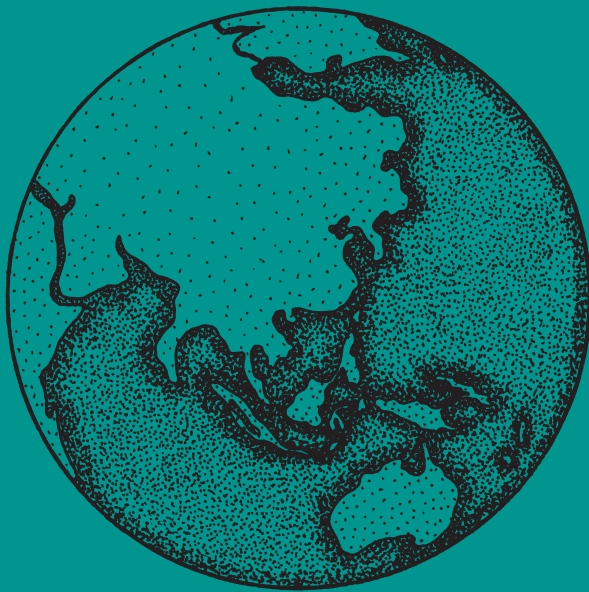


Book 2

Year 10



**Social
Studies**

Social Studies

Year 10 Book Two



GOVERNMENT OF SAMOA
DEPARTMENT OF EDUCATION

Acknowledgements

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The Department would also like to thank the Alexander Turnbull Library, National Library of New Zealand Te Puna Matauranga o Aotearoa for the following photographs:

Men of the Samoan Mau movement including High Chief Tamasese, in front of the octagonal Mau office building, Vaimosa, 1929.

Photographer: Alfred John Tattersall

FJ Gleeson Collection

PA1-o-795-50

The leaders of the women’s Mau; Mrs Tuimaliifano, Mrs Tamasese, Mrs Nelson, Mrs Faumuina, ca 1930.

Photographer: Alfred John Tattersall

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TABLE OF CONTENTS

Unit 1: Identity	5
Unit 2: Cultural Interaction	29
Unit 3: Changing Places	48
Glossary	64

Unit 1: IDENTITY

Introduction

Identity is made up of those things that **identify** a person or a group of people. Having a unique or special identity can help a person to feel good and confident about himself or herself. Being part of a group with an identity of its own can help members of that group feel that they belong. To feel that you belong (sometimes this is called *a sense of belonging*) is a very important human need.

Groups of people that have an identity of their own will have many **similarities**. They will share many of the same beliefs and values. They will have a similar way of doing things. They may even look the same in some ways, for example in their physical characteristics, or the clothing that they wear. People from this group may **cherish** their identity, because it defines who and what they are. Examples of groups which can have their own identities are: family, class, school, village, district, nation or country, race, culture, sports, youth, music, choirs, bands, service, and church or religion.

Now, look around your classroom. Think about your teacher, and the other students in your class. Do you know who they are? If you know these people, then you will probably be able to name them. They will also be able to name you. A person's name is an important part of his or her identity.

Does your class have a name? Does your school have a name? Does your village and district have a name? Your class, school, village and district have identities of their own, and their names are part of those identities. Groups often have names, and these names are part of their identities.

A name will tell others what a person or a group stands for, because many times, names will have a **reputation**. Reputation is what others think or believe about a person or a group. When people say that a person or a group has a good name, they are talking about reputation. A good reputation comes from having success and achievements that are admired and respected by others.

This unit is divided into four parts called topics. We will be studying different types of identity, and looking at the different ways that these develop and are maintained. We will be using the experiences of Samoans from around the world including Samoa. Your own thoughts, feelings and experiences will be an important part of this study. The activities in the topics will help you to achieve the objectives of this unit.

Unit objectives

At the end of this unit, you will be able to:

- List and classify activities (the things that people do) that maintain and develop identity — for example, different types such as personal, cultural and national.
- Describe in depth and detail your own cultural identity and Samoa’s national identity.
- Explain why and how the identity of ‘Samoa’ is developed, maintained and expressed.

Topic 1 Who Am I? Personal Identity

We will be looking at three types of identity — personal, cultural and national. In this section we will be looking closely at personal identity.

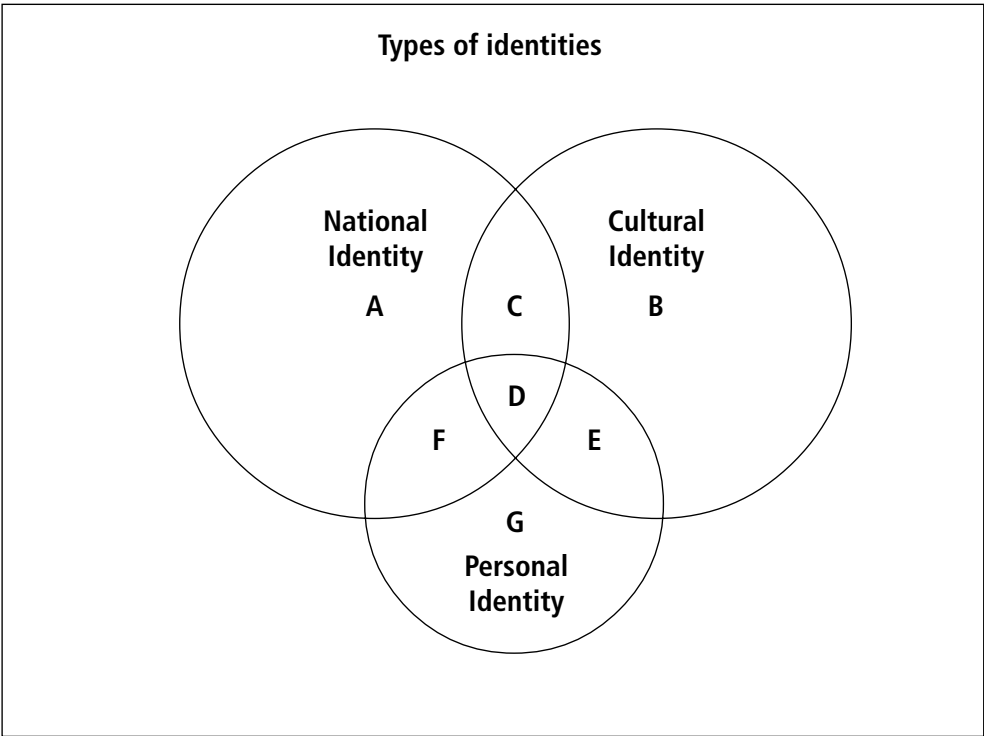


Figure 1.1
Venn diagram: Types of identities.

Did you know?

Venn diagrams are useful for comparing the features of things with each other. Venn diagrams are made up of intersecting circles. Each circle will represent something. If there are **similarities** between the things, then these are written or shown in the **intersection** of the circles. If one thing has features which are not the same as others, then these features will be written in that part of its circle that is not shared with any other circle.

Activity 1**Diagram And Graph Interpretation**

You will need to study Figure 1.1 carefully before answering the following questions:

1. What is the Venn diagram about? (Check the title, and remember the rules for interpreting graphs and diagrams!)
2. Name three types of identity.
3. The intersections in the diagram show that there are some characteristics or features on these types of identity which are the same.

Copy the Venn diagram into your exercise book. Here are some summary sentences. Think about the Venn diagram, and the relationships that it shows between the types of identity. Copy each summary sentence into your exercise book. You will need to complete some of them yourself.

- Some features of national identity are **not** features of cultural identity, or personal identity.
- Some features of cultural identity are **not** features of personal identity or national identity.
- Some features of national identity are the **same** as features of cultural identity but **not** the same as personal identity.
- Some features of personal identity are the **same** as _____ and the **same** as _____.
- Some features of cultural identity are the **same** as personal identity but **not** the same as _____.
- Some features of national identity are the **same** as _____ but **not** the same as _____.
- Some features of personal identity are **not** the same as _____ and **not** the same as _____.

A personal identity is made from things that are important to a person. These can include that person's culture and nationality. But other factors can be important to a person's identity. Personal identities are **unique** to each person. Personal identity is the way a person sees himself or herself. It is what a person believes himself or herself to be, and their feelings about this. This can change over time — the way you see yourself now, may be very different to the way you saw yourself when you were a little child at primary school.

Activity 2

Class Discussion

Think about the information in this star diagram.

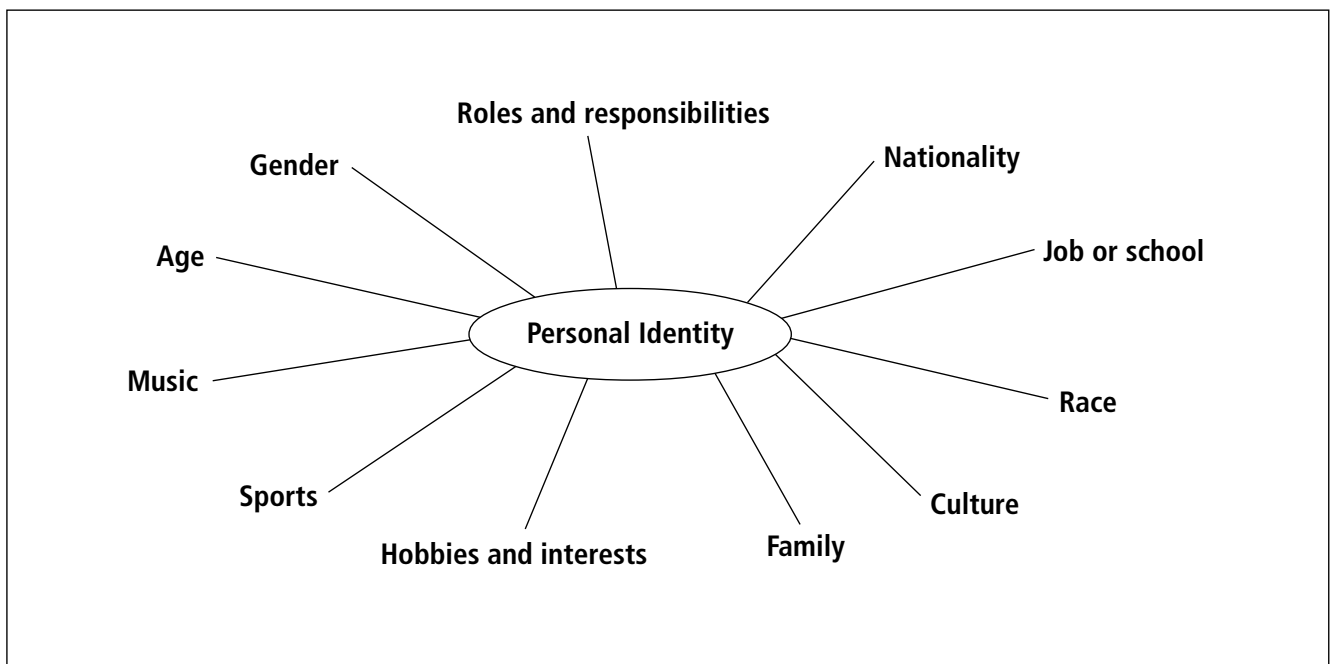


Figure 1.2

Factors that can contribute to personal identity.

There are other factors, besides the ones on this star diagram, that can influence a person's personal identity.

- Have a class discussion about Figure 1.2. Think of examples of each of the factors. Are there other things that would shape or help develop a personal identity that should be added to the diagram?
- Copy Figure 1.2 into your exercise book, adding any other factors from your class discussion.

Activity 3**Diagram Interpretation**

Study the diagram below that shows some features of the personal identities of Imakulata and Uesiliana.

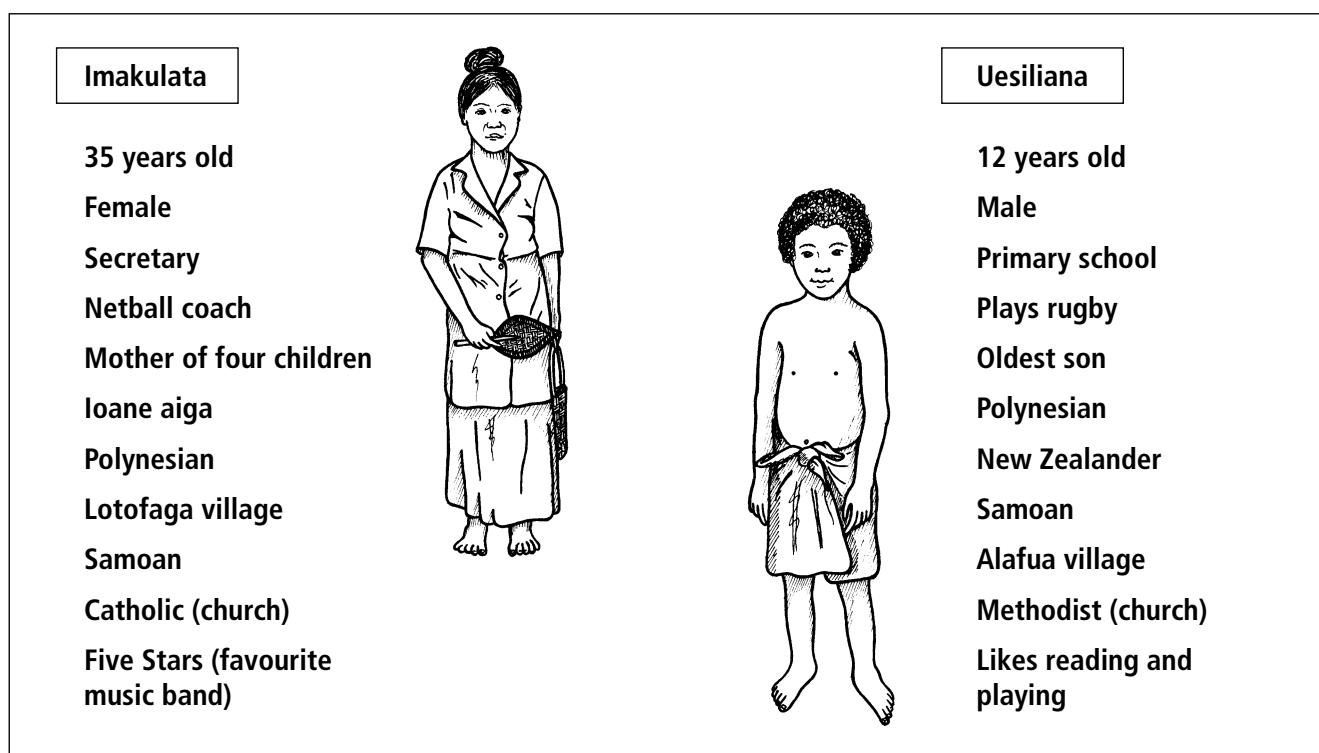


Figure 1.3

The factors that have influenced Imakulata and Uesiliana's personal identities.

Imakulata and Uesiliana are two different people. They have listed those things that they believe are an important part of who and what they are. These are things that have helped to form the personal identities that they have now.

Compare the identity lists and then answer the following questions in your exercise book.

1. What is similar or the same about these two people? Write a list of the similarities between Imakulata and Uesiliana.
2. What are the differences between them? Write a list of the differences.
3. Think about their names. Is there anything that we can learn about Imakulata and Uesiliana, from their names?
4. Imagine Uesiliana in 20 years time. He will be 32 years old. What are some of the things in his life then that would be different to his life now? How will his personal identity change?
5. Imagine Imakulata in 20 years time. She will be 55 years old. How might her personal identity be different? Would she see herself in a different way?

Two of the things that Imakulata and Uesiliana have in common are their culture (they both said ‘ Samoan’) and their nationality (they both said they were from Samoa).

Culture and **nationality** can be very important parts to a person’s personal identity. Please remember, that a personal identity is unique to that person, and if they believe that their culture and nationality is an important part of that, then it is. A person decides what his or her personal identity is. It’s how he or she sees and feels about himself or herself. Cultural identity and national identity depend on groups of people and what they do over time.

Activity 4 Personal Research

- Develop and design a **personal patchwork** in your exercise book. A patchwork is a special **blanket** that is made from different pieces of cloth or fabric that are sewn together. In this activity, you must gather different pieces of information about yourself, and put it together in your books.


What is your name? What does it mean? Who chose it?	What would you like to change about yourself?	What kind of books do you enjoy the most?	What are your hobbies? What hobbies would you like to try?	Describe the most important memory from your life.
When were you born?	Where do you live? What do you like and dislike about where you live?		What do other people think are your best qualities?	What sport do you play? What sport do you like to watch?
Who do you get on with best in your family? Why?	What are you afraid of?		Who do you admire the most?	Who are your best friends? Why are you friends with them?
What do you like about school? What is hard for you at school?	What do you want to do in life?	Describe your favourite places. Why is it special?	What kind of music do you like? Who is your favourite singer?	What do you wish for in your life?

Figure 1.4
Personal patchwork.

- Answer each of the questions in Figure 1.4. Write the question and then your answer in your exercise book.
- Draw a star diagram (like the one drawn in Figure 1.2) about yourself. On it, show those factors that are important to the way you see yourself — your very own personal identity.

Topic 2

Who Are We? National Identity

Countries or nations often have a special identity. Many of the people who live in such countries will often share the same or **similar** beliefs about their country. The people who live in countries that have a strong national identity will know a lot about:

- The history of their country.
- The **symbols** and **icons** that identify their country, for example the national **flag** and **anthem**.

They will also be very loyal and supportive of their country, especially when the country is **challenged** by other countries. This loyalty and service is called **patriotism**.

A strong national identity is a very positive thing for a country to have because it means that the people who live there will be willing to work together for the country.

Did you know?

People can identify a national identity by looking at a country's special symbols, ceremonies, anthems, flags, and buildings. A national identity is made and developed over time through historical events, sports, the **media** (newspapers, radio and television). A national identity is kept or maintained by:

- Telling certain stories over and over again.
- Oral histories.
- Sharing cultures.
- The media.
- The education system.

Many different countries of the world today have not always existed. Some countries are very old. Others are quite young. Our own country of Samoa is an example of a young country. Our people have lived in these islands for hundreds of years. But our country, as an **independent political** state, only began in 1962.

Activity 5 Interpreting Charts And Tables

Nation	Year of Independence	Country that it became independent from
Australia	1901	Great Britain
Fiji	1970	Great Britain
India	1947	Great Britain
Indonesia	1949	Netherlands (also known as Holland)
Japan	660 B.C.	The year the country united as one nation
New Zealand	1907	Great Britain
Samoa	1962	New Zealand
Solomon Islands	1978	Great Britain
Tanzania	1964	Great Britain
Tonga	1970	Great Britain
Tuvalu	1978	Great Britain
United States of America	1776	Great Britain

Figure 1.5
Examples of the 'birth' of Nation States.

Carefully study Figure 1.5 and use it to answer these questions. Copy out both the questions and your answers into your exercise book.

1. Name three countries that are older than Samoa.
2. Name two countries that are less than half the age that Samoa is.

Younger countries have had less time to develop their own national identities. Countries develop their national identities and keep them strong in different ways.

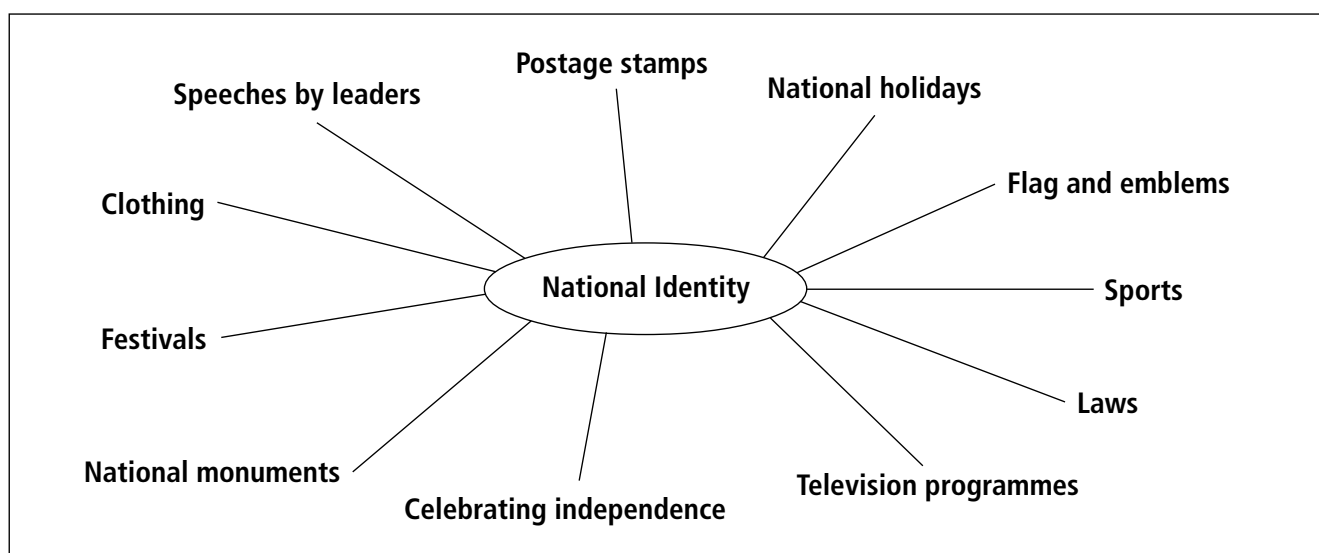


Figure 1.6
Ways to develop and maintain national identity.

Activity 6

Samoa's National Identity

1. Think about Samoa's national identity. Study Figure 1.6, which shows some different ways that the national identity of any country can develop. Give a specific example from Samoa for each of the factors that are shown in this star diagram. Write these out into your exercise book. You may sketch or draw some of these out if you need or want to. For example:

Flag = *(Draw a picture of the flag of Samoa.)*

2. Remember the work that you did in Year 10 Social Studies Book 1? Study the timeline on pages 46–47 of *Social Studies Year 10 Book One*.
 - a. Which of the historical events on the timeline helped to make Samoa's national identity? Discuss this as a class.
 - b. Write a list of the historical events (from the timeline) that you think helped to form Samoa's national identity.

Activity 7 **Interpreting Pictures**

Pictures can hold a lot of information. But it is not always easy to understand the information that is in a picture. **Interpreting** pictures is an important skill.

You must do more than just look at the picture. Here is a chart that contains some suggestions to help you to interpret pictures.

Questions	A	B	C	D	E	F	G	H
1. What does the caption or title of the picture say?								
2. Is the picture a landscape, portrait or a documentary?								
3. What is happening in the background of the picture?								
4. What is happening in the foreground of the picture?								
5. Have the people in the picture posed, or are they active?								
6. When do you think the picture was drawn or taken?								
7. How does the picture make you feel?								
8. Why do you think the picture was drawn or taken?								

Figure 1.7
Picture study of National Identity.

- Study the photographs and illustrations on the following pages carefully. **Pair** up with someone else in your class. Make a copy of Figure 1.7 in your exercise book. Work together to answer the questions in the chart about each picture. Record your answers in the chart.

A collection of pictures about Samoa's National Identity



Figure 1.8 (A)

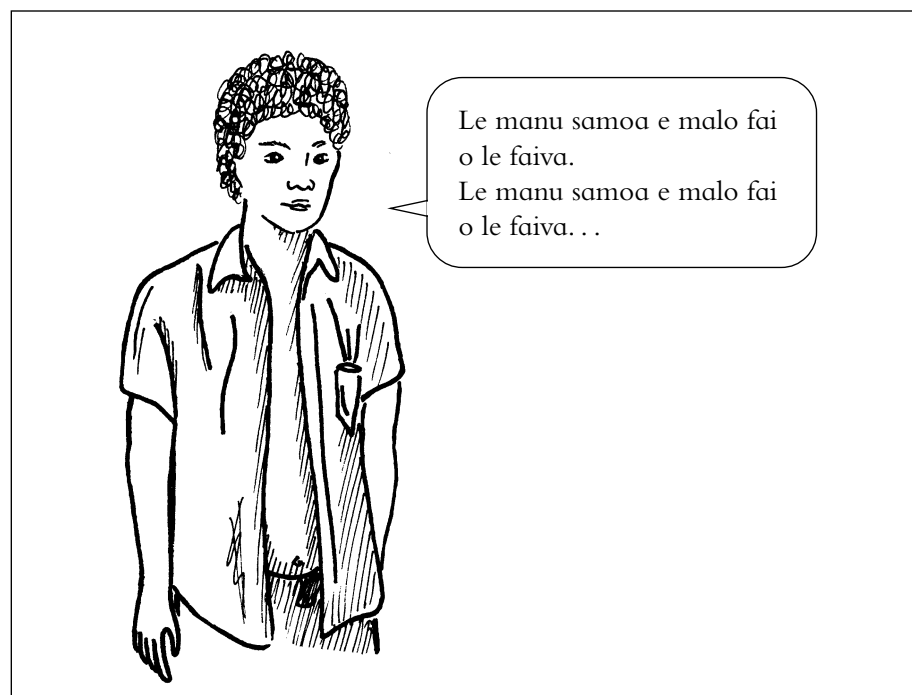


Figure 1.8 (B)



Figure 1.8 (C)



Figure 1.8 (D)



Figure 1.8 (E)



Figure 1.8 (F)



Figure 1.8 (G)



Figure 1.8 (H)

- **Landscape:** A picture of environment, with mainly natural features in it.
- **Portrait:** A picture of a person or a group of people. Usually, the person or people have **posed** for the picture.
- **Documentary:** A picture of a real life event, of something that is happening at the time the picture was made.
- **Background:** The back part of a picture, the area behind the main person or thing in the picture.
- **Foreground:** The front part of the picture.
- **Caption:** A short sentence to explain what a picture or photograph is about.
- **Active:** To move around, to be busy.
- **Pose:** To put in a position, and to hold still for someone or other people, to look at.
- **Photographer:** A person who takes pictures with a camera.

Topic 3

What Are We? Cultural Identity

What does 'culture' mean?

The values, beliefs, customs and traditions that are passed on from one **generation** to another is a part of the culture of that group. Each generation may **adapt** or change some parts of the culture. The next generation may not be exactly the same. This can be good or bad. Members of a cultural group may have very different opinions on what should change and what should not, in a culture. Members may have strong views and feelings about what should be passed on as cultural heritage and what should not.

Did you know?

Cultures have special features that will help others to recognise it easily (see Figure 1.9). Culture is kept or maintained when it is shared between the generations, recorded in stories and books, and taught in schools and other educational places and activities.

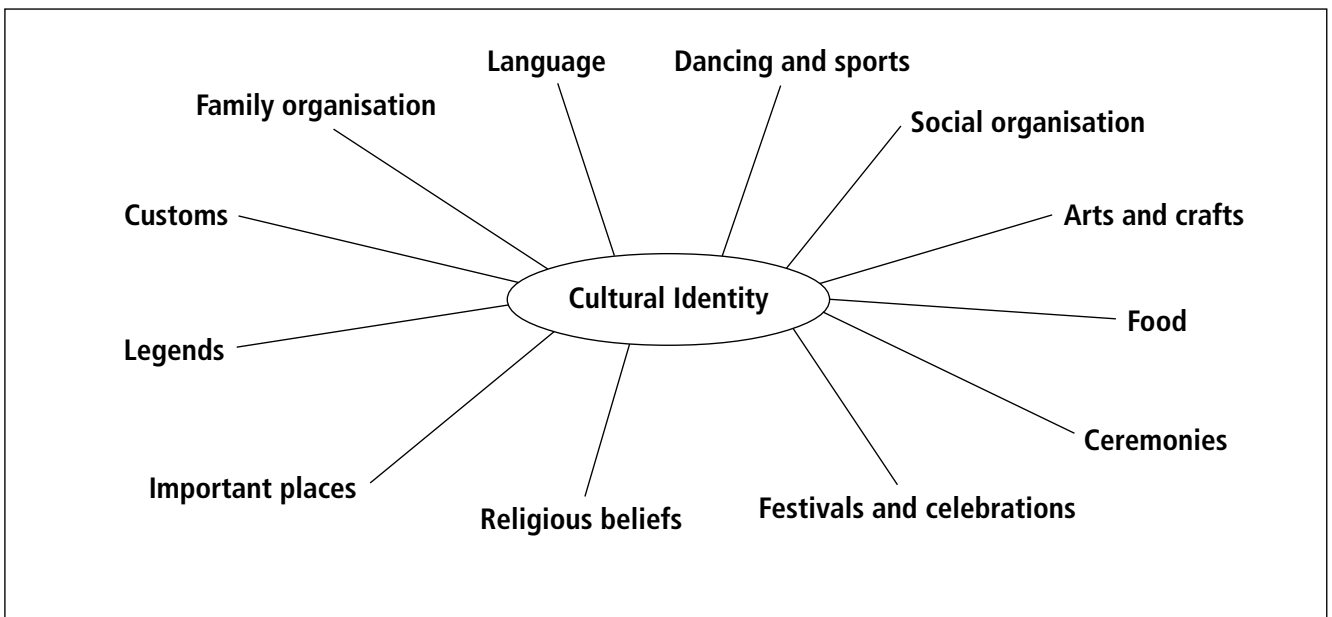


Figure 1.9
Features of culture.

Activity 8 Drawing Diagrams

1. Copy Figure 1.9 into your exercise book.
2. In the opinion of your class, are there any other features of culture that should be included in the star diagram?
3. As a class, think of specific examples from your own culture for each of the features that are in the star diagram (Figure 1.9). Discuss these, then draw a star diagram similar to Figure 1.9, showing Samoan examples of cultural features. Copy and complete Figure 1.10.

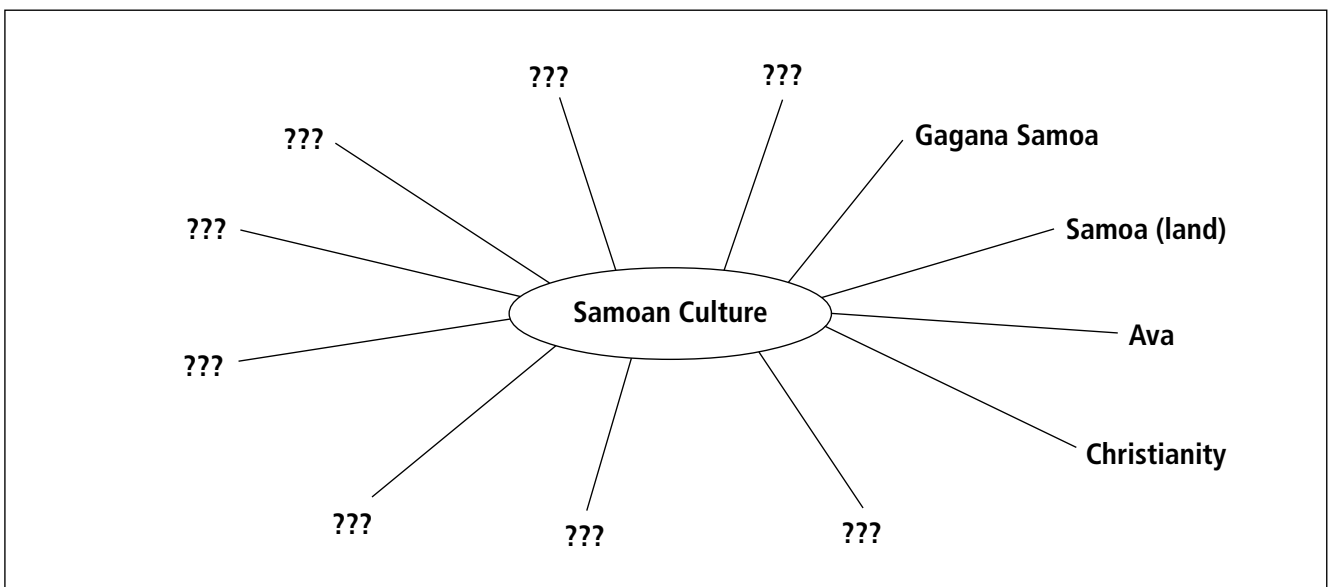


Figure 1.10
Features of the Samoan culture.

The *Lonely Planet* is a very famous **source** of travel information in the world. There are *Lonely Planet* books as well as **internet web-sites**. People (particularly younger people) who are planning to travel to countries that they do not know much about often read the *Lonely Planet*. They get information about the geography of the country that they want to go to. Or they get information about where to stay (**accommodation**) and the costs. Or it could be about the different things to see and do in that country. *The Lonely Planet* also includes descriptions of a country's culture.

Here is what the *Lonely Planet* has to say about the culture of Samoa. However, some of the words are missing.

Samoa: Culture

Independent Samoans are very tradition-oriented.

Independent Samoan culture is based on *fa'amatai*, a _____ that has a chief, or *matai*, governing an entire *aiga* or extended family. _____ are distributed on a needs basis and honour and social standing is shared or shouldered equally by all members of the *aiga*. The *matai* _____ on the village council, gives out justice, and makes sure that all customs are properly observed.

The *matai* is also a _____ responsible for remembering the ancient folk lore, the family genealogies, and the stories of the old gods, and passing them on to his successor.

Although Samoan culture dates back thousands of years and is still passed on through poems, genealogies and stories of the old gods, most Samoans these days are devout Christians. _____ is a big part of Samoan life and Sunday service is the most important event in the week. Absolute respect for the church leader is a must, as is the _____ of religious rules.

Dancing, singing and music play a big part in Samoan culture. The *fiafia* was originally a _____ performed by a

number of villagers but these days it simply refers to feasts with traditional dancing up at the larger hotels. Both the *siva* (a dance performed by women acting out stories with their hands) and the *sa sa* (a dance performed to the beating of a wooden mallet) are performed.

Tattooing is a significant rite in Independent Samoa. At age 12 or 13 Samoan males go to the *tufuga*, or tattooist, and get tattooed from waist to knee. These tattoos represent the _____ and his **spirituality** but on a more practical note if you can bear the pain of a months' worth of tattooing, you can bear anything.

Food in Samoa derives mainly from tropical crops, root vegetables, coconut products, fresh fruit, pork, chicken and, of course, seafood. The traditional Polynesian feast is cooked in an *umu*, an above-the-ground oven. The _____ is nearly always cooked in the *umu*. 'Ava or kava is a drink made from the ground roots of pepper plants and has a mild tranquilising effect. It is usually _____ to **ceremonial** gatherings and village meetings.

Activity 9**Filling In The Spaces**

1. The text on the previous page has missing groups of words. Here is a list of those groups of words. Read the information carefully. Decide what the missing words are for each space. Check your answers with others in the class. (A brief explanation about what each group of words means is written alongside.)
 - a. Strength of a man's heart. (*The goodness of a man.*)
 - b. Wealth and food. (*Having lots of possessions as well as food.*)
 - c. Drunk as a prelude. (*Drinking at the beginning of a ceremony, before it begins.*)
 - d. Living archive. (*Someone who has a huge amount of knowledge and information.*)
 - e. Village play or musical. (*A drama production or musical items.*)
 - f. System of government. (*The way to lead, and rule.*)
 - g. Religion. (*Belief in, and worship of, God.*)
 - h. Represents the family. (*To show, for the family.*)
 - i. Traditional Sunday meal. (*Toonai.*)
 - l. Strict observance. (*Keeping all the rules and regulations perfectly.*)
2. In your opinion, what are the most important cultural features of Samoa? Are your ideas the same as the ones in the *Lonely Planet* article? Would you write something different, and if so, what would you change?
3. Here is your chance! Write a paragraph about the culture of Samoa for a travel magazine such as *Lonely Planet*.

Topic 4

How Do We Make And Keep Our Identities?

When we live in Samoa. . .

A culture will pass on its unique features to the next generation. This is its cultural heritage. But how does this happen? What are the ways that the *fa'asamoa* or Samoan way of life (culture) is taught by adults to the younger people?



Figure 1.11
Generation Treasure Box.

Activity 10**Passing On Cultural Identity**

1. Study Figure 1.11 carefully. Think about your life and the life of your friends. In pairs, talk about examples of the ways you have learnt and practised the *fa'asamoa* in each of the areas that are in the *Generation Treasure Box*. List each of the 'treasures' from the treasure box in your exercise book, and write out the examples that you have discussed.
2. Think about your own cultural identity and how you have learnt and developed it. Which of the treasures has helped you the most to learn about the *fa'asamoa*? Write 2–3 sentences to explain your answer.
3. Which of the treasures has not helped you very much to learn about the *fa'asamoa*? Write 2–3 sentences to explain your answer.

4. Think about the ways that the people of our country of Samoa celebrate and maintain our national identity. Here are some examples. Copy the list into your exercise book:
 - Preparing for and attending Independence celebrations.
 - Learning about Samoa's history and geography in Social Studies.
 - Knowing and singing our national anthem.
5. Have a class discussion about the ways our people develop our national identity. Add new or other ideas to the list in your exercise book.

When we live far away from Samoa. . .

When we think of the culture of Samoa and of Samoa as a nation, we must remember that our people live throughout the world and not only in Samoa. Samoans are very **global**. This means that there are many of us living, studying and working all around the world. To be a Samoan is still an important part of our identity, no matter where we live in the world. But sometimes it is hard to keep, develop and celebrate our identity when we live in places where there are not many other Samoans around us.

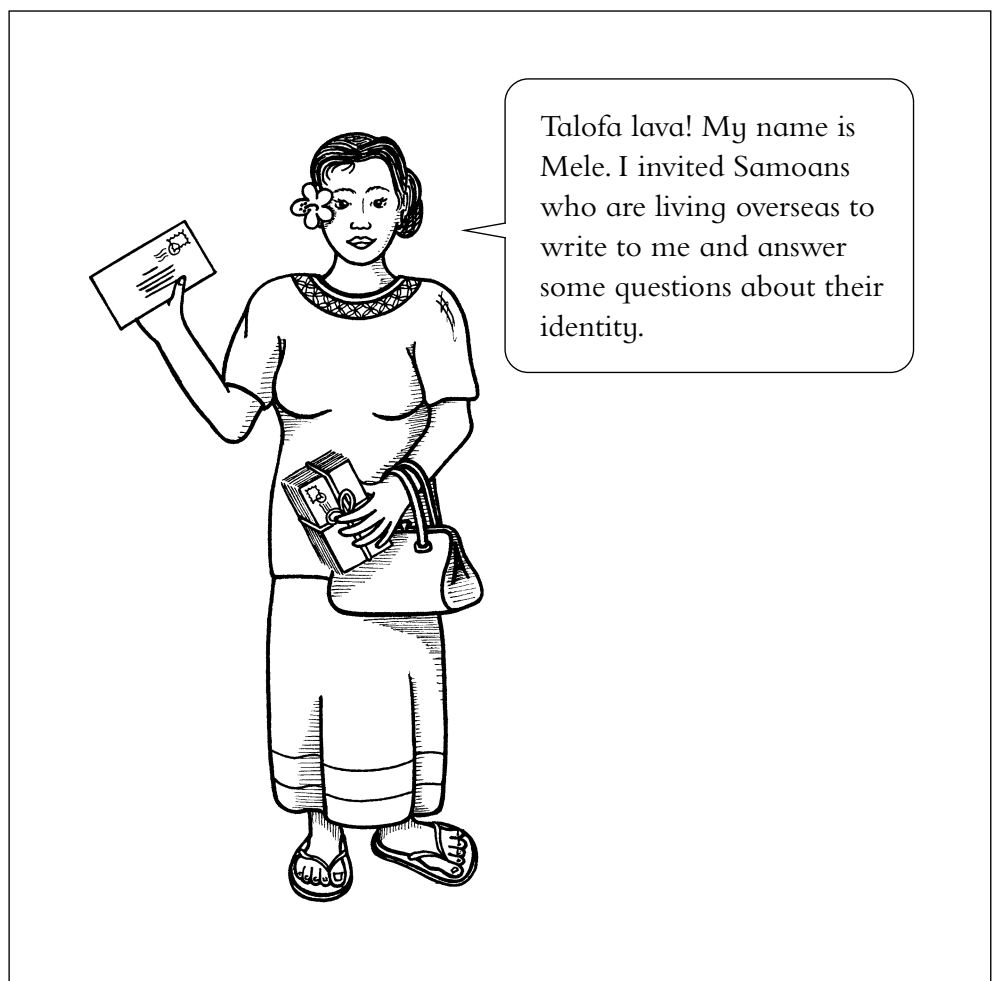


Figure 1.12
Cultural identity.

This is what several Samoans living in overseas countries had to say about how they feel and what they do about their identity as Samoans.

Talofa lava, Mele,

I am most delighted to help you with your survey.

Name: Lui Sitama Tupuola

Gender: Male

Birth Place: Samoa

Schooling: Chanel College, Moamoa

Occupation: Library Assistant

Name things which were important to developing your identity as a Samoan:

- Having Samoan parents.
- Speaking Samoan from young to adult life (still do).
- Reading Samoan newspapers.
- Enjoying watching customary activities.

Identify the things that you do to try and keep your identity (while living away from Samoa):

- When answering the phone at work, I always greet people by saying: 'Talofa Lava.'
- Sometimes I will wear a T-shirt to work with Samoan designs and words.
- Always identify myself as a full-blood Samoan when congregating with other people.
- Not afraid to converse with other Samoans in Samoan at work whether by phone, by e-mails or face to face.
- Listen to Samoan programmes on Capital Radio. (This is a radio station in Wellington, New Zealand.)

In your opinion, what is a Samoan?

- A Samoan is a person who believes and upholds the Samoan customs.
- Loves and enjoying participating in Samoan activities such as sports.
- Loves Samoan food.

Hope this will help.

Tofa Soifua,

Lui Sitama

New Zealand

Talofa, Mele

I was just passing through the Samoan Sensation web-site, and I came upon your post. So here I am. Hopefully my response will help in some way. So here I go:

Name: Rosa
Gender: Female
Birthplace: Letogo, Western Samoa
Schooling: Letogo primary school, Kahuku high school and 1 year college at BYU-Hawai'i.
Occupation: Catering Coordinator

Things that I believe were important to the development of identity as a Samoan:

- Speaking or communicating with others/family members in the Samoan language.
- Attending an event held by Samoans for Samoans.
- Read Samoan articles, news, books written in the Samoan language.
- Read and learn the stories of Samoa.

Ways that I have tried to maintain my identity as a Samoan:

- Speaking Samoan at work, church and at home, and teaching my children to speak Samoan.
- Listening to Samoan music.
- **Chat** with other Samoans in Samoan on the internet.
- Participate or be a part of any Samoan event or fiafia that goes on in my community.
- Cooking Samoan food at home and grow Taro and Ulu, and Fa'i in our farm.

In your opinion, what is a Samoan?

In my own opinion, a Samoan is someone who was born with any ounce of Samoan blood in them. It doesn't matter if they're only quarter part Samoan, half Samoan, black, white, or brown. As long as you know in your heart you are Samoan, and are not ashamed or afraid to say so. I am married to a man who was born in Western Samoa, but his mother was from Germany and father from Savai'i. My husband is very fair with green, hazel eyes. When someone asks him what nationality he is, he just tells them he is Samoan. Even though he doesn't look Samoan, in his heart he is a Samoan. Being Samoan is something I'm very proud of. I am able to learn, preserve and **perpetuate** a culture that no other country has. I am able to speak and understand a language that no other country has. There's a saying that goes something like this:

You can take a boy out of Samoa, but can never take the Samoan out of a boy.

I have lived in the U.S.A. for 20 years. We go back to Western Samoa every five years for **vacation** or family **reunions**. To me, going back every five years helps me understand who I am and where I came from. It also teaches my children the importance of family unity, learning the cultures and speaking the Samoan language. My dream is to someday take my two children to Western Samoa, and have them attend school, and live in Samoa for at least one year. I want them to deeply get in touch with their culture, and be proud of their heritage.

Hopefully this helps a little. Thanks for this **opportunity!**

Tofa Soifua ma ia manuia fuafuaga ole vaiaso!

Rosa
 Hawaii

Activity 11 Summarising Information

Read each letter carefully. Remember — these letters are from real people. Work together in small groups of 2–3 students and answer the following questions:

1. Discuss the answers that the people gave for the question about ‘Things that I believe were important to the development of my identity as a Samoan’.
2. What is the same about their answers? What is different?
3. Here are some **categories** — language, food, and dance. Who said that knowing their Samoan language was important to the development of their identity? Who said that eating Samoan food was important? Can you think of any other categories, which can be used to organise and then compare, the answers from the different people?
4. Copy Figure 1.13 (below) into your exercise book. Include other categories besides language, food and dance. Fill in the chart by marking in (with a tick ✓) the people who gave answers that can fit into the categories. The first one has been done for you.

Name	Speaking Samoan	Parents	Eating Samoan food	Going to Samoan celebrations	?	?
1. Lui						
2. Rosa						

Figure 1.13

Organising information about the development of Cultural Identity.

5. Think about the answers that people gave for the question about: ‘Ways that I have tried to maintain my identity as a Samoan’
- In your opinion, which are the three most important ways of keeping a Samoan identity when Samoans live overseas in another country? Write your answers in your exercise book. Explain your reasons for choosing those ways, in 1–2 sentences.
 - In your opinion, which is the most unusual way of keeping a Samoan identity? Write your answer down, and explain your reasons for choosing that in 1–2 sentences.
 - In your opinion, which way is the least important way of keeping a Samoan identity overseas? Write your answer down, and explain your reasons in 1–2 sentences.

Remember — you are studying the reasons given by the Samoans who wrote the letters to Mele.

4. Write a paragraph answer for this question: **What is a Samoan?**

Unit summary

Think about what you have learnt in the different topics or parts of this unit. What can you remember? Do you think you have met the objectives of this unit?

- Draw a Venn diagram, similar to the one in Figure 1.1. Think of the similarities and differences between the three types of identity that you have been studying (personal, cultural and national). In the different parts of the Venn diagram, write specific examples of each type.
- Think of the four topics that we have studied in this unit. Try and remember five things that you have learned from each topic, and write them out in your exercise book.
- Read each of these statements carefully, and ask yourself if you can now do each of these things:

I can list and classify activities (the things that people do) that maintain and develop different types of identity.

I can describe in detail my own cultural identity and Samoa’s national identity.

I can explain why and how the identity of being a Samoan is developed and maintained.

Unit 2: CULTURAL INTERACTION

Introduction

When different cultural groups live close together they will have an effect on each other. They will relate to each other in different ways. This is called **interaction**. Cultural groups sometimes share similarities, which helps them to relate in a positive way to each other. Sometimes there are differences. Some groups have learned to appreciate and value each other's differences. This is how **positive interactions** are made.

Cultural groups can sometimes have very strong differences. Strong differences can make it hard for the members of the different groups to work together. This can lead to **negative** interactions.

This unit is about the ways different cultural groups that are living within the same society relate or interact with each other. We will learn about different types of cultural interaction (some are positive, some are negative). We will also be learning about the changes that can happen as a result of these different interactions. This unit will use Australia as a case study example. The unit is divided into three topics. The learning activities in each topic will help you to achieve the learning objectives of the unit.

Unit objectives

By the end of this unit, you will be able to:

- Write examples of the changes caused by cultural interaction.
- Make suggestions about the consequences of cultural interactions.
- Communicate your knowledge of the ways different cultures interact.

Topic 1**Types Of Cultural Interaction**

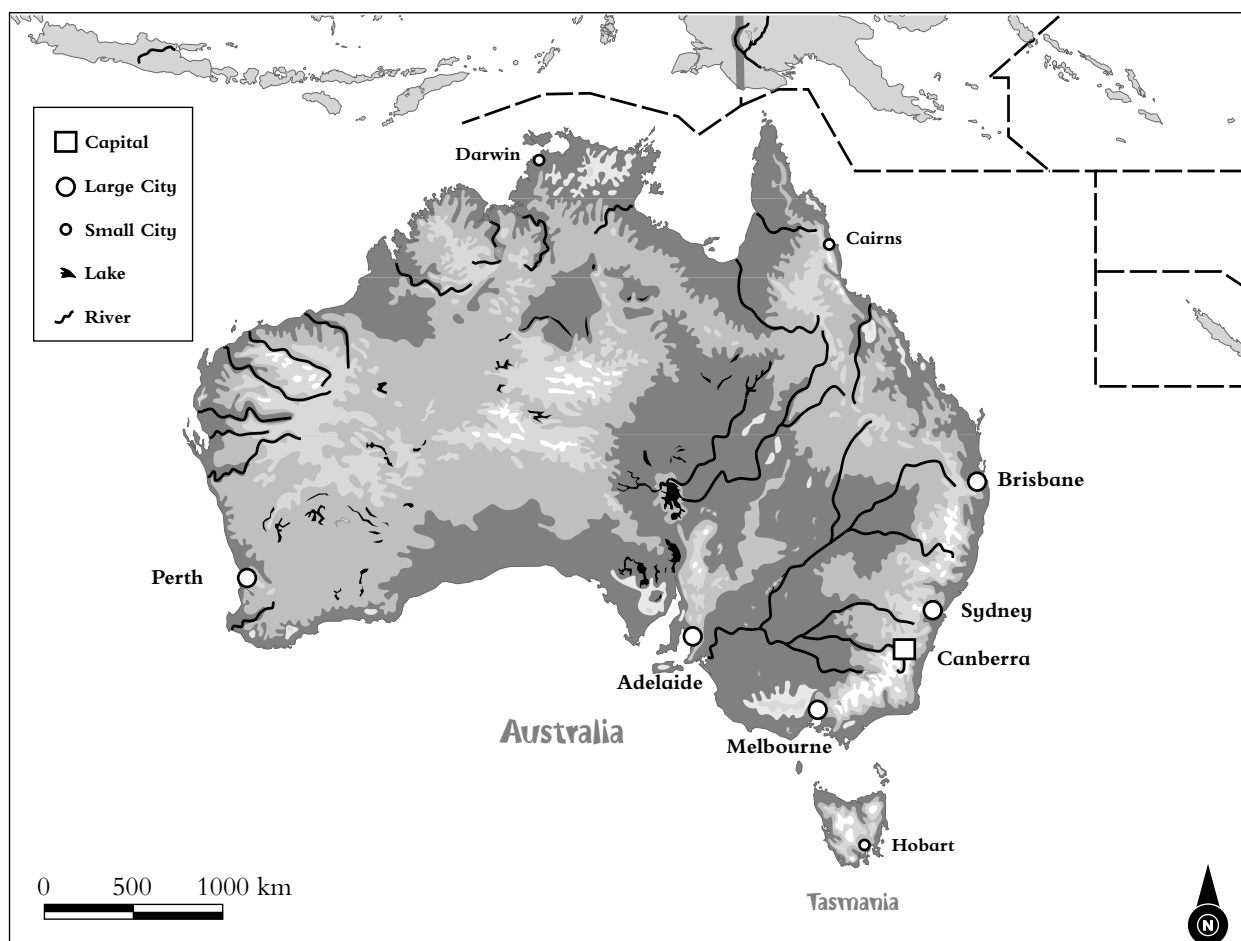
Did you know these facts about Australia and Samoa?

Country	Samoa	Australia
Full country name	Independent State of Samoa (formerly Western Samoa)	Commonwealth of Australia
Location	Samoa is located in the South West Pacific It is south of the equator. It is the first country after the International Dateline.	This country is a continent, located in the south-west of the Pacific Ocean and east of the Indian Ocean.
Area	2860 square kilometres.	7 682 300 square kilometres.
Capital city	Apia (population 38 500)	Canberra (population 309 500)
Total population	161 000	19 200 000
People	93% are Samoan, and 7% are European and Asian.	94% are European, 4% are Asian and 1.5% are Aboriginal.
Languages	Samoan in the main language. English is widely spoken as a second language and in government and business.	English is the main language. Aboriginal languages are spoken by some, as well as European languages such as Italian and Greek.
Religion	99.7% are Christian.	75% are Christian, 1% are Muslim, 1% are Buddhist and 0.5% are Jewish.
Government	Constitutional monarchy	Independent member of British Commonwealth.
Currency	Tala	Australian dollar
Main trading partners	New Zealand, Australia, American Samoa, Germany, Japan, China.	Japan, New Zealand, South Korea, USA, Europe.
Main products and industries	Agriculture, tourism, food processing and fishing.	Minerals, oil, coal, gold, wool, cereals and meat.

Activity 1**Interpreting Summary Charts**

Answer these questions in your exercise book. Get the information you need from the chart opposite.

1. How big is Samoa? How big is Australia? Think about the larger of the two countries. How many times larger is it?
2. What is the capital city of Australia? How many people live there? Compare this number with the number of people who live in Apia, the capital of Samoa. How many times bigger is the population of the Australian capital than Apia?
3. What is the population of Samoa? What is the population of Australia? How many times bigger than Samoa is the population of Australia?
4. Write a list of five things which are the same or similar between Australia and Samoa. Then write a list of five things which are different.
5. Think about the people that live in both countries. Draw a percentage bar graph showing the percentages of different groups of people living in Samoa. Then draw a percentage bar graph showing the different groups of people living in Australia. Do the percentage bar graphs look similar or different? Write 1–2 sentences to explain your answer.



Did you know?

The original or first human beings to settle in Australia are the Australian Aborigines. They have been living in Australia for more than 50 000 years. People from Europe began to visit Australia in the 16th Century (the 1700s). First, **explorers** from Portugal came, and then explorers from Holland. Captain James Cook, from Britain, sailed along the eastern coast of Australia in 1770. He **claimed** the Australian **continent** for Britain, and gave it the name of New South Wales.

Joseph Banks was a British scientist that was travelling with Captain Cook. He suggested that prisoners from Britain be transported to Australia and kept there. This was because the prisons in Britain were very full. In 1787, the first shiploads of **convicts** and soldiers to guard them, sailed to Australia.

Other British people began to migrate to Australia of the own **free will**, but the numbers were not that high. But when gold was discovered in 1850, many more people migrated to Australia. The big increase in the number of migrants created many changes. Businesses grew, schools were built and the population grew. The **consequences** of this growth on the Aborigines were very hard. The Aborigines were forced off their lands when many of the new migrants began farming and mining.

Australia became a nation on 1 January 1901. It still had very strong ties to Britain. Australian men went and supported Britain in wars such as the Boer War (which happened in South Africa), World War I and World War II.

After World War II (1945), many other migrants came to Australia to begin new lives for themselves. Some came from Britain, but many of the new migrants came from other European countries such as Italy, Greece, Yugoslavia, Lebanon and Turkey.

In the 1980s, large numbers of refugees were accepted from countries in Asia, especially refugees from Vietnam.

Australia is now a multicultural country because of its migration history. Many Australians are of British or Irish descent. These cultural groups are still the majority. But the other cultural groups are very large and are important to Australia. These cultural groups have kept their cultural beliefs, values and traditions. That is why there are areas in Australia where people speak Italian or Greek or Vietnamese or Lebanese or Turkish. There are about 230 000 Aborigines as well as people from the Torres Strait Islands (to the north of the continent but still a part of Australia).

Activity 2**Drawing A Timeline**

Carefully read the information about Australia's history.

- Construct a timeline about the main groups of people that migrated to Australia after the Aborigines. Make sure you follow the rules for drawing graphs and diagrams! These are the dates and times that you will need to include in your timeline:

1700s 1770 1787 1850 1901 1945 1980s

Here are instructions to help you draw the timeline.

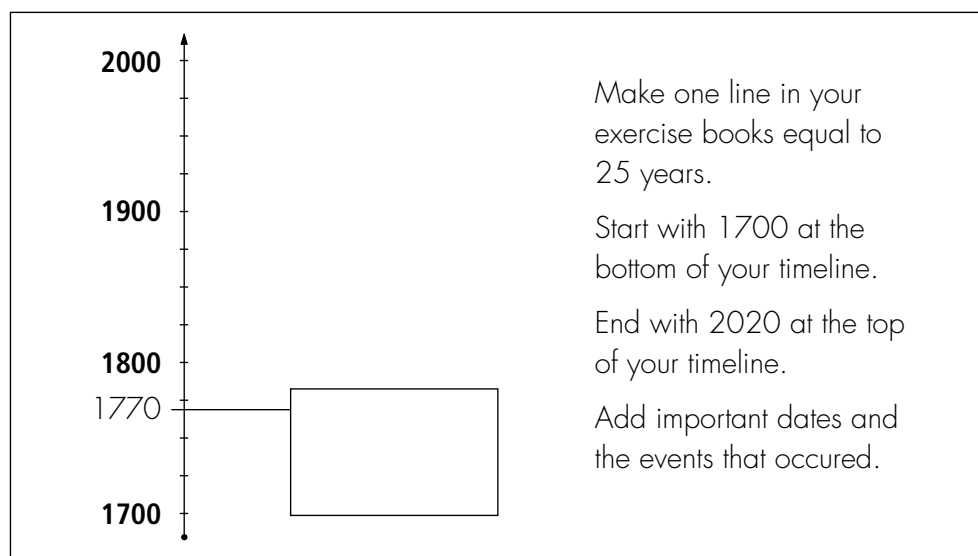


Figure 2.1

Timeline about the settlement of Australia.

Activity 3**Collecting And Processing Information**

1. Think about the percentage bar graphs that you have drawn for the people in Australia and Samoa. Think about the information you read in the information box. Compare the information in the summary table about the religions in each country. Now, write a paragraph to answer this question: **Which country, Samoa or Australia, has more cultural groups?** Give reasons for your answers.

Activity 4 Collecting And Processing Information From Graphs

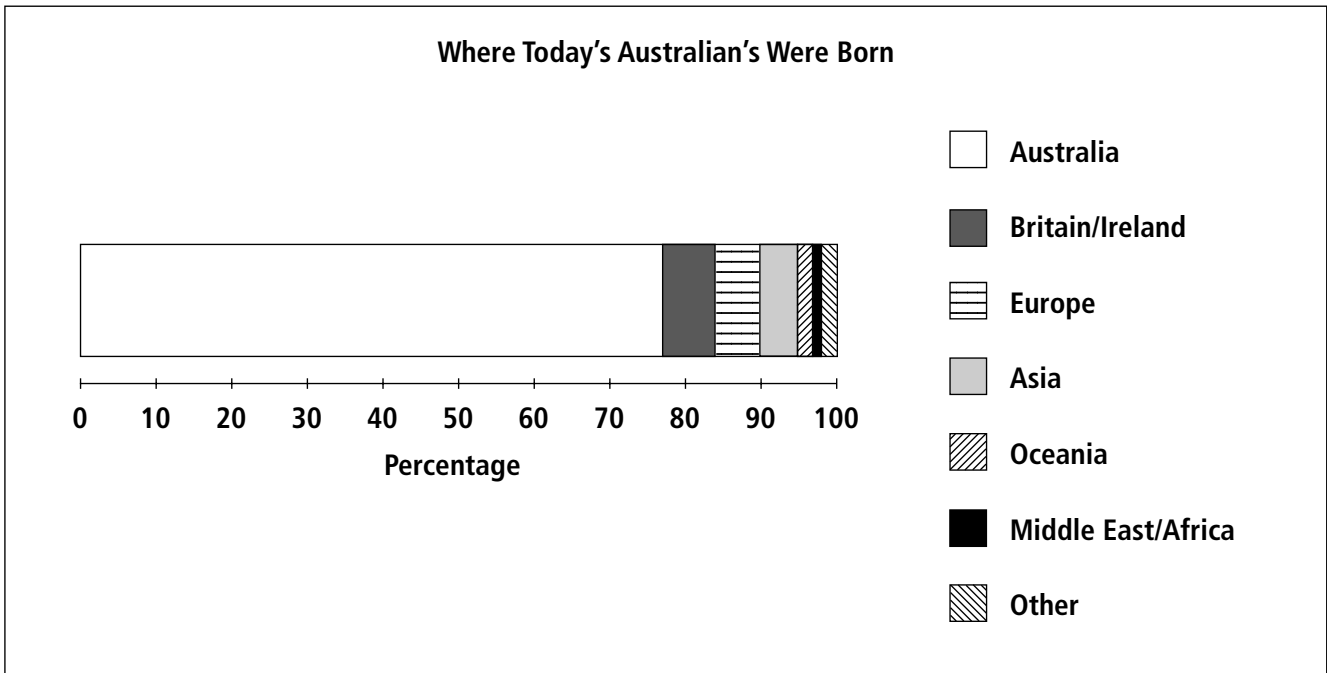


Figure 2.2
Percentage bar graph of birth place of Australians.

Study the percentage bar graph in Figure 2.4 and use it to answer the following questions:

1. What percentage of Australians were born in Australia? How many Australians is this? (Hint: multiply the percentage by the total population.)
2. What percentage of Australians were born in Britain and Ireland? How many people would this be?
3. How many Australians were born in Asia?
4. Write a sentence to compare any similarities and differences between the percentage bar graph that you drew in Activity 1 about the people of Australia, and Figure 2.2.
5. Which of the two percentage bar graphs mentioned in the last question more clearly shows that Australia is more culturally diverse than Samoa? Give reasons for your answer.

Types Of Cultural Interaction

Assimilation

This is when a cultural group **adopts** the same culture as the strongest or most powerful group. They change in order to fit in and to be fully accepted. The main consequence of assimilation is that the group that is assimilated will lose all or most of its culture.

Integration

This is when cultural groups learn and then share what they believe are the best parts of their culture with each other. In other words, they will blend together parts of each culture, to make a new cultural group.

Segregation

This is when cultural groups that live in the same society or area live separately and apart from each other. They will have their own schools and live in different parts of the same town. Some may work in the same workplace but they will have different jobs.

Biculturalism

This is when two cultures agree to live and work together. They will learn to respect and understand each other's culture. They will share parts of their cultures with each other, but will keep their own cultural identities.

Multiculturalism

This is when more than two cultures agree to live and work together. They will learn to respect and understand each other's cultures. They will share parts of their cultures with each other, but will keep their own cultural identities.

Genocide

This is when one cultural group successfully kills most of the people of another cultural group.

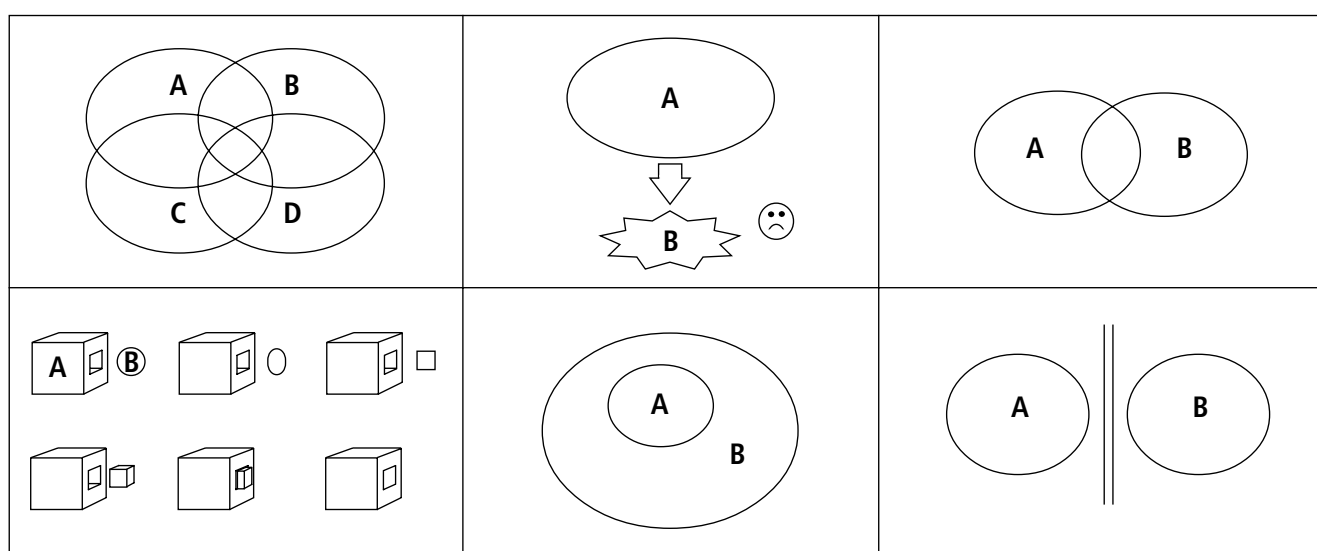


Figure 2.3
Types of cultural interaction.

Activity 5**Matching Definitions**

- Copy Figure 2.3 into your exercise book. Carefully read the definitions of the six main types of cultural interactions. Discuss the meanings of these words as a class. Think about the cultural interaction that best matches each diagram and match them up.

Topic 2**Changes Caused By Cultural Interaction****Changes in Policy**

When Australia was first formed in 1901, it had an assimilation **policy**. The government wanted Australia to have an English speaking, British culture. Only European migration was wanted. This was called the 'White Australia' policy.



The attitudes of Australia has changed. Since World War II about 5.5 million immigrants have come to Australia. Many came from non-English speaking parts of Europe. When the new migrants came, they preserved the languages and cultures of their home countries. During the 1960s, the government ended the 'White Australia' policy. The new government policy called for 'integration'.



During the 1970s the governments worked towards a 'multicultural' policy. This policy says that the diverse cultural identities are important to Australia. People from any country can apply to migrate to Australia. Their culture is not a problem



Australia has a proud modern record of helping people who search for safety. Australia has taken in more than half a million refugees since 1945. It has accepted a greater number of Indo-Chinese refugees (*e.g. From Vietnam, a country which has experienced genocide*).



Australia's 1996 census found more than four million people, or 24 per cent of the population, were born overseas.

Cultural Interaction — Sometimes Good, Sometimes Bad



For an insider's look at Australia, let us speak to students who have lived in Australia all their lives! Nicholas (12), Rebecca (12), Carlos (11), Brad (13), and Ryan (11), tell about life in their homeland.

(**Note:** TFK is the interviewer.)

TFK: What is a typical day of school like in Australia?

Brad: A typical day at school starts at 8:50 a.m. and finishes at 3:10 p.m. We wear a school uniform.

Ryan: Leave home at 7:30 a.m. and catch the train over the Harbour Bridge to school. Get to school at 8 a.m. and play with my friends or play in the computer room until 8:45. Go into class. **Recess** at 10:45 till 11:05. Classes until 1 p.m., break for lunch until 1:45. Classes or sport at college oval until 3 p.m. After school either go to computer club, piano lesson, choir rehearsal, rugby training or chess club.

TFK: What are some misunderstandings you'd like to clear up about Australia?

Rebecca: No one says stupid things like 'G'day'. No one has a pet kangaroo at their home.

Carlos: We do not have Aborigines (Australia's native people) with spears running down George Street (one of our main city streets). Kangaroos do not bounce around in our streets.

Nicholas: What on earth is 'the Land Down Under' about?!

TFK: In general, what do you think is the biggest problem that Australia faces today?

Ryan: **Poverty**, not enough **pocket money** and not enough jobs. **Racism** is a problem, too, but not as bad as in America. The Aborigines are the biggest victims since past generations had their children taken by the government to be raised in white families. They lost a lot of their traditions.

Carlos: Guns. Even one act of gun violence is too many.

TFK: What do you think is the world's top concern for kids? What are your ideas for helping to solve it?

Carlos: Drugs. In the street, there are **syringes** left lying around in the gutter and in the parks. **Offenders** should be sent to gaol (Australian for 'prison') and left there.

Rebecca: People who are racist. I would tell them to get their act together. In Australia, Aborigines and Asian people are the biggest victims of racism.

Ryan: I think it's war, which can be resolved with more **peace treaties**.

Source: *Time For Kids* 21 August 2000



Activity 6**Group Reading And Comprehension**

Organise yourselves into groups of at least 5–6 people. Each member of the group must take one of the characters. Sit together and read the interviews out loud. Choose one person in your group to be the recorder. That person will record your group's answers to these questions:

1. Who are the Aborigines?
 2. What are the three biggest problems in Australia?
 3. Why are the Aborigines the 'biggest victims'?
 4. What is a top concern, beside drugs and war for these Australian students? Who do they think are the biggest victims of this problem?
 5. What do you know about the Aborigines of Australia? Brainstorm for answers to this question. The recorder of your group can write your ideas out.
- Has anyone in the group ever heard of the 'Stolen Generation' of Australia? You will now be learning about one example of a very negative cultural interaction in Australia.

Did you know?

Thousands of Australian aboriginal children were taken away from their parents and families by force by the government. This happened from 1910 to 1970. They were removed from their communities and made to live in children's homes and centres that were managed by different church and government groups. This was because of the assimilation policy at the time. The aim of this policy was to teach the children about European or palagi culture. The government did not want the young generation of Aborigines to keep their language or cultural traditions. The government wanted the Aborigine people to accept the culture and the control, of the Europeans. The government believed that Aboriginal cultures were of no use or value to Australia. The government also believed that Aboriginal people would be better off without their own culture.

Case Study 1**The Stolen Generation**

Here are some facts about the results of this policy:

- Ninety percent of stolen Aboriginal Australians have suffered from **chronic depression**.
- Many stolen Aboriginal youths experienced physical **abuse**.
- In the state of Victoria, ninety percent of Aboriginal people who look for help from lawyers were stolen when they were young.
- Taking children away from their Aboriginal families often **prevented** their learning of Aboriginal language, culture and traditional responsibilities.

An example of a stolen child

Tjalaminu Mia was only 10 years old when she was taken away from her parents and her Aboriginal extended family. This happened in 1962. She and her six brothers and sisters were taken away to live in a children's home called Sister Kate's Children's Home. When they arrived, the children were not allowed to be together. The seven children were put into different buildings and houses. Tjalaminu said 'It was terrible, as we weren't used to being apart'. She also said it was shock to leave her family. She found it very hard to be alone in this new and strange place. She was lonely, and scared.

Tjalaminu Mia said that she and her brother Graeme had fair skin. They looked more white than the other children in their family. The workers in the children's home tried hard to make them forget their Aboriginal culture. They tried to make her believe that her parents and family did not care for them any more. They tried to make her believe that her Aboriginal culture would not help them to be successful in life. They tried to make them become a part of white Australia.

Many of the Aboriginal children that were taken away from their land and their families had problems when they became adults. Some of these problems were: alcohol; crime; suicide; family breakdown; violence and other health problems.

In Tjalaminu's opinion, what happened to her family and to thousands of other families was a terrible crime against her people. Many of the people who worked in the children's homes were good people and believed that they were helping the Aboriginal people. But, what they really did was help the government of Australia to destroy the Aboriginal way of life.

Source: *New Internationalist Issue 311 April 1999, Australia's Stolen Generation, Genocide and Forced Assimilation of the Aboriginal Peoples.*

Activity 7 Processing Written Information

Answer the following questions in your exercise book:

1. What is assimilation?
2. Why were Aboriginal children taken away from their families?
3. How many Aboriginal children were taken away or ‘stolen’? When did this happen?
4. Explain what these words mean in 1–2 sentences. You must use your own words.

chronic depression

abuse

reality

lonely

suicide

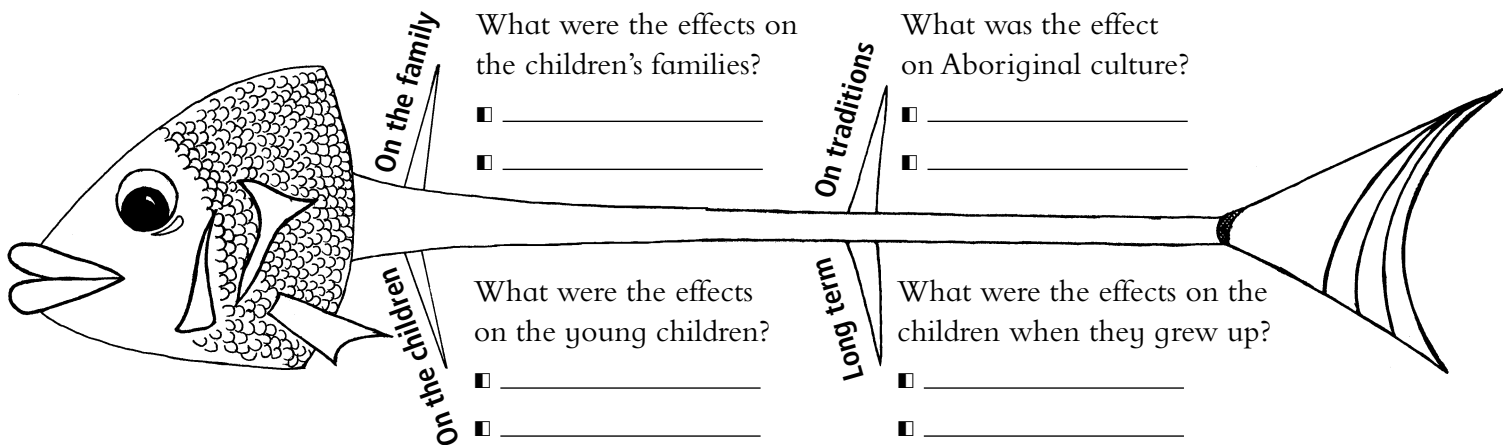
crime

separate

alcoholism

5. Copy this fish-bone diagram into your exercise book. Answer the questions on the diagram in the spaces provided.

The consequences of Australia’s method of assimilation



6. Imagine you are six years old and government officials come to your village and take you and your brothers and sisters away from your parents. Your father and uncles try to stop them but they are forced to keep away. Your mother cannot call the police for help because the police are there helping the government to take you away. Write a paragraph describing how you would feel.
7. Why do Aboriginal and Torres Strait Islanders who experienced this call themselves the ‘Stolen Generation’?

Case Study 2**Parliament Support For Multiculturalism**

Australia now has a multicultural policy. In 1996, a very important motion was passed in the House of Representatives (the Australian parliament). This shows that Australia wants to be a multicultural country. It also shows that at the highest level (government), people are working to make sure that Australia is a country that is fair and equal for all Australians.

Did you know?

There is a special way that decisions are made, when parliament meets together.

First, a motion is made. A motion is a formal proposal. A proposal is like a suggestion or recommendation. A recommendation is advice about what Parliament should do.

The person who is chairing or managing the meeting (in Parliament, it is the Speaker of the House) will then ask: 'Does anyone second the motion?' A motion is seconded when someone puts his or hand up and says: 'Seconded'. To second the motion is to state formally that they support the motion. A motion must be seconded before it can go to the next stage.

Once the motion has been seconded, Parliament then votes. This is when members of Parliament show their opinion. Those who agree and want to support the motion will vote 'yes'. Those who disagree with the motion will vote 'no'. Those who do not want to vote yes or no may abstain from the vote.

If more than half of the votes are 'yes', or support the motion, this is a majority. If the majority (more than half) of the votes support the motion, then the motion is passed or carried. Or, if more than half of the votes are 'no' — then the majority of the votes did not support the motion. The motion is not passed or carried.

The final decision of the action that parliament will take depends on the vote. Parliament will act only on motions that have been seconded, voted on and passed.

Racial tolerance and cultural diversity are two values that the main political parties of Australia support. On October 30 1996, the Prime Minister of Australia (Mr John Howard) made a motion in the Australian Parliament. He asked for Parliament to do these things:

1. Renew its **commitment** to the right of all Australians to enjoy equal rights and to be treated with equal respect no matter what race, colour, creed or origin.
2. Renew its commitment to have an immigration policy that is **non-discriminatory** of a person's race, colour, creed or origin.
3. Renew its commitment to **reconciliation** with Aboriginal people and Torres Strait Islander people, to **redress** their serious social and economic **disadvantages**.
4. Renew its commitment for Australia to be a culturally diverse, tolerant and open country; to keep Australia united and democratic.
5. **Denounce** racial intolerance of any kind ; to support the belief that racial intolerance is **incompatible** with the kind of country that Australia wants to be.

The Leader of the Opposition at that time, Mr Kim Beazley, seconded the motion. When the Australian Parliament voted on the motion, it was passed unanimously. It had the full support of parliament.

Activity 8

Processing Text-Based Information

1. Find out what these words mean, and explain what they mean in your own words:

racial tolerance	non-discriminatory	reconciliation
commitment	bipartisan	redress
cultural diversity		

2. Who was the Prime Minister of Australia in 1996? Who was the leader of the opposition party?
3. When did the Australian parliament pass the motion about racial tolerance and cultural diversity?
4. Political parties often disagree with each other. But this motion in Parliament had 'bipartisan support'. What do you think that means?

5. Parliament is where decisions for everyone in a country are made. If all the political parties have supported this motion, then that means that all the leaders of Australia will work for racial tolerance and cultural diversity.

Read these statements carefully. These statements are about the present-day Australian Parliament's commitment to racial tolerance and cultural diversity. Are they true or false?

- a. The Australian government will never allow assimilation to happen again.
- b. The Australian government will work hard to protect people from racism and discrimination.
- c. The Australian government will work hard to make sure that Australia is only for people of European descent.
- d. The Australian government believes that having cultural diversity will make Australia strong as a nation.
- e. The Australian government is very sorry that the governments of the past allowed the 'Stolen Generation'.

The Australian Way Of Life

A diverse people

Australia believes it is now a successful nation in building a tolerant and culturally diverse society. Australia's multicultural policy rests on three principles — the right to cultural identity, the value of social justice and the interest in economic efficiency.

- All Australians can, within limits, express and share their individual heritage, including language and religion.
- Australia values equality of treatment and opportunity, and seeks the removal of barriers based on race, ethnicity, culture, religion, language, gender or place of birth.
- Australia recognises the economic benefits of maintaining, developing and using effectively the skills and talents of individuals from all backgrounds.
- These principles apply to all Australians. Australia seeks commitment from all its people to their country's interests and future, to the structures and principles of its society, and to the rights of others to express their views and values.

Activity 9 Learning

1. What are the three principles that are the foundation of Australia’s multicultural policy? Copy the chart below into your exercise book. In the left column write out the three principles. In the right column, draw sketches or pictures to help explain how and why these principles are important to Australia.

Principle	Diagram to explain principle
1.	
2.	
3.	

Figure 2.4
The principles of Australia’s multiculturalism.

2. Why is it important for the highest level of government (Parliament) to work for multiculturalism?
3. How is the multicultural policy now different to the assimilation policy of the past? How and why is this better?
4. In your opinion, is this example of cultural interaction (multicultural policy) good or bad overall? Give reasons for your answer. Try to include specific examples.

Unit summary

Think about what you have learnt in the different topics or parts of this unit. What can you remember? Do you think you have met the objectives of this unit?

1. Find the key words in this word find. Then write sentences using your own words to explain the meaning of each word.

M	Y	M	T	W	B	P	A	O	D	M	A	L	J	J
X	U	X	S	C	X	R	P	Z	Y	U	Y	H	A	O
M	D	L	B	I	J	W	N	Y	L	I	E	B	B	A
N	O	I	T	A	L	I	M	I	S	S	A	S	S	W
R	N	Q	N	I	A	A	C	G	I	C	X	X	G	N
E	N	O	I	T	C	A	R	E	T	N	I	Q	C	Q
N	L	M	I	A	E	U	G	U	K	L	Z	A	K	C
A	M	R	U	T	J	G	L	H	T	B	L	S	B	P
P	B	J	G	T	A	Y	R	T	W	L	M	F	J	Y
Y	G	L	C	P	B	R	W	A	U	R	U	U	P	B
E	D	I	C	O	N	E	G	Y	T	R	Z	C	B	M
G	Q	R	C	I	S	Z	S	I	G	I	A	S	I	W
H	J	X	E	W	W	Y	V	U	M	J	O	L	V	B
X	N	S	E	G	R	E	G	A	T	I	O	N	I	C

assimilation

genocide

migration

biculturalism

integration

multicultural

Britain

interaction

segregation

2. Copy and complete this table into your exercise book. Then answer the questions that follow.

Describe two cultural policies from Australia.	Name the type of cultural interaction in each of the policies you describe.	Was the policy negative or positive?	Describe how the policy changed people’s lives.	What are the consequences of this policy for the people of Australia?
1.				
2.				

- a. What are some other examples from around the world of cultural interactions? Try and think of three. Listening to the world news on the radio or on television will be helpful.
 - b. Name one example from a country that is NOT Australia and NOT Samoa, of a negative cultural interaction. Name the type of cultural interaction.
 - c. Name one example from a country that is NOT Australia and NOT Samoa, of a positive cultural interaction. Name the type of cultural interaction.
3. Read this list carefully. Which of these ways of communicating or sharing knowledge have you learned in this topic? Think about the learning activities you have done, and then make your choice. You can make more than one. Write your answers out in your exercise books.
- Answering questions.
 - Organising information then writing lists.
 - Drawing a poster or pictures.
 - Drawing graphs and diagrams.
 - Writing paragraphs.
 - Interpreting or reading, graphs and diagrams.
 - Drawing timelines.
 - Joining class discussions.
 - Writing essays.
 - Sharing ideas in a brainstorm.
 - Using imagination to do a role play.
 - Doing a test or an exam.
 - Completing charts.

3. Read each of these statements and ask yourself if you can now do each of these things. Please insert a box next to each statement - see example.

I can give examples of some of the changes that are caused by different cultural interactions.

I can suggest some of the consequences of cultural interactions.

I can communicate my knowledge about the ways different cultures can interact.

Unit 3: CHANGING PLACES

Introduction

Deforestation is when large areas of natural forest environments are cut down by human beings. Forests took thousands of years to grow. Human beings cut them down and clear them away in a few months, even days. Deforestation can cause permanent change to an environment. Changes that are caused by deforestation happen on a number of different **scales**.

Scale is important in Social Studies. Scale is a word that has different meanings. The meaning that you must understand and use in this Unit is:

The relative size of something, or the relative size of an area.

Here are examples of different scales:

- **Local scale** — This is the area that is close to you, around you. This is the area that you know best from your own personal experience. For example, your village or town.
- **National scale** — This is the area that surrounds your local area. Your local area is a part of a nation or a country. National scale is larger in size or area. It will have more people, and more diversity. For example, your own nation of Samoa, is at a national scale.
- **Regional scale** — This is a much larger than national. Regions are areas that can include different countries which are close to each other and share important similarities. Very large countries which have many different environments (for example, Australia) may have regions within them. Samoa is too small to have regions. However, we share environmental and economic similarities with our South Pacific neighbours. So the South Pacific is a region, made up of the ocean and countries such as: Samoa, Fiji, Tonga, Niue, Vanuatu, New Zealand, Cook Islands, New Caledonia and so on.
- **Global or international scale** — this is the largest scale of all because it takes in the whole world, its lands and seas and all the people.

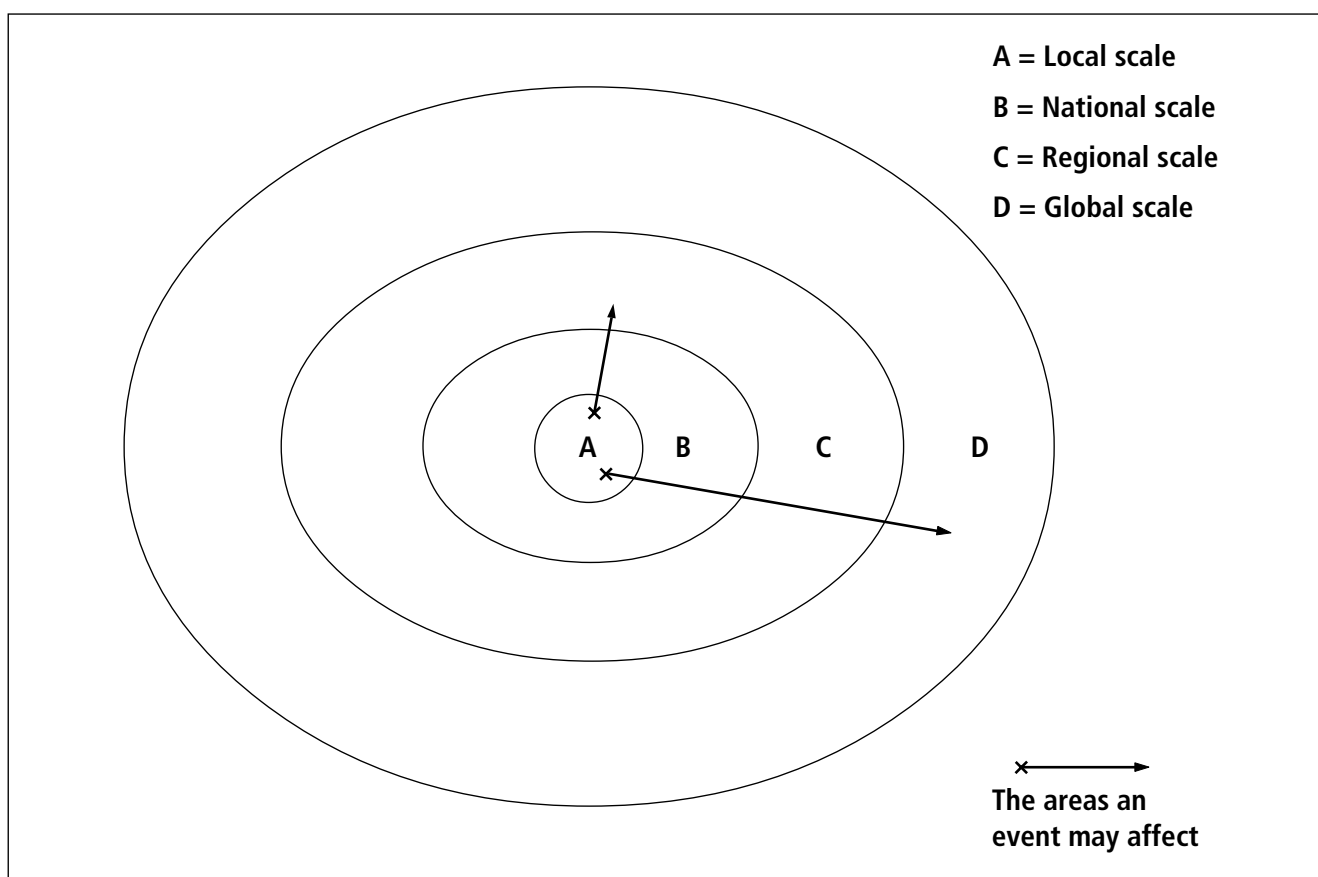


Figure 3.1
A matter of scale.

Study Figure 3.1 carefully. When something happens (for example, a cyclone), it will have an impact on the natural and cultural environment. The effects of a cyclone will be at a local level.

When Cyclone Ofa hit Samoa in February 1990, it caused damage throughout the country — so the effects were also at a national scale. This cyclone also badly affected American Samoa. Tonga and Fiji were affected, but not as much. Cyclone Ofa had a regional effect, but not all parts of the region experienced the same amount of damage.

When something happens, it may or may not have an effect at different scales — local, national, regional and global. If there is an effect at local level and at national level, it may not be the same in strength. In other words, it may cause large changes at the local level, but only a small one at national level. It may not have an effect at all on other areas or countries in the region. There may not be an effect at the global level.

Deforestation has been happening throughout the world at a very fast **rate**. Some of the world's largest forests are now much smaller in size because of deforestation. The effects of deforestation are being experienced in many parts of the world (and not just in the countries with forests). Deforestation is an environmental problem on a global scale as well as regional, national and local scale.

This Unit is divided into three parts called topics. We will be learning about the changes to the environment and to peoples' lives that are caused by deforestation. Because deforestation has an effect at all scales, we will be learning how these changes affect people and environments at different scales. Our case study is Indonesia and its tropical rainforests. The activities in the topics will help you to achieve the objectives of this unit.

Unit objectives

At the end of this unit you will be able to:

- Identify factors that led to deforestation that caused changes in place and environment in Indonesia.
- List and select the changes in traditions and cultural practices caused by deforestation.
- Explain the process and effects of transmigration (in Indonesia), which has changed people, places and features (natural and cultural) of the environment.

Topic 1

Causes And Effects Of Deforestation

Here is some **general** information about the deforestation of tropical rainforests on a global scale.

Q. What is deforestation?

A. Deforestation happens when the trees and other plants in a forest are cut down and cleared away.

Q. Where is it happening?

A. Deforestation is happening where there are large areas of tropical rainforest. Tropical rainforests grow where the climate is tropical. Tropical climates can be found in places that are close to the equator. Temperatures are high all year. Rainfall is high all year.

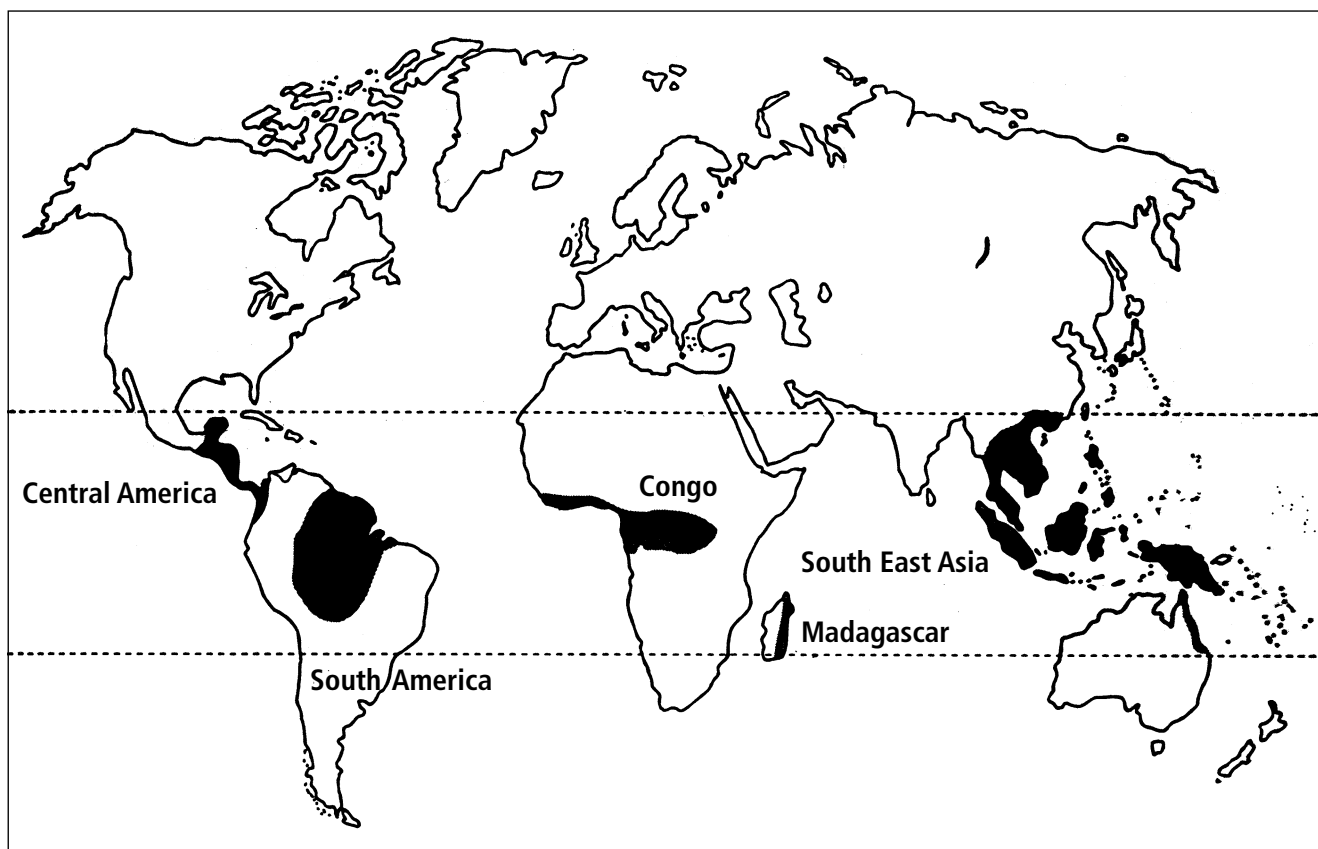


Figure 3.2
The global location of tropical rainforests.

- Q. Why is it happening?
- A. Most of the countries with large areas of tropical rainforests are developing countries. The forests are being cleared because valuable wood from the trees can be sold and exported to other countries. This brings income to the country. Land is wanted for growing food (for example, rice) and export crops (coconut trees, for copra and coconut oil). The number of people in developing countries is growing. These countries need more land for people to live in, because towns and cities are overcrowded.
- Q. Who is deforesting tropical rainforests?
- A. At the national level, it is often the government and big companies that have been cutting down and clearing the forests. On the global scale, these countries are the top five deforesting countries in the world. They are clearing away their tropical rainforests at a very fast rate.
- a. Brazil (South America).
 - b. Indonesia (South East Asia).
 - c. Bolivia (South America).
 - d. Mexico (Central America).
 - e. Venezuela (South America).

- Q. When is deforestation a problem?
- A. Clearing away the trees and plants becomes a problem when it is done to large areas of forest, at a fast rate. It is estimated that more than 80% of the world's natural forests have now been deforested. This is a global problem because:
- Precious plants and animals are destroyed.
 - Deforestation is changing the types of gases in our atmosphere. Scientists say that this is changing the climate of the earth.

- Q. How are natural environments deforested?
- A. Tropical rainforest have lots of different plants. These plants grow at different heights and levels. This makes rainforest environments very **luxuriant**. But the thick layers of plant-life make deforesting hard. There are several ways to deforest rainforest.

Slash and burn: this is when the bigger trees and plants are cut down. This lets more sunlight through to the smaller plants on the ground. After a few days, when the area has dried out the area is burned by fire.

Selective logging: this is when a few trees per hectare are cut down and taken out of the forest to be used. Loggers are mainly interested in the trees of the forest. They are not interested in using the land for growing food or export crops.

Logging: this is when all the big trees in an area are cut down. The trees are taken to a nearby sawmill and cut for house building.

Road building: this is when trees and other bigger plants are cut down to make roads. Bulldozers are used to completely clear away the smaller plants.

Activity 1

Reading And Comprehension

- What is deforestation? Explain the meaning of this word using your own words.
- Why are there no tropical rainforests in New Zealand and the United States?
- Draw a star diagram that explains the main reasons tropical rainforests have been cleared.
- Which of the following countries are deforesting their rainforests: USA, Canada, Brazil, China, Indonesia and New Zealand?
- When and why is deforestation a problem?
- Draw two squares on a page in your exercise book. In one, draw a sketch of what slash and burn deforestation might look like. In the other, draw a sketch to show what logging might look like. Clearly label your sketches.

Country	Samoa	Indonesia
Full country name	Independent State of Samoa (formerly Western Samoa).	Republic of Indonesia.
Location	Samoa is located in the South West Pacific It is south of the equator. It is the first country after the International Dateline.	It is the world's largest archipelago. It is in South East Asia, to the north of Australia and west of Papua New Guinea.
Area	2860 square kilometres.	1 904 000 square kilometres.
Capital city	Apia (population 38 500).	Jakarta (population 9 300 000).
Total population	161 000	213 000 000
People	93% are Samoan, and 7% are European and Asian.	There are 365 ethnic groups. The main ones are Malay (90%), Melanesian (5%) and Chinese (3%).
Languages	Samoan in the main language. English is widely spoken as a second language and in government and business.	Bahasa Indonesia is the main language. There are 583 dialects. English is spoken in main urban and tourist areas.
Religion	99.7% are Christian.	87% are Muslim, 9% Christian and 2% Hindu.
Government	Constitutional monarchy.	Republic.
Currency	Tala.	Rupiah.
Main trading partners	New Zealand, Australia, American Samoa, Germany, Japan, China.	Japan, USA and Singapore.
Main products and industries	Agriculture, tourism, food processing and fishing.	Oil, gas, textiles, timber, coffee, rubber, coal, tin, copper and coconut oil.

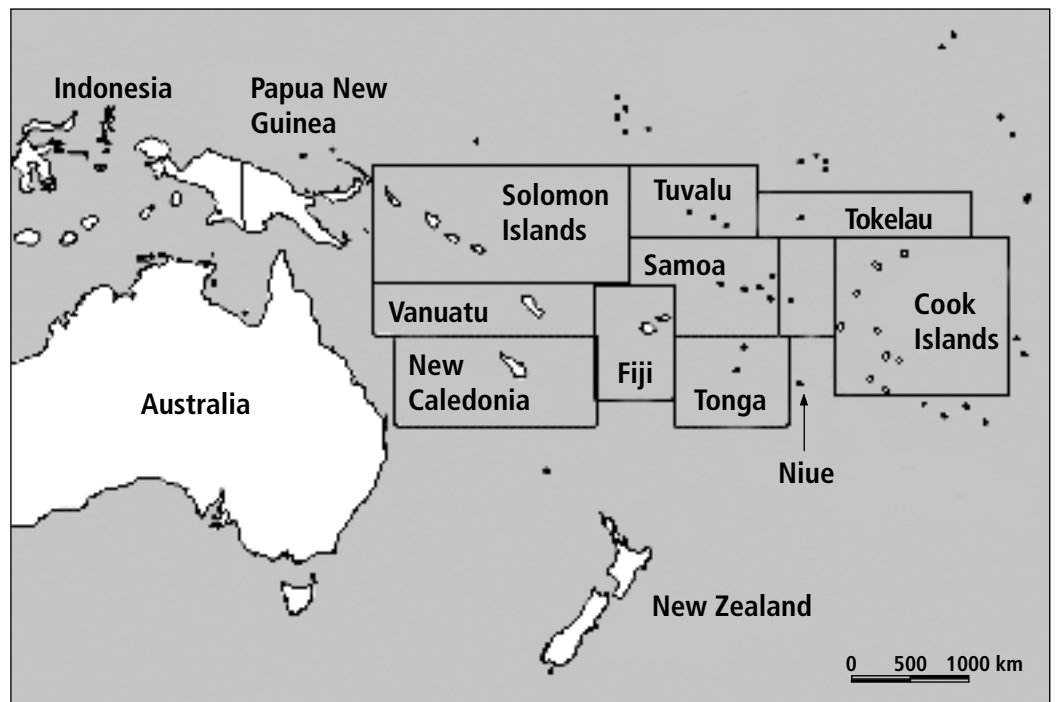


Figure 3.3
The South West Pacific.



Figure 3.4
Map of Indonesia.

Activity 2**Interpreting Written Information**

1. Think about the size or the area of Samoa and Indonesia. How many times bigger is Indonesia?
2. Think about the number of people, or the size of the population in Samoa and Indonesia. How many times larger is Indonesia's population than Samoa's population?
3. How far away (approximately) is Indonesia from Samoa? In which direction from Samoa is Indonesia?
4. Which country is Indonesia's neighbour to the North? Which country is Indonesia's neighbour to the South? Which country is Indonesia's neighbour to the East?
5. What are the three largest islands of Indonesia?
6. What is the capital of Indonesia and what island is it on?
7. What is the name of the country that has recently become independent from Indonesia?

Did you know?

- Indonesia is the largest **archipelago** in the world (it has more than 17 500 islands, stretching more than 5000 kilometres from west to east).
- Indonesia has three of the world's largest islands: New Guinea, Borneo, and Sumatra.
- Indonesia is one of the most **seismically** active areas in the world (it has active volcanoes, earthquakes and tidal waves).
- Indonesia has the largest area of **mangroves** in the world.
- Indonesia has the world's longest snake.
- Indonesia has the world's smallest monkey.
- Indonesia has the world's largest flower.
- Indonesia is the world's largest producer of **plywood, cloves, nutmeg** and liquid **natural gas**.
- Indonesia has the world's largest population of followers of the Muslim religion.
- Indonesia has one of the easiest languages in the world to learn. It is *bahasa Indonesia*, the national language.

The Environmental Observer

DEFORESTATION IN INDONESIA

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The Cause of Deforestation

The deforestation of Indonesia's tropical rainforests has been happening at a very fast rate. In 1950, the country had about 152 million hectares of forest. By 1993, this number had dropped to 92 million hectares. It is estimated that 1.3 million hectares of rainforest are cleared every year in Indonesia.

Indonesian rainforests are cleared away for these reasons. First, parts of Indonesia are over-crowded (e.g. Java). More land is needed for people to build their homes and to grow food.

Secondly, the trees in the rainforests are valuable. They are very good for building and for making furniture. Countries like Japan buy lots of timber (wood). Logging companies cut down the trees and export the trunks — it is one of Indonesia's most important exports.

Thirdly, rainforests are cleared by big companies so that land can be turned into huge plantations. Rubber, coffee, and coconuts are grown on these plantations and exported overseas.



Special points of interest

74% of Indonesia is rainforest.

Rainforests are under the authority of the Ministry of Forestry.

The population density of Java is one of the highest in the world.

There are 350 different ethnic groups in Indonesia: each has its own language, culture, customs and traditions.

Indonesia's Rainforest Wealth

10% of the world's rainforests are found in Indonesia.

60 million people depend on Indonesia's forests to live.

About 22 million of these are farmers with small areas of land.

Indonesia's forests contain many species of plants and animals. Indonesia takes up only 1.3% of the earth's land, but has 10% of the world's plant species, 12% of the mammal species, 16% of the reptile species and 17% of the bird species.

In the western part of Indonesia are many Asian animal species such as elephants, tigers and orangutans. The eastern part has such animals as kangaroos and frilled lizards. The islands lying between have animals such as dwarf buffalo, deer, pig and the komodo dragon.

The Government and the Logging Companies

Rainforests are under the authority of the Ministry of Forestry. Indonesian logging companies must apply for a contract and follow the Ministry's instructions. But many people believe that the logging companies have not been careful, and have ignored the rules of the Ministry. The Ministry has given out logging contracts to just a few companies and people. The Ministry cannot **monitor** all the companies because they do not have enough officials to do the work. Companies are supposed to pay money to the Ministry, but often do not do this. The money (called royalties) is like a payment to the government for deforesting the land and taking the timber. Some people believe that the government of Indonesia has not used the royalty money to help the people of Indonesia.

Plantations: Burning for Profit!

For many years, big plantation companies have set fire to forested areas. This clears the land quickly and cheaply. The companies destroy tropical hardwood trees and plant other crops and trees that are used for food or making paper. The companies do not seem to care about the effect this is having on the environment. The government banned forest burning in 1994, but some companies did not obey. In 1997 there was a very serious **drought**. This made the environment very dry. Companies continued to clear forest in Borneo and Sumatra by setting fires. Because the land was so dry hundreds of fires got out of control and caused a terrible **disaster**. Huge forest fires destroyed large areas of forest and all the plant and animal life that lived in them. For two months the smoke from the fires was dangerous to the health of human beings in Indonesia and its neighbouring

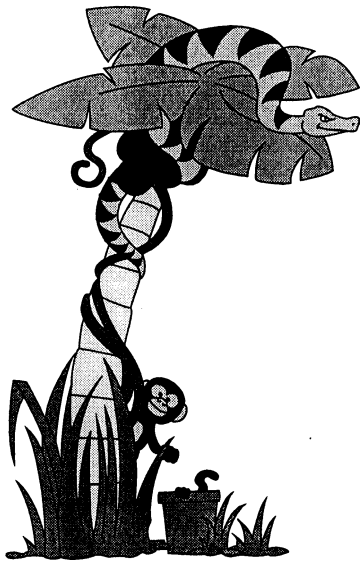


countries. Six countries in the Southeast Asia region were affected by the smoke. The smoke was so thick that it stung the eyes and lungs, and hundreds of children and elderly people had to go to hospital. Many schools and businesses closed. Experts said it was the worst environmental disaster they had ever seen. The fires spread over 2 million hectares and caused \$1.4 million in damages.

Plants and Animals at Risk!

Biodiversity means that there are many different species of plant and animal life. One of the reasons why scientists want to protect tropical rainforests is because there are many medicines in this natural environment.

Scientists do not believe that all the plant and animals species have been discovered yet. Deforestation is a permanent change. Once the rainforests have been cleared they will not grow back. Indonesia has plants and animals that are not found anywhere else in the world. If the rainforests are destroyed, these animals will become **extinct**.



The Old Man of the Forest: The Orangutans

Orangutans are only found on the islands of Sumatra and Borneo. The Indonesian part of Borneo is Kalimantan.

Orangutans are apes. Many people who have seen them in their natural environment say that their eyes and the expressions on their faces are like ours (humans).

Many Orangutans died in the huge forest fires of 1997. Orangutans cannot swim — when they reached the river banks they could not escape from the fires. These forest fires were started by logging companies and plantation companies. 80% of the orangutans' natural environment (their habitat) has been destroyed in the last 20 years. This is why the number of orangutans has fallen.

The orangutans have been called the 'Old Men of the Forest', because they look like old people, with long orange hair.

The Global Consequences.

Whatever happens to the rainforests of Indonesia will have a local effect (people will lose their homes), a national effect (Indonesia earns money from selling timber, a regional effect (smoke for the fires may cause problems in neighbouring countries) and a global effect (the second largest rainforest in the world helps put a lot of oxygen and water back into the atmosphere). This last issue is important for our climate. The big forest fires of 1997 put a lot of extra carbon dioxide (CO₂) into the air. This had an effect on rainfall patterns and climate change in the world.

Road Building: The Good and the Bad

Logging companies build roads into forests to transport the tree logs that are cut down. New roads make it easy for other people to move in to live, such as farmers. These are often people who want to find a better life away from the crowded cities. When more people move out into the country they want more land for farming and living. More rainforest will be cut down. Roads also cause soil erosion, because the roads are often not sealed. Heavy rains wash the soil away.



The Consequences of Deforestation for People

Some cultural groups in Indonesia have lived for many years as a part of the rainforest environment. They have lived in small family groups and hunted and gathered food from the forest. They have built their houses using natural materials found in the forest. They have cleared very small areas of land to grow crops for food. These cleared areas still have the big trees of the forest growing there. After a time, when it becomes hard to hunt for food the families will move to live in another part of the forest. This way of using the rainforest does not make permanent changes. The rainforest grows back.

them by building new schools and health services. Between 1950 and 1986 approximately 3.5 million people were moved and resettled. This programme has not helped all migrants. Many were moved to areas where the cultures that lived there already did not want 'strangers' from a different culture, and speaking a different language (and often with a different religion) living on their island. Some were sent to islands where the land was very poor and the government did not provide schools or hospitals. Life for many of these families became worse than the lives they left behind. Transmigration makes the problem of deforestation worse because more land is cleared away for the new migrants.



Transmigration: A Special Consequence

Transmigration is another reason why deforestation takes place in Indonesia. Transmigration is the programme that the Indonesian government started in the 1950s. This programme moves poor farming families from the crowded islands of Java, Bali and Madura to other islands where there are less people. The families on the programme are supposed to receive land, a house and other things to help them settle in their new home. The government is also supposed to help

Activity 3**The Impact Of Deforestation On Indonesia**

- You will need the newspaper *The Environmental Observer* to answer the questions below and to complete the paragraph.
1. What percentage of Indonesia is covered in rainforest? What percentage of all rainforests in the world, are in Indonesia?
 2. Give three examples of animals that can be found in the rainforests of Indonesia.
 3. What does 'biodiversity' mean?
 4. How many hectares of rainforest did Indonesia have in 1950? How many hectares did it have in 1993?
 5. What are the three main causes of deforestation in Indonesia?
 6. Which government department is supposed to look after the rainforest resources of Indonesia?
 7. Copy and complete this paragraph. Carefully choose the correct answer from the list of words below:

In 1997 _____ of forest fires got out of control on the islands of _____ and _____. The fire caused \$1.4 _____ dollars in damage. Two million _____ of forest land was destroyed. The _____ from the fires was so thick that it made people sick, especially children and _____ people. The clouds from the _____ were so big that they covered the skies above Indonesia's _____. The forest fires were made by _____ and _____ companies. These companies were trying to clear the land _____ and quickly.

<i>Sumatra</i>	<i>Timor</i>	<i>Irian Jaya</i>	<i>smoke</i>
<i>cheaply</i>	<i>Borneo</i>	<i>hundreds</i>	<i>young</i>
<i>enemies</i>	<i>million</i>	<i>thousand</i>	<i>acres</i>
<i>hectares</i>	<i>old</i>	<i>fires</i>	<i>neighbours</i>
<i>plantation</i>	<i>logging</i>		

8. Think about the effects of deforestation in Indonesia. Make a copy of this chart in your exercise books. Use what you have read to help you to complete the chart.

Cause	Effect on natural environment	Effect on cultural environment
Plantations		
Logging		
Land for farmers		
Building roads		
Forest fires		

Figure 3.5
The effects of deforestation in Indonesia.

9. What are some of the consequences of deforestation in Indonesia that are at a national scale? What are the consequences at a regional scale? What are consequences at a global scale?

Activity 4**Transmigration — Indonesians On The Move**

Carefully read the last page of the *Environmental Observer*. Then answer these questions in your exercise book.

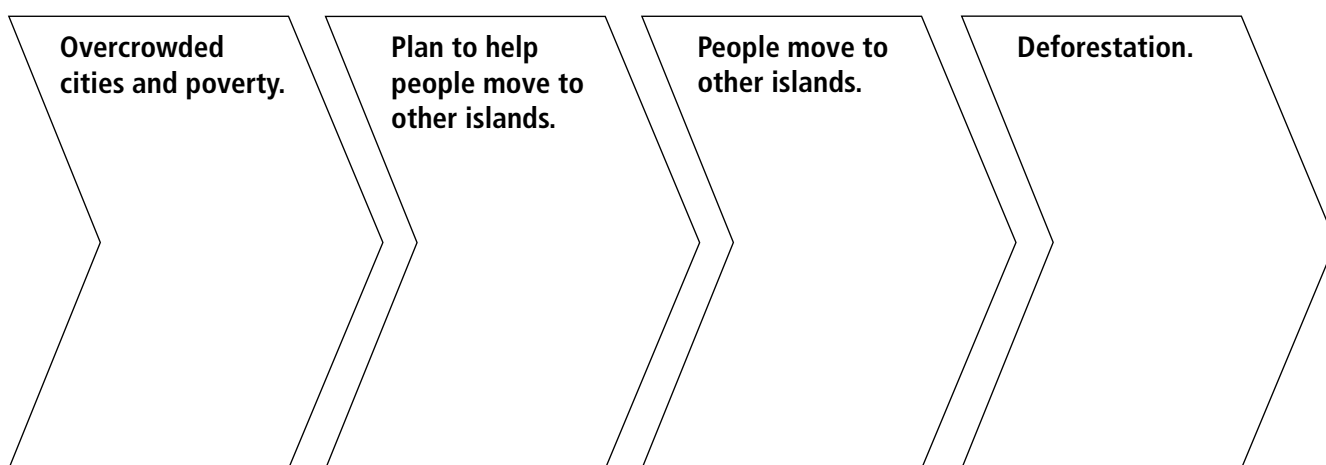
1. What is transmigration?
2. Write a list of the benefits of this population programme. Then write a list of the disadvantages of this programme.
4. How many people were shifted and moved by the government between 1950 and 1986?
5. Imagine that you live in the city of Jakarta, and that you are very poor. It is hard to earn money to send all your children to school. And you worry that if they get sick, you will not be able to pay for the doctor. You do not own your own land. You share a house with your wife's parents and family. The city is very crowded. There is a lot of air pollution from factories. The roads are very dangerous because there are so many cars.

Write a short story about how you and your family transmigrate to the island of Sumatra from Java. The government has given you land, you have a small house, and you also have some money that the government gave you to help you get started on your new farm. The people around you, however, do not really like you. They speak a different language, and have a different way of life. Write about how you feel. Do you remember the *Push/Pull Model* of migration? (See *Socia Studies Year 9 Book 2* to revise this!) Use that model to help you write about the push factors and pull factors of your new life.

Unit summary

Think about what you have learnt in the different topics or parts of this unit. What can you remember? Do you think you have met the objectives of this unit?

1. Draw a star diagram to show the factors that cause deforestation.
2. Here are examples of newspaper headlines. Which would best describe changes to traditions and culture caused by deforestation?
3. Copy this flow diagram into your exercise books. It is about transmigration in Indonesia. You must complete the flow diagram by adding extra information in the boxes.

The Causes and Effects of Transmigration

5. Read each of these statements and ask yourself if you can now do each of these things. Please insert a box next to each statement - see example.

I can identify factors that led to deforestation that caused changes in the environment in Indonesia.

I can select and list the changes in tradition and cultural practices caused by deforestation.

I can explain what transmigration is, and the effects this has had on people, places and the environment in Indonesia.

YEAR 10 GLOSSARY

Word/phrase	Meaning
Abstain	When someone decides not to use his or her right to vote; when someone decides not to vote.
Accommodation	The place or building where someone lives.
Adapt	To become more right or suitable for something.
Adopt, adopted	When a child becomes part of another family. A child's adopted parents will not be his or her birth parents.
Anthem	The national song or hymn of a country — it is usually a very serious, important song. People sing a national anthem with respect.
Archipelago	A group of many islands, eg the islands of Samoa and American Samoa form an archipelago.
Bahasa Indonesia	This is the national or official language of Indonesia. There are so many different languages in this country that one language was used and chosen as the official language.
Bipartisan	When two different groups (<i>e.g. Political parties</i>) cooperate together and support each other.
Category, categories	A class or group, of things.
Ceremony	A special event that has important steps or actions — a ceremony can be religious (<i>e.g. A wedding ceremony at church</i>) or it can be cultural (<i>e.g. The ava ceremony</i>) or it can be public (<i>e.g. The opening of Parliament</i>).
Challenged	To be called or told to prove your strength or abilities; or, to be told to prove to others that you are right.
Cherish	To look after with great love and respect.
Chess	A game that is played by two people using a chess board and sixteen pieces.
Claimed	To say that something is true.
Cloves	A spice that is made from the dried, unopened flower bud of a plant called the tropical myrtle. Cloves are used to give flavour to cooking.
Commitment	A duty and obligation that a person is trying to keep.
Consequences	The outcome or results of a decision or action.
Continent	The world's largest land masses: <i>e.g. Africa and North America are continents</i> . There are seven continents in the world.
Convicts	People who are in prison or jail for crimes that they have done.
Creed	A set of values and beliefs: <i>e.g. A Christian creed is a set of values and beliefs that is based on the teachings of Jesus Christ</i> .
Cultural diversity	When there are many different cultural groups living and working together.

YEAR 10 GLOSSARY

Word/phrase	Meaning
Culture	The way of life, customs and traditions of a group of people: <i>e.g. The Samoan culture; Tongan culture; Chinese culture.</i>
Deforestation	The cutting down and clearing away of plant and animal life in the forest.
Democratic	When things are done in the belief that all people have equal rights.
Denounce	To strongly disagree with something and to speak out in public against it.
Disadvantage	A situation that has a negative effect.
Disaster	An event that happens suddenly, usually with little or no warning. It is a disaster when there are very negative results — for example, Cyclone Ofa in 1990 was a disaster because of the damage to people's lives and property.
Drought	When there is little or no water in the natural environment for a long time.
Explorers	People who travel to a new place (<i>e.g. A country</i>) to learn more about it.
Extinct	When a species of plant or animal has died out — all the animals or plants in that group have died and there are no more left in the world.
Flag	A rectangle shaped piece of cloth that has special colours and symbols on it. A national flag is the special flag of a country.
Foster, fostered	To take care of a child and to look after it as he or she grows up.
Free will	When a person is able to do what he or she wants to do without the influence or power of anyone else.
Generation	A stage or age level in a family: <i>e.g. Your grandparents and others that are the same age are one generation.</i> Parents form the generation after them and you (children) belong to the next generation.
Global	The whole world; world-wide.
Gutter	A long shallow ditch by the road where waste water and sometimes rubbish from the road collects.
Hobby, hobbies	Something fun and enjoyable that is done by someone after work is done: <i>e.g. Watching rugby or another sport; reading books; listening to music on the radio.</i>
Icon, icons	A person or a thing that is other people admire because it is a symbol of something great.
Identity	How a person sees himself or herself; or how something is seen by others.
Incompatible	When two things or people do not go well together- they cannot live or work together.

YEAR 10 GLOSSARY

Word/phrase	Meaning
Independent	When a person or country is not controlled by another person or country. To be independent is to be able to make own choices and decisions.
Interaction	When things have an effect on each other; when things influence each other.
Internet web-site	The international computer network system has places where information is put and available to people who use the internet. These are called web-sites.
Interpret, interpreting	To explain the meaning of something. Sometimes maps, diagrams and other languages need someone who can explain what these mean to other people.
Intersection	When ideas are put together and are compared to each other.
Luxuriant	When many plants grow well together. A that has luxuriant plant growth looks very green and the plants are thick. The ground is covered well.
Majority	The greatest part of a group or class.
Mangroves	A special type of tree or bush that grows in the mud and swamps where the sea meets the land.
Media	Newspapers, radio and television — these are the ways that information is given to people.
Monitor	To observe and watch over carefully. This is done to check the way something is working.
Nationality	The country or nation that a person belongs to gives that person his or her nationality. It is an identity.
Natural gas	Gas that is found in the natural environment, deep in the earth. It is not made by humans.
Negative	When something is not positive; when it does not have good qualities.
Non-discriminatory	To avoid treating others differently in a negative way; to treat others with fairness.
Nutmeg	A spice used to flavour food when cooking; nutmeg is made from the seed of a tree that is found in countries in South East Asia.
Offender, offenders	Someone or people, who have done something wrong against the law.
Opportunity	The chance or time to do something positive.
Pair	A set of two things together.
Patchwork	When small pieces of different material are sewn together in a pattern.

YEAR 10 GLOSSARY

Word/phrase	Meaning
Patriotism	The strong feelings of loyalty and respect a person has for this or her country. A patriotic person will work hard to serve their country in any way they can.
Peace treaty	A formal agreement between two groups of people who are at war with each other. In a peace treaty, they promise (in writing) that they will stop fighting with each other.
Perpetuate	To protect a person or an event from being forgotten over time.
Personal	Something (ideas, beliefs, values, things) that belong to a person. A person's own will.
Plywood	A strong thin board that is made by sticking together thin layers of wood. Plywood is made in a sawmill. A sawmill cuts up trees that have been logged or cut down.
Pocket money	Small amounts of money that some parents give to their children every week to spend for themselves.
Policy	The plan of action (sometimes the rules and laws) that a group of people (<i>e.g. A government department or a business</i>) must work by.
Political	To be involved with politics.
Positive	Something that has good qualities, is very helpful and good for people.
Poverty	To be very poor; to be without enough money, food and clothing.
Prevent, prevented	To stop something from happening.
Quality, qualities	General excellence; the things that are special about something.
Racial tolerance	The ability to be patient and kind towards people from different racial groups. To treat others fairly.
Racism	The belief that one race of people is more important and valuable than another. When people act on this belief, they do not treat others equally and fairly.
Rate	Speed.
Reaffirm, reaffirms	When something important is said again — often a view or an opinion.
Recess	A short break from classes during school time (for children to eat and to play).
Reconciliation	When two groups of people work to come back together in friendship and respect. This may happen after a strong disagreement or argument.
Redress	To make amends; to make something wrong that happened, right again.

YEAR 10 GLOSSARY

Word/phrase	Meaning
Rehearsal	A practice for a performance or show.
Reputation	What is said about a person; what others believe about a person.
Reunion	When a group of people (<i>e.g. From the same extended family</i>) get together for special activities.
Scale, scales	The relative size of something: <i>e.g. At a national scale or level, Savai'i is very a large island. On a regional (Pacific) scale, Savai'i is a smaller island compared to Viti Levu island in Fiji. On a global scale (the whole world) Savai'i is a very small island, compared to the continents.</i>
Seismic, seismically	Earthquakes and earth movements.
Similar	To be almost the same.
Similarity, similarities	Things which are almost the same.
Source	The place where something comes from.
Spirituality	Religious, divine and inspired.
Symbols	A mark or sign which has special meaning; something that carries other meanings — they represent important ideas and beliefs for people.
Syringe, syringes	A needle that is used for taking out liquid or putting in liquid, usually in the human body.
Tattoo, tattooing	When skin is marked with a special pattern or design. Sharp tools are used to put dye into the skin: <i>e.g. The pea and malu.</i>
Unanimously	When everyone agrees and supports a decision.
Unique	Being the only one of its kind.
Vacation	A holiday — time away from work.
Victim, victims	A person who is injured, hurt or even killed by another person or group of people or by a natural disaster.

