



Solomon Islands

# Primary Social Studies

Learner's Book

Year 3





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# Chapter 1



## Old and new ways of doing things

In this chapter you will:

- give examples of old and new ways of doing things
- describe some things we have used in the past and how they have changed
- give some examples of the things we use that bring changes in society (e.g. radio, telephone, outboard motor, television and solar power)
- draw events that show the impact of changes in technology
- give examples of changes in the ways we do things.

## Old and new things

Every day we use things at school to help us learn, and at home to make our lives easier. Some of these things were around when our grandparents were young. Other things are very new.

### Old things



pan pipes



bamboo flute



tongs



dugout canoe

### New things



outboard motor



flute



metal tongs



## Activity 1

In groups of four, study the pictures on page 2.

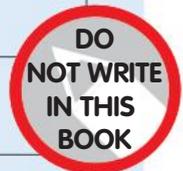
- 1 Discuss the names of the objects.
- 2 Help each other by reading their names.
- 3 Ask your teacher to help you if your group cannot read the names.
- 4 Draw the objects in your exercise book. Write the name of each object.



## Activity 2

- 1 Copy the table below into your exercise book.
- 2 Look at the pictures on page 2 and write the names of the things under the correct heading.
- 3 Can you think of any other examples of old and new things? Add them to the table under the correct heading.

Old things we use	New things we use





## Activity 3

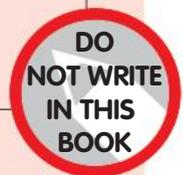
- 1 Look around your home and find three old things that help you and three new things.
- 2 List them in your exercise book.
- 3 At school, talk with a partner about the old and new things you found.
- 4 On a piece of paper, draw three old things and three new things.



## Activity 4

Cut out the pictures that you drew in Activity 3. On a large sheet of paper, copy the table below and arrange your pictures under each heading. Use glue to paste the pictures.

Old things that we use at home	New things that we use at home





## Activity 5

- 1 In groups of four, share your findings from Activity 4.
- 2 Talk about how your family uses the new things at home.



## Activity 6

- 1 Draw a picture of a special toy that you have at home.
- 2 Show your picture to a friend in the class and talk about why you like your special toy. Is it a new toy or an old toy?

## What is good about new things?

In Solomon Islands, we use many traditional things. But there are also many new things that can help us with our work and make us more comfortable in our house, such as radios, televisions, trucks and cars, and mobile phones.

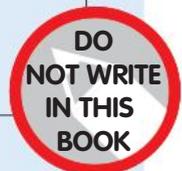




## Activity 7

- 1 Read the list of new things in the table below. With a partner, talk about what you like and don't like about these things, and why.
- 2 Copy the table. Write what you like or don't like in Pijin or your language under each heading of the table.

New thing	What I like about it	What I don't like about it
Radio		
Television		
Mobile phone		
Truck		
Outboard motor		
Solar power lights		
Aeroplane		
Ship		



## Naolyn's story

One day Naolyn climbed a coconut tree. She **slipped** and fell to the ground. She wasn't moving. Her sisters ran to find the nurse. "We must ask Jacob to take us to Taro Hospital in his outboard motor boat," said the nurse. Before they left, the nurse rang Taro Hospital to let them know about Naolyn's condition.

It took them one and a half hours to reach Taro Island. When they arrived, a doctor and some nurses were waiting for Naolyn. Nurses carried Naolyn on a **stretcher**. The doctor checked Naolyn and then told her that Naolyn's injury was serious. She needed to go to Honiara Referral Hospital. Naolyn and her sister flew with Solomon Airlines to Honiara.

Naolyn spent three months in the Honiara Referral Hospital. When she was well again, Naolyn and her sister boarded MV *Lauru* back to their village. Naolyn could walk and run again.

Naolyn thanked the people who helped her. She said that without the new things we have now, she would have died before reaching the hospital.





## Activity 8

Your teacher will help you to do this activity.

- 1 Read Naolyn's story again then do the tasks below.
- 2 List the new things that are used in Naolyn's story.
- 3 Draw these pictures.
  - a Naolyn slipped and fell to the ground from the coconut tree.
  - b Nurses carried Naolyn on a stretcher. The doctor and Naolyn's sister were walking behind.
  - c Naolyn and her sister boarded MV *Lauru* back to their village.



## Activity 9

Do this activity in groups of four.

- 1 Draw the things that took Naolyn to Taro Hospital and to the Referral Hospital in Honiara. We call these things transport.
- 2 Write the names for these things under your pictures.



## Talking to each other

We talk to each other to tell each other things or **communicate**. This is how we share information. We need to know what is going on in our country. We need to learn about **dangers** so that we can protect ourselves.

We also like to listen to and watch stories, songs, dances and music. This way of communicating is called entertainment.

### Activity 10

- 1 Ask some older people how messages were sent long ago.
- 2 Talk to an elderly person in your family. Ask them to show you how they sent messages, talked to each other and shared information and stories before there were newspapers, radios, telephones or TV.
- 3 Write what you found out in your exercise book.



### Activity 11

In groups of four, share your homework findings.



## Sending messages long ago

The man in this picture lived in a country far away called Britain. He was called a **town crier**. He walked around the settlement with a bell. Very often he would stop, ring his bell and shout a message.

People called runners used to run or ride a horse between settlements with messages. They had to be brave and fast.

In many fishing villages fishermen blew conch shells to give messages.

Another way of sending messages long ago was by ringing church bells. In some countries, messages were sent by using drums or smoke signals.



Sending a message with a conch shell

## Activity 12

Do this activity in groups of four.

Imagine your class needs to pass some urgent information to someone in the next settlement or village. The roads are blocked by floods, the telephone wires and mobile phone towers are down, and there is no electricity.

- 1 Think about the message you want to send.
- 2 Work out the best way to send it. Show the class how you would do this.



### Dan's mobile phone

Dan came to Honiara to sell some taros. After selling them, he went to a Telecom shop. He bought a mobile phone. He was really happy because now he could talk to his family wherever he went.

Two days later, Dan **boarded** a ship back to his village. When he arrived, he proudly showed the phone to his family. He showed them that he could also take pictures and listen to music. He rang his uncle in Honiara to tell him that he had arrived safely.



The next day Dan went to visit his taro garden. Along the way he wanted to listen to some music so he took out his phone but found out that it didn't work. The screen was blank. "What is wrong? This must be a toy phone. What a waste of money," thought Dan sadly to himself.

## Activity 13



Read the story about Dan again. Make sure you understand it before you answer these questions in your exercise book.

- 1 Why did Dan buy the mobile phone?
- 2 What three things can Dan do with his mobile phone?
- 3 What happened to Dan's phone at the end of the story?
- 4 Why do you think Dan's phone didn't work at the end of the story? What did Dan forget to do?

## Activity 14



### Role-play

- 1 In pairs, imagine that you were with Dan and you know what is wrong with his phone.
- 2 One of you will be Dan and the other will be the person who knows what's wrong with the phone.
- 3 Practise what you will say and do.
- 4 Show your drama to the class.

# From kerosene lamp to solar power

We need to have light at night so that we can see. There are different ways of getting this light. Think about the light you use at night.

## Activity 15

Do this activity in pairs.

- 1 Talk about what your family uses for lighting at night in your village or settlement.
- 2 In your exercise book, draw pictures of what you use for light at night.



## Elizabeth's story

My name is Elizabeth. I am from Choiseul Province. My son is Jackson.

He works in Honiara. He used to send me kerosene every month for my lamps. One night the kerosene container was empty. I lived without light for four nights. I had no money to pay for kerosene at the village store.

One holiday, Jackson came home to visit me. He brought cartons of noodles and biscuits. Another box looked different. "What's in that box?" I asked. "It's a box of lights for you. Now I can stop sending you kerosene," replied Jackson.





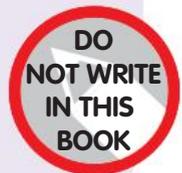
Jackson opened the box. There were cables and light bulbs. Jackson put up the cables and bulbs. In the night, my house lit up brightly. "No more kerosene," I said happily. Jackson explained that this type of lighting is called solar power. The sun provides the power which makes the bulbs shine at night.

## Activity 16

In pairs, discuss and list four changes that Elizabeth will experience when using solar power.

Two examples have been done for you.

- 1 She will no longer need kerosene.
- 2 She can sew her clothes at night.
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_



## Activity 17

- 1 In groups of four, study the pictures.
- 2 Make up a story about the pictures.
- 3 Make a drama to tell your story then share it with the class.



## Activity 18

- 1 Choose one old thing or one new thing.
- 2 Make a model of your chosen thing by using objects from your environment. For example, empty cartons of biscuits, sago palm leaves and coconut shells.





## Activity 19

- 1 In class, form a group with other children who made the same or a similar model. Display your models in the classroom.
- 2 Tell the class about what you used to make the model.
- 3 Tell the class about what your model can be used for.

## Water supply in our homes

In the past people living in villages and settlements far away from rivers often had to walk long distances to get fresh water for drinking, cooking and washing. Today new ways of doing things and new technology are helping to bring water to people's houses. Some people still have to walk far from their homes to reach water, but this is changing as more villages and settlements get pipes and wells or water tanks put in. New technology makes life easier for everybody. Read the following stories about how Nesta, Manisha and Eric get their water.

### Nesta's story

Nesta collects water from the closest stream. She washes clothes and dishes here. Her family uses this stream for swimming. The water is fresh and clean but they have to walk a long way to get there.



## Manisha's story

Manisha's village used to get water from a stream in the mountains. That **hardship** stopped when World Vision connected pipes from the water source to their village. Now there are stand pipes in the village.



## Eric's story

Eric is filling up a bucket from the water tank beside his house. He loves helping his mum to

wash the dishes and clothes.

He wants to be the one to turn on the tap.

The water runs from the mountain straight to their house. Now Eric and his mum don't have to walk far to do their washing and bathing. Whenever Eric gets dirty, he runs to the tap and cleans himself.



## Activity 20

In groups of four, look at the pictures above and on page 16 and answer the questions.

- 1 Discuss how people in your village get their water.
- 2 Which picture and story is similar to your village?
- 3 Draw a picture of where and how your family gets their water.



## Musical instruments

### An old musical tool or instrument

A musical instrument is a tool for playing music.

Fred loves blowing beautiful tunes with his pan pipe. His grandfather taught him when he was ten years old. He is very good with the pan pipe so the village chief chose him to join the village pan pipe group. They always perform when there are new visitors in their village. Last week, his father bought him a guitar, another type of musical instrument. Fred is learning how to play it, but his favourite musical instrument is the pan pipe.



### New musical tools or instruments

Some musical instruments are new. Many of these new instruments were used in the past, but they have been changed to produce a different sound. For example, an electric guitar and an electric keyboard often sound very different to an acoustic guitar and a piano.

## Activity 21



- 1 In groups of four, study the pictures.
- 2 Discuss how you think these musical instruments make music.
- 3 Show how you can make music by using simple things, for example, a piece of grass or a rubbish bin.

## Activity 22

- 1 In groups of four, look at the two pictures of new things.



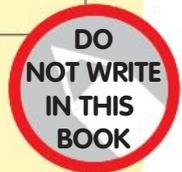
- 2 Discuss how each of them changes the lives of the people in the community.

Continued >>

<< Continued from page 19

3 Copy the table into your exercise book and list the changes. An example has been done for you.

Name	Changes
Mobile phone	Send and receive messages quickly
Radio	



## Activity 23

Work in groups of four.

- 1 In your exercise book, write or draw the new or old things you would like to have.
- 2 Say why you chose those things.
- 3 Say what you could do to be able to buy these things.



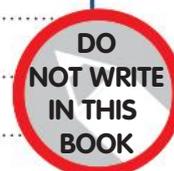
## Activity 24

- 1 Share your group's ideas in Activity 23 with the whole class.
- 2 Listen to the ideas of the other groups.

## Assessment activity

- 1 Copy the table on the following page into your exercise book.
- 2 Collect photographs or draw pictures of the new things listed in the table.
- 2 Put the pictures or photographs in the space against the names in the table.
- 3 Write in Pijin or your language some words about what the new things can do to help us.

Photographs or pictures of new technologies	Names	Write what the new things can do to help us
	Computer	<hr/> <hr/> <hr/> <hr/> <hr/>
	TV	<hr/> <hr/> <hr/> <hr/> <hr/>
	Mobile phone	<hr/> <hr/> <hr/> <hr/> <hr/>
	MP3 player	<hr/> <hr/> <hr/> <hr/> <hr/>
	Radio	<hr/> <hr/> <hr/> <hr/> <hr/>
	Solar panel	<hr/> <hr/> <hr/> <hr/> <hr/>



# Chapter 2



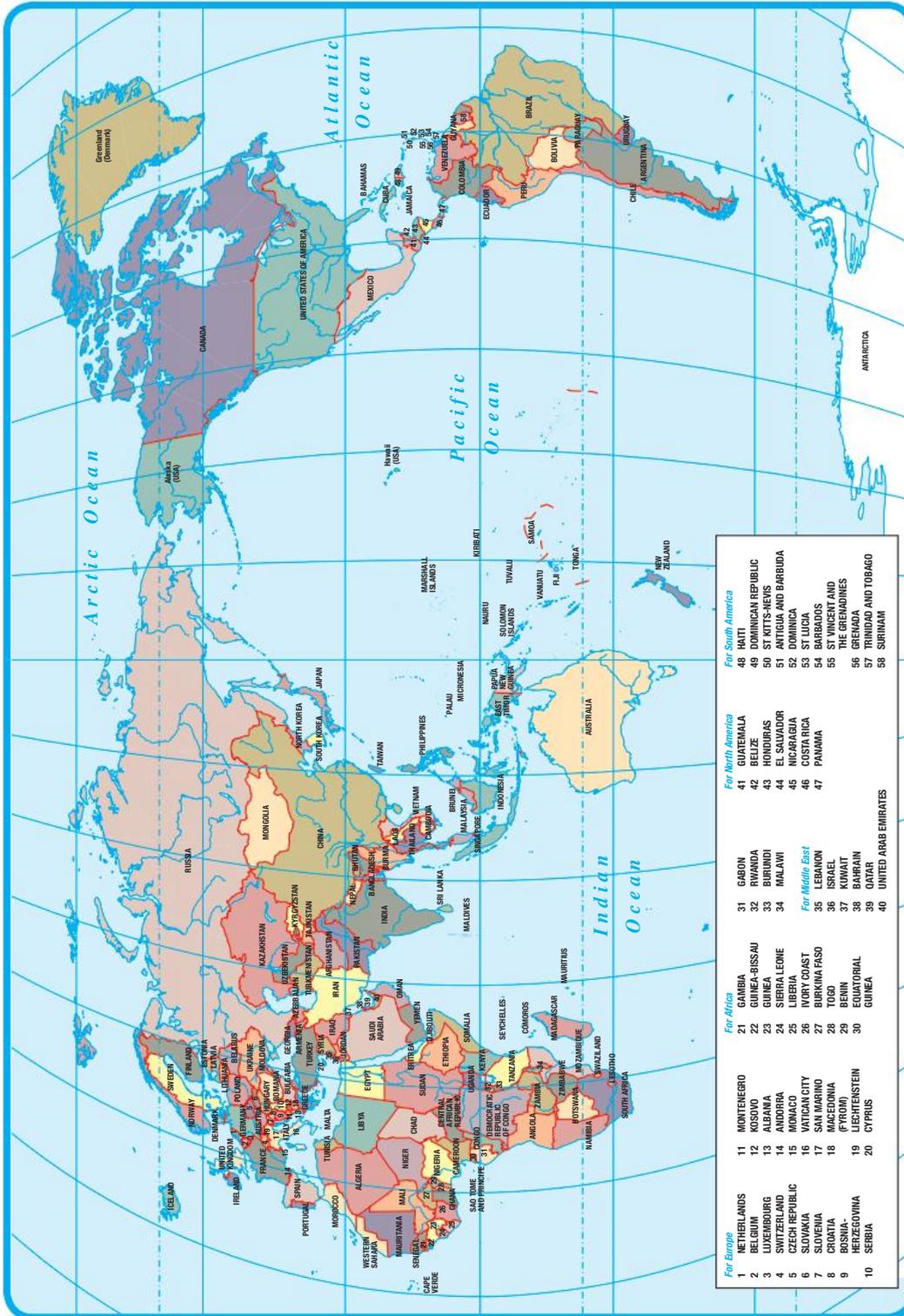
## Exploring our islands

In this chapter you will:

- find Solomon Islands on a world map
- find Solomon Islands on a Pacific region map
- show the directions of north, south, east and west
- explain some things about the islands, seas, oceans, mountains, forests and lagoons in Solomon Islands
- show how the natural things around us affect the way people live
- describe the ways that people work together with their surroundings.

# Solomon Islands in the world

There are many oceans, countries and islands in the world.



## Activity 1

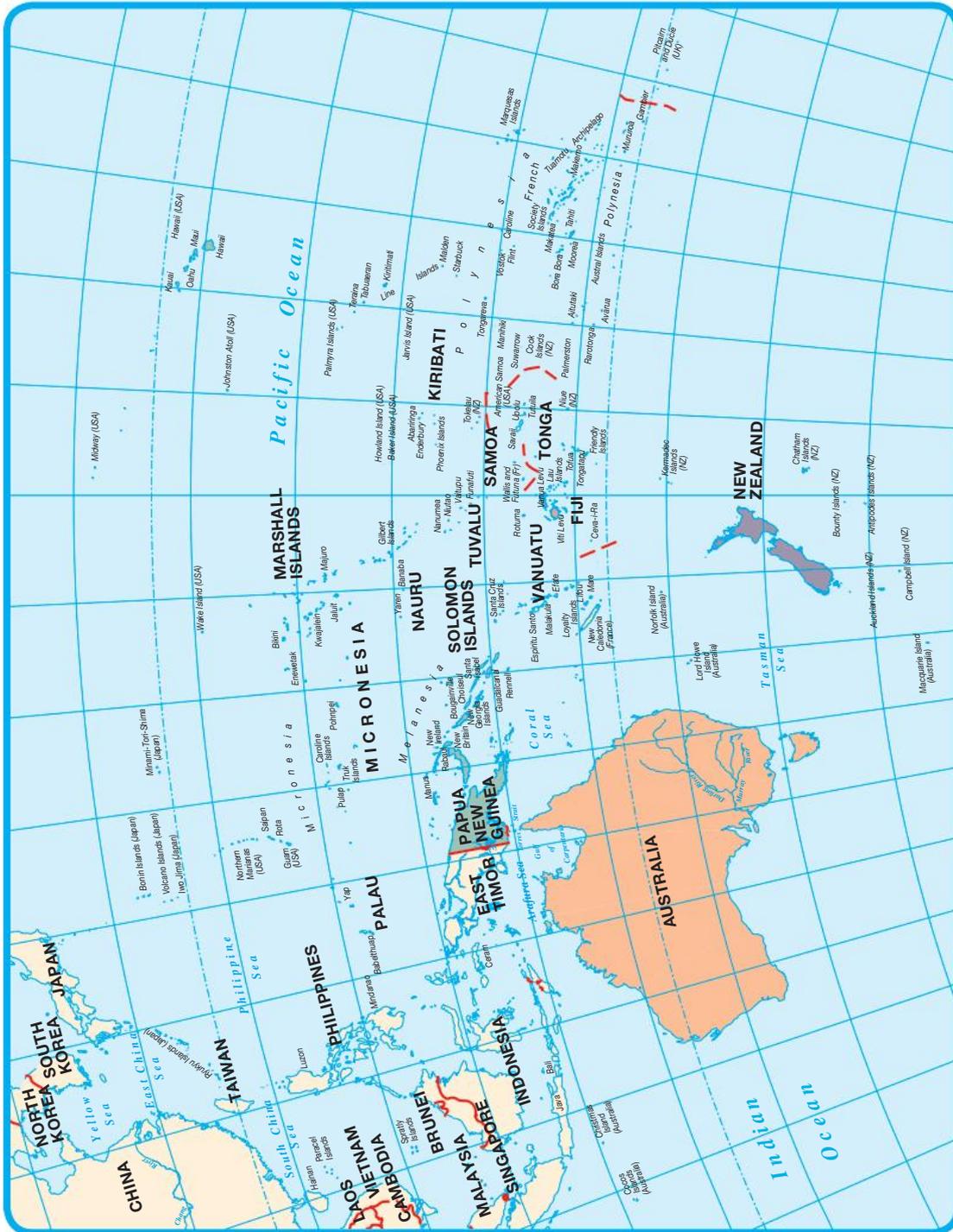
In pairs, study the world map on page 24 and answer the questions. You will need to turn your book on its side so that you can see the map properly.

- 1 What colour are the seas and oceans?
- 2 What colours are the countries?
- 3 Find some big countries and little countries.
- 4 Find Solomon Islands.
- 5 Which country is very close to Solomon Islands?
- 6 Name the other two countries that are close to Solomon Islands.
- 7 Find and name one country that you want to visit.
- 8 Why do you want to visit that country?



# Solomon Islands in the region

The Pacific Ocean is the largest ocean in the world. It has thousands of islands in it.





## Activity 2

In pairs, study the Pacific region map on page 26.

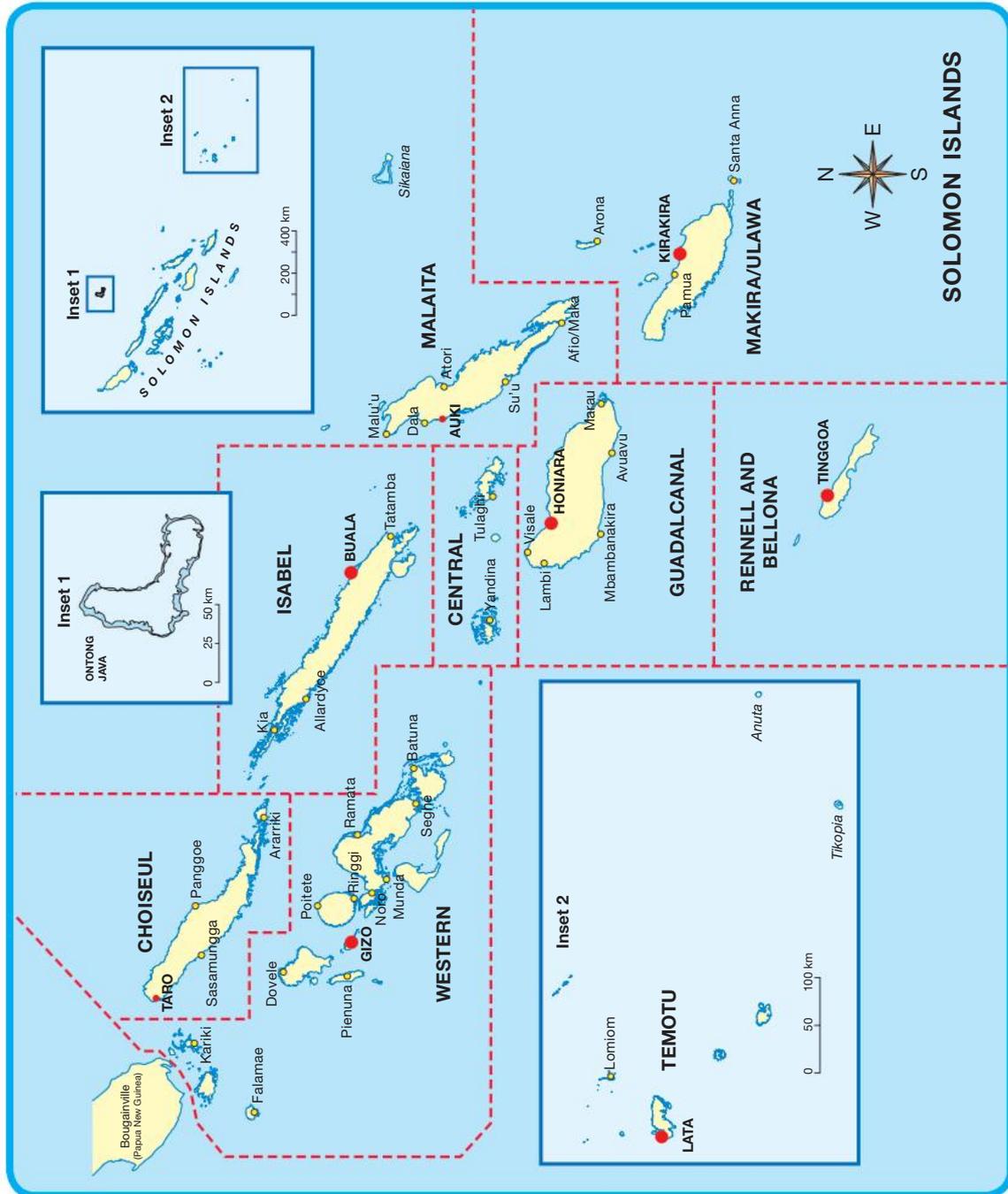
- 1 Find Solomon Islands.
- 2 Which countries are close to Solomon Islands?
- 3 Share with your partner what you know about those countries.
- 4 Find and name one country that you want to visit.
- 5 Why do you want to visit that country?



This photo was taken at the Pacific Leaders Forum in Vanuatu in 2010, and includes representatives from governments across the Pacific region, including the Solomon Islands.

# Solomon Islands

Solomon Islands is the name given to our group of islands in the Pacific Ocean. The many islands that make up the Solomon Islands are divided into nine provinces





## Activity 3

In pairs, talk about the Solomon Islands map on page 28.

- 1 Find your island and province.
- 2 Say what you think a province is.
- 3 Which province is really close to your province?
- 4 Name the provinces that you have visited.
- 5 Say which is your favourite province and why it is special to you.





## Activity 4

You will do this activity over two days.

Your teacher will help you to get into nine groups and choose one province each.

- 1 Look at the map of Solomon Islands properly then make a model of your chosen province.
- 2 Make sure the province is arranged as on the map. You can use stones, sand, seeds or soil for modelling. An example is shown below.
- 3 Write the name of the province and its provincial centre on cards. Put the cards on the model.
- 4 Write your name on a card and put it on your province.
- 5 Find out if anyone in your village or settlement comes from your group's province.
- 6 Ask them some questions and talk to them about their province.



## How people came to our islands

Solomon Islands is made up of many big and small islands. The first people may have come from Asia. These people were already living on the islands when a Spanish man named Alvaro de Mendaña arrived in 1568. He named the islands after King Solomon.

Long ago, we only had five provinces. They were:

- 1** Eastern Province, which included Makira and Temotu islands
- 2** Guadalcanal Province
- 3** Malaita Province
- 4** Central Province, which included Isabel, Ngela, Savo, Russell, Rennell and Bellona islands
- 5** Western Province, which included Western Province islands and Choiseul islands.

Here is the Solomon Islands flag. There are five stars. The five stars represent the five provinces above.

The blue part shows the blue sky above us. The yellow strip shows the golden rays of the sun that shine on us. The green part shows our green land with lots of trees.





## Activity 5

- 1 Draw a flag for your family, village, settlement or school.
- 2 Use signs, pictures and colours to say things about your family, village, settlement or school.
- 3 Say what your signs, pictures and colours mean.
- 4 Show your flag to your class.

Now Solomon Islands has nine provinces. Each province is made up of many big and small islands.

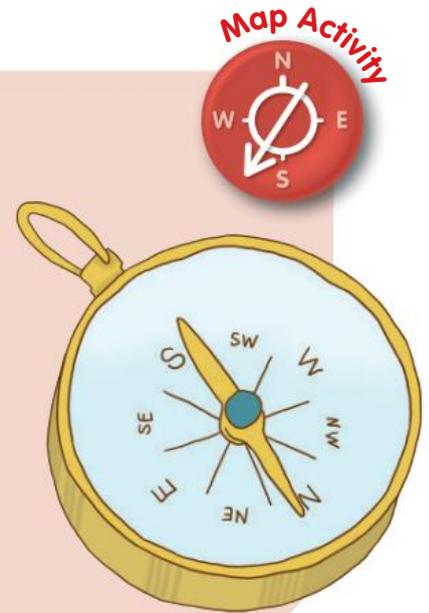
Province	Islands
Temotu	Santa Cruz, Reef, Utupua, Vanikoro, Tikopia, Duff, Anuta, Fatutaka
Makira	Makira, Ulawa, Uki, Santa Ana
Guadalcanal	Guadalcanal
Malaita	Malaita, Maramasike, Sikaiana, Ontong Java
Central	Nggela, Russell, Savo
Isabel	Santa Isabel, San Jorge
Western	New Georgia Islands, the Shortland Islands, Kolombangara, Gizo, Marovo, Rendova, Ranongga, Vella Lavella, Simbo
Choiseul	Choiseul, Wagina
RenBel Province	Rennell, Bellona

Outlying islands are far from the big islands. They are Rennell and Bellona to the south. Tikopia, Anuta and Fatutaka are to the far east. Sikaiana is to the north-east, and Ontong Java Atoll (also known as Lord Howe Atoll) is to the north.

## Activity 6

The drawing at right shows the four compass points or directions: north, south, east and west. Have you heard or seen these words being used as directions or in the names of places?

Your teacher will lead you in an activity to help you learn the four points.



## Activity 7

In pairs, look at the map of Solomon Islands on page 28. Find the nine provinces and their islands. Find the outlying islands. Now answer these questions in your exercise book.

- 1 What transport does your family use to travel from your province to Honiara?
- 2 What is the name of the provincial capital of your province?

Continued >>

<< Continued from page 33

- 3 Which direction would you travel from Honiara to your island?
- 4 Which direction from Rennell and Bellona Province is Guadalcanal province?
- 5 Which direction would you travel from Isabel Province to Temotu Province?

## Different groups of people

Solomon Islands has three main groups of people living in its islands. They are the Melanesians, the Polynesians and the Micronesians. We call these groups ethnic groups.

The Melanesians are the largest group. They have dark skin. They settled on bigger islands.

The Polynesians have lighter skins. They settled on the outlying islands, like Tikopia, Rennell and Bellona.

The Micronesians have lighter skins than the Melanesians and the Polynesians. Their hair is straighter. The Gilbertese people are Micronesian.

There are also small numbers of **Asians** and white-skinned people—or Europeans—from such places as the United Kingdom, Australia and New Zealand.



## Activity 8

- 1 In groups of four, talk about the five pictures above.
- 2 In your exercise book, write the numbers 1 to 5 to show the five pictures.
- 3 Make some good guesses where you think each person comes from.





## Activity 9

Get into five groups to show the five groups of people in the Solomon Islands, for example a group of Asian people.

- 1 In your group talk about and draw pictures of the ethnic group that you are showing and talking about.
- 2 Find out if there are any people from the ethnic group living in your village, settlement or school.
- 3 Talk about what these people do in their daily lives. What things are the same as your day, and what things are different?



## Activity 10

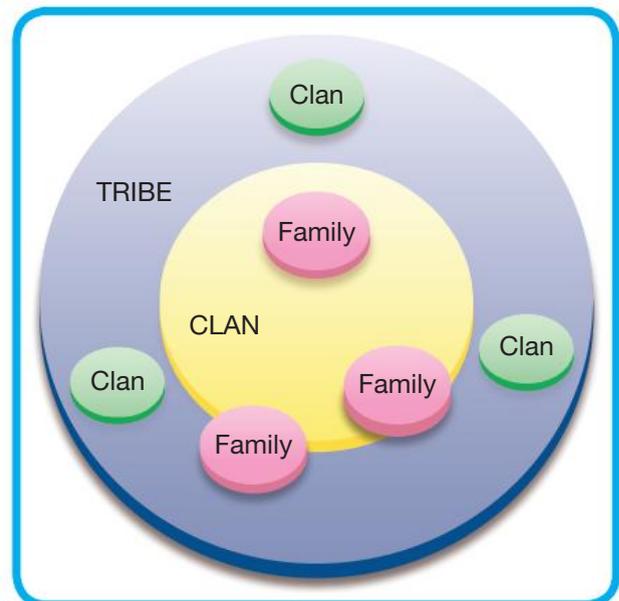
- 1 Go into your five groups. Cut and glue pictures or draw pictures of the ethnic group on a large sheet of paper.
- 2 Write a title or name on your group's sheet of paper.
- 3 Write about some things that are different and some things that are the same between the ethnic group and other groups.
- 4 Display your sheet of paper on the classroom wall.
- 5 Talk with your whole class about the things that are different and the things that are the same.

## Our villages and settlements

We live in settlements or villages. Our settlement or village is made up of a group of people living together. This can be made up of many different groups. All groups are made up of families. The family members can join groups like youth groups, church groups, women's groups, men's groups, singing groups or sports groups.

### Family groups

Families are always related to each other. These families make up a **clan**. Extended families are part of the clan. The clan then makes up a **tribe**. For example, there are three families living in Vatu village. They are close relatives. They may speak the same language. They form a clan. Then some of them married other family members from other villages. This is called extended families. The three families and the extended families form a tribe. A tribe has the same custom stories, songs and beliefs.





## Activity 11

- 1 Talk to your family and ask them to help you to show your family, clan and tribe.
- 2 Draw pictures and write words in your language in your exercise book to show your family.
- 3 Draw pictures and write words in your language in your exercise book to show your clan.
- 4 Draw pictures and write words in your language in your exercise book to show your tribe.

### Malaita Province

This is Malaita Province. Its provincial capital is Auki. This is where you can find the big shops and offices. Malaita is not far from Guadalcanal. If you go by boat from Honiara, you may be in Auki in four or five hours. Malaita is a long island with a smaller island in the south. It is called Maramasike, which means “little Mala”. Malaita has many more people than other islands of Solomon Islands. Some people of Malaita can build boats. Some of the boats are used to transport cargo and passengers to and from our islands.





## Activity 12

Copy the map of Malaita Island into your exercise book and draw the following pictures.

- 1 Draw a man on Maramasike.
- 2 Draw some mountains on your map.
- 3 Draw a fish in the sea near Auki.
- 4 Draw a plane at Afutara.
- 5 Draw a house at Malu'u.
- 6 Draw three birds flying on the east side of Malaita.
- 7 Draw a man in a canoe north of Malaita.

## Guadalcanal Province



Guadalcanal province has many high mountains. The highest mountain is Mount Popomanaseu. There are

many rivers flowing to the sea. Balasuna River is very long. Lunga River is wide and long too. There are lakes and waterfalls.

Most Guadalcanal people live in villages near the sea and along the rivers. There are villages in the bush too. There is flat land east of Honiara. It is called the Guadalcanal Plain. A plain is a big piece of flat land. Oil palms are grown on Guadalcanal Plain. The capital of Solomon Islands, Honiara, is on Guadalcanal Island.



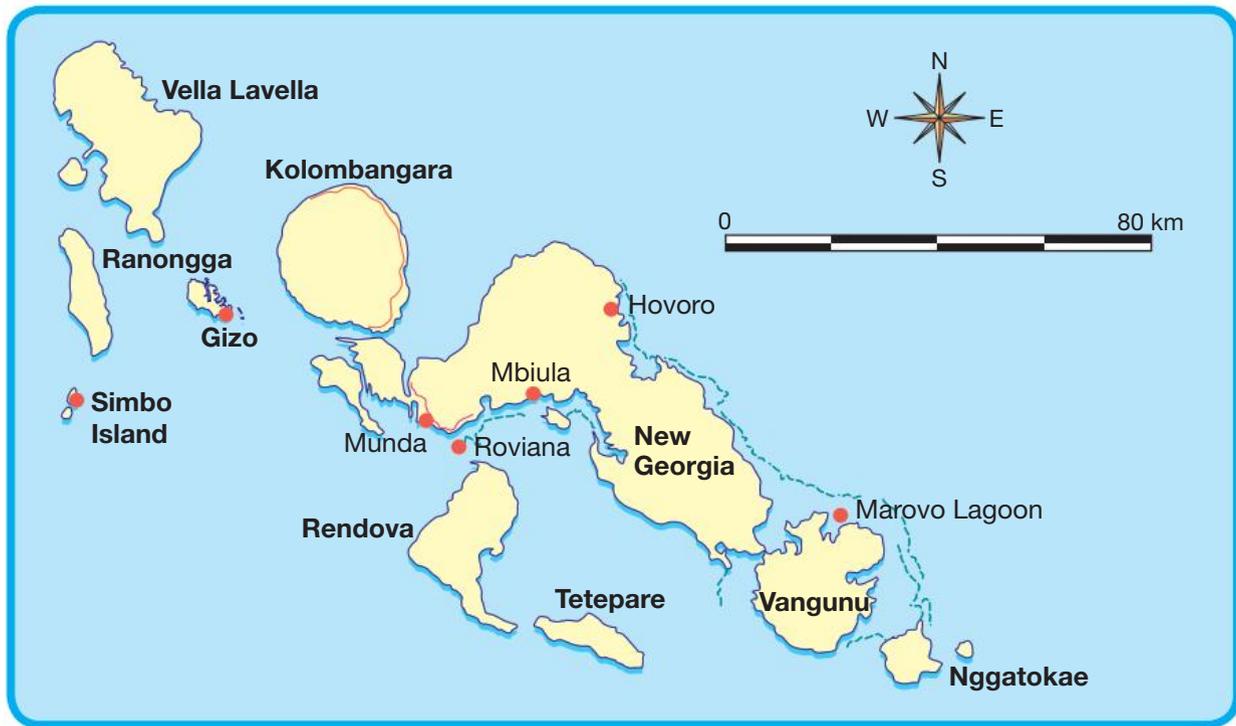
### Activity 13

Copy the map of Guadalcanal Province into your exercise book and draw the following pictures.

- 1 Draw five oil palm trees on the plains east of Honiara between Ngalimbiu and Balasuna rivers.
- 2 Draw three houses at Ruavatu.
- 3 Draw a fish near Marau Sound.
- 4 Draw two canoes near Wanderer Bay.
- 5 Draw four birds flying over Visale.
- 6 Draw a truck carrying bags of copra near Tenaru.



## Western Province



This is Western Province. The provincial centre of Western Province is Gizo. Can you find Gizo on the map? There are many big and small islands.

Marovo Lagoon is the longest lagoon in the world. Lagoons are shallow water between islands.

Long ago the men of Roviana made big canoes. In these canoes they travelled through the lagoon to other islands. They called these canoes “tomoko”. Today people from Western Province still make good strong canoes.



Kavachi volcano is close to Marovo Lagoon. It is a submarine volcano, which means it is under the sea. It erupts, or blows up, at least once a year, then rests until another year comes around. Simbo Island is a volcanic island. Its volcano erupted a long time ago.



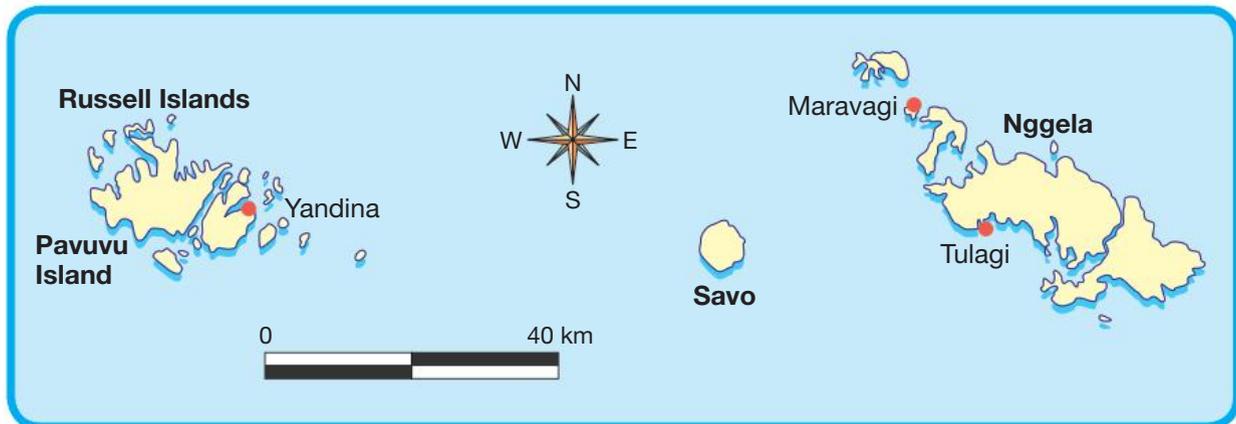
## Activity 14

Copy the map of Western Province into your exercise book and draw the following pictures.

- 1 Draw a tomoko canoe in the Marovo Lagoon.
- 2 Draw a volcano on Simbo Island.
- 3 Draw a ship carrying logs near Kolombangara Island.
- 4 Draw a bonito fish in the sea near Hovoro.
- 5 Draw an aeroplane on Munda.



## Central Province



Central Province is made up of Nggela, Savo and Russell Islands. Their provincial centre is Tulagi on Nggela Island. Nggela has two islands called *Nggela sule*, which means “Big Nggela”, and *Nggela pile*, which means “Small Nggela”. A passage separates the big and small Nggela. Some ships sailing to Malaita can go through the passage. During the Second World War, the Americans created the passage by dropping bombs there. Lots of caves were also dug by the Japanese soldiers during the Second World War to hide in or to store their guns.



Tulagi used to have a fish cannery. It produced cans of Solomon Taiyo. The fish cannery moved to a bigger place. Now the cannery is at Noro in Western Province.

Tulagi was bombed during the Second World War.

Savo is a volcanic island. The volcano erupted a long time ago but there are still hot streams and mud pools. There are lots of mega pond birds that lay eggs. The people of Savo eat the eggs or sell them for money.

Russell has many islands. There are lots of coconut trees on the islands. Long ago, there were cow farms and a factory producing beef meat. There was also a copra mill to produce oil from coconut.



An egg from a mega pond bird.

## Activity 15

Copy the map of Central Province into your exercise book and draw the following pictures.

- 1 Draw some cows near Yandina on Russell Islands.
- 2 Draw two ships along the passage separating big and small Nggela.
- 3 Draw five bonito fish in the sea near Tulagi.
- 4 Draw a volcano in the middle of Savo Island.
- 5 Draw some birds flying between Savo and Nggela.
- 6 Draw some coconut trees on Pavuvu Island.



## Isabel Province



This is Isabel Province. Its provincial capital is Buala. Santa Isabel is the longest island in Solomon Islands. It was the first island in Solomon Islands to be found and named by the Spanish explorer Álvaro de Mendaña in 1568. Santa Isabel was the name of Mendaña's wife.

### Muriel's story

My name is Muriel. I live in Santa Isabel. I have three brothers and two sisters. Our gardens are planted on hillsides. The soil is good so our food grows well. My brothers grow coffee plants. When the coffee beans are ready, they are collected and sold in Honiara. My father grows kava plant. The roots of the plant are used to produce a drink called kava. My mum, sisters and I grow peanuts. We usually collect enough peanuts for five bags and sell the bags in Honiara.



Kava plants



## Activity 16

In pairs, answer the questions in your exercise book.

- 1 Which direction is Tuarugu from Buala?
- 2 Name the crops that Muriel and her family grow to earn money.
- 3 What are the coffee beans made into?

### Makira Province

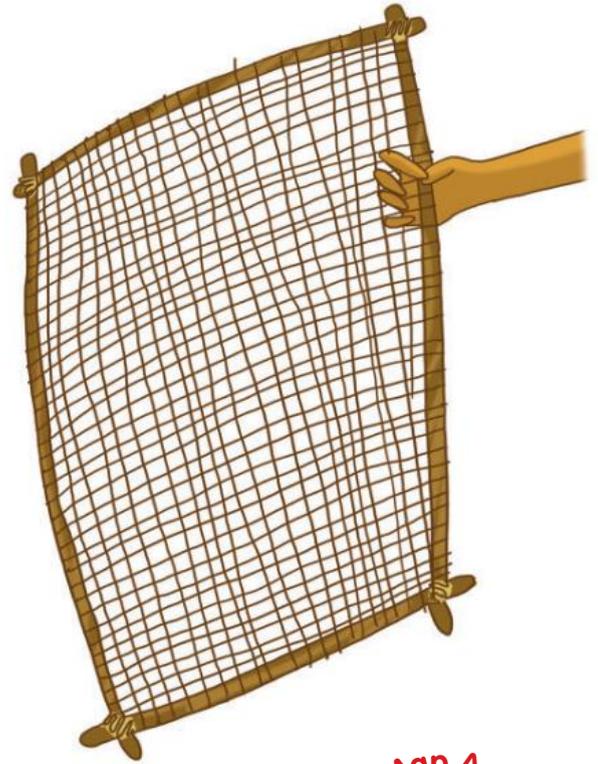
Makira Province is also called San Cristobal. Makira is east of Guadalcanal and south of Malaita. The people are Melanesians. Makira Province also includes Ulawa, Uki (Uki ni masi), Santa Ana, Santa Catalina and the Three Sisters Islands.



### Henry's story

My name is Henry. I live in Star Harbour. I want to tell you about fishing in South Makira. In our custom, fishing is done by men only. Women must not go fishing. They can get crabs and shellfish from the reefs.

There is one special kind of fishing in South Makira. First, the men go into the bush. They get string from the vine called *gabe*. They take off the bark. Then they roll the inside part till it is soft. They roll it together till it makes a long string. When it dries, it is very strong. The men make nets with the string. They sew it over a bamboo frame. Then they weave a net on the frame. The finished net is light enough for a man to hold in one hand. It is called a "*gupena*".



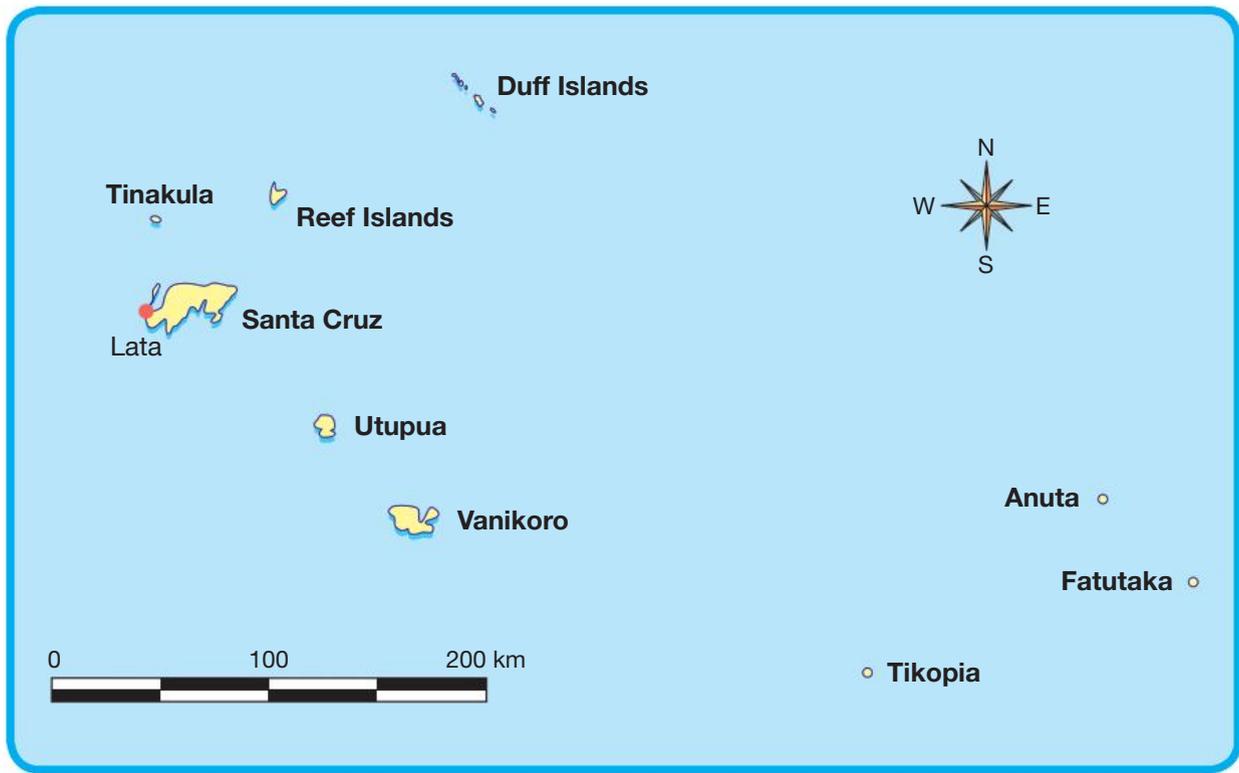
## Activity 17

Copy the map of Makira Province into your exercise book. Draw the following pictures and answer the questions.

- 1 Draw a sago palm leaf house on Ulawa Island.
- 2 Draw a ship between Uki and the Three Sisters Islands.
- 3 Draw three canoes south of Makira Island.
- 4 Draw three turtles swimming east of Makira Island.
- 5 Look at the picture of the special fishing net above. Where in Makira is it from?
- 6 Do you have a special way of fishing on your island? What do your people call it?



## Temotu Province



Temotu Province is also known as the Eastern Islands. Reef Islands are north of Santa Cruz. The people of Reef Islands are well known as brave people of the sea. They know where they are going by looking at the stars. Duff Islands are north-east of Santa Cruz. Vanikoro, Utupua, Tikopia and Anuta are south-east of Santa Cruz.



Tinakula volcano is north of Santa Cruz. It is active and it has clouds of smoke over the volcano every day. Sometimes it blows smoke high up into the sky.

Frigate birds are important to the people of Temotu Province. Frigate birds have strong wings. They can fly over the Pacific Ocean. People learn from them when it is going to be stormy, and when it will be fine. They paint pictures of the birds on their canoes, paddles and dancing sticks. They cut pieces of turtle shell to look like frigate birds. The frigate bird is the special sign of Temotu Province. Red feather money is the Temotu Province traditional form of money.



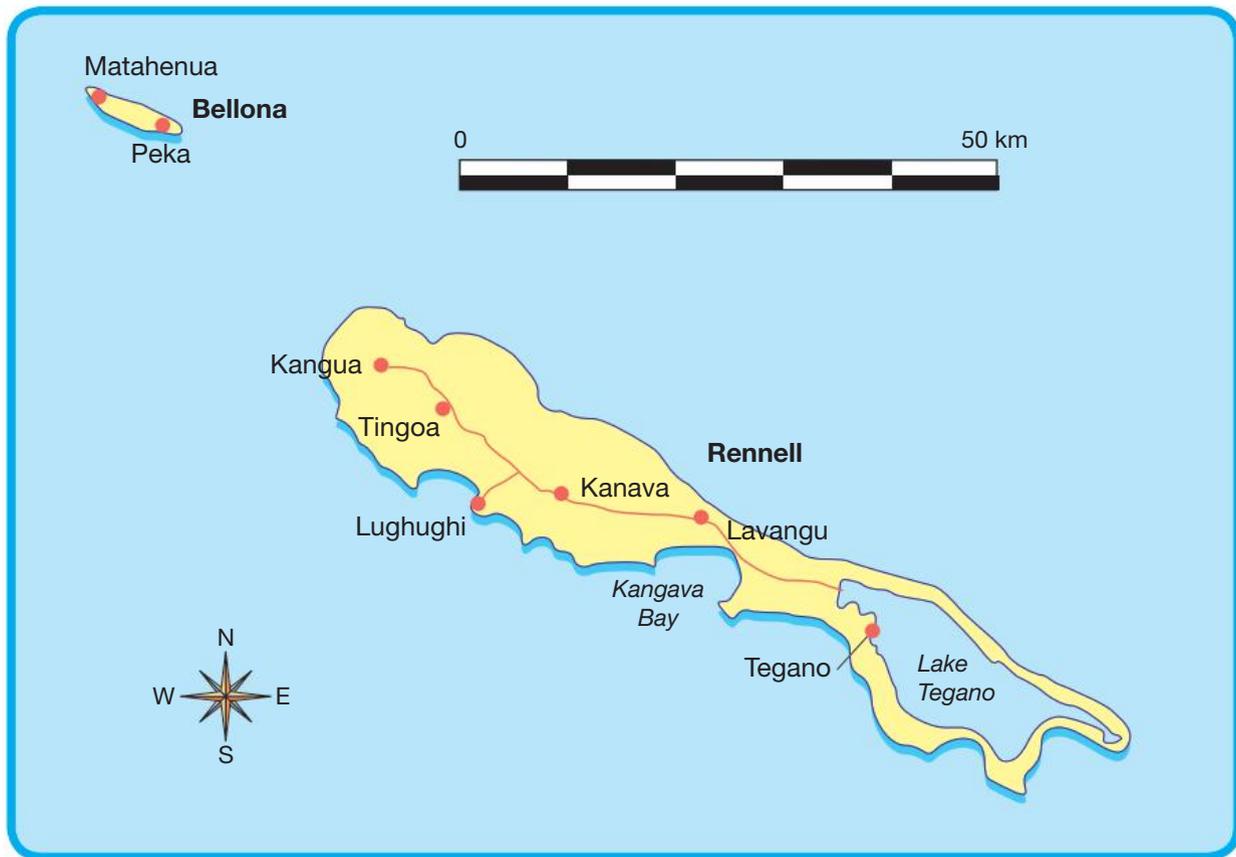
## Activity 18



Do this activity in pairs.

- 1** Collect a piece of thin flat timber or a hard cardboard box, for example, cartons from noodles, biscuits or tinned taiyo.
- 2** Draw and cut out the shape of a frigate bird.
- 3** Colour and display your frigate bird in class.

## RenBel Province



This is RenBel Province. Its provincial capital is Tegano. Rennell and Bellona are south of Guadalcanal Province. The custom names for Rennell and Bellona are Mugaba and Mungiki. There are no rivers on these islands but there are many ponds with water. In the middle of Bellona, there is a well that comes from a spring. In Rennell, there is a big lake called Tegano. Many birds and wild ducks live near the lake. There are lots of tilapia fish in it too.

People in other provinces use sago palm leaves to build their houses. But in RenBel the houses are built of pandanus leaves. The women make mats and baskets

from pandanus too. Our chiefs have special tattoos on their arms and legs. These tattoos are done with a sharp bone from the ibis bird.

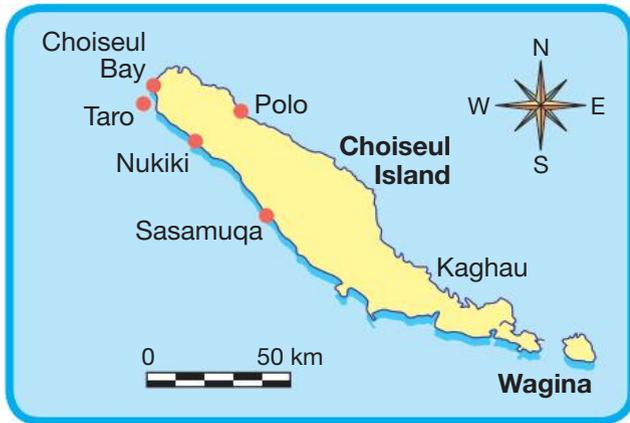
The canoes have an outrigger, so they are called outrigger canoes. They are different from dugout canoes, which are common in most parts of Solomon Islands.



## Activity 19

- 1 On a piece of paper, plan and draw your own tattoo. Your tattoo must stand for something special for you.
- 2 After you complete your tattoo, explain to the class what it stands for and what it means to you.





## Choiseul Province

This is Choiseul Province. It is also called Lauru. Its provincial capital is Taro. Taro is on a small island. Very soon the provincial capital on Taro will move to Choiseul Bay just opposite Taro Island. Choiseul Province is one of the nine provinces of the Solomon Islands. It lies between the island of Bougainville and Santa Isabel.



## Activity 20

Copy the map of Choiseul Province into your exercise book. Draw the following pictures and answer the questions.

- 1 Draw a ship east of Choiseul.
- 2 Draw five taro west of Polo village.
- 3 Draw an aeroplane near Taro.
- 4 Draw a waterfall near Nukiki.
- 5 Draw five mountains on Choiseul Island.
- 6 Write two sentences about Choiseul Province.



# Nature affects how we live

We build houses in many different places.



Over the water



On hillsides



In valleys



Beside roads



Near mangroves



On the beach

## Activity 21

- 1 In groups of four, study the pictures and guess why you think people build their houses in these places.
- 2 Choose one person to write down your reasons, then present your ideas to the class



## People and their surroundings

People have learnt how to live with their environment.  
The environment can be very useful to people.



Spearfishing



The coast



The forest



Pig farm



Beef farm



Chicken farm

## Activity 22



- 1 Find out from your village or settlement what things people use from their surroundings to help them live.
- 2 Draw pictures of three things and write them in your language.

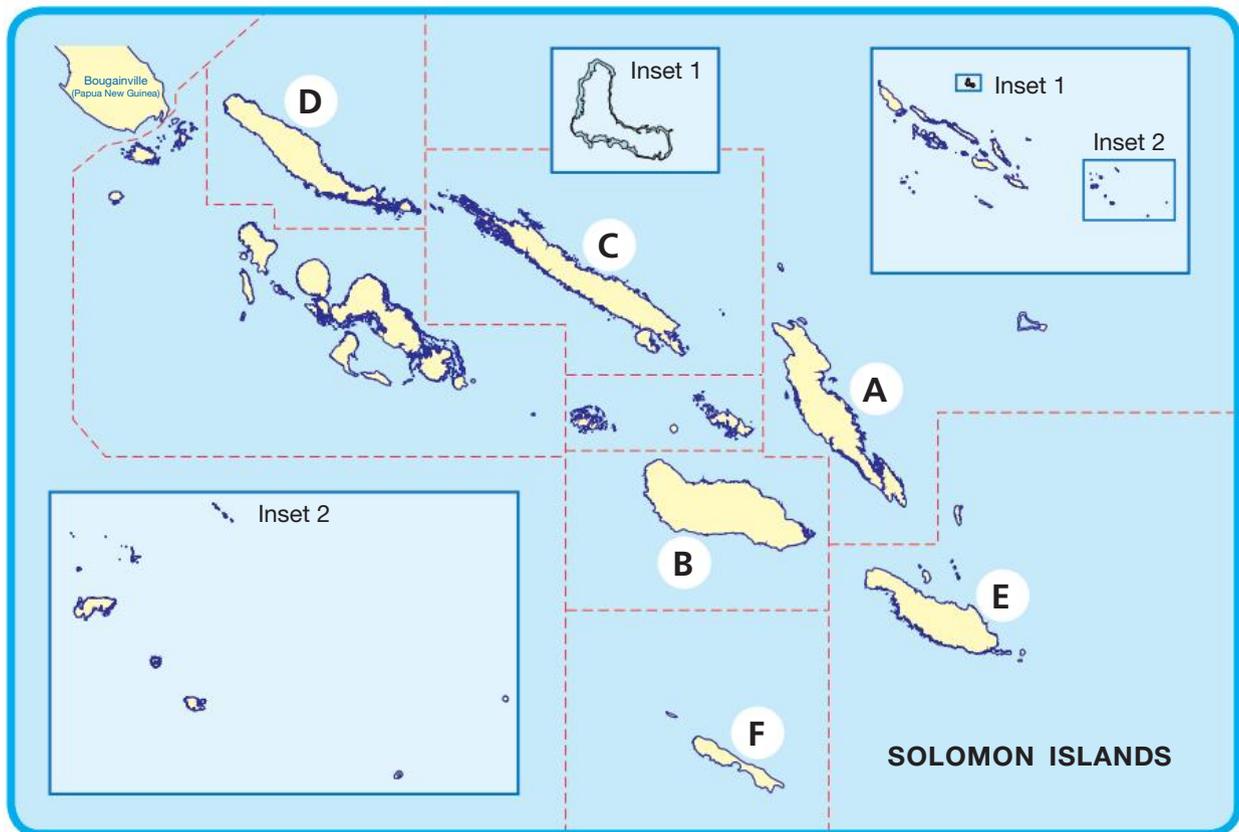
## Activity 23



- 1 In groups of four, share your ideas from Activity 22.
- 2 Talk about the things you found that are different and similar.
- 3 Ask one person to write down your findings then share them with the class.

## Assessment activity

- 1 Copy this map of Solomon Islands into your exercise book.
- 2 Write the names of the islands that are marked with letters A, B, C, D, E and F.
- 3 Show the directions north, south, east and west.



# Chapter 3



## Weather and seasons

In this chapter you will:

- learn about weather
- name the weather seasons
- learn about the three types of clouds
- describe what happens on rainy, sunny, cloudy and windy days
- show how types of weather affect people and their places (for example, flooding on the road)
- use simple symbols to show weather and simple tools to measure and record rainfall and temperature (for example, a simple rain gauge or a thermometer).

## Weather

**Weather** is made up of sunshine, wind, rain and snow. It is all around us and it affects our lives. When it is hot and sunny, we wear light clothes to keep cool. But if it is cold and wet, we wear warm clothes. The **climate** we have in Solomon Islands is **tropical**. It is warm or hot. In Solomon Islands, it is hotter near the sea shore and cooler in the mountains.



Light clothes



Warm clothes

## Activity 1

- 1 Look at the word “weather”.
- 2 How do you know about this word?
- 3 Tell the teacher and the whole class what you know about this word in your language. For example, wind, rain.
- 4 Draw three pictures which show what weather is all about.
- 5 Write one sentence in English and one in your language under each drawing.

For example:

The wind is blowing.

*Win hem blou.*

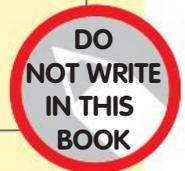




## Activity 2

In groups of four, discuss and list the activities that your family can do in the different weather and times listed below. An example is done for you.

Type of weather	Activities
Sunny day	Go for a picnic
Rainy day	
Rainy night	
Windy day	
Cloudy day	
Moonlight at night	



## Weather seasons

We have two seasons in Solomon Islands. The wet season is from November to April. It is always raining during these months. During these wet months, cyclones can happen. Some places have flooding that can spoil gardens and homes.

The other months of the year are known as the dry season. This happens when it is sunny and dusty most days. The dry season is in the months May to October. During the dry season, some people do not have enough food. Their food gardens dry up and die because there is no rain. Streams can dry up too.



Cocoa plants are flooded in the wet season.



In the dry season, there is less fresh water.

## Types of weather



Rain



Windy and stormy



Windy and sunny



Calm and sunny



Lightning and thunder



High clouds and sunny

### Activity 3

- 1 In groups of four, talk about the pictures above.
- 2 Draw pictures in your exercise book and write how each weather type can affect our places and us.



### The clouds

There are different types of clouds. Each type of cloud has a name. Most clouds are named by their shape. When we see big dark clouds in the sky we know that it is going to rain. If we see clear sky with faraway clouds, we know that it is going to be sunny. The clouds can help to tell us the type of weather each day.

The names of the three clouds we can find in the sky are in the table below.

Name of cloud		Meaning
1 Nimbus		Dark, big clouds
2 Cumulus (pile or heap)		All white and piled up
3 Cirrus		Long thin curl of hair. These clouds are usually very high in the sky.

## Activity 4

- 1 In pairs, go outside your classroom. Look at the sky and see if you can find any of these clouds. Talk about their names and what they mean.
- 2 Draw one cloud that you can see.
- 3 Write its name in your exercise book.



## How weather affects us every day

We often check the weather before we choose our activities for the day.

### **Jerry and Joy's rainy day**

Jerry and Joy have two boys. One morning, they planned to work in their garden then go fishing in the evening. Jerry went outside and looked up at the sky. There were lots of clouds. The wind was blowing slowly. "A good day for gardening," thought Jerry to himself.



As they were about to leave their house, the rain started falling. The wind blew more strongly. "Let us wait until the rain stops," said Joy. They waited and waited but the rain and the wind did not stop. "No gardening today," shouted Jerry. "No playing soccer today," shouted the boys. They stayed home all day.



## Activity 5

Do the work below in your exercise book.

- 1 Draw Jerry and Joy's family in their house.
- 2 Draw the rain and wind.
- 3 Write a sentence about your picture in Pijin or your language.
- 4 Imagine that you are one of Jerry and Joy's children. Draw two things that you would do on a rainy day instead of staying in the house all day.

## Activity 6

In pairs, make a rain gauge to collect and record rainwater. Your teacher will help you and show you how to make it.

- 1 Ask an adult to cut the top off a clear plastic bottle with scissors.



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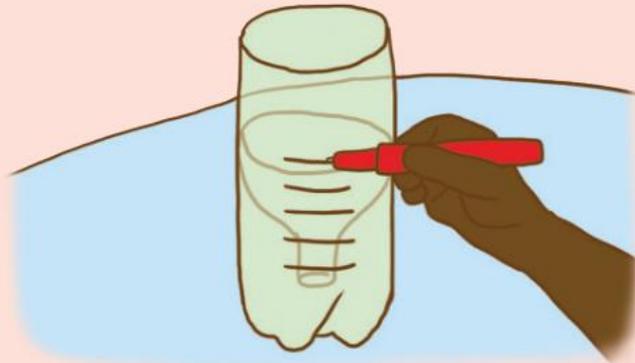


<< Continued from page 65

**2** Turn the top upside down to make a funnel and rest it inside the bottle. Close the two parts with sticky tape.



**3** Use a ruler to mark off about six centimetres on a thin strip of paper. Stick this scale on the side of the bottle or mark with a marker on the bottle.



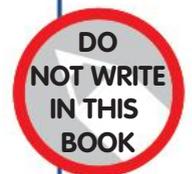
**4** Put your rain gauge outside in a heavy flowerpot or anything heavy that you find. This will help to keep it upright. You can check the amount of rain that falls every day or once a week.

**5** Now make your own rainfall chart. Remember to empty the gauge after you have taken your reading.

## Assessment activity

Study the table below. Copy it into your exercise book.  
Write three things that can happen for each type of weather.

Weather condition	Weather effects
<b>1 Raining</b>	1  2  3
<b>2 Sunny</b>	1  2  3
<b>3 Windy</b>	1  2  3



# Chapter 4



## Our cultural heritage: important people, places and things

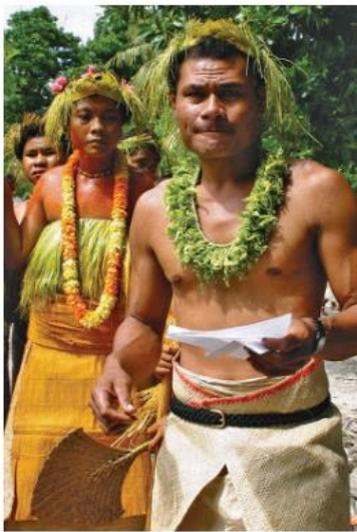
In this chapter you will:

- learn about some important people, places and things in the villages/settlements and in Solomon Islands
- show what people do in their daily lives in the villages/settlements and in Solomon Islands
- find out how people may change the way they do things
- say how people pass on things they know from time to time, for example, language, arts, music
- learn about three important things that make us special as Solomon Islanders.

# Important people

## In the village/settlement

There are important people in our villages and settlements in Solomon Islands. They are important because they have important jobs to do to help the people in the villages or settlements.



A chief



A village organiser



Police officers

## Activity 1

In groups of four, talk about the three important people that you can see in the photographs above.

- 1 Do you have a chief in your village or settlement? What is the work of the chief in your village or settlement?

Continued >>



<< Continued from page 69

- 2 Do you have a custom doctor in your village?  
What does he or she use to cure sicknesses?
- 3 Do you have a village organiser? What does he or she do?
- 4 Do you have a church pastor in your village or community? What does he or she do?

### In the country

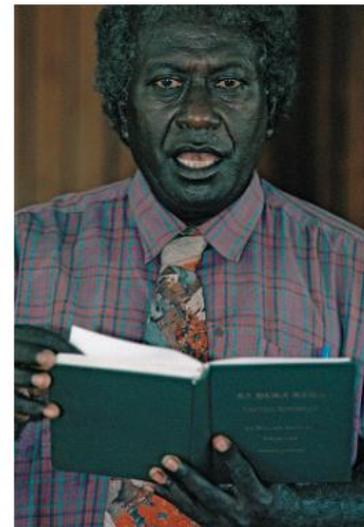
There are important people in the villages such as elders. You have met some of them. There are also important people that you can find all around our country. These people have different jobs to do, for example, teachers, doctors, nurses, bus drivers and ministers.



A teacher



A nurse



A minister



## Activity 2

In groups of four, look at the photographs on page 70 and talk about them.

- 1 What was the name of your teacher in Class 2?
- 2 Why is a teacher an important person in the country?
- 3 When you grow up, do you want to become a teacher? Why or why not?
- 4 What is the work of a nurse?
- 5 Can you name the things that nurses use in a clinic or hospital?
- 6 What church do you belong to?
- 7 What is the work of the church minister or pastor?

## Important places

Some places are important to us or our village. Other places are important to all the people in our country.



## Activity 3

- 1 Working on your own, draw in your exercise book three pictures of places that people in your village or settlement like to visit.
- 2 Show your pictures to the person sitting next to you. Explain to him or her what those pictures are.

## A special place to remember people

In some countries, special places are built to remember people who have done good things for the country and have died. These special places are called **memorial sites**. In Honiara, there is a war memorial site to remember those who died during the Second World War in Solomon Islands.



### Activity 4

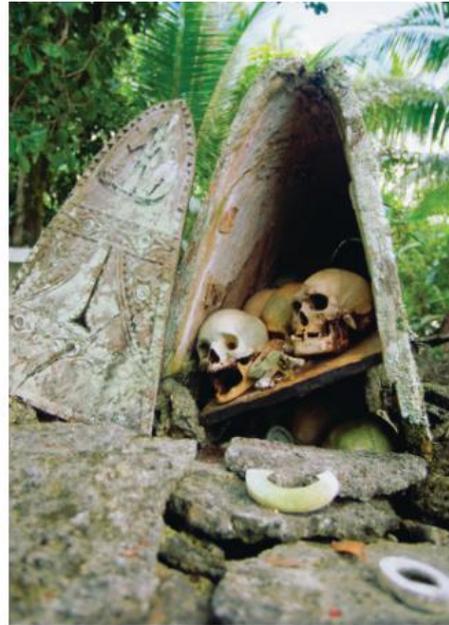
In groups of three, look carefully at the photograph above and answer the following questions.

- 1 List the things you can see in the photograph.
- 2 Why is it important to build a memorial site like the one in the photograph?
- 3 Are there memorial sites where you live?
- 4 If you wanted to build a memorial in a special place, what would you build? Say why you think it is important to build it.



## A taboo place

There are special places that people can make. In Solomon Islands, some of these special places are called “taboo” places. If a place is taboo, not everybody can go and visit it. Only special people such as a custom priest and a village chief can go and visit taboo places. Women and girls are not allowed to go to those places.



### Activity 5

In groups of three, look carefully at the photograph above and talk about it.

- 1 What can you see in the photograph?
- 2 What is a taboo place?
- 3 Why is a taboo place important?
- 4 If you have seen a taboo place, tell the members of your group what it looked like. What could you see? Where was it built: on a hill or a flat place? How did you get there? Did someone take you to that place? How did you feel? Were you frightened?



## Places not made by people

Some special places are not made by people. They are made by nature.

A



B



## Activity 6

Look at photographs A and B on page 74 and answer the questions.

### Photograph A

- 1 Where in the Solomon Islands is Lake Tengano?
- 2 What do you think lives in the lake?
- 3 Why do you think there is water in it?
- 4 If it was not made by people, how do you think it was made?

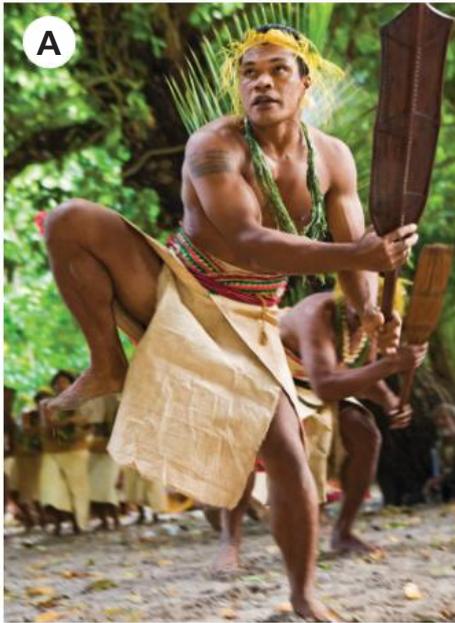
### Photograph B

- 5 What can you see in the photograph?
- 6 What is it made of?
- 7 How do you think it was made?
- 8 Would you like to live on it? Why?
- 9 Make a list of other things that are not made by people that you can see in your village or community.

Now you have seen two things that were not made by people but by nature. Many other things are made by nature too. Can you think of some?

## Our culture

Some activities in Solomon Islands are an important part of our history.



## Activity 7

In groups of three, talk about what is happening in the photographs on page 75. The questions below may help you to talk about them.

### Photograph A

- 1 What do you think the dance is about?
- 2 Which island do you think the dance belongs to?
- 3 What things do the people use to decorate themselves?
- 4 Tell each other about the dance that you can do. Who taught you that dance? What is it about?
- 5 Do you know any dance that most people in Solomon Islands dance?

### Photograph B

- 6 What is the man doing?
- 7 Do you think it is easy to do this?
- 8 Name and list the things that you would need to do carving.

### Photograph C

- 9 What is the woman in the photograph doing?
- 10 Name the things that she is using.
- 11 Can anybody in your family weave something like what is shown in the photograph? What can he or she weave?

## Important things

There are things in your village or settlement that people think are important.

### Activity 8



In groups of three, discuss and answer the following questions.

- 1 Discuss and make a list of some important things that you have in your village or settlement.
- 2 Why do you think they are important?
- 3 Choose somebody to share with the class what you have written.

Some things make us special as Solomon Islanders. We are the only ones who have these things. The photographs show three things that make us special.



Canoe



Pipe flute



Feather money

## Activity 9

Answer these questions in pairs.

- 1 Why do the Temotu people use feather money?
- 2 If you have seen any custom money, draw it in your exercise book.
- 3 Draw any local musical tool that the Isabel people play.
- 4 Draw and write the name of any musical tool that you know in your own language.
- 5 Have you seen a local wedding in your village or settlement? If you have, list the things that people do for the wedding.

One of the most important things that makes us so special is our national flag.

## Activity 10

- 1 How many colours can you find in the national flag?
- 2 What do the colours stand for?
- 3 Draw the national flag in your exercise book and colour it correctly.



## Special things I like to have

As a boy or girl, there are special things that you may want to have at home. What are some special things you would like to have?



### Activity 11

- 1 In your exercise book, draw four special things that you would like to have.
- 2 Why would you like to have them?
- 3 Talk about your answers with the person sitting next to you.

## Things I like to do

As a boy or girl, there are things that you may like to do. What are some things that you would like to do?



### Activity 12

- 1 In groups of three, talk about some of the things that you would like to do when you go home after school.
- 2 Take turns to tell the others.
- 3 List them and present them to the class.

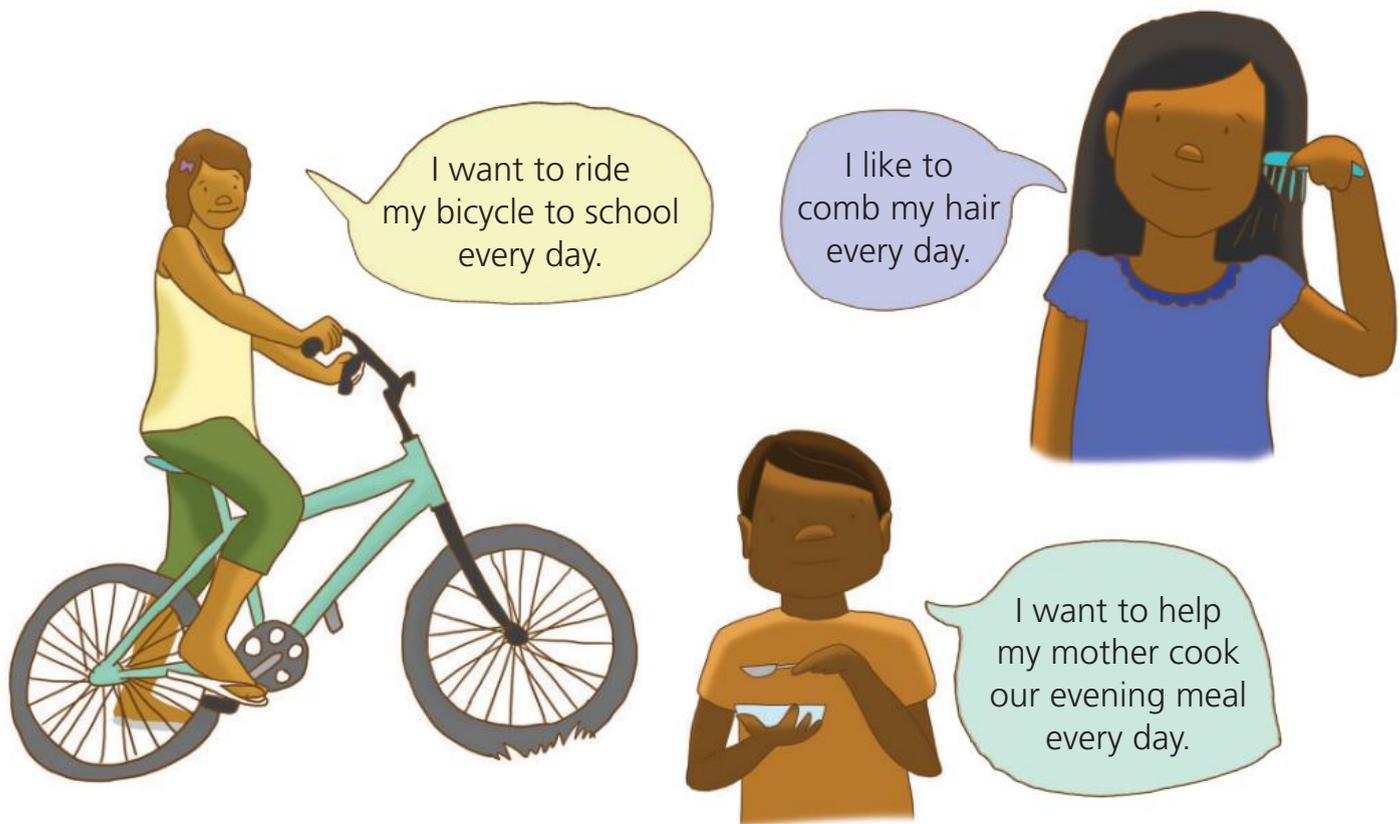
## Activity 13

When you grow up and leave school, you will want to do many things.

- 1 What do you want to do when you grow up and leave school?
- 2 When you have answered Question 1, go around the class and tell the others what you want to do when you leave school.

### Daily activities

There may be things that you want to do every day. Read what Jane, Phyllis and Mark want to do every day. They are Year 3 pupils in a primary school.



I want to ride my bicycle to school every day.

I like to comb my hair every day.

I want to help my mother cook our evening meal every day.



## Activity 14

Answer the questions in groups of four. Choose a group member to tell the class what you have discussed.

- 1 Why do you think Jane wants to ride her bicycle to school every day?
- 2 What makes Phyllis want to comb her hair?
- 3 Why do you think Mark wants to help his mother cook the evening meal?
- 4 List two things that you would like to do.

These illustrations show you some of the things that people do every day.



## Activity 15

Look at the illustrations on page 82 on your own and answer the questions.

- 1 Where do you think the man is going?
- 2 What is he carrying?
- 3 Who is washing the clothes in the second picture?
- 4 Why is it important to wash our clothes?
- 5 Where do you get water to do your washing?
- 6 What is the boy doing in the third picture?
- 7 Why do you have to eat every day?
- 8 Draw three types of food that you like to eat every day.

## Activity 16

Do this activity at home after school.

- 1 Draw two pictures of what you do every day.
- 2 Draw two things that your mother does every day.
- 3 Draw two things that your father does every day.
- 4 Ask your uncle where he goes daily.
- 5 Ask your aunty where she goes daily.



## Activity 17

In groups of three, discuss the questions below.  
Be ready to tell the class your ideas.

- 1 What are some of the things that all Solomon Islanders do daily?
- 2 Write them down in your exercise book.

### Doing things differently



Some people today do things in different ways, not like in the past. The new ways make it easier for them to do what they want.

## Activity 18



Get into groups of three and answer the questions below. When you have finished, go around the class and share your work.

- 1** Why do you think the fish are being cooked on a hot barbecue plate?
- 2** How would the fish have been cooked in the past?
- 3** Draw a man cutting down a tree with an axe.
- 4** Do you have a chainsaw at home? What do you use it for?
- 5** What do you think the woman in the photo is sewing?

## Assessment activity

Do this activity by yourself in your exercise book.

- 1 Draw two important people in your village or settlement. One is a man and one is a woman. Say what they do.
- 2 Draw a police officer. What is his job?
- 3 Write the name of an important place in your village or settlement. Why is it important?
- 4 Copy the table below into your exercise book. Read the table with the person sitting next to you.
- 5 Discuss how these important things can be passed on. Write your answers in the column 'Ways in which it can be passed on'.

Important thing	Ways in which it can be passed on
1 language	
2 dance	
3 shell money making	
4 making a carving	

DO  
NOT WRITE  
IN THIS  
BOOK

# Chapter 5



## Village or settlement elders

In this chapter you will:

- find out about village or settlement elders
- learn how people become village or settlement elders
- show some things that elders usually do
- name the good things about an elder
- compare the things that a village or settlement elder does.

## The role of an elder

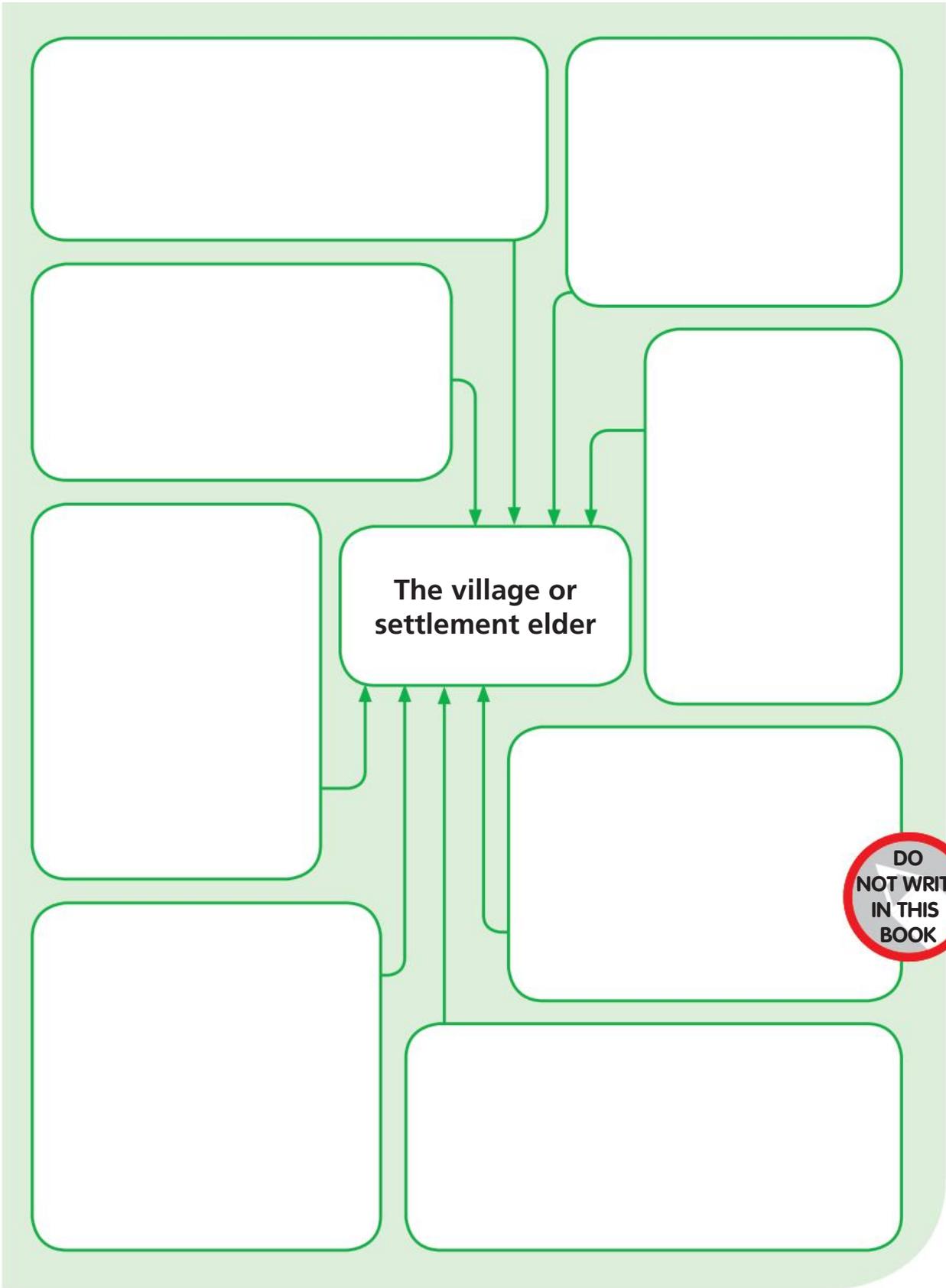
Elders are people who are respected leaders.



### Activity 1



- 1 Think of a village or settlement elder. Talk about what you think a village or settlement elder does.
- 2 In your exercise book, copy the diagram on page 89.
- 3 In the boxes, draw pictures and write words in Pijin or your language to show what the village or settlement elders do.
- 4 Look at the pictures above and draw a few things in your exercise book that you can see in the village and settlement.





## Activity 2

- 1 Copy the sentences below into your exercise book.
- 2 Use the illustrations to help you complete the sentences.



Sally



Melinda



Lebu



pastor



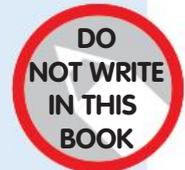
parents



principal



Ray



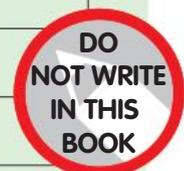
- a \_\_\_\_\_ is a village or settlement elder.
- b A \_\_\_\_\_ is a school leader.
- c A \_\_\_\_\_ is a church leader.
- d \_\_\_\_\_ are leaders in the family.
- e \_\_\_\_\_ is a youth leader.
- f \_\_\_\_\_ is a Girl Guides leader.
- g \_\_\_\_\_ is a sports team captain.

## Activity 3



- 1 Copy the table below into your exercise book.
- 2 Write the names of people in your own village or settlement to complete the table.

Name of a leader	Position of a leader
	Village or settlement elder
	Pastor or priest
	Youth leader
	Principal or head teacher
	Nurse
	Provincial member
	Member of parliament





## Activity 4

- 1 On a large sheet of paper make a chart and draw pictures of the leaders that you know about in your village or settlement.
- 2 Write two sentences on what they do in the village/settlement.
- 3 Display your chart for others to see and read.

### How do people become elders?



People have good and bad points. The good points can help them to be good and useful members of a group. To be a strong and fair village or settlement elder, a person must have certain good points, such as making wise decisions, being respected and showing care and concern for the people in the village.

## Activity 5

- 1 Talk with a partner and say how you think village or settlement elders are chosen.
- 2 Show using drama or role-play how a village elder might be chosen. Watch and listen to what other learners say about choosing elders.
- 3 Discuss with the teacher and the class what you know about an elder.

A person can become a village elder if he or she can organise the things shown in the pictures below.



## The work of an elder

Village or settlement elders must be able to do different types of work so that they can show others what to do and make sure that the village or settlement has enough food, shelter, water and money.



Cocoa trees



Coconut plantation



Building a house



A pig farm



A water tank for the village



Growing vegetables



## Activity 6

- 1 Look at the pictures on page 94 and talk with a partner about what the pictures have to do with village or settlement elders.
- 2 Write one or two questions beginning with *what*, *how*, *why*, *who*, *where* and *how* about each picture.  
For example: *How* can an elder help in planting a garden?
- 3 Ask other learners to answer the questions.



## Activity 7

Talk about the answers in Activity 6 with your friend sitting next to you.





## Activity 8

Your teacher will ask an elder or leader to visit your class to talk about being a leader.

### Before the visit

- 1 Write some questions beginning with *what*, *why*, *where*, *who*, *how* and *when* that you can ask the leader or elder.
- 2 Make a plan for how you will welcome and thank your visitor.

### During the visit

- 3 Listen to what the elder or leader has to say in answer to your questions.

### After the visit

- 4 Talk about the visit with your class.



## Activity 9

Your teacher will help you to get into groups and answer the question below.

- 1 If you become an elder, what will you do?
- 2 List the things on paper and choose someone to read out what your group has decided their elder will do.

## Activity 10



### Role-play

- 1 Get into groups of four.
- 2 Make a role-play about something that happened in the village or settlement.
- 3 Show how an elder helped the people.

## Good things about an elder

### Activity 11

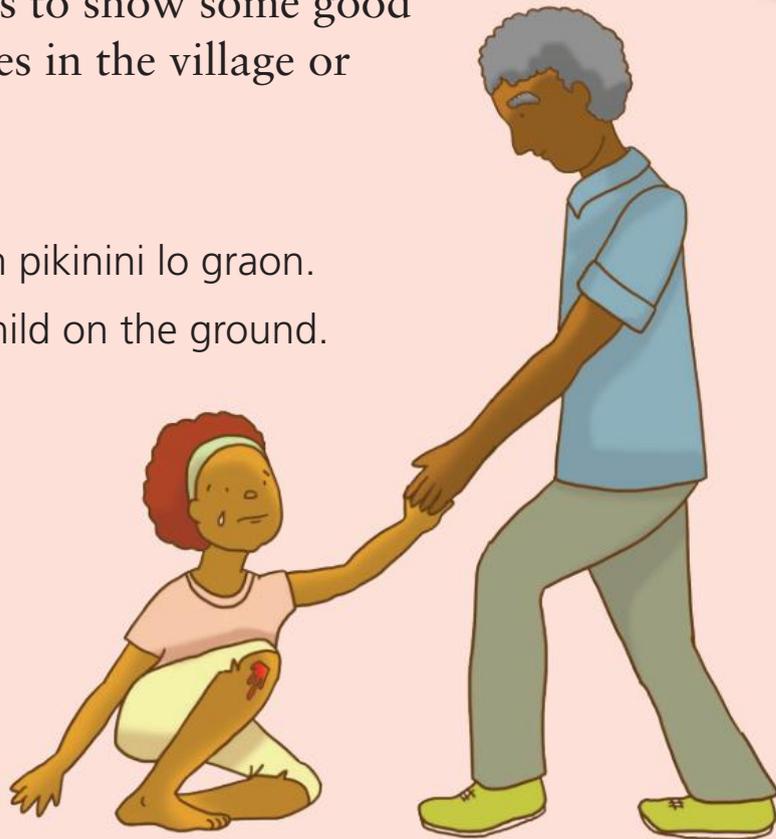


Draw four pictures to show some good things an elder does in the village or settlement.

Example:

Big fala man helpem pikinini lo graon.

An elder helped a child on the ground.





## Activity 12

- 1 Ask your family at home what they think a good village or settlement elder needs to do.
- 2 Make a list of words (in Pijin or in your own language) to describe an elder.
- 3 Talk about whether leaders can be women or men or either.
- 4 Tell your group what you have found out.

### What is the same and different?

Elders are in many villages and settlements. Even though they are in different places, some of their work is the same. Sometimes the work they do in each place is different.



## Activity 13

If you have a camera, take some photos of the elders in your village or settlement.

If there's no camera, just draw pictures of your village or settlement elders.



## Activity 14

- 1 In pairs, look at the photographs of the village or settlement elders on page 91.
- 2 Say what things are different and what things are the same about the elders.
- 3 Talk about men and women leaders. Find some examples.



## Activity 15

- 1 Collect pictures of well-known people in Solomon Islands and in other countries. Look at the names of the people below and try to find pictures of them.

Name	Position	Country
Gordon Darcy Lilo	Prime Minister	Solomon Islands
Barack Obama	President	United States of America
Julia Gillard	Prime Minister	Australia

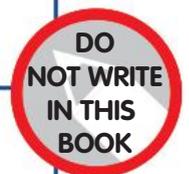
- 2 Paste the pictures on a chart and display it on the wall.
- 3 Discuss with the class what these leaders are doing that makes them well-known around the world.

## Assessment activity

- 1 Copy the table into your exercise book.
- 2 In the “Activity” column, write three things that an elder or leader does either in the village or settlement.

An example has been done for you.

Type of leader	Activity
Chief	Settle dispute or argument
Youth leader	
Girl Guides leader	
Village organiser	
Church elder	
Sports captain	
Parents	
Pastor/Priest	
School principal/Head teacher	
Nurse at the health clinic	
President of National Council of Women	



# Chapter 6



## Using things from the land and the sea

In this chapter you will:

- name some useful things from the land and the sea
- give examples of the things that we can use again and the things we cannot use again
- show how people can earn money from the land and the sea
- show how people can earn money from working.

## Using our land and the sea



In Solomon Islands, we use many things from the land and the sea.

### Activity 1

- 1 Talk about the picture above with a partner.
- 2 In your language, Pijin or English, name some things in the sea and the land that you know about.
- 3 Talk about the word “useful”. Find words in Pijin and other languages that mean the same as “useful”.
- 4 In your exercise book, draw any useful things that you can see in the sea and on the land.
- 5 Talk about your pictures with your partner, and say why you think the things you drew are useful.

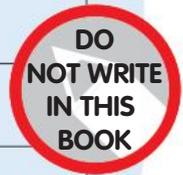


## Activity 2

- 1 Copy the table below.
- 2 Write the words under their correct headings in the table.

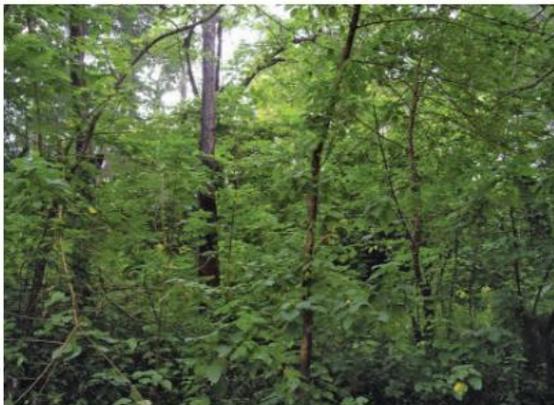
sand      trees      coral      fish      orchid  
 palms      ferns      shells      seaweed      rocks

Useful things on the land	Useful things in the sea
1	1
2	2
3	3
4	4
5	5



### Useful things from the land

Look at the pictures of forests below. We can eat many things from the forest and we can sell these things to get money.



Below are a few things that can be seen and found in the forest.



Centipede



Spider



Flowering plant



Lorikeet

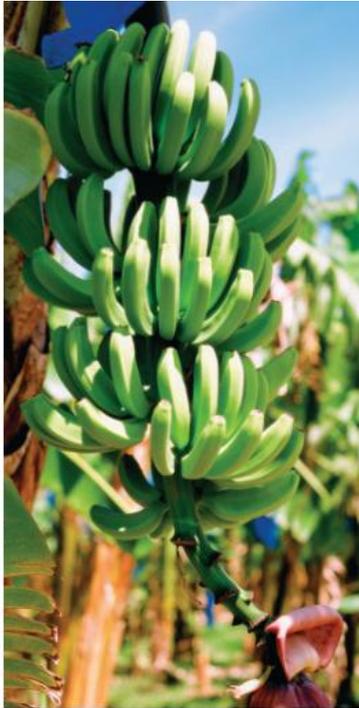


Snake



River frog

Many people in our islands get things that they need from the land. The land gives us food, building materials, clothes, tools and medicines.



Banana crop



Building materials



Bamboo tongs



Traditional skirts

We also use our land to grow crops to sell. Some crops are betel nuts and bananas.

### Activity 3

- 1 In groups of four, discuss and list things on the land that are useful. Do not use the things shown in the pictures.
- 2 Choose someone to present your group's list to the class.



Other useful things are grown together in large areas called plantations. Plantations might grow coconut, cocoa, oil palm, pineapple, melon or corn. When these plantations are ready, the owners sell the crops to get money or food for their families.

Look at the pictures below. They show more things that people look after or collect to get food and to sell.



Chickens



Ducks



Pigs



Crabs



Cow



Peanut plants

## Activity 4

- 1 In groups of four, go outside and collect some examples of useful things that you can see.
- 2 Bring them to class.
- 3 Show your group's collection by displaying them to the whole class.
- 4 Explain to the class what they are and their uses.



## Activity 5

Your teacher will take you on a visit to a forest or another place nearby.

- 1 Take a paper and a pencil with you.
- 2 Draw the useful things that you can see.

### Useful things from the river

We use many things from the river. There are fish, prawns, crabs, eel fish and shells to eat. Some of these things can be sold for money. Some people use the river for swimming, or for washing clothes, plates and pots, and cars. River stones are used to build roads and also to make ground ovens or “*motu*”.



## Useful things from the sea

The sea is another place where many useful things live. Some of these things are fish, seaweed, clam shells, whales, dolphins, turtles and sharks.



Fish



Seaweed



Clam shell



Sea prawn



Whales



Dolphins



Shark



Turtle



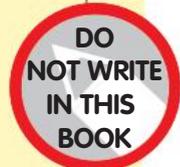
Coral

## Activity 6

Work in groups of four.

- 1 Talk about the things that you can find in the sea.
- 2 Write the names of some things from the sea in Pijin and in your language.
- 3 Copy the table below into your exercise book. Draw the things that you can eat or sell and the things that you cannot eat but you can sell.

Things in the sea	Eaten for food or sold for money	Only for sale



Some things in the sea cannot be eaten, but they can be used for other things. For example, coral can be burnt for lime. Lime is used for chewing betel nut or medicine.



### Useful things on my islands

Meet Vinia and Dick. One day they sat under a mango tree and they talked about the useful things they have on their home island.

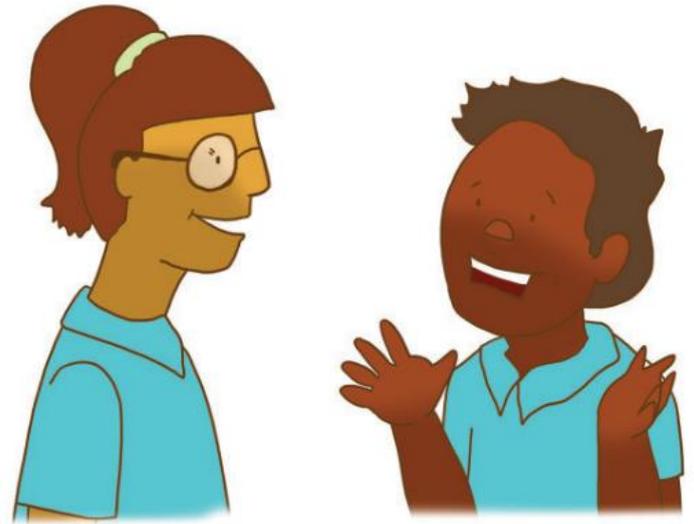
Read what they said to each other.

**Vinia:** Hi, I come from an island that has a lot of useful things.

**Dick:** What do you mean by "useful things"?

**Vinia:** Anything useful to people, that they can use.

**Dick:** Okay, can you give me some examples of those things?



**Vinia:** The things that are useful are trees, fish, sand, fruits, birds, shells and so on.

**Dick:** Tell me, in what ways are birds and sand useful?

**Vinia:** Well, the birds sing beautiful songs and they also carry seeds so plants will grow in other places. The sand can be used for building.

**Dick:** That is good. I also have many things on my island.

**Vinia:** Do you have things that can be used again? Because some things can be used again and others cannot.

**Dick:** You mean some things can be recycled while others cannot?

**Vinia:** Yes, that is correct.

**Dick:** I think a coconut can be used again: I can drink the coconut juice, eat the meat inside it, then use it to grow a plant.

**Vinia:** And we can eat the animal in a shell, and then make a necklace from the shells.

## Activity 7

- 1 Your teacher will put you into two big groups. One group will read what Vinia is saying and the other group will read what Dick is saying.
- 2 Talk to a partner in Pijin or your language about the ways that you can use things again, for example, plastic bags and tin cans.

### Things people can use again





## Activity 8

Start this activity in pairs, then talk to the whole class.

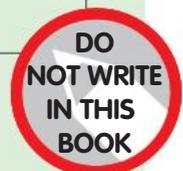
- 1 In pairs, ask each other questions beginning with *how*, *what*, *why*, *who*, *where* and *when* about the pictures on page 111.
- 2 What other things can be used again in a different way?
- 3 When you go home, ask questions about what things in your village or settlement can be used again.



## Activity 9

Do this activity with a partner. Draw three examples of things that can be used again.

Things that can be used again	
From the land	From the sea
1	1
2	2
3	3



## Things that cannot be used again

If we take too many fish from the sea they won't be replaced. Many things found both on the land and in the sea cannot be replaced. For example, when we take a mineral such as gold, copper or oil from the ground, that mineral cannot be made again. When it has been taken once it cannot be taken again.

### Activity 10



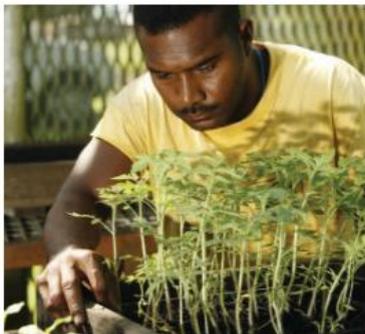
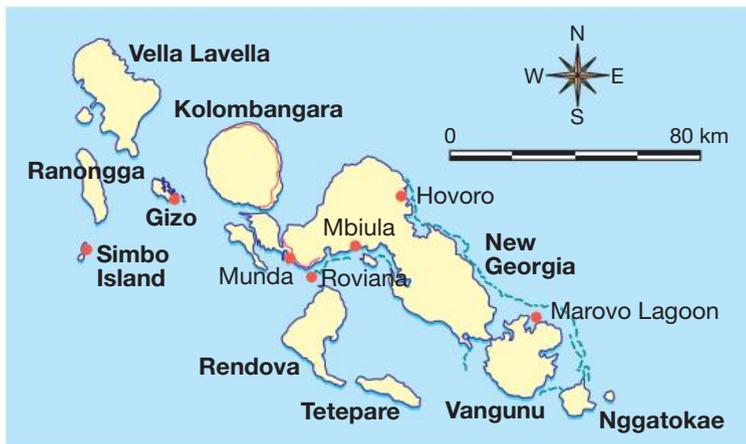
Talk over these questions with a partner before you write your answers in your exercise book.

- 1 What happens when we take all the minerals from a mine?
- 2 What happens when we log all the trees in the forest?
- 3 What happens when we take all the fish from the sea?



## Work that people do

Nusa Banga village is on an island in the Roviana Lagoon, Western Province. Four hundred people live on this island. There are many other islands near Nusa Banga. The people earn money and get their food from fishing, gardening, hunting, farming, carving, copra making, weaving and canoe making.

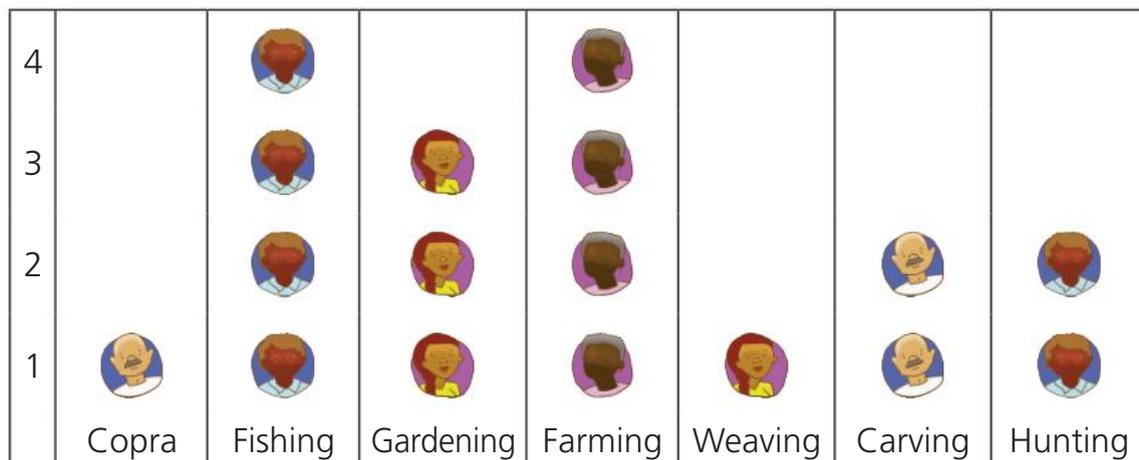


## Activity 11

- 1 Choose one activity from the list below, and make a group with others doing the same activity.
  - fishing
  - gardening
  - carving
  - weaving
- 2 In your group, talk about the things you use in your chosen activity that the Nusa Banga people use, for example, fishing—use nets, lines, canoes.
- 3 Talk about how you would show this activity in a role-play. (Your teacher will help you.)
- 4 In your group, role-play your activity for the class.

### Work that people in Nusa Banga do

This is a pictograph. It shows how people in Nusa Banga earn their living by using things in the sea and on land.

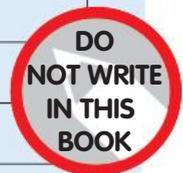




## Activity 12

- 1 Copy the table below into your exercise book.
- 2 Write the type of activities that people do to get money. An example has been done for you. Your teacher will help you with this activity.

Fishing activities	Farming activities	Diving activities	Plantation activities
1 Line fishing			
2			
3			
4			



## Activity 13

Read the text about Nusa Banga again, then answer the questions below in your exercise book.

- 1 Where is Nusa Banga?
- 2 List two ways that people at Nusa Banga can earn money.
- 3 List two ways they can get food.
- 4 Why do they sell their products?
- 5 Who do you think would buy their products?
- 6 How can you earn money if you live in your home village?



## Types of farming



Sweet potato plants



Pineapples



Rice farm



Taro



Pig farm



Chicken farm

## Types of fishing



Spearfishing



Using a fishing line



Using a net



Using a boat

## Other jobs people do to earn money



Selling betel nut



Selling cooked food



A shopkeeper



Working at a petrol station



Building a house



Making copra

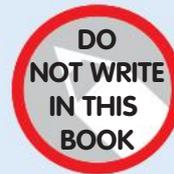


Driving a delivery truck

## Activity 14

Imagine that you are living in a village. How would you like to get your money? Copy the table below and tick your choices for or against.

Activities	Choices	
	For	Against
Fishing with fishing line		
Cabbage growing		
Copra making		
Pig farming		
Making carvings		
Weaving baskets		



## Activity 15

Talk about your answers for Activity 14 with a partner.

- 1 Say why you gave a tick for or against an activity.
- 2 Talk about how some activities you ticked were the same and some were different.

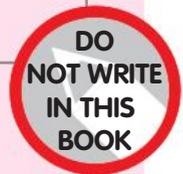




## Activity 16

Copy the table below in your exercise book. Ask some people in your village or settlement what they do to get money. Record the answers in your table.

Person's name	Way of earning money
1	
2	
3	
4	
5	



## Earning money from fishing

Fish is a very important part of our diet. Many village people go fishing every day to catch fish to feed their family. Sometimes everyone joins together to make a big catch for a feast. People who grow vegetables like to eat fish too, so they go to the coast to exchange vegetables for fresh fish.

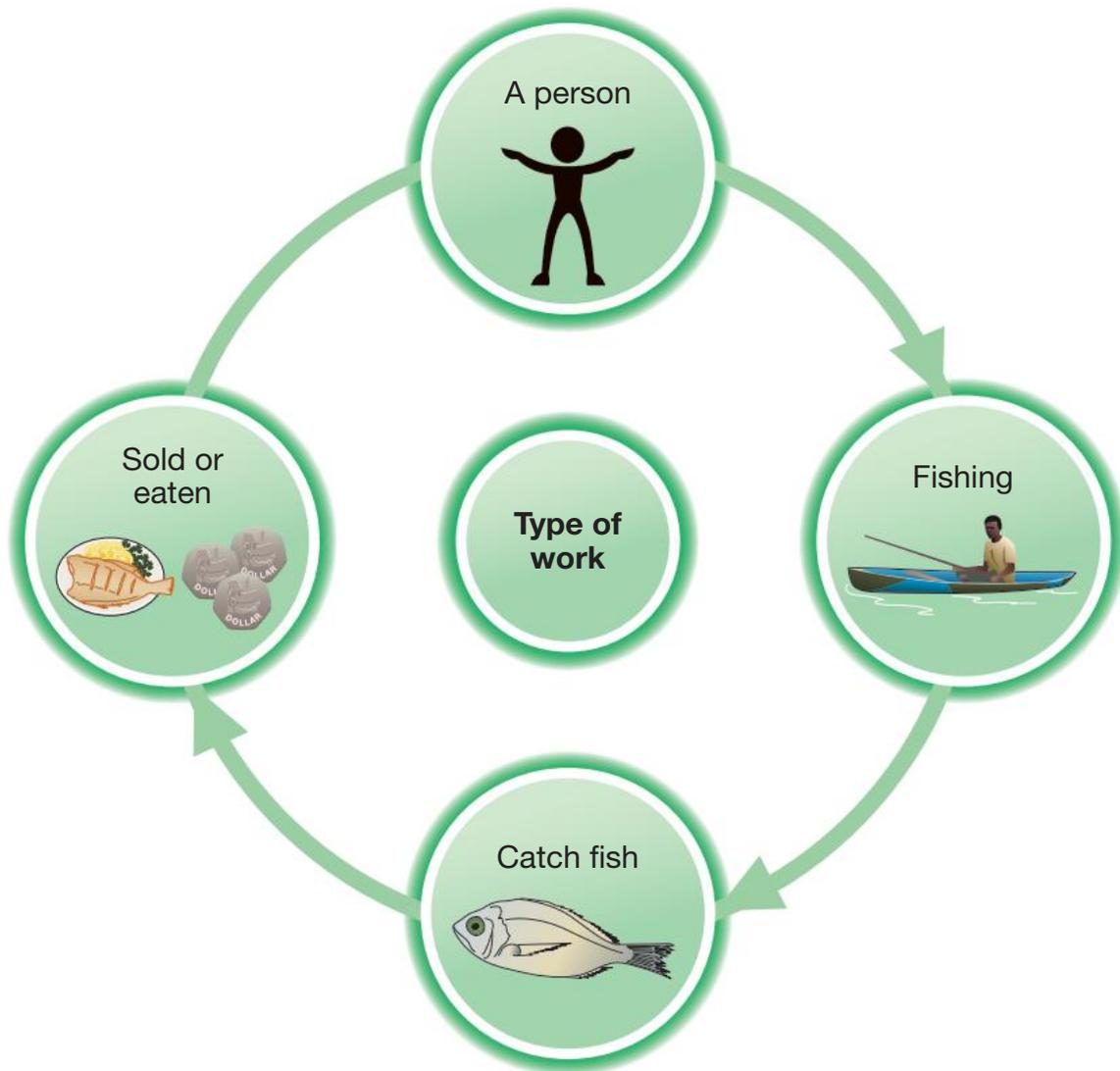


## Activity 17

Draw some pictures of fish that you have seen before. Try your best to write their names in your local language.

Today, we need money for **survival**. A lot of people find fishing easy so they do it to **earn** money. People get their fishing **gear** and go fishing. Fish markets are becoming very popular. Ice blocks are placed in the cool boxes to keep the fish fresh before selling them.





## Activity 18

- 1 Look at the diagram above. In your exercise book, list the things that happen to the fish after they are caught.
- 2 Talk about your list with a partner.



Diliva is a fisherman. He goes fishing every day in his wooden canoe and catches a lot of fish. When he has caught enough fish, he separates them into different sizes. He cooks the small fish to eat and sells the big ones.



## Activity 19

- 1 Read the story about Diliva again by yourself and tell the story to a partner.
- 2 Draw pictures in your exercise book showing the parts you like in the story.



## Activity 20

- 1 Say the poem “Fishy, fishy in the sea” with the class.  
Fishy, fishy in the sea  
Daddy caught them on the hook  
Mummy cooked them in a pot  
I ate the fish by myself  
Fishy, fishy in the sea
- 2 Talk about the poem and say what it means.



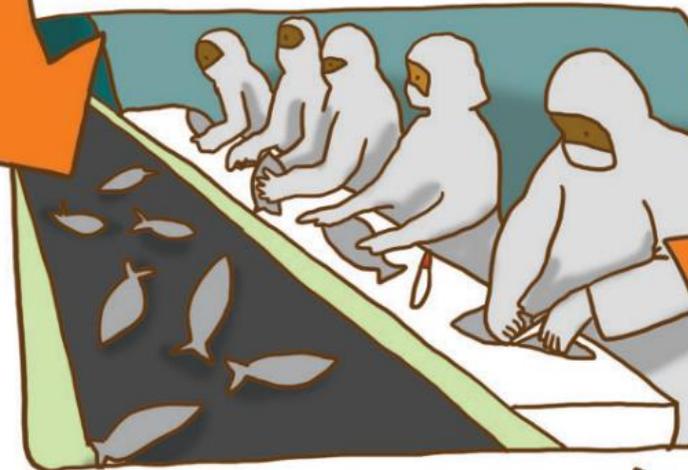
## Earning money from tinned fish

Many people work together to produce tinned fish.

Fishermen catch fish using a big boat.



Factory workers process fish so that they can be tinned.



Tinned fish is sold in shops.



## Activity 21

Look at the diagram on page 124 showing how fish are processed into tinned fish.

Bring some labels from tinned fish to make a display in the classroom.



## Activity 22

Your teacher will teach you this song about fishing.

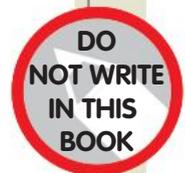
Sail, fishing boat, sail, fishing boat,  
 Back to the village from the water blue,  
 Laden with fish, silvery fish,  
 Food for the people who depend on you.



## Activity 23

Visit some shops near your school. Look at the types of tinned fish in the shop. In class, draw the types of tinned fish you saw in the shops. One example is done for you.

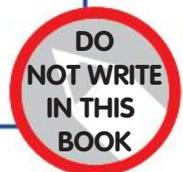
1 Chillie Taiyo 	2
3	4
5	6



## Assessment activity

- 1 Copy the table below into your exercise book.
- 2 Draw and write the names of three things we can use again and three things we cannot use again in the correct columns. (Your teacher will help you.)

Things we can use again	Things we cannot use again
Example: trees	Example: gold
1	
2	
3	



## Glossary

<b>boarded (to board)</b>	to go onto a ship
<b>clan</b>	a group of people who are family
<b>climate</b>	the type of weather in an area
<b>communicate</b>	to give others information by talking or writing
<b>dangers</b>	situations where we can be hurt
<b>earn</b>	to work for money
<b>gear</b>	equipment; for fishing this includes fishing net, hooks and a sharp knife
<b>hardship</b>	difficulties
<b>memorial sites</b>	places that have been built to remember special events, like the Second World War
<b>slipped</b>	fell over
<b>stretcher</b>	a type of bed that is used to move injured or sick people to the hospital
<b>survival</b>	staying alive and well
<b>town crier</b>	a person who used to shout messages to people, before there was radio and newspapers
<b>tribe</b>	a large group of extended families
<b>tropical</b>	very hot and humid
<b>weather</b>	sunshine, wind, rain and snow

# Solomon Islands Primary Social Studies

Learner's Book

Year 3

In *Solomon Islands Primary Social Studies Learner's Book Year 3*, learners will develop a range of Social Studies investigation and research skills. The Learner's Book provides hands-on, practical and interactive investigations that allow learners to explore issues, make decisions and work cooperatively. The layout of text and activities is easy to follow and illustrations and photographs are colourful, to further engage learning.

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

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