**

*Learners' answers will vary according to where they live, but they will generally be similar to the description of Auki from Activity 17: Wettest—November to April; driest—June to September; hottest—November to January; coldest—June to August.*

**Step 2** Learners do question 1 of Activity 17. Learners use the figures to draw a climate graph for Auki. See the following graphs.



**Step 3** Learners do question 2 of Activity 17. Relate the rainfall to the winds described in the last section: the north to north-west winds bringing heavier rain from November/December to April, and the east to south-east winds bringing less rain from May to October/November.

**Answer**

Auki is wet all the year and has a large amount of rainfall— heavy rain every month. There is more rain from December to April and less from May to November. Temperatures are high throughout the year. There is a very small annual range of temperature, i.e. temperature is almost the same throughout the year. In most cases this will be similar to the climate of learners' home areas, as most parts of Solomon Islands have a similar climate. Some may have different rainy seasons.

## Lesson 9: Tropical cyclones

*Learner's Book pages 178–80*

### Aims

To help learners to:

- understand what a cyclone is
- recall any experience they have had or heard about during a cyclone
- understand what causes a cyclone
- understand the sequence of events during a cyclone
- know what sort of damage a cyclone can do
- know what precautions to take before and during a cyclone.

### Skills

- Interpreting diagrams

### Method

**Step 1** Introduce the topic by asking learners if they know what a cyclone is.

**Step 2** Learners do Activity 18.

**Answers**

For questions 1 to 8, learners should be able to describe an experience they had during a cyclone.

**Step 3** With the help of figures 8.36, 8.37 and 8.38 and the text, explain the causes and structures of cyclones.

**Step 4** Learners do Activity 19. They have to imagine a cyclone moving across place A on the two diagrams. Make sure they understand that cyclones move across places, so the whole cyclone shown on the two diagrams (which show the same cyclone from the side and from the top) is moving from right to left across place A. Tell learners that that the order may vary slightly as long as the general sequence is followed, and some phrases may be used more than once.

**Answers**

- 1 No rain—clear skies.
- 2 Light winds begin to blow from south.
- 3 Clouds begin to form.
- 4 Southerly winds become stronger.
- 5 Rain begins to fall.
- 6 Southerly winds very strong.
- 7 Very heavy rain.
- 8 Trees fall down and roofs blow off.
- 9 Wind suddenly stops.

- 10 Short period of calm.
- 11 Rain stops.
- 12 Strong northerly winds suddenly begin.
- 13 Northerly wind becomes very strong.
- 14 Heavy rain starts again.
- 15 More trees fall down and roofs blow off.
- 16 Rainfall decreases.
- 17 Winds die down.
- 18 Clouds disappear.

**Step 5** If there is time, refer to Figure 8.39 of world distribution of cyclones and describe the distribution.

## Lesson 10: Effects of tropical cyclones

*Learner's Book pages 181–82*

### Aims

To help learners to:

- understand the damage cyclones can cause
- appreciate the need to be prepared for cyclones and to know what to do if one occurs
- appreciate the problems that can be caused by a cyclone by looking at an example.

### Skills

- Interpreting photographs and diagrams

### Method

**Step 1** Learners do Activity 20.

#### Answers

- 1 *Learners' answers will vary. Some examples are:* Dangers could include being blown off to somewhere else; flying objects that could injure or kill people; rough sea; rising and flooding rivers; falling trees, houses and electrical poles.
- 2 *Learners' answers will vary. Some examples are:* Cyclones could damage buildings; uproot trees, gardens, wharves etc.
- 3 Villages that are near the coast are more dangerous during cyclones because the destructive winds and waves usually come from the coast and the sea often causes most destruction; also, villages on flat land near rivers, because the heavy rain causes flooding (see the case study of Cyclone Namu on page 182).

**Step 2** Learners read the effects of cyclones.

**Step 3** Learners do Activity 21.

#### Answers

- 1 Cyclones are formed when very warm moist air rises rapidly through the atmosphere. This warm air causes an area of very low pressure, and strong winds blow in towards the low pressure from all sides to replace the rising air. They are deflected, or moved, by the rotation of the Earth and blow around into a cyclone.
- 2 Tropical cyclones are very dangerous because they are associated with heavy rain that can cause flooding and very strong winds that can destroy or damage properties, land, vegetation, personal effects, utilities and lives. When rivers flood, bridges can be destroyed, disrupting road links.
- 3 Solomon Islands often experiences tropical cyclones because it lies between 9 degrees and 12 degrees latitude south. This is within the area of tropical cyclones.
- 4 Islands in the Solomon Islands that commonly experience cyclones are islands in Temotu, Rennel and Bellona, Guadalcanal, Malaita and Makira.

**Step 4** Read 'What to do before, during and after cyclones' on page 182 and make sure learners understand the information.

**Step 5** Learners read the case study on Cyclone Namu and do Activity 22.

**Answers**

- 1 Reported damages caused by Cyclone Namu: buildings damaged; roads flooded or washed away; bridges destroyed; crops and forests washed away.
- 2 Strong wind force between 90 and 120 knots, and widespread flooding.
- 3 Guadalcanal and Malaita islands.
- 4 About 100 people died, and about 90 000 people were homeless.
- 5 The reason could be that the rivers rose and the banks burst open because of the continuous heavy rainfall; also the clearing of land and forests for oil palm plantations.
- 6 A state of national disaster is declared by a government when it sees that the country has been badly affected by a disaster. The government declared a state of national disaster because Cyclone Namu did a huge amount of damage to the country and the areas affected needed emergency assistance.

## Lesson 11: Floods and droughts

*Learner's Book pages 184–86*

### Aims

To help learners to:

- understand what a flood is
- understand how people's activities can cause flooding
- know what can be done to prevent flooding
- understand what a drought is
- know about some of the effects of drought.

### Skills

- Looking at photographs
- Understanding diagrams

### Method

**Step 1** Refer back to last section on Cyclone Namu and the floods.

**Step 2** Learners do Activity 23.

**Answers**

- 1 *Learners' answers will vary. Possible causes are: Direct:* heavy rain in a short period. *Indirect:* clearing the land for cultivation so rain does not sink into the ground but runs away fast; logging, which takes away the trees that protect the land, leading to increased amounts of rain reaching the ground, less water being absorbed by soil and increased run-off.
- 2 *Learners' stories will vary. Some problems caused could include:* homes and gardens destroyed, no food, loss of lives, schools closed.

**Step 3** Learners do Activity 24.

**Answers**

Things that cause flooding are long periods of heavy rainfall, rising streams and rivers, cutting down of trees which protect the soil from the rain, severe storm up the river, clearing of land by logging.

**Step 4** Learners do Activity 25.

**Answers**

Methods suitable for controlling flooding in parts of Solomon Islands are: control logging, reforestation, dams and reservoirs, better methods of cultivation. Difficulties with some of these activities are: levees (building walls is an expensive activity), floodways (building channels is also expensive and time-consuming).

**Step 5** Learners read section ‘Droughts’ on page 186 and do Activity 26.

**Answers**

- 1 Droughts are not very common in Solomon Islands since there is often rain and because there are rivers from which we can get water for washing, cooking and possibly for drinking.
- 2 Sometimes the dry season is extra long, or the rain doesn’t come at all in areas where rain is normally expected.
- 3 In some places, such as Honiara, Auki or Gizo, water shortages often occur. This is not due to drought but other problems, e.g. the non-payment of royalties so landowners close the water source; water pumps broken down; no proper bore holes; increasing population relying on the water supply etc.
- 4 Desert areas never have much rain, so we do not say they experience drought. People in desert areas are always prepared to live with little rain. Droughts only cause problems in areas where they normally have rainfall because they expect rain but do not receive it, so they are not prepared.

## Lesson 12: Vegetation of Solomon Islands

*Learner’s Book pages 186–91*

**Aims**

To help learners to:

- understand that vegetation is linked closely with weather and climate
- understand that the vegetation in a particular place depends on the type of weather and climate of that particular place
- know that there are different types of vegetation in Solomon Islands
- understand that there are four major groups or types of vegetation.

**Skills**

- Observing photographs and diagrams
- Reading
- Comprehending

**Method**

**Step 1** Explain Activity 27. Organise learners into groups of four to do the activity.

**Answers**

- 1 Large and thick forests; different types of trees and other forms of vegetation.
- 2 No real seasons; hot and wet all the year—like summer all the year; trees grow well where it is hot and wet so we have thick forests.
- 3 House, canoe, carving, basket, paddle, digging stick, axe handle, string bag, furniture, tapa cloth, etc.
- 4 People rely on the vegetation and its products for survival. For example, from the trees, people can get building materials, firewood to cook their food, and barks and leaves to use as herbal medicines to cure illnesses. People also depend on the vegetation to make the soil to become fertile when fallen leaves and trees rot, so that they can continue to plant crops for their own consumption or to sell them for money.

- 5 Gardening—people clear the bush before planting their crops; logging—trees are cut down by logging companies, which can also destroy other forms of vegetation that grow under the trees; building roads—trees and other forms of vegetation are cleared to make way for roads from one place to another; building villages and towns—vegetation is cleared to build villages and towns; sports—areas are cleared for sports grounds.
- 6 Solomon Islands is located at latitudes 5° to 12° south of the Equator, i.e. near the Equator and between the tropics. It is surrounded by the sea. These two factors influence the climate. Places near the Equator are always hot. Places surrounded by the sea are always wet.
- 7 Tropical maritime climate. The term ‘tropical’ refers to an area between the tropics. ‘Maritime’ refers to an area near the sea. Putting the two words together, and adding the word ‘climate’—‘tropical maritime climate’—refers to the climate of an area between the tropics and also close to the sea, with high temperatures and heavy rainfall. The climate of Solomon Islands is like that. Other countries situated in similar regions and situations to Solomon Islands are Vanuatu, Fiji, Papua New Guinea, West Papua, New Caledonia, Indonesia and Malaysia. The types of vegetation in these countries is similar to the thickly forested areas of Solomon Islands.

**Step 2** Learners do Activity 28. Ask them to do it at home if books are available.

**Answers**

- 1 Undergrowth layer—the type of plants and shrubs that grow under the trees; canopy layer—the leaves of the trees that act like a crown that cover the ground and the undergrowth; emergent layer—the very top branches and leaves of the tall trees (emergent layers can be 40 to 50 metres above the ground).
- 2 Main features of this kind of forest: very thick with much undergrowth; very big and strong roots to help to anchor trees; other plants can grow on the trees; vines coil around the tree trunks; trees shed leaves at different times of the year, so the forest is evergreen; trees are very tall; tree crowns are shaped like an umbrella to capture sunlight; in an area of 1 square metre, more than 300 species of plants and animals can be found.
- 3 *Learners’ answers will vary depending on the area of forest near the home or school.*
- 4 If many of the features are not there, the reason might be that the forest has been cleared or partly cleared in the past.

**Step 3** Learners read about the three different types of forest (pages 188–90) and make summaries for each type.

## Lesson 13: The importance of forests

*Learner’s Book pages 190–91*

**Aims**

To help learners to:

- know that forests give people most of the things that they need to support them in life
- understand the importance of preserving the forests
- understand the importance of using the forests sustainably.

## Skills

- Reading
- Comprehending
- Drawing and painting
- Debating
- Story writing

## Method

**Step 1** Learners do questions 1–3 of Activity 29.

### Answers

- 1** *Learners' answers will vary. Some examples are:* Trees are younger and smaller and shorter; there is less variety of trees and other vegetation; there are fewer valuable trees and more undergrowth; creeper covers the ground and many of the trees (mile-a-minute); the ground is less fertile if cleared for cultivation.
- 2** *Learners' posters will vary.*
- 3** Ways in which the natural vegetation helps my village: materials for building houses, firewood, herbal medicine, edible leaves. If all the vegetation died, the place would look bare. All the things mentioned above would be no longer available. The people would be very much affected.

**Step 2** Conduct a debate as outlined in question 4 of Activity 29.

# Chapter 9: Climatic Regions of the World

## Strand: Mapping Skills and Physical Environment

This strand consists of three sub-strands. It aims to introduce mapping skills and describe various weather and climate patterns, physical environments and landscape in Solomon Islands and the world.

### Sub-strand

#### 8.9 Climatic Regions of the World

## General learning outcomes

Learners should:

- 8.9.1** know about the different types of climatic regions of the world (k)
- 8.9.2** understand how the distribution of vegetation in different regions of the world is influenced by the type of climate (u)
- 8.9.3** be able to compare graphs of different weather features and climate zones of the world (s)
- 8.9.4** appreciate that human lifestyles are influenced by the type of climate. (a)

## Specific learning outcomes

Learners should be able to:

- 8.9.1.1** list the different types of climates regions of the world
- 8.9.1.2** locate the equatorial, tropical, temperate and polar regions of the world on a map and describe their types of vegetation and climate patterns
- 8.9.2.1** explain the causes of the climate regions
- 8.9.2.2** compare photographs of vegetation types in tropical, temperate and polar regions
- 8.9.2.3** identify photographs of different types of human activities practised in different climatic regions of the world
- 8.9.2.4** compare any two types of activities practised in any two climatic regions of the world and explain these
- 8.9.3.1** compare the weather of different parts of the world with the weather of Solomon Islands
- 8.9.4.1** describe some examples of the impacts of climate on human activity and vice versa.

## Suggested assessment events

Learners should be assessed on questions such as the following.

- a** List three different climatic regions of the world. (k)
- b** Explain the differences between each of the climatic regions you listed. (u)
- c** Contrast two different climate graphs and explain which climatic region each graph is taken from. (s)
- d** In which climatic regions of the world would you like to live? Explain your reasons. (a)

## Topics and timing

There are ten topics in this chapter, including five case studies. Nine lessons are allocated for this sub-strand in the syllabus. Each of the first five topics should be taught in a 40-minute lesson. Some case studies may need more than one lesson, depending on the speed and ability of your class. It is suggested that you choose the number of case studies you think your class can study adequately in the time available. If possible, study at least three. With a fast class and using homework you may be able to study them all.

Lesson	Topic
1	Factors affecting the climate: The angle of the sun
2	Factors affecting the climate: The seasons and altitude
3	Factors affecting the climate: Distance from the sea
4	Factors affecting the climate: Precipitation and wind direction
5	Climatic regions
6 to 9	Case studies: 1 Savanna grassland: Zambia 2 Tropical hot desert 3 Monsoon climate: India 4 Cool temperate west coast climate: Britain 5 The tundra climate: northern Canada

## Lesson 1: Factors affecting the climate: the angle of the sun

*Learner's Book pages 195–97*

### Aims

To help learners to:

- know what climate and weather are
- know that different regions of the world have different climates
- know that the factors that influence the climates are the same everywhere
- understand why different regions have different climates
- understand how the position of a place in the world in relation to the Equator and the poles affects climate
- understand that different parts of the Earth receive different amount of heat throughout the year and therefore have different seasons
- understand that seasons add up to the climate of a region.

### Skills

- Interpreting
- Comprehending

### Method

**Step 1** Learners do Activity 1. Check learners' answers to question 2.

#### Answers

- 1 Factors that influence climate: sunshine, wind, precipitation, temperature, pressure.
- 2 Sunshine affects temperatures; pressure affects the winds—how strong and from which direction they blow; wind affects temperatures and rainfall according to the direction it comes from; precipitation determines how wet or dry a place is; temperature determines how hot or cold it is.

**Step 2** Learners do Activity 2 as a whole-class discussion question. Explain the question by using a globe (map) to locate Solomon Islands and Figure 9.1 in the Learner's Book. As we are near the Equator, we have a hot climate.

**Step 3** Set up the situation described in question 3 of Activity 3. You will need a globe or even a round ball, and a torch light. If possible do this in a darkened classroom.

Shine the torch onto the globe from the side. Show that the rays of light from the torch will hit the middle of the globe (the Equator) directly or at a large angle, i.e. nearly 90° and they hit the top and bottom of the globe (the poles) at a small angle (20° or less).

This means that the middle will be brightly lit, as the light is concentrated into a small area. The top and bottom will be less brightly lit, as the light is spread out over a larger area.

This can also be explained simply by shining the torch downwards directly onto the floor. The area lit up will be bright. Then keep it the same distance from the floor but shine it at an angle. The area lit up will be larger but less bright, as the light is spread out over a larger area.

Explain the text on pages 195–96 by relating the diagram in Figures 9.1 and 9.2 to the torch experiment.

**Step 4** Learners do Activity 3, using the torch experiment and relating this to the diagrams in Figures 9.1 and 9.2.

**Answers**

- 2** Large angle—near Equator; small angle—near poles.
- 3** Section C–D near the poles is smaller.
- 4** See explanation above.
- 5** Because the sun heats a small area near the Equator and heat is concentrated; the sun heats a large area near the poles so heat is spread out.
- 6** The angle at which the sun's rays strike the Polar regions is always small so the sun's rays are spread out over a large area. Also for some winter months of the year, the Polar areas are tilted away from the sun and receive no direct sunlight.

**Step 5** Explain that the reason the poles are colder is not because they are further from the sun.

**Step 6** Ask learners: Why is it cooler if you stand in the sun at sunrise and sunset than at midday? *(Because the sun's rays shine directly at midday, as explained, but also because at sunrise and sunset the sun's rays travel through a lot of air before they reach us, so they lose heat.)*

**Step 7** Use the diagram in Figure 9.2 to explain that near the Equator the sun's rays travel through a small amount of air or atmosphere, so lose little heat. Near the poles, the sun's rays travel through a large amount of air or atmosphere before they reach the Earth so they lose a lot of heat.

**Step 8** Learners do Activity 4.

## Lesson 2: Factors affecting the climate: the seasons and altitude

*Learner's Book pages 197–99*

### Aims

To help learners to:

- know the two main seasons that make up most climates
- know that the earth rotates around on its axis once every day
- know the angle the sun's rays strike different parts of the world is not the same all the year, thus causing seasons
- understand why there are no real summers and winters in the tropics
- understand how the altitude of a place also influences the climate of the area.

### Skills

- Interpreting
- Comprehending

### Method

**Step 1** Learners copy the diagrams from figures 9.3 and 9.4 in their exercise books and label them correctly.

**Step 2** Set up the following demonstration to assist learners to do Activity 5. You will need a globe (or something to represent a globe) and a source of light such as a torch. In this case the source of light remains in the centre of the room and the globe is taken around the room. The globe must have an axis and poles. If you don't have a real globe these can be drawn on a ball. As you move the globe around the room the axis must remain tilted in the same direction, i.e. at the same angle. For example, if it starts off tilted towards the blackboard, it must remain tilted towards the blackboard as you move it around.

With this demonstration and the diagrams in the Learner's Book, learners should be able to fill in the table for Activity 5.

**Step 3** Check learners' answers to Activity 5. Assist them if they find the activity difficult.

**Answers**

See the following table.

Month	Northern Hemisphere				Southern Hemisphere			
	Tilted away from/ towards the sun	Angle of the sun	Hot/ cold	Name of season	Tilted away from/ towards the sun	Angle of the sun	Hot/ cold	Name of season
April to August	Towards sun	Larger angle	Hot	Summer	Away from sun	Smaller angle	Cold	Winter
October to February	Away from sun	Smaller angle	Cold	Winter	Towards sun	Larger angle	Hot	Summer

**Step 4** Learners to do Activity 6.

**Answers**

See the following table.

Months	Northern Hemisphere		Southern Hemisphere	
	Moving to/ from	Spring/Autumn	Moving to/ from	Spring/Autumn
March to May	Cold to hot	Spring	Hot to cold	Autumn/fall
September to November	Hot to cold	Autumn/fall	Cold to hot	Spring

**Step 5** Go through the answers for Activities 5 and 6 with learners.

**Step 6** Learners do Activity 7. They need to come up with two reasons.

**Answers**

Learners' answers will vary. Some examples are: there's not enough air or the air is thin; the air is cold; not enough oxygen to breathe.

## Lesson 3: Factors affecting climate: distance from the sea

Learner's Book pages 199–200

### Aim

To help learners to understand why distance from the sea has an influence on the climate of a place.

### Skills

- Comprehending
- Interpreting

## Method

**Step 1** Go over the text on pages 199–200 with learners, explaining terms that may be too difficult for them.

**Step 2** Learners do Activity 8 as a discussion question. Ask learners to suggest answers and then discuss them as a class.

### Answers

- 1 Cooler.
- 2 Warmer.
- 3 Sea doesn't get very hot in the daytime. Sea doesn't cool down so much at night.

**Step 3** Learners copy the diagrams in Figure 9.6 into their exercise books.

**Step 4** Learners do Activity 9.

### Answers

- 1 **a** Refer learners to the world map in Appendix 3 to locate places named. **b** Britain has a small range of temperature (10°C) while Siberia has a very big range (50°C). This is because of its distance from the sea. Britain is cooler in summer and warmer in winter, while Siberia is hotter in summer and colder in winter.
- 2 **a i** Novosibirsk. **ii** London. **iii** Moscow and Novosibirsk. **iv** London. **v** Novosibirsk. **vi** London. **vii** Novosibirsk. **b i** Novosibirsk, Moscow, Warsaw, Berlin and London. **ii** London, Berlin, Warsaw, Moscow and Novosibirsk. **iii** Novosibirsk, Moscow, Warsaw, Berlin, London.
- 3 Places near the sea are cooler in summer and warmer in winter. They have a low range of temperature. Places far from the sea are hotter in summer and colder in winter. They have a large range of temperature.

## Lesson 4: Factors affecting climate: Precipitation and wind direction

*Learner's Book pages 201–202*

### Aims

To help learners to:

- know the meanings of wind, precipitation, water and water vapour
- understand the difference between water and water vapour
- understand the concepts of evaporation, condensation, transpiration, precipitation and water cycle
- be able to draw a diagram to show the above concepts
- understand that water vapour changes to water when it is cold
- know that the direction of winds affects precipitation and temperature
- understand what a monsoon is
- know that winds blowing from sea to land or land to sea will have different effects on precipitation and temperatures.

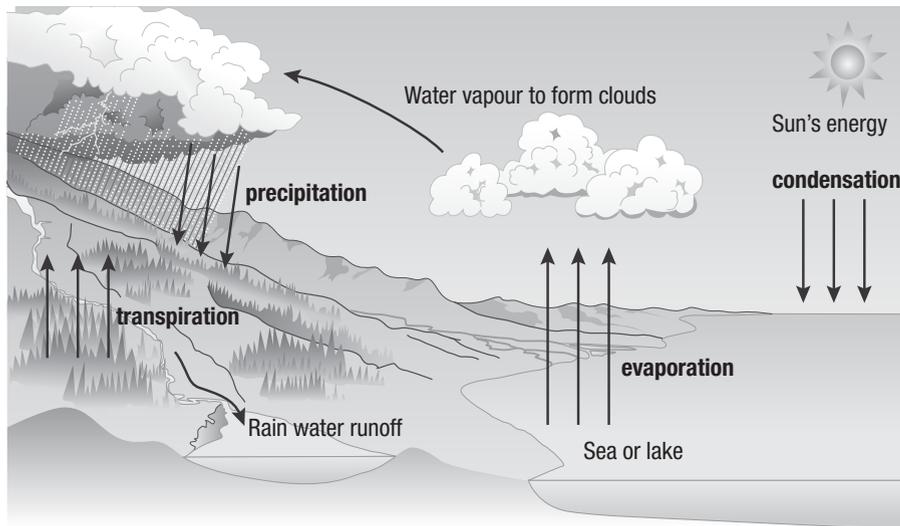
Note: These concepts have been learnt in Year 7 so this is mainly a revision lesson.

### Skills

- Interpreting diagrams
- Reading maps

## Method

**Step 1** Learners do Activity 10. Check that their diagrams are labelled.



**Step 2** Revise the concepts by questioning the learners and referring to the diagram in Figure 9.6.

**Step 3** Learners do Activity 11.

### Answers

**1 a** Cold summers, warm winters. **b** Hot summers, cold winters.

**2 a** Rain will fall because the wind picks up moisture over the sea. **b** It will be a dry wind, and there will be no rain over the land.

**Step 4** Draw a simple diagram to explain the effect of wind direction on temperatures and precipitation.

**Step 5** Learners read 'Wind direction' on pages 201–202. Explain monsoon winds with help of the diagrams in figures 9.7a and 9.7b and relate to their learning about seasonal winds in Solomon Islands in the last chapter.

## Lesson 5: Climatic regions

*Learner's Book pages 202–203*

### Aims

To help learners to:

- understand that although all places have different climates, the climates of many places are similar
- understand why climatic regions of the world can be divided into three broad groups, or types
- know that places with similar climates are called climatic regions
- know some of the main climatic regions of the world
- understand why equatorial climatic regions are thickly forested compared with other climatic regions of the world.

### Skills

- Interpreting
- Comprehending

### Method

**Step 1** Go through the topic with the class. Discuss and explain any concept or words that the learners may find difficult to understand.

**Step 2** Learners study the map in Figure 9.8 while doing this section.

**Step 3** Learners do Activity 12.

**Answers**

*Types of temperature:* tropical—hot; temperate—warm; polar climate—cold. *Climatic regions with summer and winter:* temperate, polar.

**Step 4** Go through ‘Continentality’ on page 203 with learners. This links with the previous lesson on the effect of land and sea and winds on temperatures.

**Step 5** Learners do Activity 13 with the whole class.

**Answers**

*West coast climates:* summer, cool; winter, warm; precipitation, large. *Interior or continental climates:* summer, hot; winter, cold; precipitation, small. *East coast climates:* summer, hot; winter, cold; precipitation, small.

**Step 6** Ask learners to look at the map of climatic regions in Figure 9.8 and point out those they will study.

**Step 7** Learners read about equatorial areas and do Activity 14 as homework.

**Answers**

- 1 Main features of climate—hot and wet all the year.
- 2 Types of farming—shifting cultivation. This type of farming is adapted to this climate since heavy and regular rainfall causes soil erosion and leaching. This results in soil becoming barren and useless. No gardens have to move to other places.

## Lessons 6 to 9: Case studies

The case studies are meant to give examples of the climatic regions of the world outlined at the beginning of the chapter and shown on the map in Figure 9.8. The case studies provide a few examples to show that the world has many kinds of climate and that climate influences the way people live. The case studies also provide examples of different ways of life in places outside Solomon Islands so that learners can learn more the whole world, not just Solomon Islands.

The case study lessons have been divided into steps, which you should follow, but it is up to you to decide how many steps you can do with your class in a lesson. Some case studies may take you one and a half or even two lessons—you should not take more than two lessons for one case study. However, for some classes you may have to allow more than one period for each study.

### 1 Savanna grassland: Zambia

*Learner's Book pages 204–208*

#### Aims

To help learners to:

- know where Zambia is in Africa
- be able to locate Zambia on a map
- understand the type of climate in Zambia and the two main seasons
- understand the types of vegetation and how this is related to the climate
- understand why farming is difficult in Zambia
- understand the benefits of conservation farming
- appreciate how conservation farming might be useful in Solomon Islands
- know about some of the other economic activities in Zambia
- know why HIV/AIDS is a big problem in Zambia.

#### Skills

- Comprehending
- Interpreting
- Mapping

## Method

**Step 1** Learners study the map of Zambia in Figure 9.9 and the climate graph in Figure 9.10.

**Step 2** Learners do Activity 15.

### Answers

**2** Angola, Congo, Tanzania, Mozambique, Zimbabwe, Botswana.

**3** Southern Central Africa; between Equator and Tropic of Capricorn; very far from the sea.

**4 a** Oct/Nov–March/April. **b** April/May–Sept/Oct. **c** Nov–Feb. **d** June–July—because Southern Hemisphere is tilted away from the sun during this time. **e** It is further from the Equator. It is high up (900–1500 metres).

**Step 3** Using the graph, the answers to Activity 15 and the photograph in Figure 9.11, help learners to read the sections on seasons and vegetation on page 205 and understand how the vegetation is related to the seasonal climate. Compare with Solomon Islands vegetation where we have no dry season. Mention wild animals.

**Step 4** Learners do Activity 16.

### Answers

**1** *Learners' answers will vary. Some examples are:* finding water, crops may die as a result of dry season, heat during dry season etc.

**2** *Learners' answers will vary. Some examples are:* because of long dry season; ground is dry and barren, soil infertile etc.

**Step 5** Go through 'Human activity' on pages 205–206 to explain farming problems to learners.

**Step 6** Learners do Activity 17.

### Answers

**1** *See the following table.*

Similarities	Differences	
	Zambia	Solomon Islands
Mainly subsistence farming	Seasonal crops: peanuts, maize, beans, millet	Root crops: sweet potatoes, yams, taro
Shifting cultivation used	Cattle and goats kept	Few cattle No goats
Fertility quickly washed out of soil	Tobacco	Coconuts, cocoa, palm oil
Increasing population so shorter fallow period and decreasing yields	Seasonal rain	Rain all year
Bush is burned the after clearing	Ploughing with oxen	Digging with hoes

**2** Methods useful in Solomon Islands: Using hoes to dig small plots. Leaving cleared vegetation to rot and provide fertility to soil—not burning cleared vegetation. Crop rotation. Growing groundnuts to replace nitrogen.

**Step 7** Go through learners' answers to make sure they understand the advantages of conservation farming and possible lessons for Solomon Islands. Ask learners to relate what they have learnt in Agriculture to this activity, or ask the Agriculture teacher.

**Step 8** Read and explain the problem of HIV/AIDS in Zambia and relate this to possible problems in Solomon Islands. Mention manufacturing industry and tourism and why these are more important in Zambia than Solomon Islands.

**Step 9** Learners do Activity 18.

### Answers

**1 a** land-locked: located in middle of many countries, having borders with many countries but no access to the sea. **b** plateau: flat-top mountains like a table. **c** game reserves: places where animals are not allowed to be killed. **d** agro-forestry: growing trees with crops. **e** organic farming—farming that uses no chemicals or artificial fertilisers.

2 See the following table.

Similarities	Differences
In the tropics—tropical	Seasonal climate with long dry season
Developing/poor/third-world countries	Savannah vegetation—grassland and short trees
Most people are farmers—live off the land	Many large wild animals
Use shifting cultivation	No root crops
Grow their own food—subsistence farmers	Seasonal crops—peanuts and grains (millet and maize)
Fertility washed or leached out of soil by rain	Tobacco cash crop
Land short in some areas due to increasing population	Some farmers using conservation farming
Not enough fallow period	Big problem of HIV/AIDS
Decreasing crop yields	Bigger population
Traditionally burn old crop remains	Large copper mines
Some farmers beginning to use new methods, e.g. permaculture and agro-forestry	More manufacturing industries
	More tourism

- 3 **a** Use better agricultural methods as described in Activity 17 above, i.e. using hoes to dig small plots; leaving cleared vegetation to rot and provide fertility to soil; not burning cleared vegetation; crop rotation; growing groundnuts to replace nitrogen. **b** Using conservation farming. **c** Using natural fertilisers, not artificial fertilisers. **d** Be very careful to avoid HIV/AIDS. **e** Develop mining, e.g. gold mining at Gold Ridge. **f** Develop tourism.
- 4 *Learners answers will vary.*
- 5 *Learners locate on maps.*

## 2 Tropical hot desert

*Learner's Book pages 208–12*

### Aims

To help learners to:

- know where the Sahara desert is
- understand what a desert is and the type of climate and the kinds of vegetation found in the desert
- know who lives in the desert
- understand the type of activities they are involved in
- be able to describe photos of desert life
- understand why very few people live in the desert climatic zones
- be able to locate the main desert areas of the world on a map.

### Skills

- Interpreting
- Comprehending
- Mapping
- Reading climate graphs

### Method

**Step 1** Give learners a blank map of Africa or ask them to trace the map of Africa using an atlas or other resource. Learners mark the general area covered by Sahara desert on their maps.

**Step 2** Learners study the climatic graph of the Sahara area in Figure 9.15, then do Activity 19.

### Answers

Very little rain; long, completely dry season; very hot all year.

**Step 3** Explain this type of climate. Note the total amount of rain is less than 150 mm in one year. Compare this with Solomon Islands, where the driest place has over 3000 mm per year and we sometimes have 150 mm in one day!

**Step 4** Learners read ‘The climate’ and ‘Vegetation’ and write their own summaries of the climate and vegetation.

**Step 5** Learners do Activity 20.

**Answers**

- 1 Learners draw diagrams to show different ways plants adapt to survive in deserts.
- 2 Learners to bring to class a cactus plant or similar type of plant that can store water.

**Step 6** Learners do Activity 21.

**Answers**

Camels with humps on their backs; no trees, grass or vegetation; three men sitting down wearing headdresses (turbans) and long cloaks.

**Step 7** Learners read pages 209–11 then do Activity 22.

**Answers**

- 1 A desert is a place with little or no rain.
- 2 The characteristics of desert are very dry; no rainfall for a long period; little or no population; no water; no vegetation except for desert plants.
- 3 To reduce transpiration or stop animals eating them.
- 4 Protects from wind, sand and dust, protection from direct heat of sun.
- 5 *Learners’ answers will vary but should include something about looking after herds of animals. Some examples are:* sheep and camels; going out in morning looking for grass and shrubs; following rain if there is any; women look after sheep and goats; girls collecting fire wood; putting up tents to sleep at night; eat dates; drink animals’ milk; may carry on trade; cultivating or growing dates, grains, tobacco and vegetables in oases.
- 6 *See the following table.*

Name of hot desert	Country
Sahara	Morocco, Egypt, Algeria, Libya, Mali, Nigeria, Chad
Arabian Desert	Saudi Arabia, Jordan, Iraq, Israel
Atacama Desert	Chile
Kalahari Desert	South Africa
Simpson Desert	Australia

**Step 8** Go through answers to Activity 22 with learners and explain anything they do not understand.

### 3 Monsoon climate: India

*Learner’s Book pages 212–17*

#### Aims

To help learners to:

- know which countries make up monsoon Asia and be able to locate these countries on a map
- understand the seasonal winds and their significance to the climate of Asia
- understand the different activities involved during the rice-growing season in Monsoon Asia
- be able to describe photos of rice-growing activities
- understand what terrace farming is and why it is sometimes used in rice farming
- understand why rice growing is very suitable for monsoon climates
- understand how rice production is able to support the densely populated regions of Asia.

### Skills

- Mapping
- Comprehending
- Interpreting
- Drawing climate graphs
- Drawing flow charts

### Method

**Step 1** Help learners to locate monsoon areas on the map in Figure 9.8 (page 203) and the world map in Appendix 3 of the Learner's Book.

**Step 2** Help learners to read about and understand the monsoon climate, linking to previous learning at the beginning of the chapter.

**Step 3** Learners do Activity 23. Remind learners that rainfall is shown in a bar graph and temperature in a line graph, and look at examples on previous pages.

#### Answers

- 1 *Learners draw the climate graph. They should have this skill from Maths, but still may need assistance.*
- 2 *Temperature is high all year around, rainfall is heavy and continuous from June to September, summer is the wet season and winter is the dry season, from October to January.*
- 3 *See the following table.*

Solomon Islands	India
Hot all year	Hot all year
Around 30° all year	Around 30° all year
Large total amount of rain	Large total amount of rain
Rainfall all the year—only short dry periods	Rainfall only in one season
No real dry season	Long dry season

**Step 4** Learners do Activity 24 as a class after going over 'Vegetation' on page 213.

#### Answers

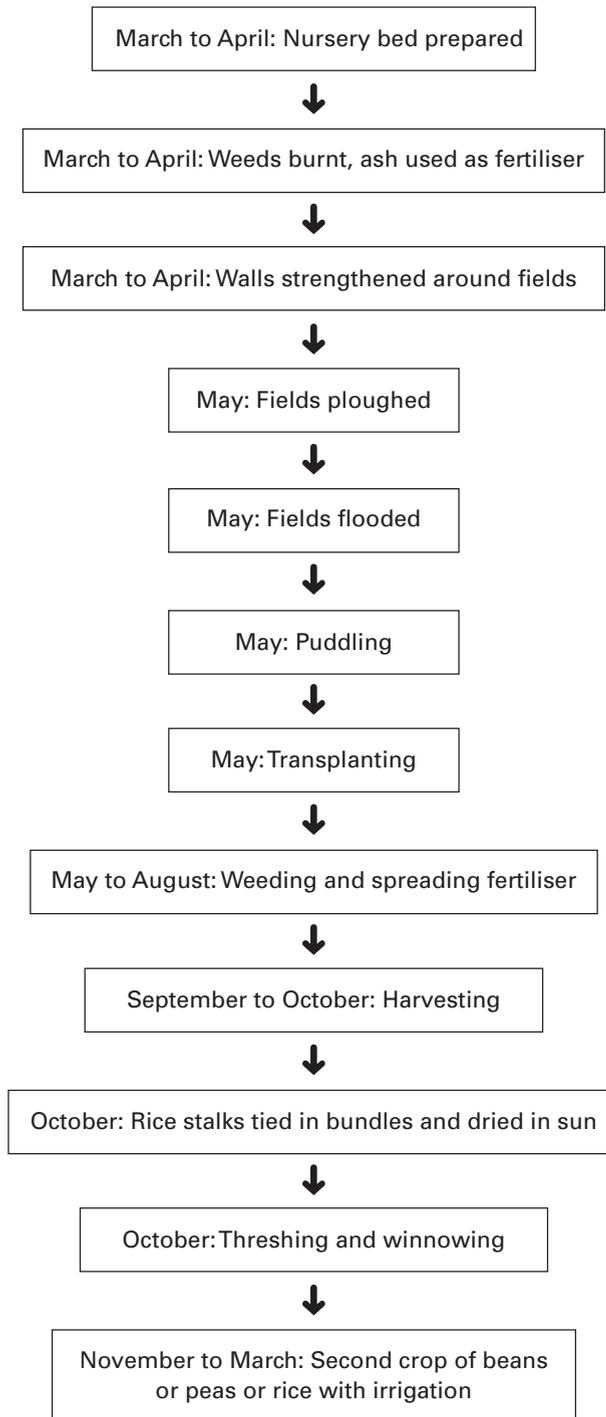
*See the following table.*

Solomon Islands forests	Monsoon forests
Tropical rainforest. Some forests/trees are deciduous. Forests are thick—no light penetrates to reach forest floor. Teak has been introduced in Solomon Islands only recently. Little patches of bamboo grow in some places.	Tropical monsoon forest. Some forests are deciduous. Forests are less thick therefore sunlight reaches forest floor and a thick layer of shrub and grass develops. Most common tree is teak. Monsoon forests have bamboos growing in large patches.

**Step 5** Learners do Activity 25.

**Answers**

**1**



**Step 6** Learners do Activity 26.

**Answers**

- 1** Learners draw a flow diagram for sweet potatoes according to the seasons in their home area. It will be much shorter than the diagram for rice, and will include: clearing land; digging/hoeing soil; planting sweet potatoes; weeding; harvesting. Rice farming needs a lot more work because the land must be flooded so walls must be built; the rice must be transplanted after growing from seed; the water must be controlled; the rice must be processed after harvesting—threshing, winnowing, polishing—whereas sweet potatoes are ready to cook straight away.
- 2** Labour intensive: requires a large number of people to work on the field for preparation, planting weeding, harvesting and storing.

- 3 No. Most islands are hilly and mountainous, and when it rains heavily, dry or upland rice farming is more suitable.
- 4 Benefits: produce food for farmers; can be sold for profit; we would not need to import rice—saves foreign exchange. Many people prefer traditional methods because they are used to them; too much hard work in rice farming, need for polishing mill to process the rice. Note: these are some of the reasons rice has been tried in some places but farmers have given up. It has been successful in only a few places.

**Step 7** Learners do Activity 27.

**Answers**

- 1 Human and animal manures are also used as fertilisers.
- 2 The Ganges River; the Mekong River; the Yangtze River.
- 3 Very large population therefore there are too many people—small resources; less land for farming; not enough paid jobs. Many people are illiterate and uneducated. These areas are also susceptible to natural disasters, such as cyclones, which cause flooding destroy crops and livelihood.
- 4 Large rural populations are moving into towns and cities to gain paid employment; increase in population is leading to land shortages; people are attracted to living in towns; poor people move to towns hoping to gain an income.

## 4 Cool temperate west coast climate: Britain

*Learner's Book pages 217–20*

### Aims

To help learners to:

- locate Britain on a map
- know the three main areas that make up Great Britain
- understand the main seasons of Britain and why winter is cool and not cold
- understand why Britain has very little natural forest left, and why large areas of natural forest have been cleared
- understand why only about 2% of the people work on farms and why a small number can produce a lot of food.

### Skills

- Mapping
- Comprehending
- Interpreting graphs

### Method

**Step 1** Explain the location and help learners find the names on the map in Appendix 3 or in an atlas.

**Step 2** Explain the main factors affecting the climate.

**Step 3** Learners do Activity 28.

**Answers**

*See the following table.*

Season	Months	Temperatures	Rainfall
Summer	July, August, September	18°C, 19°C, 18°C	60 mm, 62 mm, 50 mm
Autumn	October, November	15°C, 11°C	53 mm, 55 mm
Winter	December, January, February, March	5°C, 9°C, 4°C, 5°C	5 mm, 48 mm, 43 mm
Spring	April, May, June	7°C, 11°C, 15°C	40 mm, 42 mm, 42 mm

**Step 4** Read through sections on vegetation and human activities with learners and explain:

- deciduous trees (look at photo in Figure 9.33)
- difference from tropical forest
- why soils are fertile
- why forest has been cleared
- where people live
- high production on farms
- agricultural revolution and changes made
- type of farming.

**Step 5** Learners do Activity 29 by referring to the map in Figure 9.34. They will need to look back at the table of seasons they completed in Activity.

**Answers**

- 1** a grain crops. b root crops.
- 2** Many types of crops.
- 3** Grazing animals.
- 4** Ploughing March–April; sowing April–May; weeding June–August; harvesting September–October; crops stored November–March; no crops grown November–March; animals fed from hay November–March.

**Step 6** Read the last section with learners and explain the following terms: arable farming, pastoral farming, mixed farming, organic farming, crop rotation, agri-business. Learners write the definitions of each of these terms in their books.

**Step 7** Learners do Activity 30.

**Answers**

Farms after agri-business: farms are bigger; smaller number of farms; owned by large companies not families; smaller variety of crops or fewer types of crops grown, mostly grain crops plus sugar beet; no potatoes, peas, carrots or grass, fields are larger, more and bigger stores and silos (for storing grain), main aim to make money – no concern for soils.

## 5 The tundra climate: northern Canada

*Learner's Book pages 220–23*

### Aims

To help learners to:

- know and be able to locate regions where tundra climate is found
- know that tundra climate is always cold
- understand the types of plants that grow in tundra climate and why they grow there
- understand what kind of people traditionally lived in the tundra climate region, how they survived and what activities they were involved in
- understand why the Tundra region is sometimes called the 'Land of the Midnight Sun'.
- understand how and why Inuit life is changing
- be able to describe what they see in photos of the tundra.

### Skills

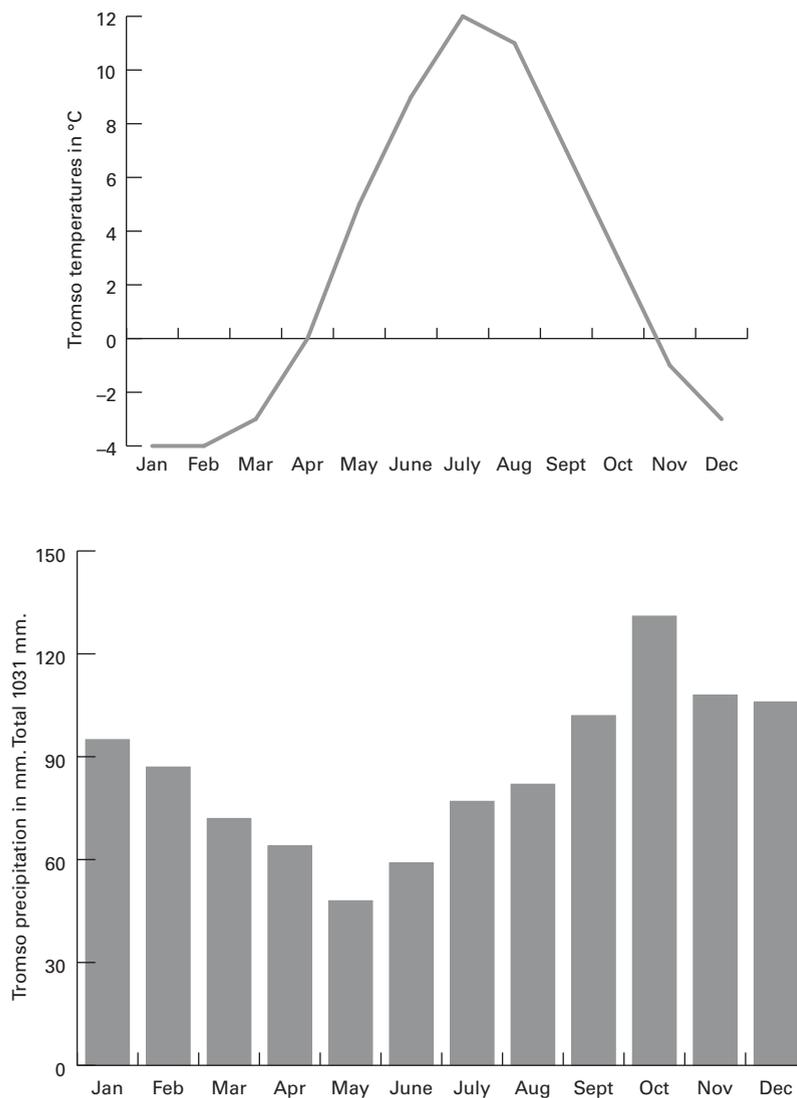
- Mapping
- Comprehending
- Drawing graphs
- Interpreting

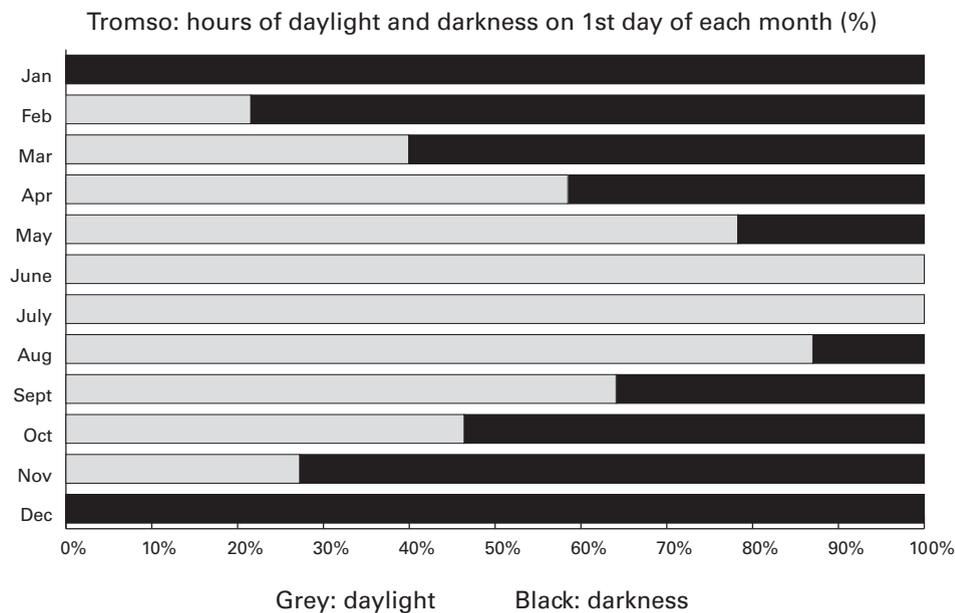
## Method

- Step 1** Learners locate and name the tundra climatic regions of the world using Figure 9.38 and Appendix 3.
- Step 2** Use a globe or a ball or any round object to illustrate why Tundra region is so cold. (This is revision of work at the beginning of the chapter.)
- Step 3** Use Figure 9.39 to describe the main features of the tundra climate and relate this to what learners already know about the shape and tilting of the Earth.
- Step 4** Go through the topic with learners briefly. They then do Activity 31. They should know how to draw line graphs for temperature and bar graphs for precipitation from Maths. For daylight and darkness they should draw 12 vertical columns and label these for the months of the year. They should then divide them into 24 hours each and plot the number of hours of daylight from the figures in the table—the rest is darkness. They should shade the daylight in yellow and the darkness in black or similar colours.

### Answers

Learners' graphs should look like this:





Difficulties of living in Tromso: cold all the year and very cold in winter; need for very warm clothing and heating in houses; nothing will grow; long periods of darkness make it difficult to work; long periods of daylight make it difficult to sleep; snow on the ground makes transport difficult.

**Step 5** Discuss 'Vegetation' and 'Human activity: Inuit community of northern Canada' with learners. Give them time to write up a summary of what they have learnt.

**Step 6** Learners do Activity 32.

#### Answers

- 1 Found in the cold regions above 60° north along the Arctic coasts and islands of North America, Greenland and Eurasia.
- 2 Permafrost is where the deep soil in the tundra region is permanently frozen.
- 3 The plants grow for about for two months.
- 4 Leaves are in tight clusters and are bunched near the ground to reduce water loss. They have thick hairy leaves to protect against frost.
- 5 Traditionally, in winter they build snow houses called igloos; in spring they go game hunting for animals such as seal, walrus and caribou, and hunt fish, birds etc. In summer they walk overland and use kayaks for water transport; go fishing and hunting for animals and sell some of what they catch; make clothes out of animal skins.
- 6 Today Inuits hunt with rifles; are only allowed to kill a certain number of wild animals; have moved into modern houses, wear modern clothes; use sledges with motors; buy food from supermarkets; need to adjust to modern world of paid work.
- 7 The Government assists the Inuits to establish handicraft corporations and commercial fishing.
- 8 Changes in Solomon Islands similar to Inuits: lifestyle; dressing; food; farming/ gardening; transport; fishing method; arts and crafts; need for employment; problems of alcohol; making and selling handicrafts.

# Chapter 10: The Use of Forests

## Strand: Use of Resources

This strand consists of four sub-strands. It aims to examine natural resources and how they are used or developed and managed in Solomon Islands and the world.

### Sub-strand

#### 8.10 Developing and Managing Forest Resources

### General learning outcomes

Learners should:

- 8.10.1** know the uses of forest resources (k)
- 8.10.2** know the main types of logging practices causing destruction of environment (k)
- 8.10.3** understand the effects of forest resource abuses and management measures to control these in Solomon Islands (u)
- 8.10.4** understand good practices of logging that minimise the destruction of the environment
- 8.10.5** understand the benefits of forest resources to the local community and the national economy (u)
- 8.10.6** be able to locate on a map of Solomon Islands where forest resources are used and abused (s)
- 8.10.7** appreciate the value of forest resources in the improvement of selected communities in Solomon Islands. (a)

### Specific learning outcomes

Learners should be able to:

- 8.10.1.1** list the traditional and modern uses of forest resources
- 8.10.2.1** explain the methods of forest resource harvesting that may be considered unsustainable
- 8.10.3.1** explain the effects of forest resource abuses on the environment
- 8.10.3.2** suggest some management measures for controlling unsustainable use of forest resources and harvesting trees in a sustainable way
- 8.10.3.3** examine an area of present or future logging near the school or find out how local people are using their forests
- 8.10.4.1** examine a case study about re-forestation development in a particular logged area in Solomon Islands
- 8.10.5.1** explain four important benefits selected local communities may derive from forest resources
- 8.10.6.1** locate on the map of Solomon Islands areas where unwise use of forest resources may be found
- 8.10.7.1** discuss the kinds of benefits of forest resources that help in the improvement of communities in Solomon Islands.

### Suggested assessment events

Learners should be assessed on questions such as the following.

- a** List any four important traditional uses of forest in your village or community. (k)
- b** Identify an example of a forest abuse and explain any three negative effects it has on the environment and people. (u)

- c Do you think that forest in your area or community has been wisely or unwisely used? Explain how it could have been used better to ensure it is still available for the future. (a)

## Topics and timing

There are 12 topics in this chapter. Each topic should be covered in a 40-minute lesson, except 'Effects of clearing forests on wildlife: Fieldwork', which involves fieldwork outside the school area and will have to be done outside normal class time. 'Planning your resources' is an optional lesson for schools with good relationships with the local community and a number of students coming from that local community.

Lesson	Topics
1	Uses of trees The value of forests
2	Effects of clearing forests on soils
3	Effects of clearing forests on: rivers, water supplies and fishing
4	Effects of clearing forests on wildlife: Fieldwork
5	
6	Logging in Solomon Islands
7	Problems of money and logging
8	Making a choice
9	Planning your resources
10	Cutting your own timber
11	Negotiating with logging companies
12	Replanting

## Lesson 1: The uses of trees The value of forests

*Learner's Book pages 227–29*

### Aims

To help learners to:

- know about the main uses of trees and timber
- understand why people cut down trees
- understand the value of trees apart from their use as timber
- form opinions about whether or not we should cut down trees.

### Skills

- Using own experience and knowledge
- Filling in a table
- Writing an imaginative story

### Method

**Step 1** Learners read the first paragraph of the chapter and do Activity 1 in groups.

#### Answers

*Learners' answers will vary. Some examples are:* clearing land for farming; using trees for houses, canoes etc; selling timber; using trees for bark cloth.

**Step 2** Briefly go through learners' answers and summarise by reading out the three main reasons our forests have been cleared on page 227.

**Step 3** Learners do Activity 2.

**Answers**

1–4 See the following table.

Things made from trees	Part of the tree the thing is made from	Other possible materials to use
<b>Locally made</b>		
Houses	Trunk and branches	Cement, bricks
House roofs	Leaves	Roofing iron (copper)
Furniture	Trunk and branches	Plastic, metal
Bark cloth (tapa)	Bark	Cotton, wool, artificial fibres
Canoes	Trunk	Fibre glass
Paddles	Branches and trunk	Plastic, metal
Fire wood	Branches and trunk	Oil
<b>Imported</b>		
Paper	Trunk and branches	None
Furniture	Trunk and branches	Plastic, metal

5 From overseas, e.g. China, Japan, Australia. **a** Usually trees. **b** May be stronger and last longer. **c** Usually more expensive.

**Step 4** Learners do Activity 3.

**Answers**

Learners' answers will vary. Some examples of other uses of trees are: fruit for eating, medicine, vines for string. Names of trees will vary.

**Step 5** Read 'The value of forests'.

**Step 6** Learners do Activity 4.

**Answers**

Learners' answers will vary. An example is: a forest before it is cut down is a valuable source of many items needed in people's lives.

**Step 7** Learners do Activity 5.

Selling the timber overseas may mean you lose money, as an overseas chair will probably cost far more than a chair from local timber. The local chair gives employment and an income to the person who makes it.

**Step 8** Learners do Activity 6.

## Lesson 2: Effects of clearing forests on soils

Learner's Book pages 229–32

### Aims

To help learners to:

- understand what happens to soil when trees are cut down
- appreciate the importance of forests to our soils.

### Skills

- Interpreting photographs
- Analysing diagrams
- Doing a field survey

## Method

**Step 1** Learners do Activity 7.

### Answers

- 1 **a** The soil has been eroded away. **b** Because the trees have been cut down and this has left the soil bare. **c** Because the trees are not there to protect the soil from the force of the rain; because the soil loses its fertility and the humus that binds the particles together.
- 2 The trees no longer protect the soil from rain and the soil gets washed into the rivers, making them muddy.

**Step 2** Learners do question 1 of Activity 8. This may have to be done out of class time or even at the weekend, but it is an important and useful exercise and should be done if possible.

### Answers

- 1 *Learners' answers will vary. However, results will probably show that:* the soils in areas which have been cleared are not as deep; are brown or red in colour, not black; have larger particles and are less fertile. The colour shows they have less humus.

**Step 3** Learners do question 2 of Activity 8.

### Answers

**a** Nutrients are food useful to plants. Humus is dead plant and animal matter, which contains nutrients. **b** The plants that grow in the soil when they die, or leaves that rot and fall. **c** It enables plants to grow. **d** Because the trees shed their leaves or die and provide other rotting vegetation. **e** Because the soil is more exposed to rain water and the sun, increasing temperatures. **f** It will decrease. **g** No. **h** It will get washed away.

**Step 4** Go through the answers with the learners and read the last section from page 231 to the top of page 232.

## Lesson 3: Effects of clearing forests on: rivers, water supplies and fishing

*Learner's Book pages 232–33*

### Aims

To help learners to:

- understand the effect of clearing forests on rivers and water supplies
- appreciate the importance of preserving forest cover in the catchment areas of rivers
- understand the effects of forest clearance on fishing.

### Skills

- Interpreting diagrams

### Method

**Step 1** Revise with learners what they learnt in Year 7. They may use figures 10.10 and 10.11 to help them. Ask:

- How do trees help to protect the ground from falling rain?
- Why is flooding more likely after forests are cleared?
- Why does this also lower the water table?

**Step 2** Learners look at the diagrams in figures 10.10 and 10.11 and read 'Effects of clearing forests on rivers and water supplies' on page 232. Explain where necessary.

**Step 3** Learners draw up a table to show the differences in an area before and after trees are cut down. Give them main headings only: 'Before cutting' and 'After cutting'. They will provide a range of answers, such as the following:

Before cutting	After cutting
Trees slow down rain	Water falls directly onto ground
Less rain reaches ground	More rain reaches ground
Water sinks into ground slowly	Water runs off—does not sink into ground
Roots help to keep water in soil	No roots to keep water in soil
Good springs and wells	Springs and wells dry up
Clear river	Dirty, muddy river
Good piped water supply	River floods
	Water supply blocked
	Water table lowered

**Step 4** Learners do Activity 9.

**Answers**

- 1 Most fish or shellfish live in clear water.
- 2 **a** Many of the fish and shellfish in the rivers will die. **b** The sea near the mouths of rivers will become dirty or muddy. **c** Fishing grounds and shellfish areas near river mouths will die out.

## Lessons 4 and 5: Effects of clearing forests on wildlife: Fieldwork

*Learner's Book pages 233–35*

These activities need to be done through fieldwork outside the classroom and school area, in a forested area. They may be done in an afternoon or weekend. If there is no forested area close to the school, they may have to be done during a weekend. Urban schools may have to give them for weekend activities or even holiday activities.

### Aims

To help learners to:

- find out what sort of life exists in a forested area
- appreciate the variety of wildlife in forests
- understand the complexity of relationships within a forest
- understand what biodiversity is
- know the meaning of endemic
- appreciate how forests preserve our biodiversity
- understand the effects of clearing forests on climate
- appreciate the need to preserve or replant our forests.

### Skills

- Using fieldwork techniques
- Interpreting diagrams

### Method

**Step 1** Learners go outside to a forested area. They do Activity 10 to count the species of wildlife in a forested area.

**Step 2** Look at the results in the classroom and read and discuss 'Number of species' and 'Complexity of relationships' on page 233.

**Step 3** Read and discuss 'Unique or endemic species' on page 234.

**Step 4** Learners read 'What happens to rain in a forest?' and then do Activity 11.

**Answers**

Learners' diagrams should show bare soil with no trees and no roots, and rain falling directly onto the ground and running away over the ground with little absorbed into the soil.

**Step 5** Learners do Activity 12. Like Activity 10, this has to be done outside. Because this involves looking at a non-forested area it can be done anywhere around the school even in an urban school. A playing field would be sufficient to show that an area that has been cleared of forest has far fewer species and different soil, water and temperature conditions from a forested area. In an urban school you might ask one group of learners to do Activity 10 and report to the rest of the class so they can compare their findings with the findings from this activity.

**Answers**

Learners' answers will depend on observations but the following will probably be found. Note: a playing field might have quite good soil if it has been cultivated but this can be discussed.

Features	Forested area	Non-forested area
No. of different plants	<i>To be found</i>	<i>To be found</i>
No. of different trees	<i>To be found</i>	<i>To be found</i>
No. of different grasses	<i>To be found</i>	<i>To be found</i>
No. of different living creatures	<i>To be found</i>	<i>To be found</i>
Soils type, colour, etc.	Deep, black, rich	Shallow, brown/red, sandy etc.
Temperatures near the ground (hot/cool)	Cool	Hot
Humidity near the ground	High	Low
Rainfall reaching the ground (a lot/a little)	A lot	A little

**Step 6** Learners do question 1 of Activity 13.

**Answer**

**1** The smallest island will be affected the most (Island A).

**Step 7** Learners read 'Effects of clearing forests on the environment' on page 235, then do question 2 of Activity 13.

**Answer**

**2** Soil loses fertility; soil erosion; no timber for houses and canoes.

## Lesson 6: Logging in Solomon Islands

*Learner's Book pages 235–38*

**Aims**

To help learners to:

- appreciate the destructive nature of logging
- understand the concepts of sustainable and non-sustainable logging
- appreciate that Solomon Islands has been logging at a totally unsustainable rate
- appreciate the consequences of this rate of logging
- understand why we have continued to log at an unsustainable rate
- understand who benefits from logging.

## Skills

- Reading and interpreting graphs and statistics

## Method

**Step 1** Learners look at Figure 10.15 and do Activity 14.

### Answers

- 1 Approximately 25 metres tall and 1 metre wide.
- 2 A chain saw.

**Step 2** Learners read paragraph under Activity 14, look at Figure 10.16 and do Activity 15.

### Answers

- 1 Five logs.
- 2 Assuming each log is a whole tree that is approximately the size of the tree in Figure 10.15, these logs represent 350 years.
- 3 Assuming each log is a whole tree, 100 trees.
- 4 Assuming each log is a whole tree and each company has five trucks, 18 300 trees.
- 5 They can be renewed by replanting.

**Step 3** Read and explain the text on pages 236–37, referring learners to graph in Figure 10.17.

**Step 4** Learners do Activity 16. Point out to learners that the figures they are using in this activity are based on the number of trees that can be cut commercially because they are accessible and we can sell them for more than the cost of cutting them and thus make a profit (i.e. they are economically worth cutting). There are plenty of forests in high mountains or in places where it is hard to cut, and these will be left because they are not possible to cut or not worth cutting. Even in logged areas usually only the larger trees are cut so the areas are not completely cleared. It may still look like a forest, but all the trees are small.

This also means that if the supply of world timber falls and the price goes up, the amount of timber that is economical to cut will go up and the rates shown on this graph may change. This is why in some areas companies are re-logging, or logging areas already logged. They go back and cut the smaller trees, which may have grown bigger. As the price goes up, trees that were not worth logging become worth logging. All this could be explained to a bright class. For question 7, you might obtain figures from Central Bank reports.

### Answers

- 1 1983.
- 2 As we cut more timber there is less left, so the sustainable rate goes down as the less we have the less we can cut.
- 3 20 times (sustainable rate approx. 50 000 sq. metres; actual rate 1 000 000 sq. metres).
- 4 There will be no more trees left that will be useful or economical to cut.
- 5 Grow trees in plantations (as in Kolombangara and other areas where replanting is taking place).
- 6 *Learners' answers will vary, though most learners would say:* No. We have been cutting them much too fast and will soon have no useful timber left.
- 7 *Answers will vary according to year.*

**Step 5** Learners read 'Why cut down forests?' on page 238 and then do Activity 17.

### Answers

- 1 Landowners; government; logging companies; those employed in logging; all of us through taxes on logging companies and foreign exchange or foreign money to buy other goods.
- 2 *Learners' answers will vary.*
- 3 No income for landowners; less taxes for government; fewer services provided by government due to loss of taxes, e.g. education, health, roads, police, fewer jobs; less foreign exchange or foreign money to buy goods from overseas.

**Step 6** Learners do Activity 18.

**Answers**

- 1 **a** They were by far the largest single export when these graphs were drawn in 2000–2010. **b** They increased in importance almost every year. **c** They only increased at a very slow rate. **d** If the export is finished or decreases (as logs will decrease) or if the price goes down there will be less money.
- 2 The export of logs was going to go down. *Learners will have to answer the rest from their own knowledge and with the help of the teacher.*

## Lesson 7: Problems of money and logging

*Learner's Book pages 239–40*

### Aims

To help learners to:

- understand why logging often brings money problems, disputes and bribery or corruption
- to appreciate that there are other ways of using our forests.

### Skills

- Acting a drama

### Method

**Step 1** Read and explain paragraphs on page 239.

**Step 2** Organise learners into groups to do the role-play in Activity 19. After they have done the role-play they should answer the questions.

**Answers**

- 1 Paying money for someone to do something you know is wrong or against the law.
- 2 Too many individuals benefit from logging, especially through bribery.
- 3 The logging companies and the big-men benefit most and the ordinary village landowners the least.

**Step 3** Ask: What can we do instead of logging, at least on the land that has not yet been logged?

**Step 4** Go through 'What can we do now?' on page 240.

## Lesson 8: Making a choice

*Learner's Book pages 241–43*

### Aims

To help learners to:

- realise that landowners have a choice about the ways they use their timber
- appreciate that selling logs is not always the best choice
- appreciate that some overseas companies are not straight in their dealings.

### Skills

- Interpreting photographs
- Making choices

### Method

**Step 1** Explain that in these next lessons learners will look at choices we can make in using our forests. In Solomon Islands landowners do have choices about how to use their forests. In some countries all forests are owned by the government and the government can give permission to companies to log without asking landowners.

**Step 2** Explain that the people on different sides of Vagunu island in Marovo, Western Province made different choices.

**Step 3** Learners read 'Merusu logging and oil palm development' on page 240 and then do Activity 20. This involves reading the story of Johnson Poghoso and Jim Akuila in the box, and looking at figures 10.22 and 10.23.

**Answers**

- 1 Because they were promised many things: to earn money for school fees by selling oil palm; to build houses, schools, a clinic, an airstrip etc.
- 2 **a** They lost their farming land; streams were eroded; water supplies were polluted; soils became infertile; no timber for houses, canoes etc; nowhere to sell the oil palm nuts they produced. **b** To set up a factory and buy the oil palm; to build houses, schools, a clinic and an airstrip.
- 3 No forest left, bare land, soils damaged or eroded.
- 4 *Learner's answers will vary. Check that each choice has been justified.*

**Step 4** Learners read the story of Reverend Gryn Jino and Hans Jino and do Activity 21.

**Answers**

*Learners' answers will depend on the option they choose.*

## Lesson 9: Planning your resources

*Learner's Book pages 243–44*

Note: This is an optional lesson for schools with good relationships with the local community.

### Aims

To help learners to:

- understand and appreciate the need to plan the use of our resources
- become involved in planning the resources of their own community.

### Skills

- Making maps
- Relating to local community

### Method

**Step 1** You will have to decide whether and how you can do the exercise and make arrangements with the local community. This means getting involved with a local community and helping them to plan the use of their resources. You will have to organise this very carefully in cooperation with the local community. This will have to be done outside normal school hours.

**Step 2** Read pages 243–44 with the learners and explain what they are going to do.

**Step 3** Learners do Activity 22. You may have to take the lead in asking the questions and constructing a map of what the learners say.

**Step 4** Discuss the activity in class with the learners and find out what they have learnt from it.

**Step 5** You may want to go back to the community later and see if any action has taken place.

## Lesson 10: Cutting your own timber

*Learner's Book pages 244–48*

Note: You may want to use only one part of this lesson, depending on whether your learners or their communities are involved in either cutting their own timber ('cubic') or selling their timber to a company.

### Aims

To help learners to:

- understand the advantages of selling their own timber
- understand the methods for doing this
- understand the problems that might occur if a large company cuts their trees
- understand how these problems can be minimised.

### Skills

- Interpreting photographs
- Map reading, including contours

### Method

**Step 1** Read 'Cutting your own timber' on pages 244–45 and explain the advantages of doing this and the reasons why people make more money by doing this. Mention the problems in doing so. Find out how many learners have families involved in doing this.

**Step 2** Learners do Activity 23.

#### Answers

- 1 a** \$96 000 in three years; **b** nothing.
- 2 a** \$69 600; **b** \$23 200 per year if you continue to cut one hectare per year; **c** about four years.
- 3** Depends if you want a large amount of money quickly with nothing after three years or a lower but steady income.
- 4** Selling cubic is more sustainable because it lasts until you can plant more timber and let it grow.
- 5** Because they are attracted by quick money; because it is easier; because they don't have money to buy the saw mill in the first place.

**Step 3** Read and explain the two other advantages of cutting your own timber on page 245. You may stop here if your learners are not from areas where logging companies operate or may operate, or start here if you feel it is more appropriate. However, use both sections if you have time. Note also the activities below provide useful practice in reading contour maps.

**Step 4** Learners look at the photos of logging in figures 10.32, 10.33, 10.34 and 10.36 and do Activity 24.

#### Answers

- 1** *Figure 10.32:* The tree being felled may destroy other trees; avoid by making sure the trees fall in a direction where it will not destroy other trees. *Figure 10.33:* Destroying soil and causing soil erosion; avoid by making sure skidder tracks are not too wide and too many and do not go on steep slopes. *Figure 10.34:* Destroying or spoiling soil and clearing all trees including small ones; avoid by making collecting points small in area and not too many. *Figure 10.36:* Destruction of trees and soil in area, pollution of sea; avoid by not making many logging points and not putting them in areas close to reef or fisheries, make sure no oil etc. is spilt.

- 2 a** Learners should shade the map along the creek to indicate the most likely place at which damage from logging will occur. **b** Learners should shade their map where the contour lines are closest and, therefore, where the land is steepest to indicate the areas that loggers should not be allowed to use for cutting, landing points and skidder tracks.
- 3** Bulldozer or skidder tracks go along the ridges or on flat land, not up and down steep slopes. Bulldozer and skidder tracks joined up to link the trees which have been cut, not one for each tree. Landing points are away from streams. Collecting point is further away from stream.

**Step 5** Summarise the ways logging damage can be avoided, referring to the text on pages 247–48 and the diagram in Figure 10.37.

**Step 6** Learners look at Figure 10.39 and read ‘Types of cutting’ on page 248. They then do Activity 25.

**Answers**

Advantages of selective logging and patch cutting: They only take out some of the trees or forest, leaving trees to protect the soil. They leave some of the big trees to protect the land. Since trees are left, the small trees will continue to grow and the big trees will seed the area for re-growth. Selective logging and patch cutting are likely to be used by people cutting their own trees because they want to leave trees behind to use for timber and protect the land.

## Lesson 11: Negotiating with logging companies

*Learner's Book pages 249–51*

Note: This lesson is more important in areas where negotiations are likely to occur, although it also teaches about negotiations with any overseas company over resources, including minerals and fishing, so is relevant for the next two chapters as well.

**Aims**

To help learners to:

- know what kinds of rules will protect land from damage by logging companies
- appreciate the problems in negotiating with overseas logging companies and other overseas companies
- understand that one of the problems of negotiating with people from overseas is differences in culture.

**Skills**

- Discussing and negotiating

**Method**

**Step 1** Explain that people often have to negotiate with big overseas companies over logging, so they need to learn how to negotiate.

**Step 2** Organise learners into groups to do Activity 26. Groups make rules for logging companies. Point out that the social and economic rules are important, as well as those about logging itself.

**Answers**

*Learners' answers will vary. Some possible rules are:*

- Only cut the large trees—leave the small ones.
- Do not cut trees valuable for local use, e.g trees for houses and canoes, trees for fruit and medicine.

- Make sure trees don't damage smaller trees as they fall.
- No cutting near rivers and streams—within 50 metres.
- Build routes for bulldozers and skidders that follow ridges and flatter areas and avoid steep slopes.
- No tracks or roads, landing or collecting points near rivers and streams.
- Use light skidders not heavy bulldozers.
- Build proper bridges that will last.
- Do not spill petrol and diesel.
- Employ local people, not people from elsewhere.
- Provide services for the area such as schools and clinics.
- Do not allow male employees from outside, either other islands or overseas, to have relationships with local girls and women, especially under-age ones (this has caused problems in many areas).
- Insist on payment of royalties before trees are taken away.
- Insist on payment of royalties based on an agreed percentage of the overseas price of logs (this means price will increase if overseas price increases).

**Step 3** Read and explain 'Negotiating with logging companies' on page 249.

**Step 4** Organise learners into groups to do Activity 27. Learners role-play the negotiations based on the list drawn up.

**Step 5** Read 'Final Advice' on page 251.

## Lesson 12: Replanting

*Learner's Book pages 251–52*

### Aims

To help learners to:

- understand why it is important to replant trees as we cut them down
- understand how to calculate and plan how many trees to replant
- understand the usefulness of starting forestry plantations
- know what agro-forestry is
- appreciate what they might be able to do to help their community preserve their timber supplies.

### Skills

- Calculating
- Reading
- Comprehending

### Method

**Step 1** Read page 251 and explain the importance of replanting and the long-term nature of forest growth.

**Step 2** Learners do Activity 28.

#### Answers

**1** 1 hectare.

**2** 4 hectares.

**3** To find out how much forest we can cut in one year, we can divide the numbers of *hectares* of forest by the number of *years* it takes a tree to grow. (*Of course this depends on the species you plant but there are useful species which can grow in 30 years.*)

**Step 3** Learners read 'How much should we replant?' on page 251 and do Activity 29.

**Answer**

10 hectares.

**Step 4** Remind learners they will have learnt about agro-forestry in Agriculture.

**Step 5** Read 'What can YOU do?' on page 252. Encourage learners to get involved in planting trees either at school or at home. Try to find out about tree planting and start or contribute to tree planting in your school or community area, especially if you are in a Community High School.

# Chapter 11: Using Resources from the Sea

## Strand: Use of Resources

This strand consists of four sub-strands. It aims to examine natural resources and how they are used or developed and managed in Solomon Islands and the world.

### Sub-strand

#### 8.11 Developing and Managing Marine Resources

## General learning outcomes

Learners should:

- 8.11.1** know the types of marine resources (k)
- 8.11.2** understand the benefits of marine resources to the local community and national economy (u)
- 8.11.3** understand the different methods of marine resource harvesting, conservation and management (u)
- 8.11.4** understand the importance of the Coral Triangle to marine life
- 8.11.5** form opinions about different types of human activities that affect marine resources. (a)

## Specific learning outcomes

Learners should be able to:

- 8.11.1.1** identify the types of marine resources and explain their benefits to local communities and national economy
- 8.11.2.1** list and explain the benefits of marine resources to the local community and national economy
- 8.11.3.1** list and explain traditional and modern methods of marine resource harvesting, conservation and management
- 8.11.3.2** identify traditional and modern methods of harvesting of marine resources
- 8.11.3.3** draw diagrams of some of the main methods of traditional and modern fishing
- 8.11.3.4** examine a commercial fish-processing establishment
- 8.11.3.5** explain some of the unsustainable practices on marine resources, e.g. dynamiting of fish, use of drift nets and oil spillage in canneries
- 8.11.3.6** explain government regulations and laws to protect marine resources in Solomon Islands and some challenges in enforcing them
- 8.11.4.1** locate the areas and countries within the Coral Triangle area and explain its importance to marine life and how to protect it
- 8.11.5.1** discuss their views about how different human activities that affect marine life can be managed.

## Suggested assessment events

Learners should be assessed on questions such as the following.

- a** Explain the different uses of sea resources in your village and community. (k)
- b** Examine a case study of any human activities and their effects on marine resources. (u)
- c** Do you think sea resources in your own area or community have been used wisely or unwisely? Explain how they could have been used better to ensure that they would still be available for the future. (a)

## Topics and timing

There are eight topics in this chapter. Each topic should be covered in a 40-minute lesson.

Lesson	Topic
1	How do we use resources from the sea?
2	Sea or marine resources
3	Where are marine resources found? Offshore marine resources
4	Use of marine resources
5	Methods of fishing
6	Looking after our sea resources
7	Sustainable use of marine resources
8	Solomon Islands fisheries in the world

## Lesson 1: How do we use resources from the sea?

*Learner's Book pages 255–57*

### Aims

To help learners to:

- understand the concept of marine resources
- understand how people use resources from the sea
- appreciate the need to look after our sea and marine resources.

### Skills

- Relating experiences
- Responding to a story

### Method

**Step 1** Introduce the chapter.

**Step 2** Do Activity 1 as a class and guide the learners in the discussion to determine their prior knowledge. Answers will depend on individual learners. Note that learners will find it easier to answer question 9 if they read ahead to Activity 2.

#### Answers

- 1 *Learners' answers will vary.*
- 2 *Learners' answers will vary.*
- 3 Some useful things or resources we can get from the sea are mullet, trochus, clamshells, corals, seaweed, bêche-de-mer etc.
- 4 Diving, hand collecting, using fishing lines, nets.
- 5 *Learners' answers will vary.*
- 6 One traditional method is use of poison ropes in the reef pools to contaminate them so that the fish die after drinking the contaminated water.
- 7 They would have less food, especially less protein and it would reduce their source of income to meet their other basic needs.
- 8 Very expensive for them to buy fish from the market due to the higher demand.
- 9 When human activities cause pollution to the sea, such as oil spillage from logging activities; soil erosion from logging activities making the sea dirty; or when people overfish i.e. catch more fish than the number reproducing.

**Step 3** Learners do Activity 2.

**Answers**

- 1 Seafood.
- 2 Snails, trochus, cat's eyes, clam shells.
- 3 Telling stories with friends, enjoy seeing the beauty of the sea and watching other sea creatures on the reef.
- 4 The chemicals that are used on farms and are washed into the sea.
- 5 She expressed her sadness because people did not show their respect and love for the sea.
- 6 The need to look after our sea and marine resources.
- 7 *Learners' answers will vary.*
- 8 Oil spillage or soil erosion from logging activities (or other things like chemicals from agriculture).
- 9 Because it will help us to be mindful of our activities otherwise we might cause problems to ourselves and our lives.

**Step 4** Organise a whole-class discussion of the questions about the story.

**Step 5** Conclude the lesson by explaining what sea or marine resources are.

**Step 6** Learners do Activity 3.

**Answers**

Fish are easy to catch as fishing methods are simple, there are more fishing grounds to catch fish and more money is earned from selling fish.

## Lesson 2: Sea or marine resources

*Learner's Book pages 257–59*

### Aims

To help learners to:

- know about the types of sea or marine resources
- understand the benefits of sea or marine resources to people.

### Skills

- Observing photographs

### Method

**Step 1** Recap on previous lesson and link it to the new topic. Go through the answers to Activity 3 (see above).

**Step 2** Learners read the introduction to sea or marine resources. Define 'marine resources' and 'marine environment'.

**Step 3** Organise learners into groups to do Activity 4. Guide learners in answering the questions. Answers will partly depend on areas learners come from.

**Answers**

- 1 *Learners' answers will vary. Some examples are: fish, mangrove shells, reef fish, trochus and bêche-de-mer.*
- 2 *Learners' answers will vary. Some examples are: trochus and bêche-de-mer.*
- 3 *Learners' answers will vary. An example is: to completely ban harvesting of these resources for a period of time and use force to protect some sea territory from neighbours and invaders.*
- 4 *Learners' answers will vary. Some examples are: fish and shells.*
- 5 Pollution and destructive methods of fishing or over-fishing.
- 6 *Learners' answers will vary. An example is: sand.*

**Step 4** Explain the text in 'Marine living resources' and 'Marine non-living resources' on page 258.

**Step 5** Organise whole-class discussions of Activity 5 questions, and write answers on the board.

**Answers**

- 1 Small population, lack the knowledge of the value of some sea resources, methods of fishing were simple or very traditional.
- 2 Increasing population or demand for sea resources, improved fishing methods and increasing commercial fisheries.
- 3 Food, income, improvements in diets, coral rock and sand for constructing artificial islands, manufacturing of shell money and decorations of carvings and houses.

**Step 6** Summarise the main points of the lesson.

## Lesson 3: Where are marine resources found? Offshore marine resources

*Learner's Book pages 258–60*

### Aims

To help learners to:

- know about the different types of environments in which fish species and other marine animals live
- know what type of fish species and other marine animals live in each of those environments.

### Skills

- Comparing photographs
- Interpreting photographs

### Method

**Step 1** Introduce learners to the topic. Point out that they will be looking at things they learnt in Year 7.

**Step 2** Learners read the text on pages 258–60. Guide them in discussion of the text.

**Step 3** Learners do Activity 6.

**Answers**

*Estuaries, lagoons and mangrove areas:* mud crab, shell fish and mullets; *coral reefs:* reef snappers, octopus and spiny lobsters; *deep, open sea:* tuna, snappers, deep water shrimps.

**Step 4** Learners do Activity 7.

**Answers**

- 1 Barrier reef, fringing reef, raised coral reef (*learners need to provide only one example*).
- 2 *Learners' answers will vary. Some examples are:* over-fishing and dynamite.
- 3 Lime for betel nut, medicine to cure diseases and decorations.

**Step 5** Learners do Activity 8. Do a whole-class correction of the activity on the board.

**Answers**

- 1 *See the following table of information.*

Company name	Soltai Fishing and Processing Ltd
Headquarters	Noro
Original owner	Taiyo Gyogyo
Present owners	Western Province; Solomon Islands government through investment corporation; National Provident Fund; Tri Marine from Philippines
Types of tuna	Skipjack, yellowfin, bigeye
Main type of tuna in Solomon Islands	Yellowfin, skipjack
Who catches tuna?	National Fisheries Development (NFD)
Importance to income	Contribute up to the 30% to the economy: taxes, foreign earnings, licences, wages and salaries
Countries for export	Europe, PNG, Vanuatu, Fiji, Australia

- 2 Form of employment; source of income to sea and land resource owners; people learn new skills in the production of tuna; contributes to diet of Solomon Islanders; cheap source of protein; community support from Taiyo to schools, hospitals and churches.
- 3 Big revenue for the shareholders; income stays in the country; taxes support local economy; local employment.
- 4 We do not have the money or capital to run the company; not enough expertise; difficult to sell as we are far from markets.
- 5 *Learners' answers will vary.* Generally it is better to process locally and sell in tins because you add value to the product and gain more money (*refer to what they have learnt in Business Studies*); creates more employment in the factory; fish is landed here and becomes part of our exports, not the exports of a foreign ship or company.

## Lesson 4: Use of marine resources

*Learner's Book page 261*

### Aims

To help learners to:

- know about the two ways in which sea resources have been used
- develop their understanding about the idea of subsistence and commercial fishing.

### Skills

- Filling in a table
- Discussing in groups

### Method

- Step 1** Introduce and outline the topic to the learners. Explain the difference between subsistence and commercial fishing.
- Step 2** Learners read the text on page 261.
- Step 3** Explain the text to the learners.
- Step 4** Organise a whole-class discussion of questions 1 to 4 of Activity 9 and then write answers on the board.

### Answers

- 1 Black lip, bêche-de-mer, clam shells, fish.
- 2 Shortage of some sea or marine resources (high value), destruction of coral reefs, disputes between people.

- 3 Shells used in manufacturing of custom money; certain areas are kept aside for certain worship practices, e.g. sharks, dolphins.
- 4 *Small-scale artisanal*: use of outboard motor and esky fishing and use of long gill nets in the lagoons and reefs; *large-scale industrial*: purse-seining and drift netting.

**Step 5** Organise learners into groups to do question 5 of Activity 9. Learners report back to the class.

**Answers**

5 See the following table.

Types of fishing	Advantages	Disadvantages
Subsistence fishing	The catch is generally small.	Difficult to regulate fishing as they need fish for their families' survival. Does not produce an income.
Small-scale commercial (artisanal)	Get more money because of high demand for fresh fish in towns.	Destructive fishing techniques used which kill many other species and destroy the habitat that supports the fish.
Large-scale commercial (industrial)	Source of income for a country.	They make big money in the Pacific but only small amount goes to the Pacific Islands. Often leads to over-fishing and declining catches or even wiping out whole species.

**Step 6** Summarise the main points of the lesson.

## Lesson 5: Methods of fishing

*Learner's Book pages 262–65*

### Aims

To help learners to:

- understand the differences between traditional and modern methods of fishing
- know the disadvantages and advantages of traditional and modern methods of fishing
- form opinions about which methods of fishing we should encourage.

### Skills

- Filling in a table
- Looking at photographs
- Interpreting diagrams

### Method

**Step 1** Introduce the topic and explain the text on traditional and modern methods of fishing.

**Step 2** Organise a whole-class discussion of Activity 10 on the board.

**Answers**

- 1 *Learners' answers will vary. An example is:* traditional methods are based on very simple fishing techniques using local materials. Modern methods use more efficient and advanced fishing equipment that is made overseas.

- 2 See the following table. Some learners may know other methods used in certain areas, e.g. use of spider webs.

Types of small-scale fishing methods	Traditional or modern?	Advantages	Disadvantages
Gill nets	Modern	Catch fish in large numbers	Destroy coral reefs
Traditional fishing nets	Traditional	Catch is small	Not enough for sale
Use of dynamite	Modern	Kill many fish	Kill small baby fish and destroy the environment
Rubber-spear diving	Modern	Divers do select fish to kill	At times they kill undersize fish
Poison bush ropes	Traditional	People get them easily in the bush	Destroy other small fish and other marine animals
Collecting shells/ fish on the reefs	Traditional	Very simple (use of the hand)	At times coral reefs can be destroyed
Fishing lines	Modern	Very cheap to buy from stores and easy to use	Do not catch more fish than you need
Traditional fish fences	Traditional	Easy to make one using local materials	Does not last long
Traditional fish basket traps	Traditional	Not expensive	Only specialist people can weave it
Fish net scoops pushed along reef	Traditional	Easy to handle when catching fish	At times difficult to repair
Using lights and small nets to catch fish at night	Traditional	Catch more and good sizeable fish. Traditionally used coconut frond torches but now using Tilly lamps and even solar lights	Can only be done at night without moonlight
Spearing fish	Traditional	Easy for individuals to do with little equipment	Hard work, may not catch many fish and it can be difficult or dangerous in rough weather

- 3 Often not as efficient as modern methods. Some modern methods can be more destructive and lead to over-fishing. Traditional methods catch less fish and preserve fish better—you catch only what you need for the family.

**Step 3** Learners read ‘Large-scale methods’ on page 263. Explain these methods to learners with the help of figures 11.11 and 11.12.

**Step 4** Learners do Activity 11.

**Answers**

- 1 Destructive—decrease of fish stock
- 2 Sharks, dolphins, turtles. *Learners’ answers will vary for the second part of this question. Some examples are:* they might throw them away, sell them to people or businesses or companies.

**Step 5** Compare purse seine and pole and line methods in terms of preservation of fish resources. Ask:

- Which is best? (*probably pole and line as it only catches fish you need and gives income to local people who sell bait*)

## Lesson 6: Looking after our sea resources

*Learner's Book pages 265–68*

### Aims

To help learners to:

- understand how marine resources are looked after traditionally in Solomon Islands
- understand how people of today conserve and preserve our marine resources
- understand why modern commercial fishing can be a danger to our fish resources and how we can prevent this
- form opinions about what kind of fishing we should encourage.

### Method

**Step 1** Introduce learners to the topic of traditional management.

**Step 2** Learners do Activity 12.

#### Answers

- 1 The local people in each area, especially the chiefs and big-men.
- 2 The government as well as local people. Commercial fishing occurs in both small scale, by local people selling fish, and large scale, by big companies as described in last section.
- 3 So that people in future will still have fish.

**Step 3** Help learners to read pages 265–66 then guide a group discussion of Activity 13.

Contrast the traditional systems of ownership with the introduced British ideas. Some of the questions depend on asking people outside the school. If yours is a rural day school this will be easy. Other schools may have to arrange for learners to do this at weekends or in the next school holidays but it is good to encourage learners to find out these things for themselves.

#### Answers

- 1 Traditional system is described in text; other answers will vary.
- 2 It is common to find people saying they catch far fewer fish than they used to.
- 3 *Primary rights:* rights to fish in an area inherited from ancestors. *Secondary rights:* rights to fish by permission but not by inheritance; cannot determine who may or may not fish in an area.
- 4 By certain groups with primary rights having responsibility for each area and being able to stop fishing if there is over-fishing or lack of resources. People may even be asked to move elsewhere.
- 5 Privilege means the right to use the resources of a certain area only. Obligation means having to make sure the resources of that area are protected and conserved.
- 6 *Activity to be done by learners as explained in Learner's Book.*
- 7 In the past, sea resources were only for the use of local families or communities. Now they are used for sale by local people and overseas companies are allowed to use them.

**Step 4** Learners read through 'Today's management' on pages 266–67 and make a list of these in their exercise books.

**Step 5** Organise learners into groups to do Activity 14.

#### Answers

- 1 Chemicals get washed into the sea and poison the fish and other sea resources.
- 2 Large-scale logging causes soil to be washed away and rivers become dirty; this is washed into the sea and destroys the marine resources.
- 3 People will rely more on fishing if there is a shortage of land due to increased population.
- 4 In large towns people want to buy fish so more fish are caught to sell.

- Step 6** Read and summarise the ways in which attempts are being made by NGOs and government regulations to preserve our marine resources. Learners do question 1 of Activity 15. Learners' answers will vary.
- Step 7** Organise learners into groups to do question 2 of Activity 15. Learners draw posters and display them in the classroom or on a school notice board.

## Lesson 7: Sustainable use of marine resources

*Learner's Book pages 268–69*

### Aim

To help learners to:

- understand the concept of sustainable use of resources
- recognise the difficulties in establishing sustainable fisheries development.

### Skills

- Read and understand a case study

### Method

- Step 1** Discuss question 1 of Activity 15 from previous lesson.
- Step 2** Link the previous lesson to this topic.
- Step 3** Guide discussion of Activity 16 before learners do the activity.

#### Answers

- 1** Destructive fishing techniques, increase of commercial fisheries, increasing demand for fish because of the increasing population.

**Step 4** Learners read the case study 'Marovo Lagoon'.

**Step 5** Organise a whole-class discussion of Activity 17 and write the answers on the board.

#### Answers

1–2

Threats	Solutions
<b>1</b> Large-scale logging causes pollution of the sea	Do not allow logging
<b>2</b> Large-scale palm oil plantations may also cause pollution of the sea, including chemicals used in the plantation and oil spills	Do not allow palm oil or be strict with companies
<b>3</b> Collection of bait fish may decrease fish availability.	Only allow a certain amount of bait fish to be caught
<b>4</b> Mining companies may cause destruction of environment and pollution	Do not allow mining near fishing grounds or regulate it strictly
<b>5</b> Cutting mangroves causes loss of places for marine creatures to live	Do not allow cutting of mangroves
<b>6</b> Tourists may catch fish or destroy coral	Restrict numbers of tourists and only allow them to look at the fish and coral
<b>7</b> Fast population growth may increase fishing for food	Practise birth control to restrict population
<b>8</b> Dynamite fishing destroys reefs	Ban dynamite fishing and punish those who do it
<b>9</b> Oil pollution kills marine resources	Don't allow ships to discharge oil in the lagoon
<b>10</b> Young people do not follow the customary ways of conserving the resources	Educate young people in conservation with books such as this
<b>11</b> People from Marovo but living outside the area encourage logging, causing pollution and soil damage	Do not allow people who live outside to control access to resources

**Step 6** Summarise the main points of the lesson.

## Lesson 8: Solomon Islands fisheries in the world

*Learner's Book pages 270–72*

### Aims

To help learners to:

- understand the concepts of Exclusive Economic Zone, Territorial Seas, SPREP, Forum Fisheries Agency and Coral Triangle
- appreciate the difficulties in carrying out SPREP and Coral Triangle initiatives.

### Skills

- Observing photographs

### Method

**Step 1** Introduce the topic and briefly outline the content of this section of the text.

**Step 2** Learners read 'Law of the Sea' on page 270 and then do Activity 18.

#### Answer

Where countries are closer to each other than 200 miles the 200-mile EEZ does not work so they have to negotiate the borders between them. Western Province and Choiseul are much closer to PNG (Bougainville) than 200 miles so we had to negotiate.

**Step 3** Read and explain about the Solomon Islands EEZ and formation of FFA.

**Step 4** Learners do Activity 19.

#### Answers

- 1 It is a recognised organisation representing all the South Pacific nations so it is more powerful and respected than if it represented only a small country like Solomon Islands.
- 2 Form of employment, income for the country in the form of rents and other things bought here, prestige for the country.

**Step 5** Read and explain about SPREP and Coral Triangle Initiative.

**Step 6** Organise learners into groups to do Activity 20.

#### Answers

- 1 Many people want to be able to fish and catch marine resources without restrictions, especially large commercial companies and some local communities. Countries outside SPREP or the Coral Triangle Initiative want to come and use resources here and even the governments in SPREP and the Coral Triangle Initiative may not always respect these organisations—they want to use marine resources to gain money and for 'development'.
- 2 *Learners' answers will vary.*

# Chapter 12: Developing and Managing Mineral Resources

## Strand: Use of Resources

This strand consists of four sub-strands. It aims to examine the natural resources and how they are used or developed and managed in Solomon Islands and the world.

### Sub-strand

#### 8.12 Developing and Managing Mineral Resources

### General learning outcomes

Learners should:

- 8.12.1** know the different types of mineral resources in Solomon Islands (k)
- 8.12.2** understand the types of mining methods used in the extraction of minerals (u)
- 8.12.3** understand the impacts local mineral resources may have on communities and country (u)
- 8.12.4** locate on a map the mining areas in Solomon Islands as well as the major mining regions in the world (s)
- 8.12.5** form opinions on how mineral exploitation should be carried out to ensure maximum benefits and minimal destruction to the environment. (a)

### Specific learning outcomes

Learners should be able to:

- 8.12.1.1** list the types of mineral resources in Solomon Islands
- 8.12.2.1** explain the different methods or types of mining and the advantages and disadvantages of each type
- 8.12.2.2** recognise different types of mining in photographs
- 8.12.2.3** explain the cost of mineral exploitation in Solomon Islands
- 8.12.2.4** suggest ways to exploit mineral resources in Solomon Islands that maximise benefits to resource owners and government with minimal destruction
- 8.12.3.1** explain the important benefits of mining in Solomon Islands to the resource owners and National Government
- 8.12.3.2** examine a case study of a mining area outside of Solomon Islands
- 8.12.4.1** locate the major mining regions of Solomon Islands and the world
- 8.12.5.1** discuss how mineral exploitation should be carried out to benefit people and with little environmental destruction.

### Suggested assessment events

Learners should be assessed on questions such as the following.

- a** List the different types of mineral resources and say which is available in Solomon islands. (k)
- b** Explain the advantage and disadvantages of mining in Solomon Islands. (u)
- c** If a mineral is found in your own area and a mining operation is allowed to operate, how would you ensure that the impact on the environment is controlled and that members of the community get maximum benefit from the mining of the resource? (a)

## Topics and timing

There are nine topics in this chapter. Each topic should be covered in a 40-minute lesson, except 'Stages in mining operations', which may require two lessons with a slower class.

Lesson	Topic
1	Mineral resources—their importance and uses
2	Who owns the minerals? What is mining?
3	Stages in mining operations
4	Methods of mining
5	How the gold is obtained
6	How do landowners and other Solomon Islanders benefit?
7	Underground mines
8	Impacts of mining on society and environment
9	Major mining regions Deep-sea mining

## Lesson 1: Mineral resources—their importance and use

*Learner's Book pages 276–79*

### Aims

To help learners to:

- know what mineral resources are and where they are located
- understand other terms, including 'ores', 'minerals', 'smelting' and 'hydrocarbons'
- know about the uses of some important minerals
- understand the importance and the usefulness of minerals and what problems they have caused in different regions of the world.

### Skill

- Observing images

### Method

**Step 1** Introduce the chapter and the topic.

**Step 2** Learners do Activity 1. Guide learners in the discussion of the answers to the questions.

#### Answers

**1** Non-living material found in the Earth. **2** They are hard, natural and non-renewable.

**3** No. **4** Rock that has a mixture of valuable and non-valuable minerals. **5** Gold, nickel, bauxite. **6** If it is mined and exported then it will help the national economy.

**Step 3** Learners do Activity 2. Guide learners in their discussion of the questions. The types of products that they suggest will vary.

#### Answers

**a** gold: bracelets, coins. **b** copper: electric wire. **c** iron: iron posts, reinforcements, roofing iron, making steel for vehicles, ships and many types of machines. **d** uranium: nuclear bombs, nuclear energy. **e** oil: fuel. **f** tin: food containers.

**Step 4** Learners read 'Importance and uses of minerals' on page 277. Discuss why minerals sometimes cause problems. Ask learners if this has happened or is likely to happen in Solomon Islands.

**Step 5** Organise a discussion of Activity 3 on the board.

**Answers**

**1** See the following table.

Pictures	Mineral used	What it is used for
Electric wire	Copper	To supply power
A cargo ship	Iron made into steel	To make ships and containers for transporting goods
A gold coin	Gold	To buy things or store wealth To make valuable or beautiful items like rings or ornaments
The inside of a computer	Silicon	To store information
Fertiliser	Potassium	To gain a high yield from crops
Rings	Gold	To bind people through marriage
A gold necklace	Gold	To provide personal decoration

**2** Learners' answers will vary. Some examples are: knives, cement, axe, vehicles, mobiles, radios.

**Step 6** Learners read the text on page 279 and do Activity 4.

**Answers**

Learners answers will vary. An example is: iron — effects would include iron and steel products becoming expensive, low quality of products and the iron and steel industry eventually closing down. This would then affect the provision of most of the methods of transport and machines we use today. We could try to find other minerals that have similar chemical and physical properties to produce the same products. One substitute for iron and steel is plastic, but this comes from oil, which is being used up even more quickly than iron ore.

## Lesson 2: Who owns the minerals What is mining?

*Learner's Book pages 279–81*

**Aims**

To help learners to:

- develop their knowledge and understanding of our country's law with regard to ownership of minerals
- understand the exclusive right that the Government has in dealing with and developing the country's minerals
- know what rights the landowners have over the minerals they find in their land and whether the mineral should be mined
- form opinions about the advantages and disadvantages of government or landowners owning the minerals
- form opinions about the advantages and disadvantages of mining for a local community.

**Skills**

- Reading for understanding
- Discussing and presenting ideas

**Method**

**Step 1** Introduce the topic.

**Step 2** Guide learners in their reading of 'Who owns the minerals?' on pages 279–80.

**Step 3** Organise learners into groups to discuss and do Activity 5.

**Answers**

See the following table.

GOVERNMENT To own the minerals on behalf of the people		LANDOWNERS To own the minerals found on their land	
Advantages	Disadvantages	Advantages	Disadvantages
Money collected will be used for national interests. Resources will be fully utilised (more money) to develop our country. No problems when negotiating for mining operations.	People do not have any say in whatever decision is made on the usage of the minerals. Landowners might get little or nothing at all from profits of the minerals.	Landowners will get big share of profits. They will control the usage of their minerals.	High chance of corrupt dealings between company and some members of the land owners. Royalty payments might not be shared equally. Landowners don't have the skills/money to develop minerals.

**Step 4** Each group presents their ideas to the whole class. Write their ideas on the board as they present them.

**Step 5** Using their ideas, summarise the lesson.

**Step 6** Organise learners into groups to do Activity 6. Each group discusses the topics and reports back to the class.

**Answers**

- Advantages:* provide jobs for people, money for local people from royalties, develop infrastructure in local area (e.g. roads, bridges) and contribute to improving living standards. *Disadvantages:* cause disputes among people, cause environmental destruction/pollution and might increase social problems, e.g. alcohol-related matters or prostitution.
- Removal of ground cover and loss of fertile agricultural land; this could be prevented by not allowing mining operations to take place or relocating people to new areas of settlement not close to the mining sites.
- Shortage of food supply, people encountering social problems, people will have to move to new areas to settle etc. In order to make sure that these effects are not bad ones, if gardens are to be destroyed then compensation payments have to be paid. Effective ways of carrying out laws must be done and it is the responsibility of the company to build new settlements for those people affected.
- Learners' answers will vary depending on their viewpoint.*

**Step 7** Learners read 'What is mining?' on pages 280–81.

**Step 8** Conclude by re-emphasising the main points learners need to think about.

## Lesson 3: Stages in mining operations

*Learner's Book pages 281–85*

Note: This topic may take two lessons, although a fast class may do it in one lesson with homework. The lessons may be divided as convenient.

### Aims

To help learners to:

- understand the different stages in the mining operations
- understand the kind of methods or activities that are carried out in each of the different stages of mining operations
- understand why it is difficult for Solomon Islanders to do mining.

**Skills**

- Arranging information in a diagram
- Interpreting diagrams

**Method**

**Step 1** Briefly outline the main stages of mining operations.

**Step 2** Learners read ‘Step 1: Prospecting or exploration’ on page 281.

**Step 3** Organise a whole-class discussion of Activity 7 and write learners’ ideas on the board.

**Answers**

- 1 Very expensive and we may not have the experts to do that.
- 2 Pollution of the sea-bed resources and other sea species.

**Step 4** Learners read ‘Step 2: Feasibility study’ on pages 282–83.

**Step 5** Learners do Activity 8.

**Answers**

Price of all minerals will increase. Ways that may benefit Solomon Islands include: strengthen our economy (increase in revenue); more investments in our country and greater opportunities for employment.

**Step 6** Learners do Activity 9. Point out to learners that the diagram in Figure 12.15 shows all the things that a company has to consider when opening a mine. Learners should read the diagram carefully and try to convert these stages and considerations into a story.

**Step 7** Learners read about the other stages of a mining operation on pages 284–85.

**Step 8** Learners do Activity 10.

**Answers**

Because processing is very complicated and needs a lot of money (capital) and expertise, which Solomon Islands does not have.

**Step 9** Learners do Activity 11 to summarise this section.

**Answers**

*Inputs:* money, machinery, expertise, labour; *processes:* stages of activities done from when a mineral ore is dug to when it is manufactured into a finished product; *outputs:* products produced, e.g gold.

**Lesson 4: Methods of mining**

*Learner’s Book pages 285–87*

**Aims**

To help learners to:

- know about the two main methods or types of mining that are commonly used in extracting minerals
- understand the main features of open-cut mining
- know what type of mine Gold Ridge is
- know the history of mining at Gold Ridge
- understand why it would be difficult for Solomon Islands to operate the mine without outside support
- appreciate the expenses of opening and operating a mine like Gold Ridge.

**Skills**

- Understanding pictures
- Reading with understanding

## Method

**Step 1** Learners read pages 285–86 and look at figures 12.17 to 12.18. Explain what is meant by 'open-cut mining'.

**Step 2** Introduce the case study 'Gold Ridge, Guadalcanal' to the learners.

**Step 3** Learners read the introduction to the case study and then do Activity 12.

### Answers

- 1 Form of revenue to the country. Government gets money from taxes from companies, which export goods. We gain foreign currency or foreign money. Without this we cannot import or buy goods from overseas.
- 2 Foreign exchange or foreign money and having trading partners.
- 3 Individuals such as farmers would have less money if they did not export copra and other goods. The government would have less money for providing services such as education, health and roads. We would not have foreign exchange so we could not buy any goods from overseas, e.g. no cars, no medicines, no outboard motors, no MP3s, no radios, no clothing etc.
- 4 Alvaro de Mendana. He thought he had found the land where King Solomon got his gold.

**Step 4** Learners read the history of Gold Ridge. Test them by asking questions.

**Step 5** Learners do Activity 13.

### Answers

- 1 It needs too much money or capital and we do not have the mining expertise.
- 2 Because they have to invest or spend millions of dollars to find the gold and set up the gold mine, so they must be sure they will sell enough gold to get their money back and then make a profit.
- 3 No. They will not make a profit until they have repaid or got back all the money it cost them to start the mine.
- 4 *True:* a mining company must have a lot of money to be able to start a mine. *Not true:* the company does not really become rich until they have paid back all the money used to start the mine.

## Lesson 5: How the gold is obtained

*Learner's Book pages 287–89*

Note: This lesson may be done as homework and you can make brief comments after looking at the results. If you are short of time, this section may be left out or referred to the Science class.

### Aims

To help learners to:

- discover how gold is produced.

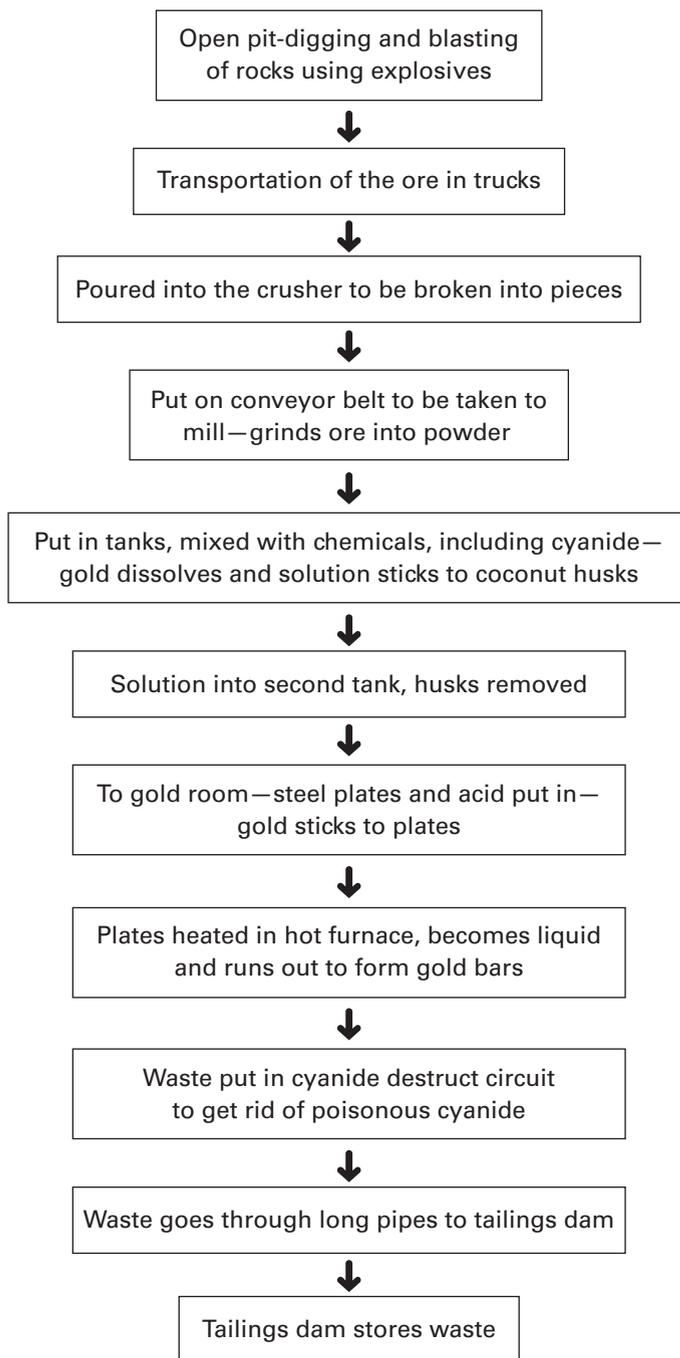
### Skills

- Looking at pictures
- Constructing a flow diagram

**Method**

Learners do Activity 14, in which they construct a flow diagram to summarise the process of obtaining gold.

**Answers**



**Lesson 6: How do landowners and other Solomon Islanders benefit?**

*Learner’s Book pages 290–91*

**Aims**

To help learners to:

- consider the benefits and problems of Gold Ridge
- understand how safe or unsafe the mine is and what possible risks there are
- understand the benefits received by the landowners and others
- understand why some landowners are not always happy with the arrangements.

**Skills**

- Discussing

**Method**

**Step 1** Read 'How safe is it?' on pages 289–90. Ask:

- Why might some landowners still be worried about safety?
- Can we always trust what a big company like this says about safety?

**Step 2** Learners read 'How do landowners and other Solomon Islanders benefit?' Ask:

- Why might some landowners be dissatisfied?

**Step 3** Organise a whole-class discussion of Activity 15 and write learners' responses on the board.

**Answers**

*See the following table.*

Gold Ridge mine	
Benefits	Problems
Landowners receive 1.5% of value of gold produced	Government owns the minerals, not landowners, so company pays government, not landowners.
Use of people's land is compensated.	Landowners may not be satisfied with compensation and small royalties.
Government receives 1.5% royalties. Province receives 0.3% royalties.	Province may think the royalty it receives is too small.
Those who settle in the mine site are relocated to a new area bought by the company. They are also provided with new homes, including their rations for 6 months.	Not everyone is satisfied with the new areas.
Government receives taxes from company to help the run the country.	Only enough gold for about 10 years.
Company employs 500 Solomon Islanders and trains them.	Dangers of pollution.
Company says it will restore land after use.	Will company really restore the land?

**Step 4** Learners read section 'Quarries' on page 291 and then do Activity 16.

**Answers**

*Learners' answers will vary.*

**Lesson 7: Underground mines**

*Learner's Book pages 291–94*

**Aims**

To help learners to:

- understand what underground mining is and the processes involved
- understand the dangers of underground mining
- read case studies of two underground mining disasters.

**Skills**

- Reading
- Comprehending
- Understanding diagrams
- Writing imaginatively

**Method**

**Step 1** Read and explain ‘Underground mines’ on pages 291–93, using figures 12.31 and 12.32.

**Step 2** Learners do Activity 17.

**Answer**

*Learners’ answers will vary.*

**Step 3** Learners do Activity 18.

**Answers**

**1** *See the following table.*

Type of mining	Advantages	Disadvantages
Open-cut mining	Less expensive. Uses less complicated equipment.	Causes damage to surrounding areas by the huge amounts of waste rocks from the open pit being spread over the area. Problem of cyanide if not properly looked after.
Underground mining	Allows mining operation to be largely hidden from view. Miners wear protective things (clothing, hard hats, lamp in the hat, etc.) Land above the mines can be used for other purposes.	More expensive than open-cut mine. Needs expensive machinery. Dangerous for accidents deep underground. Some ore might be too difficult to reach so have to be left in the ground.

**2** Collapse of the underground tunnels; explosives might injure or kill workers; workers might get lost in the tunnels if they have problem with their lamps; gas in the rocks may explode or poison miners; ventilation might break down and miners would not be able to breathe.

**3** *Learners’ answers will vary.*

**4** *Learners’ answers will vary.*

**Lesson 8: Impacts of mining on society and environment**

*Learner’s Book pages 294–96*

**Aims:**

To help learners to:

- develop their knowledge and understanding about the advantages and disadvantages of the impacts of mining on society and environment.

**Skills**

- Constructing a table

**Method**

**Step 1** Learners read ‘Impacts of mining on society and environment’.

**Step 2** Organise a whole-class discussion of Activity 19 because similar questions have been dealt with already in previous lessons.

**Answers**

1 See the following table.

Advantages	Disadvantages
Provide jobs for people	Environmental destruction
Revenue for the country	Land disputes
Rural infrastructure development	Pollution
Income for government	Large percentage of profits may go overseas
Income for landowners	Arguments between company and landowners may lead to violence and mine closure
Income for provinces	Damages the land
	May lead to chemical pollution
	Causes erosion and landslides

2 Landowners, Provincial/National Government, overseas companies (e.g. Allied Gold).

**Step 3** Learners do Activity 20.

**Answers**

Mining companies have more knowledge of mining; have more skilled people; are often more forceful in negotiating than Solomon Islanders, whose culture makes them very polite, especially to overseas people.

## Lesson 9: Major mining regions Deep-sea mining

*Learner's Book pages 296–300*

**Aims**

To help learners to:

- identify the areas in Solomon Islands that do prospecting and mining of minerals and the type of minerals they are involved with.
- understand what is meant by deep-sea mining and the advantages and disadvantages of this
- examine a case study of Ok Tedi to discover the benefits and problems of mining.

**Skills**

- Map reading
- Reading with understanding
- Interpreting photographs

**Method**

**Step 1** Ask a couple of learners to read what they have written as an answer for Activity 19.

**Step 2** Guide learners in their reading of 'Mining regions in Solomon Islands' and 'Mining regions in the world' on page 296.

**Step 3** Read and explain 'Deep-sea mining' on page 296.

**Step 4** Learners do Activity 21.

**Answers**

- 1 Nickel: Bugotu, Isabel; Gold: Fauro, Shortland Islands; Diamonds: Malaita; Deep sea minerals.
- 2 Minerals (silver, gold, copper, zinc, rare earths) are found in nodules, hydrothermal vents and deep-sea mud. Rocks are scooped up in buckets or sucked up by a pipe.

3 See the following table.

Possible benefits	Problems
Money paid to government through taxes. Brings foreign exchange. Provides money for government services. Provides some employment but may be very skilled.	Very expensive and complicated process—no Pacific country has the money or expertise. Most rely on overseas companies, which are more powerful than Pacific Island governments. Overseas companies may take most of the profits. May cause corruption, with corrupt people taking all the profits. Local people near the area may get nothing. May disturb sea creatures. May cause pollution, oil leaks etc. May cause accidents. Must be very strictly controlled.

**Step 5** Introduce case study ‘Ok Tedi gold mine, PNG’ to learners.

**Step 6** Learners read the case study.

**Step 7** Organise a whole-class discussion of activities 22 and 23 and write answers on the board.

**Answers for Activity 22**

- 1 Use the map and the information in the question to assist learners to locate Papua New Guinea and Ok Tedi.
- 2 Disturbances from natural disasters to mining operations, e.g earthquakes, landslides—destroying roads, flooding will cause damage to mine sites. Conflict with people on certain issues. Pollution of rivers and forests by cyanide and other chemicals. Fish in river dying. Crops poisoned. Tailings filling the river so it is too shallow for boats.
- 3 Learners’ answers will vary.

**Answers for Activity 23**

- 1 Mining operations must be done in accordance with country’s laws. Make sure that parties involved, such as the landowners, Provincial and National Government and the company operating the mine, are fair in their dealings according to the agreement that they have signed. Government must also be considerate of any breach of the agreement rather than taking sides with the company. Let the mining industry be a contributor to the development of national interest rather than individuals.
- 2 *Advantages:* revenue for the country, employment and increase in trade.  
*Disadvantages:* company has the biggest share of the profits. Might increase disputes if distribution of royalties among landowners is unfair. Destroying and polluting the environment.

**Step 8** Conclude by asking learners to summarise the chapter.

# Chapter 13: Development of Tourism

## Strand: Use of Resources

This strand consists of four sub-strands. It aims to examine natural resources and how they are used or developed and managed in Solomon Islands and the world.

### Sub-strand

#### 8.13 Developing Our Resources for Tourism

## General learning outcomes

Learners should:

- 8.13.1** understand what tourism is and its importance in the country (u)
- 8.13.2** be able to construct a bar graph of tourists coming to Solomon Islands per year (s)
- 8.13.3** locate on a map where most tourists come from and main tourist destinations in the country (s)
- 8.13.4** form opinions about the benefits and problems of tourism in Solomon Islands. (a)

## Specific learning outcomes

Learners should be able to:

- 8.13.1.1** define the terms 'tourism' and 'tourist'
- 8.13.1.2** explain the importance of and reasons why tourists come to Solomon Islands
- 8.13.1.3** explain the benefits and disadvantages of tourism
- 8.13.1.4** observe a tourist area or a potential tourist area near the school and list its main features, and suggest how it would be developed
- 8.13.1.5** recognise different types of tourism from photographs
- 8.13.1.6** explain why it has been difficult to attract tourists to Solomon Islands
- 8.13.1.7** examine case studies of tourism in overseas countries
- 8.13.2.1** examine a graph of tourist arrivals in Solomon Islands for any one year and interpret this information
- 8.13.3.1** identify and locate on a map the countries from which most of the tourists to Solomon Islands come
- 8.13.3.2** locate on a map of Solomon islands the main tourist destinations in the country
- 8.13.4.1** discuss how some of the problems caused by tourism in Solomon Islands should be addressed.

## Suggested assessment events

Learners should be assessed on questions such as the following.

- a** What are the kinds of things that could attract tourists to come to Solomon Islands? (k)
- b** Explain three advantages of tourism over natural resource exploitation (such as forestry and mining) in Solomon Islands. (u)
- c** Locate on a map of Solomon Islands any two tourist resorts and hotel destinations tourists often go to and explain reasons for their success. (s)
- d** How do you think tourism can be better developed in Solomon Islands in order to maximise benefits to our people and country? (a)

## Topics and timing

There are eight topics and 9 lessons in this chapter. Each topic should be covered in a 40-minute lesson, except 'Types of places where tourists stay', which needs two lessons.

Lesson	Topics
1	What do you know about tourism?
2	Who are tourists? Why do tourists come?
3	Visitors: Why they come and where they come from
4	Types of places where tourists stay
5	
6	Who benefits from tourism?
7	Overseas case studies: Bali
8	Overseas case studies: Zermatt, Switzerland
9	Overseas case studies: Angkor Wat

## Lesson 1: What do you know about tourism?

*Learner's Book page 303*

### Aims

To help learners to:

- be aware of what they already know about tourism
- know the difference between a tourist and a visitor
- know about the different types of tourists
- differentiate between the different categories of people coming into the country
- understand the main reasons why tourists come.

### Skills

- Reflecting
- Speaking
- Interpreting cartoons

### Method

**Step 1** Organise learners into groups to do Activity 1.

**Step 2** Each group should pin up their points, perhaps written on butcher's paper, and make a brief presentation.

#### Answers

- 1 Usually rich people who come from overseas.
- 2 No; business people, developers and government officials.
- 3 Swimming; beaches; sun; see way of life; diving; war relics; scenery; relaxing etc.
- 4 Hotels.
- 5 Yes, sometimes. Tourists may buy artifacts; pay to watch custom dancing; pay to stay in houses; spend money on food and drink; hire vehicles; use taxis etc.
- 6 Spoil the environment by damaging the reef; require building of hotels, for which land must be cleared; spread foreign ways of life that are against our customs.
- 7 No. Some may return overseas as we import things which tourists want, e.g types of food, equipment for hotels, transport etc. Some profits for overseas companies owning hotels go overseas.
- 8 *Learners' answers will vary.* Agree: Yes, this is the least harmful development the country should pursue. With the natural beauty the country is blessed with, we can make millions of dollars. Disagree: No, tourism may spoil our culture and mainly benefits foreign people who own the big resorts.

**Step 3** Explain that not everyone who comes to Solomon Islands is a tourist. Read page 303 and explain the difference between tourists and visitors.

**Step 4** Learners do Activity 2.

**Answers**

Tourists: Edna Burgess, Mary Wilkins, Toyota Yamamoto, Judy MacDougal, Rosaria Ferrari. All the rest are not tourists.

## Lesson 2: Who are tourists? Why do tourists come?

*Learner's Book pages 303–305*

### Aims

To help learners to:

- think about where they would go if they were tourists
- understand the reasons tourists come and the nature of the places they come from
- understand something of the history of tourism
- know the kinds of places tourists like to visit in Solomon Islands and why
- understand why tourists usually do not want to stay in towns.

### Skills

- Imagining
- Observing photographs

### Method

**Step 1** Learners do Activity 3.

**Answers**

- 1 *Learners' answers will vary. Some examples are: Australia, New Zealand, England, USA.*
- 2 *Learners' answers will vary. Some examples are: zoo, hotels, nightclubs, historical sights, sporting grounds.*

**Step 2** Discuss learners' answers and what they tell us about tourism. They might tell us that tourists like to go to places that are very different from their own. For example, usually Solomon Islanders who go to Australia do not want to sit on a beach and eat fish as they can do that back home. Solomon Islanders will often want to visit big cities; those who live in big cities want to come here.

**Step 3** Learners read page 304 and then do Activity 4.

**Answers**

*See:* traditional villages, natural scenery, coral reefs, beaches, mountains etc. *Do:* sit on beaches, swim, fish, dive, snorkel, scuba dive, walk in jungle, climb mountains, etc. Explain that snorkeling is diving with a mask and air tube to look at fish—not shoot them.

**Step 4** Learners do Activity 5. Organise learners into groups for question 2. Note that there are no 'right' and 'wrong' answers for this activity—the idea is just to make learners think about tourists.

**Answers**

- 1 *Learners' answers will vary. As an example: Figure 13.4: person snorkelling in very clear sea. They have not seen such clear sea water and will probably see fish. Figure 13.5: luxury pool. They may not live in such a warm climate and may be attracted by the luxurious, relaxing image.*
- 2 *Learners' answers will vary.*
- 3 *Group a:* clothes, home food, wine. *Group b:* cameras, video cameras. *Group c:* few things. *Group d:* diving gear, fishing lines, snorkels, surfboards, sports gear. *Group e:* binoculars, cameras, video cameras, reference books of birds, etc.
- 4 *All have very good reefs and coastal scenery; good diving and fishing; good clear water; beautiful scenery, especially Marovo and Lake Tegano; all are peaceful;*

battlefields are popular because people have read about World War II or fought in it, or have relatives who fought in it.

- 5 Honiara does not have any of the attractions tourists want—scenery, reefs, diving, fishing, peacefulness etc.
- 6 *Learners' answers will vary. Depends on the province chosen.*

## Lesson 3: Visitors: Why they come and where they come from

*Learner's Book pages 307–308*

### Aims

To help learners to:

- understand why visitors come to Solomon Islands
- appreciate that most visitors are not tourists
- know where most tourists come from and why
- know that the numbers of visitors fluctuate
- understand that security is one of the reasons why visitor numbers decline
- appreciate that security and political stability are very important factors in attracting tourists.

### Skills

- Reading and interpreting graphs

### Method

**Step 1** Learners look at the pie-charts in Figure 13.10 and do Activity 6.

#### Answers

- 1 Business and conferences.
- 2 Little development of tourism—fewer big hotels, poor transport, security problems, fear of malaria—which Fiji does not have.
- 3 Australia, Asia, Pacific, New Zealand.
- 4 Australia, New Zealand.
- 5 Business.
- 6 These countries are getting wealthier and their people are starting to become tourists in other countries.

**Step 2** Read and explain the text on cruise ships on page 307. Learners then do Activity 7.

#### Answers

- 1 and 2 Because they have particularly interesting and unusual cultures.
- 2 *Learners' answers will vary.* Honiara might include hotels, battlefields, diving to wrecks at Bonege, museum, buying crafts, war memorials. Santa Anna and Tikopia might include custom dances, cultural activities, local food, carvings. *See the following table.*

Honiara		Santa Ana	
9.00 am	Meet tourists at the wharf	8.00 am	See traditional dancers performing
9.30 am	Sightseeing at Bloody Ridge, Henderson Airport area	9.00 am	Shark worshipping sites
10.00 am	Mount Austin War Memorial	10.00 am	Walk along the beaches and swim in the sea if possible
10.30 am	Skyline War Memorial	11.00 am	See women preparing lunch using traditional cooking methods
11.00 am	Poha Cave	12.00 noon	Lunch (buy and taste traditional cooked food)
12.00 noon	Bonegi war wreckage	1.00 pm	See women performing traditional dances
1.00 pm	Botanical garden	2.00 pm	See boys climbing coconuts
2.00 pm	National Museum	3.00 pm	See men catching fish using traditional methods
2.30 pm	Iron Bottom Sound	4.00 pm	Board the ship
3.00 pm	Travel around Honiara wharf		

- 3 a** Benefits in Honiara: bus and taxi hiring; sale of handicrafts, artefacts and carvings; fees for organised sightseeing tours, i.e. to World War II sites; fees for going to beaches; sale of food and beverages in restaurants; fees for diving tours. **b** Benefits in Santa Anna and Tikopia: landing fees; food sales; site visits fees; artefacts sales; entertainment fees, e.g. for custom dancing.
- 4** Honiara is not a good place to visit on cruise ship because there is not much for tourists to do; it is very dirty and there is a lot of rubbish lying around; theft is on the rise; the city is poorly designed; there are no proper public toilet facilities. We could improve Honiara for cruise ships if we cleaned up Honiara; built more public toilets; prosecuted those caught stealing; ran more workshops and increased awareness on how to keep the city clean; improved infrastructure; provided more recreational facilities and activities for tourists.

**Step 3** Learners read ‘When do tourists come?’ and look at the graph in Figure 13.12 showing the numbers of tourists from 1990 to 2010. Learners then do Activity 8.

**Answers**

- 1** Increasing.
- 2** There was a period of ‘tension’ or violence and social unrest when tourists were afraid to come. The government was disorganised and figures were not collected properly.

## Lessons 4 and 5: Types of places where tourists stay

*Learner's Book page 309*

### Aims

To help learners to:

- realise that there are many different types of tourist hotels and resorts
- understand the differences between them
- understand some of the advantages and disadvantages of each
- understand that accommodations for tourists has to meet certain requirements
- form opinions about what kinds of tourism we should develop.

### Skills

- Extracting information from a variety of sources
- Constructing a summary table

### Method

**Step 1** Learners read ‘Types of places where tourists stay’ on page 309.

**Step 2** Learners to do question 1 of Activity 10 orally in class.

**Step 3** Learners discuss question 2 of Activity 10. Learners copy the table and fill it in as they read the case studies on pages 310–17.

**Answers**

- 1** *Learners' answers will vary.*

2 See the following table.

Information	Gizo Hotel	Sanbis Resort	Maravagi Resort	Tetepare Island Eco-lodge	Gagaha Village Stay
Type	Large hotel	Luxury resort	Local resort	Eco-tourism	Village stay
Location	Gizo, Western Province	Gizo Island, Western Province	Gella, Central Province	Tetepare, Western Province	Gagaha, Isabel
Ownership	Australian local resident	Expatriate	Local people—landowners	Local landowner association	Local village people
Size	61 rooms/90 people	18 people	30 people	13 people	6 to 8 people
Money needed to start (investment)	Not known—large amount (millions?)	\$10 500 000	Very little—money from sale of fish in market	Very little	Very little
Luxury or budget (low cost)	Luxury	Luxury	Budget	Budget	Budget
Cost per night per person	\$820–\$975	\$1280–\$7600 in bungalow for 2 to 4 people	\$400 local, more overseas	\$350–\$450	\$150–\$200
Main facilities	Rooms, restaurant, bars, swimming pool, night club, telephones, refrigerators, air-conditioning	Bungalows, private beaches, bar, luxury food, TV, DVDs, internet, air-conditioning	Leaf houses, mosquito nets, toilets, showers, restaurant	Leaf houses, beds, mosquito nets, rainwater shower and toilet, solar energy, local meals	Bungalows of local materials, mosquito nets, toilet and shower, kitchen, local food
Things tourists can do	Fishing, diving, surfing, educational island excursions	Diving, snorkelling, surfing, fishing	Swimming, bush walking, spear fishing, snorkelling, war relics, relaxing	Nature watching, bird watching, swimming, snorkelling, bush walking, viewing turtles, old village sites, relaxing	Experiencing village life, village tours, farm visits, surfing, bush walking, fishing, relaxing
Impact or effect on environment	Environment changed by building big hotel	Tries to preserve environment to attract tourists—use of local materials	Very little impact—built like village using local materials	A way of preserving the natural environment	Part of the local village—no real impact
Type of tourists likely to come	Rich, from overseas	Rich, from overseas	Less wealthy, local and from overseas, backpackers	Nature lovers	Overseas people interested in local life
Where profits go	To owners	To owner	To local family	To local landowners association to help preserve environment	To local landowners
No. employed	60	26	6	Less than 10	Only family
Benefits to local community	Employment, sale of food, sale of handicrafts, payment of dance groups, hiring canoes and taxis	Employment, training, sale of food, paying entertainers, selling crafts	Profits to local family, employment	Profits help preserve the environment and do research—no local community on island	Income for village, guiding tourists, sale of local food

**Step 4** Learners do Activity 11.

**Answers**

- 1 Luxury rooms; bars; swimming pool; snorkelling; swimming; visits to local islands; good food; entertainment; laundry; telephones; refrigerators; fans; babysitting; kayaks; dive tours.
- 2 Exotic markets; adventure; excitement; gentle breezes; freshest food; beautifully landscaped.

**Step 5** Learners do Activity 12.

**Answers**

1 *See the following table.*

Similarities	Differences
Luxury	Smaller
Expensive	Local materials
Attracts divers, swimmers	Individual bungalows
Bar and restaurant	More expensive
Local tours	More private
Entertainment	
Good food	

2 Premier accommodation; luxurious; well-stocked bar; gourmet meals; entertainment; diving; snorkelling; fishing; surfing.

**Step 6** Learners do Activity 13.

**Answers**

- 1 *Learners answers will vary.*
- 2 Thought of a big idea of attracting tourists but started with nothing—no money and local housing.
- 3 Most overseas tourists land in Honiara. Also easier to get supplies.
- 4 Fewer people. People who want more local surroundings. People not wanting luxury rooms and entertainment.

## Lesson 6: Who benefits from tourism?

*Learner's Book pages 317–20*

### Aims

To help learners to:

- understand that tourism is of great benefit to many people and to the economy
- understand that tourism does not always benefit local people
- understand that tourism can also bring social problems.

### Skills

- Reflecting

### Method

**Step 1** Read 'Who benefits from tourism?' on page 317 and discuss with learners.

**Step 2** Learners do Activity 16.

**Answers**

1 See the following table.

Type of tourism	Who benefits and in what ways?
Large hotels	Government—in form of taxes, foreign exchange Operators or owners—get profits, but may be overseas Farmers and fishers—market for their produce and catch Employment—for many workers Craft sellers Transport operators Tour guides Entertainment groups Local shops
Luxury resorts	Government—taxes, foreign exchange Owners get profits, but owners may be from overseas Farmers and fishers—market for their produce and catch Employment—there are paid workers, but fewer than in large hotels Carvers and craftspeople sell artefacts Entertainers get paid to perform
Local resorts	Owners—profit to local people Government—taxes, but not much Employment, but not much Sale of local produce—food, crafts Entertainers—get paid to perform
Eco-tourism	Landowners' Association or owners Preservation of environment Government taxes, but very little Local employment of guides Sale of local produce
Village stays	Owners of home stay Villagers Local guides

2 Any answer is acceptable if well argued.

3 Cultural festivals, building on existing culture, such as Wagosia festival in Santa Catalina; competitions for fishing, diving and surfing (Western Province have already done this).

**Step 3** Discuss the answers to questions 2 and 3 of Activity 16 (above). Some groups report back if possible.

**Step 4** Learners read pages 318–20 and then do Activity 17.

**Answers**

- 1 *The essay should contain ideas such as:* change of eating habits, change of behaviour and attitudes, change of culture, etc. The writer may say he or she starts following overseas practices such as drinking alcohol, visiting nightclubs, taking drugs, having sexual relationships that are against 'custom' etc.
- 2 Good effects: people will try to revive the traditional dances and art, money is paid to the people. Bad effects: many dances may be artificial as they are meant only to get money out of tourists. Similarly for our artefacts. This practice itself will cause harm to our traditions, culture and customs.
- 3 First cartoon: Well-dressed people are missionaries. They are looking at local people, and they are shocked because local people are nearly naked. *Second cartoon:* Well-dressed people are local people. They are looking at tourists and they are shocked because tourists are nearly naked, wearing only bikinis and short swimming trunks.

The cartoon suggests that cultural ideas always change—local people now wear modern clothes but tourists now wear very little so their attitudes change also.

- 4 *The essay should include ideas such as:* Good aspects: provides an opportunity to exchange ideas about culture, kastom and languages, and to assist each other when urgent need and problems arise. Bad aspects: might involve sexual relationships. This can lead to paid sex or sex for presents from the tourists, prostitution and child sexual abuse if tourists have relationships with very young people.
- 5 'Nation of servants' means that locals do all the unskilled jobs while high-skilled jobs are all taken up by foreigners so the local people look after the tourists like servants.

**Step 5** Learners do Activity 18 as a summary of the above section.

**Answers**

Main problems: money and profits may go overseas, may only employ local people in poorly paid positions, tourists will not come if there are security problems or political instability, may spoil our cultural heritage and customs, may change our way of life, may lead our young people to change their way of life and ideas and do things against their customs or upbringing, may cause prostitution and sexual abuse of children.

## Lesson 7: Overseas case studies: Bali, Indonesia

*Learner's Book pages 321–22*

**Aims.**

To help learners to:

- understand that tourism in Solomon Islands is very small and is still growing
- understand that there are countries in the world where tourism is the main source of income
- appreciate that large-scale tourism can totally change a way of life and culture
- form opinions about whether we should develop large-scale tourism here.

**Skills**

- Reading maps
- Analysing information

**Method**

**Step 1** Do Activity 19 to locate Indonesia and Bali. Ask:

- from which country do you think many tourists might come to Bali? (*Australia, as it is very close.*)

**Step 2** Learners read pages 321–22. Explain the text where necessary.

**Step 3** Learners do Activity 20.

**Answers**

*See the following table.*

Advantages	Disadvantages
Better roads	Loss of culture
Better schools	Environmental pollution
Paid employment	Increased law and order problems
Start own businesses	Increased child sex and prostitution
Have markets for produce	Increased accidents
Improved medical services	Increased theft
Improved water and sanitation	

**Step 4** Learners do Activity 21. This is largely a repetition of previous work and may be missed out.

## Lesson 8: Overseas case studies: Zermatt, Switzerland

*Learner's Book pages 322–24*

### Aims

To help learners to:

- recognise that tourism is an important industry in many parts of the world, in both developing countries such as Solomon Islands and developed countries such as Switzerland in Europe
- know about some of the activities popular among tourists apart from those in Solomon Islands
- appreciate that tourism in a rich country is different from tourism in a poorer country.

### Skills

- Reading maps
- Interpreting photographs
- Forming opinions

### Method

**Step 1** Switzerland is one of the oldest tourist areas of the world. Look back at pages 303–304 and remind learners that tourism started in industrialised countries. It developed in the nineteenth century.

**Step 2** Learners do Activity 22.

#### Answers

- 1 Help learners to locate Switzerland on the world map in Appendix 3, and Zermatt on the map of Switzerland in Figure 13.32. (Note: on the world map it is in central Europe, labelled no. 4, next to Austria. On the map of Switzerland, Zermatt is in the far south, next to the Matterhorn mountain.)
- 2 High mountains, snow, small houses. Because it is natural and snow looks beautiful to many people.
- 3 Climb mountains, ski on snow.

**Step 3** Learners read pages 323–24 and look at the photos in figures 13.33 and 13.34 to understand what skiing is.

**Step 4** Learners do Activity 23.

#### Answers

- 1 In Bali, people depend entirely on tourists for money and the old way of life has totally disappeared. The difference in wealth means an increase in stealing, child sex, prostitution etc.
- 2 *Learners' answers will vary. Some examples are:* only locals to start and operate resorts to avoid foreigners taking over our land and sending money out of the country; encourage overseas people to build hotels so more tourists come and we get more money and employment.

## Lesson 9: Overseas case studies: Angkor Wat, Cambodia

*Learner's Book pages 324–25*

### Aims

To help learners to:

- appreciate that one important form of tourism is based on historical things
- understand that this links with Solomon Islands tourism based on World War II battlefields and relics.

## Skills

- Reading maps
- Observing photographs

## Method

**Step 1** Learners do Activity 24.

### Answer

**2** Because it is very beautiful, old and interesting.

**Step 2** Learners read 'Angkor Wat, Cambodia: Historical site' on pages 324–25. Explain the text to learners where necessary.

**Step 3** Learners to do Activity 25.

### Answers

- 1** All island tourist resorts in Solomon Islands might be spoilt if we allow too many tourists—might spoil the reefs, catch the fish, damage the rainforest etc.
- 2** *Learners' answers will vary. Some examples are:* only 10 people at a time; do not throw litter; nothing to be built near the temple; do not carve on the temples; do not take away any part of the temples.
- 3** Because it preserves the environment so people can come back again and again.

# Chapter 14: Social Unrest and How It May Be Solved

## Strand statement for Chapter 14

This strand aims to examine the causes and the effects of social unrests and how they are resolved.

### Sub-strand

#### 8.14 Social Unrest and Its Solutions

## General learning outcomes

Learners should:

- 8.14.1** know what social unrest is and its causes (k)
- 8.14.2** understand the impacts of social unrest and how it can threaten a ruling government (u)
- 8.14.3** carry out a case study about the Solomon Islands social unrest of 1998–2002
- 8.14.4** know the groups involved and the roles they played in the peace process during and after the social unrest (k)
- 8.14.5** understand the methods used to resolve social unrest (u)
- 8.14.6** have formed opinions about whether the root causes of the social unrest have been addressed in the peace process in Solomon Islands. (a)

## Specific learning outcomes

Learners should be able to:

- 8.14.1.1** examine two case studies of social unrests in different parts of the world: Kosovo in Europe, and Nigeria in Africa
- 8.14.2.1** identify and explain the economic, social, psychological and emotional impacts of social unrest
- 8.14.2.2** name some important national leaders, organisations and/or groups involved and the role they played in solving the social unrest
- 8.14.2.3** explain particular events during the unrest and how they were resolved after the social unrest
- 8.14.3.1** examine a case study of the social unrest in Solomon Islands from 1998 to 2002 and beyond
- 8.14.4.1** identify the root causes of the social unrest and the groups involved, and discuss the role they played
- 8.14.5.1** explain the main agreements reached and methods used in resolving the social unrest
- 8.14.5.2** state and explain the weaknesses and strengths of these agreements
- 8.14.6.1** discuss whether the root causes of the social unrest were fully addressed in the peace process in Solomon Islands.

## Suggested assessment events

Learners should be assessed on questions such as the following.

- a** Explain three different causes of social unrest. (k)
- b** Explain in detail any three major causes of the social unrest in Solomon Islands from 1998 to 2002 and suggest how they can be resolved. (u)
- c** How do you think Solomon Islanders could prevent similar conflict among its own people from happening again in the future? (a).

## Topics and timing

There are 13 topics in this chapter. Each topic should be covered in a 40-minute lesson.

Lesson	Topic
1	What is social unrest?
2	Case study: Kosovo ethnic unrest 1998–99
3	Case study: The Ogoni people's unrest
4	Causes of social unrest
5	Social unrest and peace processes
6	Case study: Solomon Islands social unrest 1998–2002: Part 1
7	Case study: Solomon Islands social unrest 1998–2002: Part 2
8	Case study: Solomon Islands social unrest 1998–2002: Part 3
9	Case study: Solomon Islands social unrest 1998–2002: Part 4
10	Case study: Solomon Islands social unrest 1998–2002: Solutions
11	Case study: Solomon Islands social unrest 1998–2002: RAMSI
12	Case study: Solomon Islands social unrest 1998–2002: The Truth and Reconciliation Commission
13	Case study: Solomon Islands social unrest 1998–2002: Can we prevent further ethnic tensions?

## Lesson 1: What is social unrest?

*Learner's Book page 329*

### Aims

To help learners to:

- know what social unrest is
- understand the difference between social unrest, war and civil war
- understand some of the causes of social unrest.

### Skills

- Discussion and drawing on own experiences
- Reading
- Comprehending

### Method

**Step 1** Introduce the topic by asking learners if they have heard of a period in Solomon Islands when there was violence and trouble, sometimes called tension or ethnic tension.

**Step 2** Learners do activities in groups.

**Step 3** Go through Activity 1.

#### Answers

**1–4** *Learners' answers will vary.*

**5** *Learners' answers will vary. Some possible causes are:* **a** *within families:* brothers argue over a piece of land or logging royalties; row over the misuse of properties; who someone should marry; misbehaviour of children. **b** *within communities:* land disputes; land boundaries; logging royalties; drinking alcohol; smoking marijuana; marriage; adultery (taking someone else's wife or husband); stealing; stealing pigs. **c** *within provinces:* logging operations; business licences; basic rate; mismanagement of Provincial funds; corruption; lack of basic services; favouring one part of the Province.

**d** *between provinces*: provincial boundaries; movement of people; settlers from other provinces, both legal and illegal; allocation of funds from Central government; nepotism/wantokism. **e** *in the country as a whole*: political issues; corruption; elections; votes of no confidence; employer vs. employee; export/import issues; licences; buying goods from private suppliers (procurement); favouritism in education and scholarships; nepotism/wantokism.

**Step 4** Learners read ‘What is social unrest?’ on page 329. Make sure they know the meaning of social unrest and civil war, and the difference between social unrest and war.

## Lesson 2: Case study: Kosovo ethnic unrest 1998–99

*Learner’s Book pages 330–31*

### Aims

To help learners to:

- know what causes conflicts in other parts of the world, such as Kosovo
- understand what civil war is
- understand that multi-ethnic countries may have conflicts because of the different ethnic, cultural and religious backgrounds.

### Skills

- Reading
- Comprehending
- Interpreting maps
- Observing photographs

### Method

**Step 1** Recap on Lesson 1.

**Step 2** Introduce Lesson 2. Locate Kosovo and the former Yugoslavia on the world map in Appendix 3. Ask learners to look at the map of former Yugoslavia in Figure 14.2. Briefly explain that Yugoslavia was one country but broke up because the ethnic and religious groups could not live peacefully together.

**Step 3** Learners read the passage on Kosovo and do Activity 2.

#### Answers

- 1** *Main cause of the Kosovo unrest*: Conflict in Serbia between Serbs (the majority) and Albanians (the minority) who wanted independence. Albanians thought Serbs treated them badly.
- 2** The Serbs and Albanians.
- 3** He wanted the country (Serbia) to remain united. He did not want it to break it up into two different countries.
- 4** An outside organisation (NATO) had to come in to stop the violence, rather than the Serbian government because the Serbian government was on one side of the conflict or part of the conflict. Also, because members of NATO saw that the killings were wrong and had to be stopped.
- 5** The conflict was resolved when NATO soldiers entered Kosovo in 1999 to restore law and order. NATO also set up a base in Kosovo with its army to keep the peace until the United Nations sent in police, soldiers and others to look after Kosovo until it gained its independence in 2008.
- 6** Tell learners to think about this conflict as they learn about the conflict in Solomon Islands and think about any similarities between the two. (Some may know already.)

**Step 4** Learners read the next section, ‘The Ogoni people’s unrest’ so they are ready to do Activity 3 in the next lesson.

## Lesson 3: Case study: The Ogoni people's unrest

*Learner's Book pages 331–35*

### Aims

To help learners to:

- understand another example of conflict
- know that conflicts often occur over the use of resources, especially minerals
- understand that in areas with minerals it is not always the people who own the land who benefit
- understand the British rule about ownership of minerals and how this may affect Solomon Islands.

### Skills

- Reading maps
- Observing photographs

### Method

**Step 1** Learners refer to their previous reading and do Activity 3.

#### Answers

- 1** Main causes of the Ogoni unrest: There was a lot of oil underneath Ogoniland. The Nigerian government claimed that, due to the British system brought to Nigeria, the oil under the ground was owned by the government, so there was no need to consult the Ogoni people who owned the land traditionally. The extraction of oil destroyed the Ogoni land and the environment, the land and rivers were polluted and animals, crops and the people's health affected. The Ogoni people hardly benefited from the wealth obtained from the extraction of oil from their land, only the Nigerian government and the oil companies.
- 2** People and organisations involved in the unrest: Nigerian government, oil companies (the Royal Dutch Shell Oil Company being the main company) and the Ogoni people.
- 3** The Ogoni people showed their disagreement by deciding to struggle for their rights. They set up an organisation called the Movement for the Survival of the Ogoni People (MOSOP) to represent them in their struggle. They protested peacefully and then by attacking the Shell company. The aim was to get the Nigerian government and the oil companies to recognise their rights.
- 4** In response to the Ogoni unrest, the Nigerian government banned public gatherings and made it illegal for anyone to disturb the operation of oil companies. The government also ordered the army and police to go into Ogoni villages to stop them from causing disturbances. A better action that the government could have taken was to respect the Ogoni people's rights and to ask them to be part of any development in the oil industry.
- 5** Some problems caused by the unrest to the Ogoni people and the government: Head of MOSOP, Saro-Wiwa, was killed by the government; 10 000 Ogoni protesters were fired at, ten were killed; Ogoni area was sealed off with road blocks by police; Ogoni villagers were brutally attacked, killing 750 people and making 30 000 homeless; Ogoni protesters were continually harassed by the army and police; the Commonwealth of Nations suspended Nigeria's membership; the United States, United Kingdom and the European Union imposed trade sanctions on Nigeria; other countries were asked not to buy oil from Shell company.

- 6 The Ogoni people took Shell to a British court with British lawyers and they won. The people did not have the knowledge or money to go to a British court earlier. The Nigerian courts supported Shell.
- 7 *Learners' answers will vary.* Yes, it is their oil because they own the land. Yes, because Shell treated them badly. No, because it is always wrong to steal and break the law.
- 8 *Learners' answers will vary.*
- 9 *Learners' answers will vary, but most of them may say:* the law that says the Solomon Islands government owns the minerals under the ground is not a fair law. The landowners should own the minerals, because they are under their land. The landowners would benefit from the minerals extracted from their land. But if the government owns the minerals, it can use the money taken from the minerals to build more schools, clinics, and other services to help the people. But the government may not use the money wisely or it may disappear in corruption.
- 10 The Bougainville crisis was quite similar to the case in Nigeria. The landowners of the Panguna Copper Mine wanted a fair share of the money got from the copper mine. The environment was destroyed. The type of mining was an open-cast mine, so a big hole was dug to extract the copper. That hole is still there. It cannot be filled again, because the soil has been taken somewhere else.

**Step 2** Summarise Lesson 3.

**Step 3** If there is time, go through and explain Activity 4, and ask learners to do questions 1 to 3.

## Lesson 4: Causes of social unrest

*Learner's Book pages 335–37*

### Aims

To help learners to:

- know the types of actions carried out by groups of people who are involved in social unrest
- understand who can be targeted in social unrest
- know that dealing with social unrest can be a difficult task.

### Skills

- Reading
- Comprehending
- Discussing

### Method

**Step 1** Recap on Lessons 2 and 3.

**Step 2** With the help of the text on pages 334–35, discuss the actions of people involved in social unrest and who can be targeted, and emphasise that dealing with social unrest can be a difficult task.

**Step 3** Go through the answers to questions 1 to 3 of Activity 4. Learners do question 4 in groups.

### Answers

- 1 People who usually cause or take part in social unrest are those who try to gain public attention when they feel that their concerns are being ignored by responsible leaders. They decide to do that so that responsible leaders (or people) will be aware of their worries, concerns, or grievances and will deal with them.
- 2 *Learners' answers will vary; however, possible ways of resolving a problem are:* parties concerned must hold negotiations to reach an agreement or an understanding of the issue in question; making a compromise—someone has to back down.

- 3 The use of tear gas and rubber bullets will not cause much harm or injury to protesters. Therefore, they are good ways of controlling or sending away or stopping protests from building up. Real bullets will cause serious harm or injury or even death to protesters.
- 4 *Groups' responses will vary.*

**Step 4** Help learners to read 'Causes of social unrest' on pages 335–36. Summarise the causes of social unrest:

- 1 Ethnic conflict
- 2 Conflict over land and mineral resources
- 3 Migration
- 4 Benefits from resources and distribution of social services
- 5 Governments not listening to complaints
- 6 People not allowed to express their concerns freely

**Step 5** Go through and explain Activities 5 and 6 and ask learners to do them.

## Lesson 5: Social unrest and peace processes

*Learner's Book pages 336–37*

### Aims

To help learners to:

- know that there are ways of solving social unrests or conflicts
- understand that the methods people or responsible authorities use determine the success or failure of the social unrest or conflict.

### Skills

- Reading
- Comprehending
- Summarising notes

### Method

**Step 1** Discuss possible ways to solve problems.

**Step 2** Learners do question 1 of Activity 5.

#### Answers

- 1 The conflict in Kosovo was solved externally, while the one in Nigeria was solved internally.

**Step 3** Learners then form into groups to do question 2 of Activity 5. Give the groups some time to prepare the role-play first. They may perform their role-plays for the class.

**Step 4** Learners do question 3 of Activity 5.

#### Answers

- 3 *Learners' answers will vary.*
- 4 No. There are conflicts that cannot be solved internally; for example, conflict in Kosovo, Bougainville.

**Step 5** Learners do Activity 6.

#### Answers

- 1 *Learners' answers will vary.* A reason is that a country may not have the means to solve this kind of situation. The government may not have an army with guns. Or the conflict may be so great neither side will give in.
- 2 Be willing to negotiate and compromise; be willing to listen to a neutral person or negotiator, i.e. one who is not on either side; be willing to admit they are wrong in some ways; recognise that disputes are never solved by violence.

**Step 6** Go through and explain Activity 7. Ask learners to think about it before the next lesson.

## Lesson 6: Case study—Solomon Islands social unrest 1998–2002: part 1

*Learner's Book pages 337–38*

### Aims

To help learners to:

- understand that there was a period of social unrest in Solomon Islands from about 1999 to 2002
- find out what they know about this period of unrest
- understand some of the causes
- understand that the unrest was linked to migration
- be able to conduct a survey to find out about migration as it affects people they know.

### Skills

- Reading
- Comprehending
- Filling in a questionnaire

### Method

**Step 1** Briefly explain that there was a period of social unrest in Solomon Islands between about 1999 and 2002.

**Step 2** Organise learners into groups to do Activity 7. Groups report back on their answers. Discuss them as a class, as learners' answers will vary. At this stage accept the answers given unless they are obviously wrong. Do not try to explain or tell the story of the unrest or tension—this should be done in the next few lessons. This activity is just to find out what learners already know.

#### Answers

*These are just to guide you. If some of these points are not mentioned leave them until the next few lessons.*

- 1 A large number of Malaitans had settled in Guadalcanal. Some came to work, especially on plantations; some came illegally. There were also many in Honiara. Some Guadalcanal people thought there were too many. People may also mention conflict between cultures and the perceived attitudes of some Malaita people.
- 2 No, only the militants. They were a few thousand on each side. But many others agreed with their ideas.
- 3 Malaitans were forced by the Guadalcanal militants to move from their homes. They moved into Honiara and Malaita.
- 4 The MEF (Malaita Eagle Force) and GLF (Guadalcanal Liberation Front), later known as IFM (Isatambu Freedom Movement).
- 5 Modern rifles, homemade guns, bows and arrows, and knives and axes.
- 6 Mainly Malaitans who were driven off the land they occupied. But also Guadalcanal people demanded it for people they said had been killed in the past by Malaitans, and also as payment for the land of Honiara.
- 7 The fighting ended when both sides were invited to Townsville to hold negotiations. Thus it could be said that the tension was externally ended. Later RAMSI arrived from Australia, New Zealand and other Pacific countries to keep law and order.

**Step 3** Leave Activity 8 for next lesson. Explain Activity 9. This is to find out what they already know about migration in Solomon Islands and whether they themselves or any of their relatives have ever migrated. This will give an idea of how migration to or from Guadalcanal may have affected people in the class. Ask learners to look at Activity 9 and answer questions 4 to 6.

## Lesson 7: Case study—Solomon Islands social unrest 1998–2002: part 2

*Learner's Book pages 338–40*

### Aims

To help learners to:

- understand what causes people to move to other places
- find out if any members of the class have been involved in moving to or from Guadalcanal
- understand that the movement of people to other places may cause conflicts between the movers and the local people
- understand that migration was one of the causes of the social unrest
- prepare to summarise the causes of the social unrest in a table.

### Skills

- Reading
- Comprehending
- Working with maps
- Constructing a summary table

### Method

**Step 1** Learners do Activity 9. For question 7, copy the table onto the blackboard and fill it in by asking people to put hands up for each section and write how many have moved; then ask them to give some reasons. You will not be able to cover them all. Just find a selection.

#### Answers

- 1 *Learners' answers will vary. Some examples are:* looking for work; looking for land; more money; better social services; education; entertainment and sport etc.
- 2 Government, administration, business, manufacturing industries, big shops, hotels, entertainment, main port and airport, centre of imports and exports. Because Honiara is the capital city, government-owned lands are available. Oil palm plantation because of fertile, flat land. Gold mine because minerals are found there. Other farming and economic activities because landowners make their lands available through proper negotiations by interested people or companies.
- 3 To work in Honiara; to work in plantations or Gold Ridge; for education or better social services like hospitals; to look for work; because they are attracted to Honiara life.
- 4–6 *Learners' answers will vary.*
- 7 *Take in learners' answers on blackboard.*

**Step 2** Summarise the activity by saying that some people have moved to Guadalcanal, including Honiara, from nearly all areas of Solomon Islands.

**Step 3** Explain that in the next few lessons they will be learning more about the social unrest in Solomon Islands. To summarise this they should copy the table in Activity 8 into their exercise books and gradually fill it in during the next few lessons. They should not try to fill in the table straight away.

**Answers**

1–2 See the following table.

Reasons for the social unrest	
Reason	Summary of main problems
Movement of people or migration	Many people from the provinces, especially from Malaita, moved to Guadalcanal.
Conflict over land	A large number of people settled on Guadalcanal land, sometimes on customary land. Many settled illegally as squatters, especially close to Honiara. Landowners around Gold Ridge thought they should own the minerals, not the government. Land on Guadalcanal Plains had been taken by the British government under the Waste Land Ordinance and given to Levers. Original owners wanted it back.
Distribution of natural resources and benefits from these	People from the weather coast of Guadalcanal thought they were being neglected and not being included in development, transport and social services. They thought all the development was going to the Guadalcanal plains, which was occupied by Malaitans and other settlers and by overseas plantation and mining companies. So they decided to take these areas back for Guadalcanal by driving all these people out. People from other provinces, including Malaita, thought that Guadalcanal was getting all the benefits of economic development. People felt that the overseas plantation and mining companies were getting all the benefits of our resources rather than Solomon Islanders, especially the landowners.
Conflict between ethnic groups	The conflict was between some people from Malaita and Guadalcanal over land and jobs: too many outside people settling in Guadalcanal both legally and illegally; too many non-Guadalcanal people, especially Malaitans, in Honiara; illegal 'squatters' in and around Honiara; conflict between the cultures of Guadalcanal and Malaita—some considered many Malaitans to be aggressive and not respectful of other cultures.

3 See the following table.

Similarities	
Reason	Similarities
Movement of people or migration	In Nigeria, many people moved to Ogoniland to work in the oil field. In Kosovo, Serbs had moved to areas originally occupied by Albanians.
Conflict over land	Serbs claimed that most land in Kosovo was originally theirs. Ogoni people in Nigeria tried to protect their land occupied by foreign interests. Ogoni people did not agree with the law that the government owned the minerals, not the landowners.
Distribution of natural resources and benefits from these	Albanians in Kosovo claimed that the Serbs did not provide health and education services for them. Ogoni people never benefited from the oil revenue.
Conflict between ethnic groups	In Kosovo the conflict was between Albanians and Serbs—different ethnic groups. Ogoni people thought other people in Nigeria, from different ethnic groups, benefited from the oil more than they did.

**Step 4** Learners read pages 339–40 and then summarise how migration partly caused the social unrest.

## Lesson 8: Case study—Solomon Islands social unrest 1998–2002: part 3

*Learner's Book pages 340–42*

### Aims

To help learners to:

- understand the other causes of the social unrest.

### Skills

- Reading
- Comprehending
- Discussing

### Method

- Step 1** Guide learners in their reading of 'Conflict over land', 'Use of resources and distribution of social services' and 'Conflict between different ethnic groups' on pages 340–42. Refer to figures 14.11–14.13.
- Step 2** Learners continue to fill in the table for question 2 of Activity 8. They add more to this table during later lessons.
- Step 3** Learners form into groups to do Activity 10 and report back to the class. Their answers will vary.

## Lesson 9: Case study—Solomon Islands social unrest 1998–2002: part 4

*Learner's Book 342–43*

### Aims

To help learners to:

- know about the main events that took place during the social unrest
- be able to summarise them on a timeline.

### Skills

- Constructing a timeline

### Method

- Step 1** Go through and explain Activity 11 to learners. Ask learners to do the timeline in class by reading the text and constructing the time line up to August 2000.

#### Answers

*1978:* Problems and complaints of Guadalcanal people presented to various Solomon Islands governments. *1988:* The problems and complaints were again submitted to governments, but did not act on them. *1998:* Groups of young Guadalcanal men attacked settlements belonging to Malaitans and other provinces; properties were destroyed; settlers were chased out. *1999:* At least 200 people were killed, more than 20 000 (mostly Malaitans) displaced; conflicts and fighting between the police and IFM occurred. *2000:* In the beginning of the year Malaita Eagle Force (MEF) formed; in February, conflicts between the Isatabu Freedom Movement (IFM) and the Malaita Eagle Force (MEF) increased and a number of shootouts occurred in areas around Honiara, killing a number of people on both sides; in April about 13 IFM members were killed by police; in June, MEF then joined with the Royal Solomon Islands Police (RSIP) in 'Joint Operation', the Armoury at Rove police headquarters taken over and Prime Minister Bartholomew

Ulufa'alu was forced to resign; in August, the whole country was badly affected—the Government short of money to pay for services, provinces wanted to break away, companies closed down, many people, Solomon Islanders and foreigners, left Guadalcanal or Solomon Islands.

**Step 2** Go through and explain Activity 12. Ask learners to do it in class. Go through the answers afterwards.

### Answers

- 1 People moving from their islands to Guadalcanal; dispute over land; landowners not happy with what they received from the use of their land and resources; dispute between ethnic groups.
- 2 Isatabu Freedom Movement (IFM), and the Malaita Eagle Force (MEF).
- 3 People were attracted to living on Guadalcanal because of the availability of land, jobs, economic and educational opportunities.
- 4 Militant: a member of an armed gang who believes in using force, using weapons to fight other gangs or groups of people.
- 5 The various Solomon Islands governments should have listened to and acted on the demands of the Guadalcanal people.
- 6 *Learners' answers will vary, but the effects can be summarised as follows.*

On the people	On the government	On businesses	On services
Non-Guadalcanal people forced to leave Guadalcanal Plains areas.	The government almost broke down. It was partly controlled by MEF.	Businesses closed. Taxes were not paid to the government.	Schools, health clinics and other government services closed in the areas affected
People with connections to Malaita and other provinces left Guadalcanal.	Government ran short of money.	Private companies on Guadalcanal, and Honiara including Solomon Islands Plantations Limited (SIPL) and Gold Ridge mining closed down.	Shortage of services everywhere due to shortage of government money
Foreign nationals evacuated by their governments.	Some provinces wanted to break away.		

- 7 It could happen. People might not want a large number of settlers from other areas on their land.
- 8 *Learners' stories will vary.*
- 9 The social unrest in the Solomon Islands was much less violent than the unrest in Kosovo and Nigeria. (*Note: You could explain to learners that, compared to social unrest in many other parts of the world, the unrest in Solomon Islands involved very little violence. In many similar situations thousands or even tens of thousands have been killed. Solomon Islanders generally acted with very little violence—very restrained.*)

## Lesson 10: Case study—Solomon Islands social unrest 1998–2002: Solutions

Learner's Book pages 344–47

### Aims

To help learners to:

- understand that in order for peace to come, there has to be some kind of peace initiative taken
- understand that attempts must be made to solve problems that can happen between people or groups of people
- know about the various attempts that were made to solve the social conflict between 1999 and 2003
- be able to construct a summary branching diagram.

### Skills

- Reading
- Comprehending
- Constructing a branching diagram

### Method

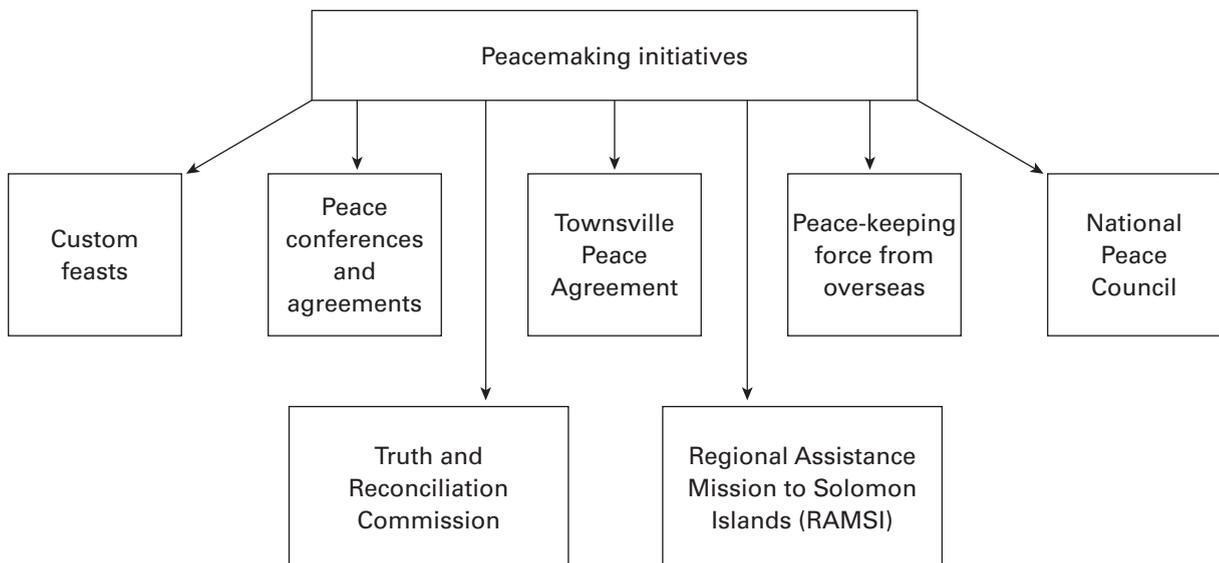
**Step 1** Discuss the importance of making peace. Explain that various ways were used to try to solve the problems of social conflict but they were only partly successful.

**Step 2** Explain how to fill in a branching diagram.

**Step 3** Learners read sections 1 to 6 on pages 344–46 and do Activity 13.

### Answers

See the following branching diagram.



**Step 4** Organise learners into groups to do Activity 14. This may be done at the same time as Activity 13.

#### Answers

See the following table.

Type of peace initiatives	Strengths	Weaknesses
Custom feasts	Good in reconciling parties involved with the exchange of traditional gifts.	Only the chiefs of Malaita and Guadalcanal took part, not the militants, so did not solve the problem causing the unrest.
Peace conferences and agreements	Persuaded both sides to talk and come to agreements, involving the paying of compensation by government to both sides.	Compensation paid often taken by politicians; militants got nothing.
Townsville Peace Agreement	Both IFM and MEF signed the agreement.	Not all agreed to attend the meeting. Government did not follow up and carry out all the terms agreed on quickly.
Overseas peace-keeping forces and Peace Monitoring Council	Peace Monitoring Council formed and field peace monitors appointed. Many weapons were handed in by militants.	The Commonwealth peace-keeping group from Fiji and Vanuatu came, but did not succeed.
National Peace Council (NPC)	Continued work of PMC. Created 'weapons-free villages'. Collected more than half the weapons.	Shut down when RAMSI came.
Peace-making groups	Women's groups, including mothers, visited militants to persuade them to stop fighting. Melanesian Brotherhood helped NPC and set up camps between the two sides. Respected by both sides.	Weather coast group of Harold Keke did not respect them and killed seven brothers.

## Lesson 11: Case study—Solomon Islands social unrest 1998–2002: RAMSI

*Learner's Book pages 346–51*

### Aims

To help learners to:

- understand how and why RAMSI came
- know who RAMSI are
- appreciate that RAMSI are a product of Pacific cooperation
- know the main things RAMSI have done
- form opinions about the achievements and problems of RAMSI and whether it was a good thing for RAMSI to come.

### Skills

- Getting information from photographs
- Summarising

## Method

**Step 1** Read and explain text on page 346 about how and why RAMSI came.

**Step 2** Learners do Activity 15. Learners use the photos on pages 347–50 to make a summary of the work of RAMSI.

### Answers

*The work of RAMSI:* Peace keeping (making sure people do not fight). Collecting weapons and making weapon-free areas. Holding meetings to talk about peace. Encouraging peace through activities such as peace marches. Helping the police through the Participating Police Force. Assisting government departments such as finance. Helping to improve government revenue or money by collecting taxes more efficiently. Assisting the law through providing lawyers, building court houses, prosecuting people and putting them in prison. Strengthening anti-corruption government bodies to fighting against corruption. Making friends with people and promoting peace.

**Step 3** Learners do Activity 16.

### Answers

- 1 RAMSI: Regional Assistance Mission to Solomon Islands. It consisted of fifteen countries, led by Australia, including New Zealand and other Pacific Island nations such as Vanuatu, Tonga, Samoa, Fiji, Kiribati and Papua New Guinea.
- 2 *Answer will depend when the book was written. Teachers may have to help with this.*
- 3 *Learners' answers will vary. An example is:* RAMSI has achieved its aim in restoring law and order in Solomon Islands. This can be seen in that people are once again free to move around freely without being harassed. The police have worked hard to bring law breakers to court and punished them if they are guilty. Because law and order are good, businesses have growth and the economy of the country has grown as well. However, in some cases RAMSI have not understood the culture and have done things which caused more problems or caused people to dislike them.
- 4 *Learners' answers will vary. An example is:* Solomon Islands would not have solved the law and order problems if RAMSI had not come into the country. Responsible people had tried other means but could not solve the problems.
- 5 The answer will depend on whether RAMSI has left Solomon Islands or not. If it has left the country, the problems of the past tension might appear again because some of the demands of the people, especially those of Guadalcanal, have not being addressed. Another reason could be that not all weapons have been returned or destroyed. People, especially the militants, could use them if they want their demands to be met by responsible people or authorities such the government. But it may be that RAMSI has left and there are no problems.
- 6 Our local police force failed to maintain law and order during the tension because they were outnumbered, and did not have the capability and resources to do so. Many of them joined with the militants.

7 Learners should have copied the table below and filled it in. Some examples are provided.

Outside forces such as RAMSI	
Advantages	Disadvantages
<p>Can do things which local people cannot do, e.g. restore order when the people creating trouble outnumber or are more powerful than the police, or when a large number of the police join the people causing trouble.</p> <p>May have more resources and experience than local forces.</p> <p>Are 'neutral' in that they do not join one side or the other in the dispute. They do not have 'wantoks' to support.</p> <p>May be able to help build up the local police force again.</p>	<p>Some of the local people, including some of those causing the trouble, may not like the outside force and this may make them more determined to cause trouble.</p> <p>May make people no longer respect the local police who are seen to be failures.</p> <p>They may not know or respect the local culture and customs and may do things which cause people to dislike them.</p> <p>People get dependent on outside help and no longer want to look after themselves.</p> <p>People may lose respect for themselves and local people and feel that they are 'failures'.</p> <p>When the outside force leaves the situation may go back to the situation before they came.</p>

8 Learners' answers will vary. Any answer is valid as long as it is backed up by reasons.

Step 4 Learners do Activity 17.

**Answers**

- The difference between a 'top-down' and a 'bottom-up' approach as a way of peace building is that while the 'top-down' approach uses outside people or organisations like RAMSI, a 'bottom-up' approach uses the people concerned to reconcile and admit to each other what they have done wrong and agree to live with each other in peace again. By using this traditional Melanesian way, peace will eventually take place. Therefore, it is better to solve our own problems because we know the problems better than outside people or groups.
- Learners' answers will vary. Some examples are: some churches involved their pastors, ministers, bishops, women's groups, youth leaders and so on to solve the problems of the tension; church leaders such as the Archbishops of the Church of Melanesia and the Catholic Church were directly involved in negotiating with the militants; one of the most respected groups who did most work in peace-keeping, as already explained, was the Melanesian Brothers; many of the women involved in peace-keeping were also strong Christians; all this shows that most people in Solomon Islands, even many of the militants, have beliefs in Christian values and respect for Christian leaders. This belief in Christian values, including non-violence, may have helped the militants to use less force and prevented other people from joining the militants.

**Lesson 12: Case study—Solomon Islands social unrest 1998–2002: The Truth and Reconciliation Commission**

Learner's Book pages 351–53

**Aims**

To help learners to:

- know why the Truth and Reconciliation Commission (TRC) was established
- know about some of the work of the TRC
- understand that, in any peace-making initiatives, reconciliation between parties or groups involved must be done so that there can be lasting peace.

### Skills

- Reading
- Comprehending
- Interpreting photographs
- Discussing and sharing in groups

### Method

- Step 1** Discuss and help learners to know and understand what the Truth and Reconciliation Commission is and its importance. In this refer to the idea of a 'bottom-up' approach discussed in Activity 17.
- Step 2** Learners read about the Truth and Reconciliation Commission, how it came to Solomon Islands and what it did.
- Step 3** Learners discuss Activity 18 in groups. They have to choose someone to present to the whole class what they have decided.

#### Answers

- 1 *Learners' answers will vary. Some may say:* telling the truth leads to reconciliation and forgiveness; re-telling the stories of what happened may cause people to remember and get angry with each other again.
- 2 *See the following table.*

Advantages	Disadvantages
A way of finding the causes of any social unrest. Giving an opportunity to those who were affected by the ethnic tension and those who were involved to tell their stories from memory of how the ethnic tensions had affected them. A way of restoring the dignity of the victims. A way of finding out the truth and root causes of the ethnic tension.	Not everybody involved may be willing to take part. Those who were involved may think that those giving their stories are reporting them to the TRC. The police may decide to arrest those who come before the TRC even though there is a clause in the Act which says they should not use evidence given to the TRC against anyone for prosecution.

- 3 The TRC is close to the traditional Melanesian or Polynesian way of solving problems. This is because it listens to the people's stories of what they experienced. Melanesian justice is based on restorative justice not punishment. It aims to bring the parties together and use compensation to reconcile them so they can be forgiven and forgive each other and live together again happily. This is common in Melanesia and Polynesia, where communities are very small, most people are related, and people have to learn to live together again. This is what the TRC tried to do. RAMSI was often more interested in making sure that everyone who had committed a crime was punished. This idea comes from a bigger society where most people do not know each other and are not related.

**Step 4** Summarise Lesson 11.

**Step 5** Go through and explain Activity 19 then ask learners to do it.

## Lesson 13: Case study—Solomon Islands social unrest 1998–2002: Can we prevent further tensions?

*Learner's Book pages 353–54*

### Aims

To help learners to:

- understand possible ways of preventing future ethnic tensions happening so that people will live peaceful and normal lives.

### Skills

- Reading
- Comprehending
- Interpreting a poem

### Method

**Step 1** Organise learners into groups to discuss question 1 of Activity 19. Groups report their ideas to the rest of the class.

#### Answers

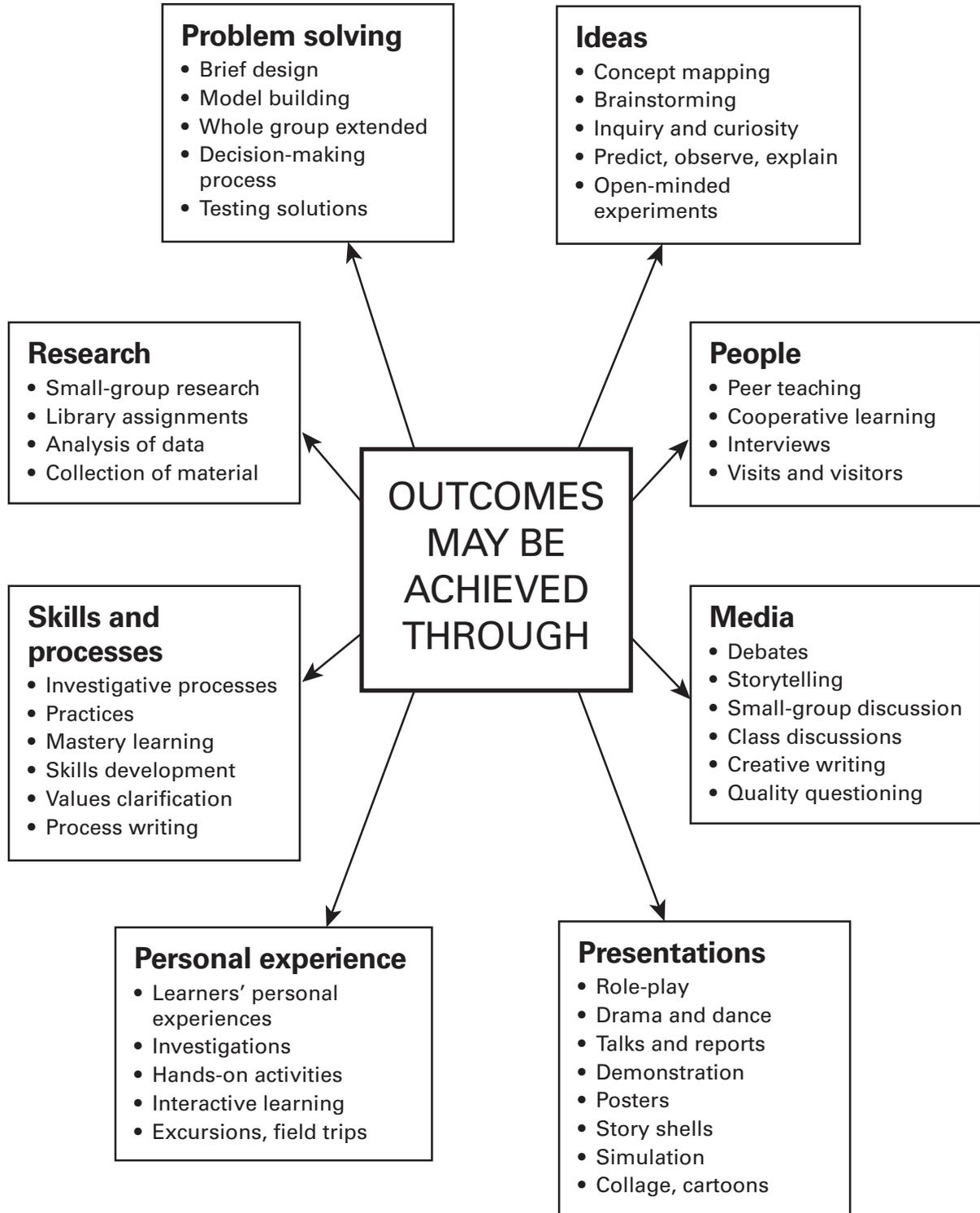
- 1** *Learners' answers will vary.* Further tensions might be prevented in future if people uphold the importance of reconciliation, forgiveness and respect for one another. However, the government should listen to the views and demands of the people. Also, further tensions can be prevented if landowners are adequately compensated for the use of their lands and resources.
- 2** Even though in Solomon Islands we have cultures and customs that somehow make us different from others, we have some common characteristics that we all share, and this gives us the term 'Unity in Diversity'. How might this idea help us avoid the problems of tensions in the future?
- 3 a** The author was born of two different Solomon Islands parents, a Guadalcanal father, and a Malaita mother. 'He saw himself as a Solomon Islander' means he did not worry which part of the country he or anyone else came from. He accepted the culture of both Malaita and Guadalcanal. **b** He changed his mind later when his Guadalcanal brothers chased him and destroyed his home and called him a spy. On the other hand, his Malaita brothers blacklisted him and called him a 'half-kasi'. **c** He says, 'Who is my neighbour?' because his brothers from Guadalcanal and Malaita hurt him badly. **d** He asked the Lord to forgive his Guadalcanal and Malaita brothers, and help them all to see each others as brothers who can live in peace and harmony in this world as well as in heaven. He says everyone is his neighbour. **e** *Learners' answers will vary. Some examples are:* think of others as your brothers and sisters; think of others as Solomon Islanders, and not where they come from; respect and honour each other's diverse cultures; love one another; be a good Christian and follow the teachings of the Bible; forgive those who hate and hurt you.

**Step 2** Summarise Lesson 13.

**Step 3** Very briefly, recap on Lessons 1 to 13.

## Appendix 1: Suggested teaching methods

A range of strategies for helping learners to achieve the overall learning outcomes are shown here.



## Appendix 2: Lesson plan format

<b>Name of school:</b>	<b>Class teacher:</b>
<b>Lesson title:</b>	<b>Date:</b>
<b>Learning outcomes</b> <ul style="list-style-type: none"> <li>• What are the main things I want learners to learn and be able to do as a result of the lesson? How are lesson outcomes linked to syllabus outcomes?</li> <li>• What other things do I want learners to learn?</li> </ul>	
<b>Lesson content</b> <ul style="list-style-type: none"> <li>• What are the key facts, concepts or procedures that I want learners to understand as a result of this lesson?</li> </ul>	
<b>Introduction</b> <ul style="list-style-type: none"> <li>• How will I get learners motivated, curious and ready to learn? (Allocate 3–5 minutes.)</li> </ul>	
<b>Teacher activities</b> <ul style="list-style-type: none"> <li>• What am I going to do during the lesson in order for learners to achieve the learning outcomes? (Allocate 8–10 minutes.)</li> </ul>	<b>Learner activities</b> <ul style="list-style-type: none"> <li>• What are the learners going to do during the lesson in order for them to achieve the learning outcomes? (Allocate 20–25 minutes.)</li> </ul>
<b>Conclusion</b> <ul style="list-style-type: none"> <li>• How will I bring the lesson to a logical and meaningful conclusion? (Allocate 5–7 minutes.)</li> </ul>	
<b>Learner assessment</b> <ul style="list-style-type: none"> <li>• How will I know that learners have achieved what I wanted them to achieve?</li> </ul>	
<b>Lesson evaluation</b> <ul style="list-style-type: none"> <li>• How will I evaluate the success of the lesson?</li> </ul>	
<b>Lesson endorsement:</b> (To be signed by Head of Department/Head Teacher/Principal)	
<b>Head of Department</b>	<b>Head teacher/principal</b>

## Appendix 3: Sample individual record form

Learner name:		Year:		Class:						
Strand:		Sub-strand:		Specific Learning Outcomes						
Assessment event	Specific Learning Outcomes (use appropriate code)	Achievement levels (ratings)					Specific Learning Outcomes Achieved (A) Partially Achieved (PA) Not Achieved (NA) Key: 5 = A, 1–4 = PA, 0 = NA			
	Code	Outcome assessed	5	4	3	2		1	0	
1	8.1.1.1	Define the terms 'agents of change', 'colonialism', 'colonization', 'colonial powers', 'colonist' and 'colony'	*						A	
2	8.1.1.2				*				PA	
3	8.1.2.1							*	NA	
4	8.1.2.1					*			PA	
Descriptive comments:										
Class teacher:		Signature:					Date:			

## Appendix 4: Sample class record form

Class:	Strand:	Sub-strand:	Year:
	<b>Specific Learning Outcomes:</b> A = achieved, PA = partially achieved, NA = not achieved		<b>Individual comments on the learning progress in the class</b>
<b>Assessment event</b>	1		
<b>Learning outcome assessed (code)</b>	8.1.1.1		
Denis	A		
Ian	A		
Jack	A		
James	A		
John	PA		
Joyce	PA		
Lionel	PA		Steady/satisfactory
Liza	NA		
Luke	NA		
Mary	A		Improved/excellent progress
Michael	PA		
Nancy	NA		
Peter	A		
Tom	NA		
Yates	NA		Not improved/slow progress
<b>Overall comments:</b>			
<b>Class teacher:</b>		<b>Signature:</b>	<b>Date:</b>

## Appendix 5: Sample individual monitoring form

Learner name:		Class:		Year:		
Strand:		Topic/unit:				
Sub-strand:		Specific Learning outcomes: A = achieved, PA = partially achieved, NA = not achieved				
Assessment event	Code	Description of outcome assessed	A	PA	NA	Remarks
1	8.1.1.1	Define the terms 'agents of change', 'colonialism', 'colonisation', 'colonial powers', 'colonist' and 'colony'.	*			Improved from previous assessment event
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
Class teacher:			Signature:			Date:

## Appendix 6: Sample class monitoring form

Class:		Term/semester:				Year:
Strand:						Topic/unit:
Sub-strand:						Remarks
Assessment event	1	2	3	4	Comment on learning progress: improved, steady or not improved	
Specific learning outcome assessed (code)	8.1.1.1	8.1.1.2	8.1.2.1	8.1.2.2		
Mary Kasi	NA	PA	A	A	Improved with excellent progress	
John Niga	A					
Liza Joe	NA					
Peter Glen	PA					
James Iro	PA					
Luke Bilo	A					
<b>Class teacher:</b>					<b>Signature:</b>	<b>Date:</b>

## Appendix 7: Sample monitoring of specific learning outcome form

Class:		Term/Semester:				Year:				
Strand/Sub-strand:		Total number of learners:				Topic/Unit remarks				
Assessment event	Code	Specific Learning Outcome assessed (use appropriate code)	A	PA	NA					
1	8.1.1.1	Define the terms 'agents of change', 'colonialism', 'colonisation', 'colonial powers', 'colonist' and 'colony'.	5	25	10	<table border="1"> <thead> <tr> <th>Enrichment support</th> <th>Remedial work</th> </tr> </thead> <tbody> <tr> <td>5 learners have achieved outcome assessed</td> <td>35 learners have not achieved outcome assessed</td> </tr> </tbody> </table>	Enrichment support	Remedial work	5 learners have achieved outcome assessed	35 learners have not achieved outcome assessed
Enrichment support	Remedial work									
5 learners have achieved outcome assessed	35 learners have not achieved outcome assessed									
Class teacher:						Signature:				
						Date:				

## Appendix 8: Sample individual remedial work form

<b>Learner name:</b>		<b>Class:</b>		<b>Term/Semester:</b>		<b>Year:</b>	
<b>Strand:</b>		<b>Sub-strand:</b>					
<b>Specific learning outcomes</b> (use appropriate code)							
<b>Assessment event</b>	<b>Code</b>	<b>Outcome assessed</b>	<b>A</b>	<b>PA</b>	<b>NA</b>	<b>Remedial work required</b>	<b>Results after remedial work</b>
1	8.1.1.1	Define the terms 'agents of change', 'colonialism', 'colonisation', 'colonial powers', 'colonist' and 'colony'.		*		Revise pages 1–5 of the Learner's Book, in particular the definitions.	Learner is familiar with the terms.
<b>Class teacher:</b>						<b>Signature:</b>	<b>Date:</b>

## Appendix 9: Sample individual report form

Learner name:		Class:	Term:	Year:
<b>Strand:</b>		<b>Specific learning outcomes:</b> Achieved (A), partially achieved (PA) or not achieved (NA)		
<b>Code</b>	<b>Specific learning outcome assessed</b> (use appropriate code)	<b>A</b>	<b>PA</b>	<b>NA</b>
8.1.1.1		*		
<b>Descriptive remarks:</b>				
<b>Strand:</b>		<b>Specific learning outcomes:</b> Achieved (A), partially achieved (PA) or not achieved (NA)		
<b>Code</b>	<b>Specific learning outcome assessed</b> (use appropriate code)	<b>A</b>	<b>PA</b>	<b>NA</b>
8.1.1.1			*	
<b>Descriptive remarks</b> (must include results after remedial work has been completed by the learner)				
<b>Results for summative assessment:</b> The progressive achievement level for summative assessment is:				

cont. on page 179

Appendix 9 (cont.)

Strand:	Combination of sub-strands:	Specific Learning Outcomes Achieved (A), Partially Achieved (PA), or Not Achieved (NA)		
		A	PA	NA
8.1.1.1		*		
8.1.1.2			*	
8.1.2.1				*
8.1.2.2				
<b>Descriptive remarks from summative assessment:</b>				
<b>Overall achievement level:</b>		Overall achievement award		
<b>School administration report on learner's behaviour and character</b>				
<b>Class teacher:</b>		<b>Signature:</b>		<b>Date:</b>
<b>Class teacher comments:</b>				
<b>Head teacher/Principal:</b>		<b>Signature:</b>		<b>Date:</b>
<b>Head teacher/Principal comments:</b>				



# Solomon Islands Social Studies

## Year 8

### Teacher's Guide

This book contains teacher support material for the *Solomon Islands Social Studies Year 8 Learner's Book*.

This Teacher's Guide is designed to support the teaching of all 14 units of the Learner's Book. For each unit, it includes notes on the following:

- lesson topic
- aims
- skills
- method
- Learner's Book page references
- suggested answers to activities and assessments.

This Teacher's Guide is part of a new series of teaching materials for **Solomon Islands Social Studies for Year 8**. It has been written for teachers to encourage learners to learn from their environment and investigate their society's cultures and people. This series has been developed as part of the Solomon Islands curriculum reform of 2005–2012.

This book aids teachers in helping learners to fully capture the intended knowledge, understanding, skills, values, and attitudes of the syllabus. It provides detailed information, planning notes, and suggested approaches for each activity, as well as valuable background knowledge, answers, and learning tips.

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