

# Book 2

Year 9



# Social Studies

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Year 9 Book Two



GOVERNMENT OF SĀMOA  
MINISTRY OF EDUCATION, SPORTS AND CULTURE

## Acknowledgements

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Fono at Mulinu’u, 1930, Tattersall Collection  
(Reference: PAColl-3062-3-17) (page 36)

Men of the Samoan Mau movement, 1929, FJ Gleeson Collection  
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Catholic Church, Apia, FJ Gleeson Collection  
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The leaders of the women’s Mau, ca 1930, FJ Gleeson Collection  
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View of Mulinu’u, Western Samoa, 1900–1939, Tattersall Collection  
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# Unit 1: PLACES AND THEIR PEOPLE

## Introduction

For human beings, our environment is what is all around us. The physical things that surround us can be living, or non-living. They can be made by nature (natural) or made by people (cultural). So the environment that surrounds us in the areas that we live in is made up of **natural features** and **cultural features**. Examples of natural features include forests, sunshine, soil, and rivers. Examples of cultural features include roads, electric power lines, houses and plantations.

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Wait — *plantations?! But aren't plantations full of plants? Plants are natural!*

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Yes — but remember, cultural features are made by humans. A banana plantation has been planted and tended by humans, so it is a cultural feature. A rainforest is a natural feature, because all the plants and animals went there naturally, without human beings.

Some places in the environment that people live in will be **significant** or important to them. A place is a particular area. Think of the places in your life: where you live, where you go to school, where you go to church, where you catch the bus, where you play sport or where you shop. Some places may be quite ordinary to you. Others may be quite special.

This unit is about **ordinary places** and **special places**. If we study places closely, we can learn a lot about the way people in the past, have interacted with the **natural environment** and **cultural environment** around them. Places that are important to us now are important because of **interactions** we have had there in the past.

This unit is divided into four parts. Each part is a topic that will help you to develop your knowledge and understanding of this unit. The learning activities in the topics will also help you to achieve the unit objectives.

**Unit objectives**

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

- **Gather** information about places and environments that were important to people in the past, and are still important to people today.
- **Identify** traditions that began in the past because of the way the people at that time interacted with their natural environment.

**Topic 1 Ordinary Places**

**Seeing and thinking**

1. Look around you. Notice everything that surrounds you — ask yourself if the things that you are looking at are natural or cultural.
2. Copy and complete this chart into your exercise books. List the things around you that are natural and cultural in your chart. Compare your chart with another person’s chart. See if you agree or disagree with each other.

Natural Features	Cultural Features

3. Choose 2–3 things from your chart. Write these out in your exercise book. Are each of these things useful to people, or not? Make a decision. Write sentences to explain your answers.
4. Write a sentence to explain the meaning of the word environment, into your exercise book. Try to use your own words.

**Activity 1****Brainstorming**

An ordinary place is a place that is very familiar. It is **familiar** or well known because it is where simple but important things are done regularly. These activities are often part of a daily or weekly **routine**. Examples of ordinary, routine activities include: sleeping, eating, washing, going to church, buying bread at the shop and going to school.

- As a class, list as many examples of ordinary activities that you can think of. List these on one side of the blackboard.
- When the class has finished, have another discussion. This time, write a list on the other side of the blackboard of all the places where these ordinary activities happen. Your list could begin like this:

**Ordinary activity**

*Eating.*

**Places where this activity happens**

*At home.*

*At school.*

- Write these lists out in your exercise book.

**Activity 2****Gathering Information From Maps (Map Interpretation)****Where do people in Sāmoa live, and why do they live there?**

Most people in Sāmoa live together as extended families. Some live as nuclear families. Some people live as groups of friends. There are a few people who live alone. But **where** do these groups of people live? People in our country live in different places. Some live by the sea, some live in town, some live on the hills and mountains. Many people live in villages, and are close to other people. Some people live further away from others, on their plantations.

People may live in different places in Sāmoa, but there are still patterns of where people live. When we look at the pattern of where people live in a country, we are actually looking at a country's **population distribution**.

The people of our country are not evenly spread through our islands. Study this map that shows where the people in Sāmoa live.

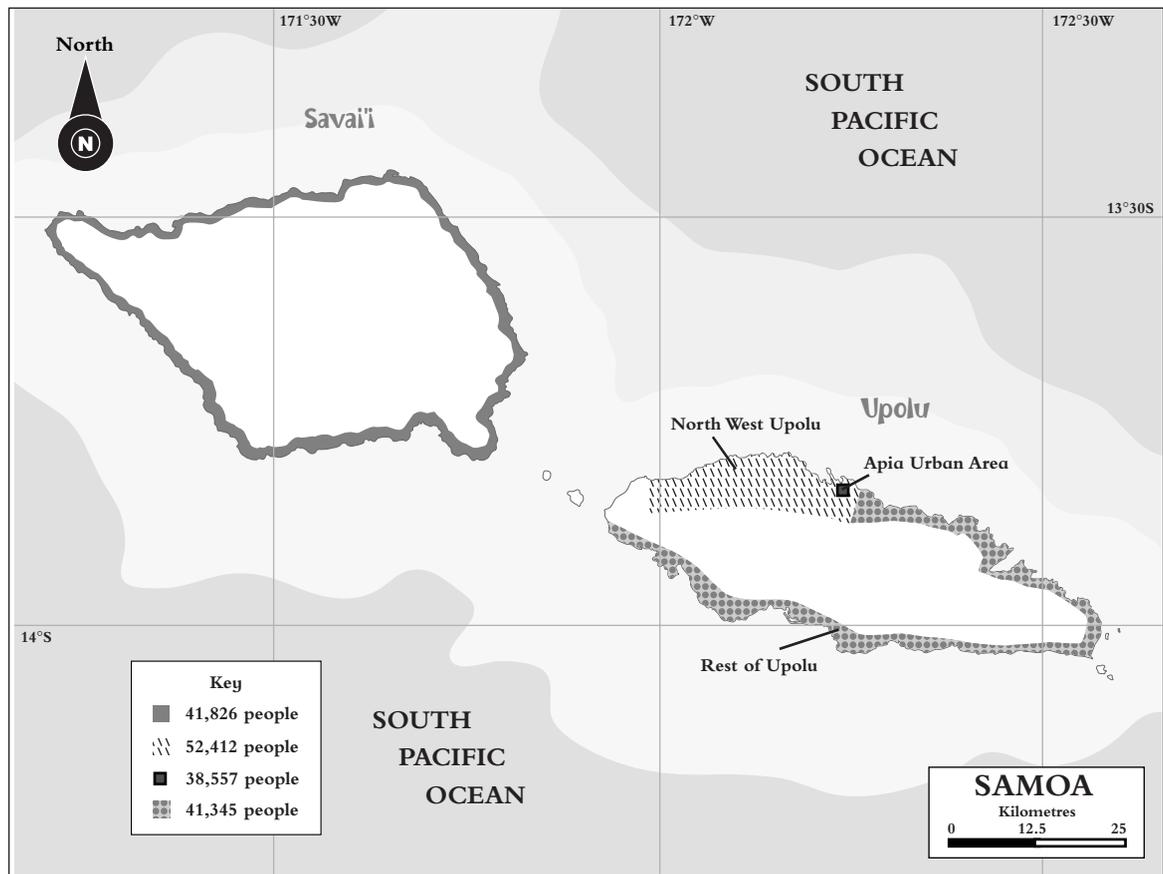


Figure 1.1  
*Location of Sāmoa's population. (Source: 2001 Census.)*

Study Figure 1.1, which is a map showing where people in Sāmoa live. Then use the information from the map to answer these questions.

1. Which area has the highest number of people living there?
2. Which area has the lowest number of people living there?
3. Of the four areas shown on the map, which is the smallest?
4. Of the four areas shown on the map, which is the largest?
5. List the four areas shown on the map in order of the size of their populations (from largest to smallest).
6. List the four areas shown on the map in order of their physical size (from largest to smallest).
7. As a class, discuss your answers to the questions above. What do you think are the reasons for where people live in Sāmoa?

**Activity 3****Class Discussion**

Sāmoa's population is not distributed evenly throughout the country. The general pattern is that people live in places where the natural features of the environment help to make life comfortable. These are positive natural features. Not many people will live in places where there are many negative natural features.

Examples of positive natural features that **encourage** people to live in an area are:

- Flat, or gently sloping land.
- Springs and rivers.

Examples of negative natural features that **discourage** people to live in an area are:

- Mountains and steep hills.
- Great distance from the sea.

**Activity 4****Mix And Match**

- List A (below) has examples of natural features in the environment that can help people decide where to live. The list on the right explains how these natural features are important.
1. Have a class discussion about each of the natural features in List A. You must make sure you understand what they are.
  2. Read the lists carefully, and match the natural feature in List A with the best answer from List B. Write these out in your exercise book.

**List A**

1. Harbour.
2. Rivers, springs.
3. Mountains.
4. Lagoon.
5. Lava fields.
6. Coastal lowland.
7. Mangroves.

**List B**

- a. Shellfish, fish, safe swimming.
- b. Mud, salt water, swamp, always wet.
- c. Hard rock, little or no soil, very dry.
- d. Deep water, close to land, sheltered.
- e. Fresh water.
- f. Far from the sea, steep, rainforests.
- g. Flat land, close to the sea.

3. Look at your answers to question two. Which are positive natural features, and which are negative natural features? Discuss this with someone else in your class. Once you have decided, write ‘positive’ or ‘negative’ beside each answer. The first one has been done for you as an example:

*Harbour = d. Deep water, close to land, sheltered — positive.*

4. What were the reasons for your answers? Why did you choose ‘positive’ or ‘negative’ for the different natural features in the list? Write sentences to give your reasons for each of your answers. For example:

*A harbour is a positive natural feature for settlement because people can build a port, which means big boats or ships carrying goods can come close to the land.*

### Activity 5 Gathering Information From Maps (Map Interpretation)

- Study this map of Sāmoa carefully, and think about where people live in our islands (look back to Figure 1.1).

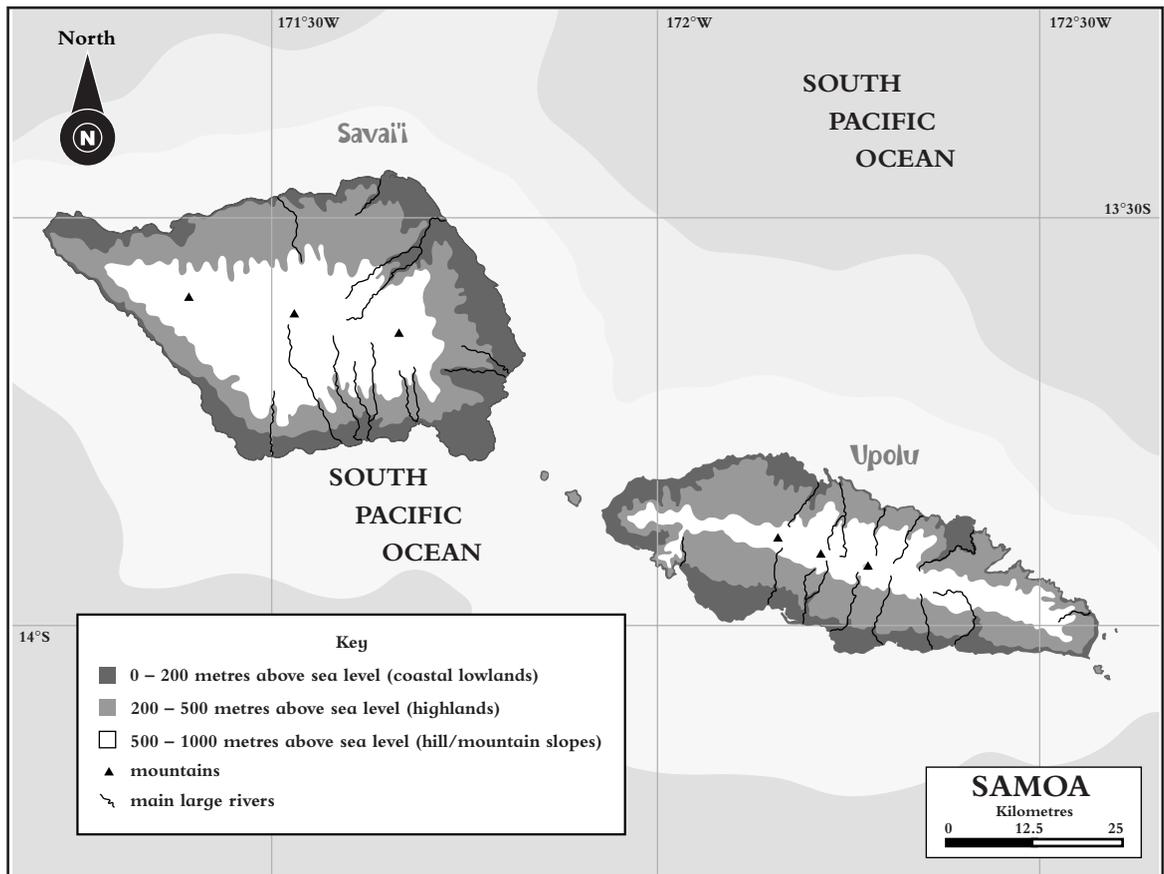


Figure 1.2  
General physical features of Sāmoa.

1. What are some examples of positive natural features to explain why the town of Apia is located where it is?
2. What are some of the positive natural features to explain why the North West coast of Upolu ( the area between Faleolo Airport and Apia) has the second highest number of people in the country living there?
3. Describe an area in Sāmoa that does not have many people living there. What are the negative natural features of this area? Write sentences to explain why there are not many people living there.

### **Where do people in New Zealand live, and why do they live there?**

New Zealand is a Pacific nation, just like Sāmoa. It is also an island nation like Sāmoa. It has two main islands — the North Island and the South Island. The Maori names for these islands are: *Tē Ika a Maui* (for the North Island) and *Tē Wai Pounamu* (for the South Island). More people live in the North Island than in the South Island.

Sāmoa is an island nation that also has two main islands — Upolu and Savai'i. Savai'i is larger in size, but more people live in Upolu than in Savai'i. The distance between New Zealand and Sāmoa is about 2000 kilometres.

New Zealand is a much bigger country than Sāmoa. New Zealand is bigger in size, and has a larger number of people living there. There are several other similarities and differences between the two countries. Some are shown in special charts, called national profiles.

Country	Samoa	New Zealand
Area	2831 km <sup>2</sup>	268 704 km <sup>2</sup>
Distance between countries	2000 km	2000 km
Population	174 140	3 888 474
Main cities and towns	Apia, Asau, Salelologa	Auckland, Dunedin, Hamilton, Christchurch, Wellington, Palmerston North
Capital and its population	Apia (38 557)	Wellington (325 000)
Percentage of population living in rural areas	78%	16%

**Activity 6****Gathering Information From Profiles**

Use the information in the country profiles to answer the following questions, and write them out in your exercise book:

1. What is the total area of Sāmoa? What is the total area of New Zealand?
2. How many times bigger is New Zealand than Sāmoa? (You can calculate this by dividing New Zealand's area by Sāmoa's area.)
3. What is the total population of Sāmoa? What is the total population of New Zealand?
4. How many times bigger is the population of New Zealand than the population of Sāmoa? (You can calculate this by dividing the population of New Zealand with that of Sāmoa.)
5. What is the capital city of Sāmoa and how many people live there?
6. What is the capital city of New Zealand, and how many people live there?
7. How many times bigger is the population of New Zealand's capital city than the population of Sāmoa's capital?
8. What percentage of all the people living in New Zealand (that is, its total population) live in towns and cities? (Towns and cities are called urban areas.)
9. What percentage of all the people living in Sāmoa live in urban areas or towns?
10. Which country, New Zealand or Sāmoa, is an urbanised country?
11. Write a sentence in your own words to explain the meaning of urbanised.

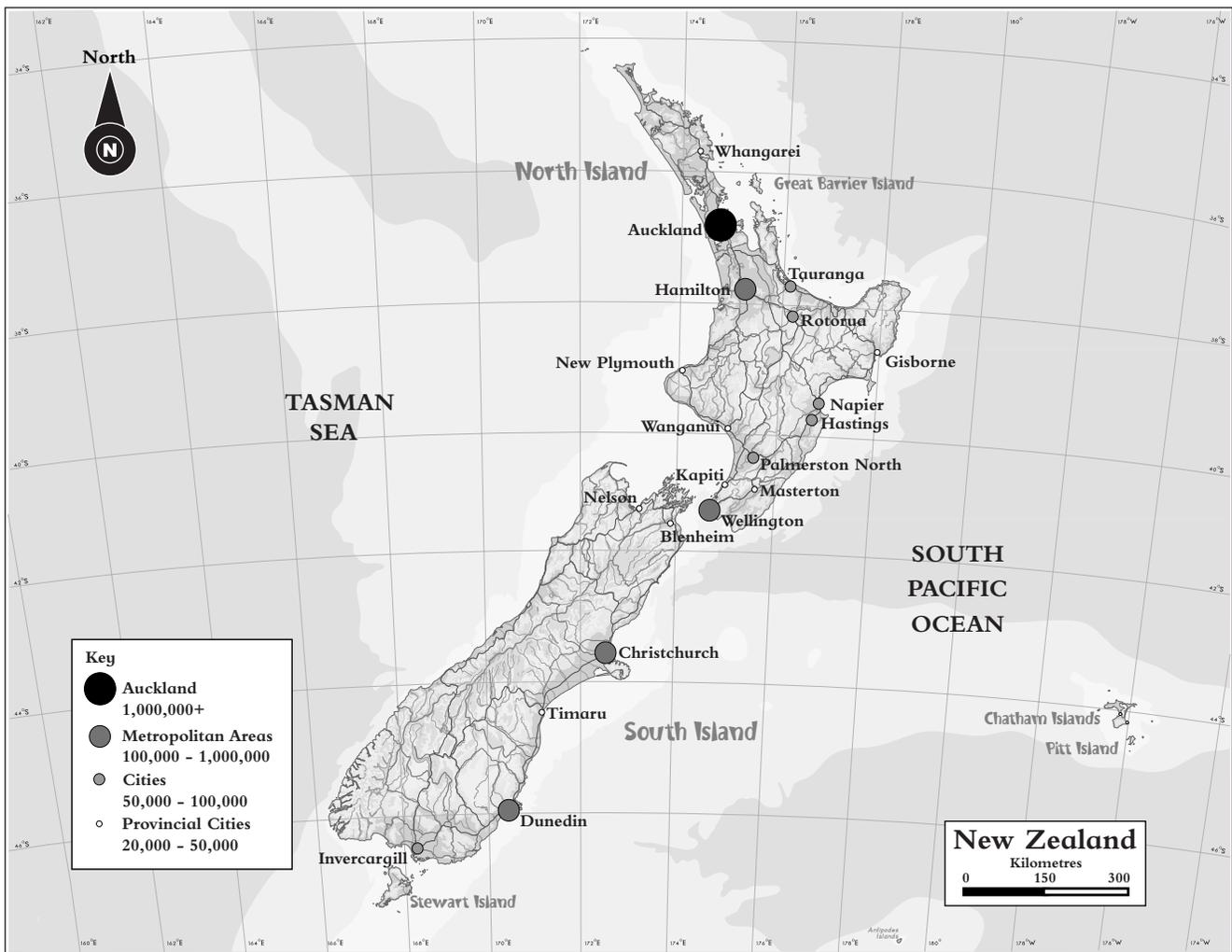


Figure 1.3  
 Location of New Zealand's main towns and cities.

Natural features in the environment can help us to understand general patterns in where people live. The places where people live today are a result of these natural features of the environment. Even though Sāmoa and New Zealand are different countries, there are similarities in the general patterns of where people live.

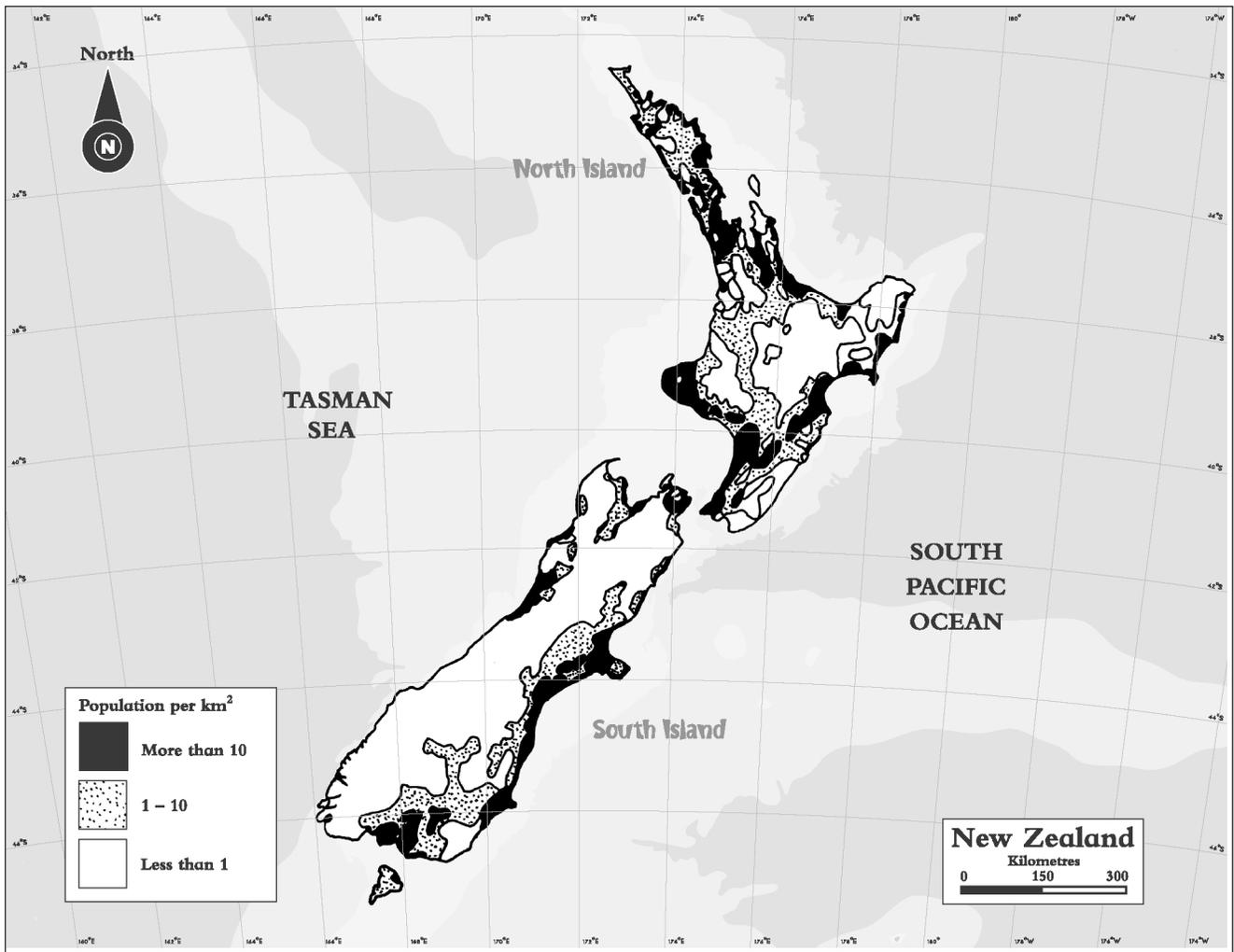


Figure 1.4  
*Population density in New Zealand.*

**Activity 7 True Or False ?**

Study and compare Figures 1.1, 1.2, 1.4 and 1.5. The sentences given below describe patterns of where people live in New Zealand and Sāmoa. Some are true, some are false. Read each sentence carefully, think about the work that you have done so far in this topic, and decide which sentence is false, and which is true.

Discuss your answers with the rest of your class. When you are very sure about your answers, copy out the sentences that you have decided are true.

1. Not many people live close to the sea.
2. Many people live on the coastal lowlands.
3. Not many people live in the mountainous areas.
4. Important towns and cities have been built around harbours.
5. People live close to rivers.
6. There are large towns and cities in the mountains.
7. Few people live in places that are dry and the soil is poor.

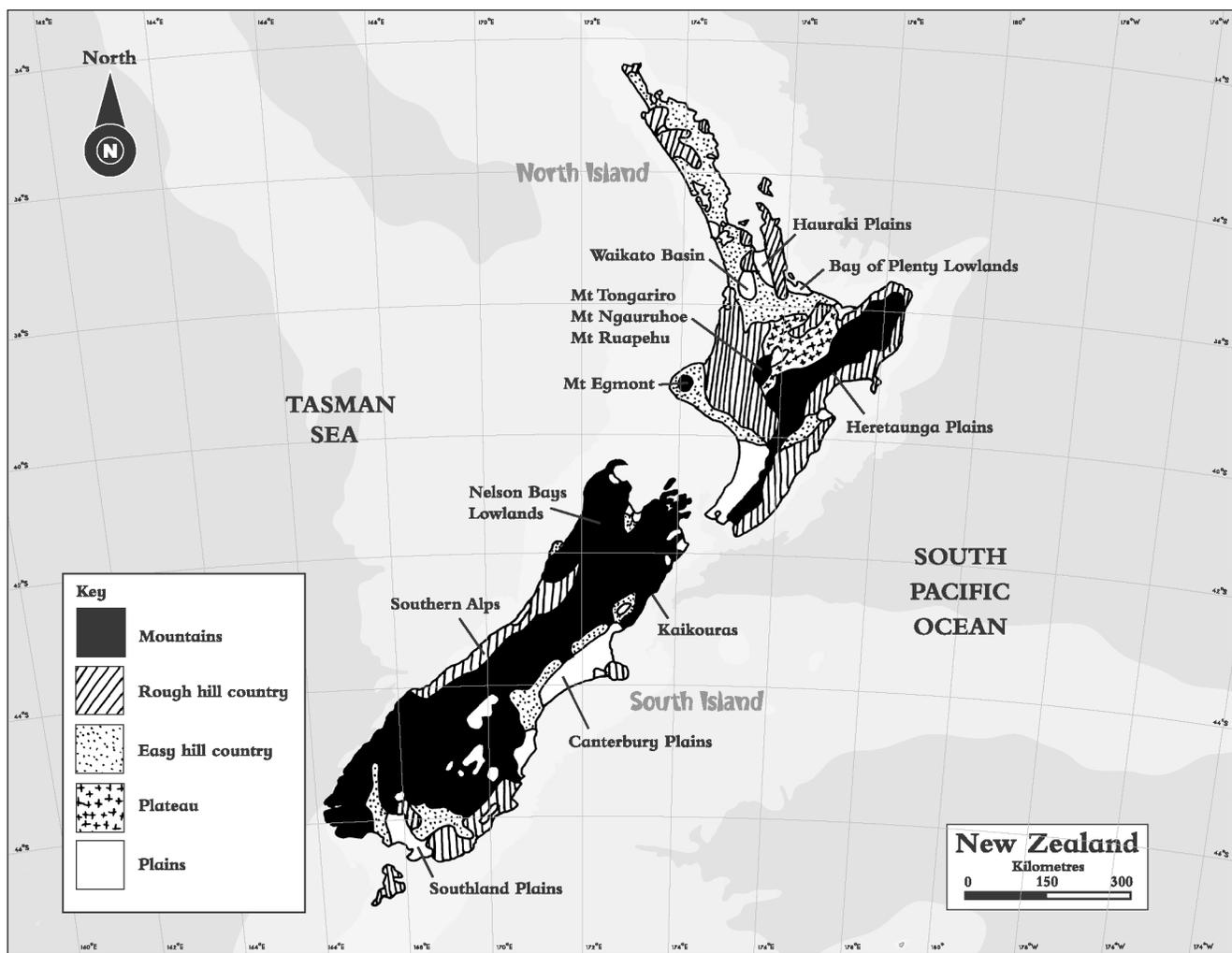


Figure 1.5  
*General physical features of New Zealand.*

Learning about the natural features of the environment can help us to understand why people in the past decided to build their homes, villages and plantations in certain places. Being close to other natural features, such as the rainforests on the mountainsides (for food, building materials, and traditional medicine) or mangrove swamps (for food), was also an important influence. After people began to settle in these different places, cultural features that they made would increase the reasons for others to come and settle in these places.

Cultural features such as good roads (tar sealed), electricity, water supply systems (pipes), airports and ports, sewerage systems, factories, shops, schools and government services help to make places more attractive to others. The number of people who live in such places will increase.

**Activity 8**

**Gathering Information From Maps**

Study this map carefully and answer the questions that follow. Your answers **MUST** come from the map provided.

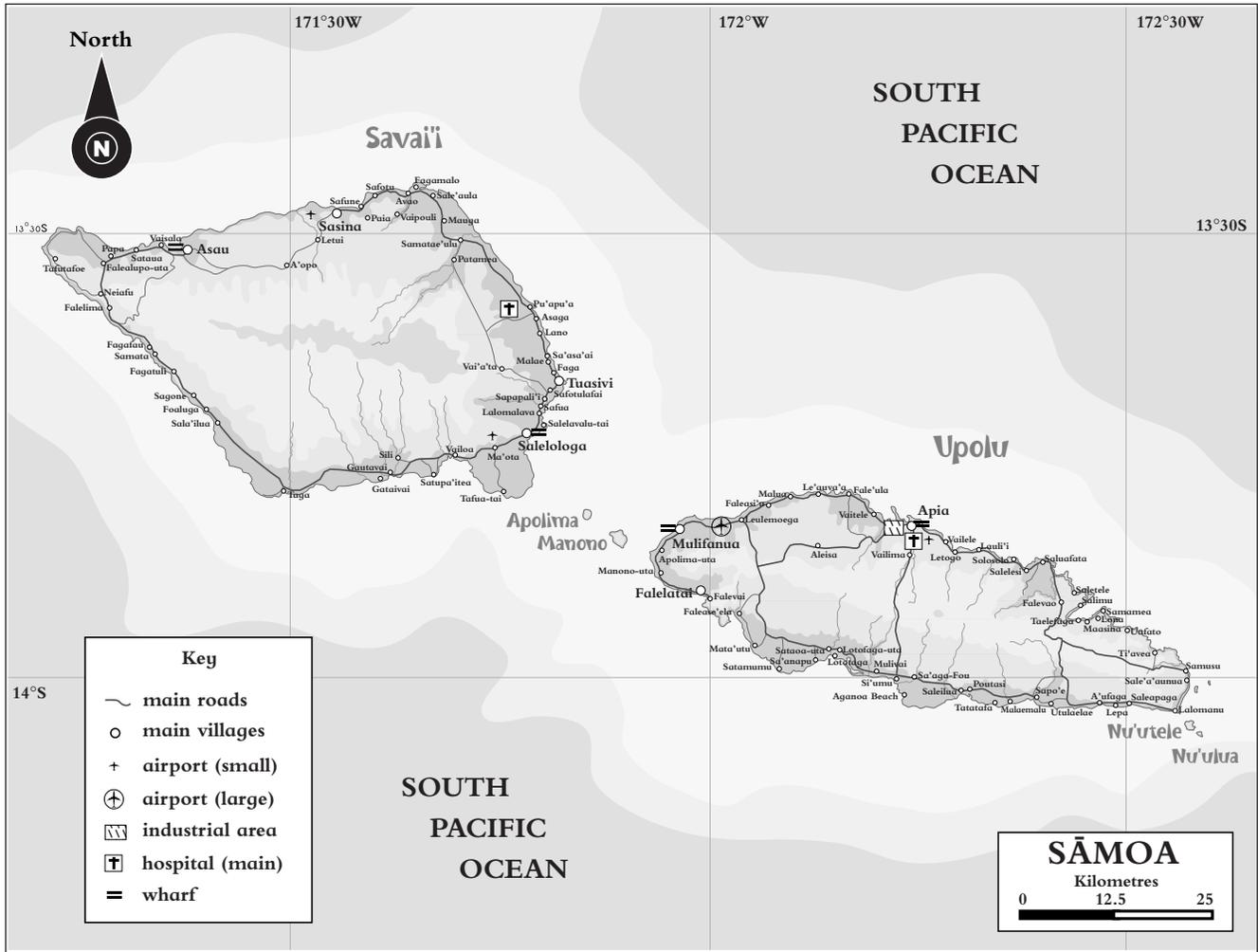


Figure 1.6  
*Cultural features of Sāmoa.*

1. What are some of the cultural features of Apia that attract people to live there?
2. What are some of the cultural features of Salelologa that can help to explain why many people live there?
3. You have learned that not many people live in the mountainous areas of Sāmoa. Name one cultural feature that may have changed this pattern in some areas.
4. Which areas of Sāmoa have an airport? Why does having an airport make a place more attractive to live in?

**Topic summary**

Where do people live and why do they live there?

Think about the natural and cultural features of the environment that people live in. These can help us to understand the decisions that groups of people made in the past. These can help to explain the ordinary places in which we live out our daily lives.

**Activity 9****Observations**

Think about the village or place that you live in today. Look around you and answer these questions:

1. What are the positive natural features of the place where I live, that help me to live there?
2. What are the negative natural features of the place where I live, that can sometimes make it hard to live there?
3. What are the positive cultural features of the place where I live, that help me to live there?
4. What are the negative cultural features of the place where I live, that sometimes make it hard to live there?

- Copy this chart in your books, and complete it by using your answers to questions 1–4.

The place where I live is . . .	
The positive natural features that have encouraged people to live here are . . .	
The positive cultural features that have encouraged people to live here are . . .	
The negative natural features that sometimes make it hard to live here are . . .	
The negative cultural features that sometimes make it hard to live here are . . .	

‘Sacred’ means ‘dedicated to God’. If we believe something is sacred, we will treat it with great respect. It will be so important to us that we will behave in a different way.

Sacred places are very special places. They are places that we believe are dedicated to God and we will treat these places with reverence and respect. Special events, called rituals, take place in sacred places.

Churches and temples are good examples of sacred places. A church or a temple that is sacred to one group of people may not be sacred to another. This is because people belong to different religious faiths. People often treat the sacred places of other groups with respect.

Here are examples of sacred places in Apia, our capital city. Many of the different religions of Sāmoa have built the main offices of their church in Apia. The churches and temples in this collection of photographs are in Apia, but they are very sacred to the people of Sāmoa who belong to these religions.



Figure 1.7a  
*Church/temple A.*



Figure 1.7b  
*Church/temple B.*



Figure 1.7c  
*Church/temple C.*



Figure 1.7d  
*Church/temple D.*



Figure 1.7e  
*Church/temple E.*



Figure 1.7f  
*Church/temple F.*



Figure 1.7g  
*Church/temple G.*



Figure 1.7h  
*Church/temple H.*



Figure 1.7i  
*Church/temple I.*

**Activity 10****General Knowledge Quiz**

Study each of the numbered photographs of churches and temples in Apia. Do you recognise any of them?

1. Try and name each of the churches in the photographs. You may or may not know them. Here's a list than you can choose from!

- Bahai Temple.
- Congregational Christian Church of Jesus.
- Congregational Christian Church.
- Mulivai Catholic Cathedral.
- Apia Protestant Church.
- Peace Chapel.
- Apia Temple.
- Methodist Church.
- Seventh Day Adventist Youth Welfare Centre.

2. Try to name the church that each of these sacred buildings belongs to.

**Did you know?**

Most of the people of Sāmoa are Christians. There are some church buildings in Sāmoa that are many years old. These sacred places were built by faithful Sāmoans in the late 1800s. They are still very sacred today, and are still used as places of worship.



Figure 1.10a  
*Piula Methodist Theological College.*



Figure 1.10b  
*Catholic church.*

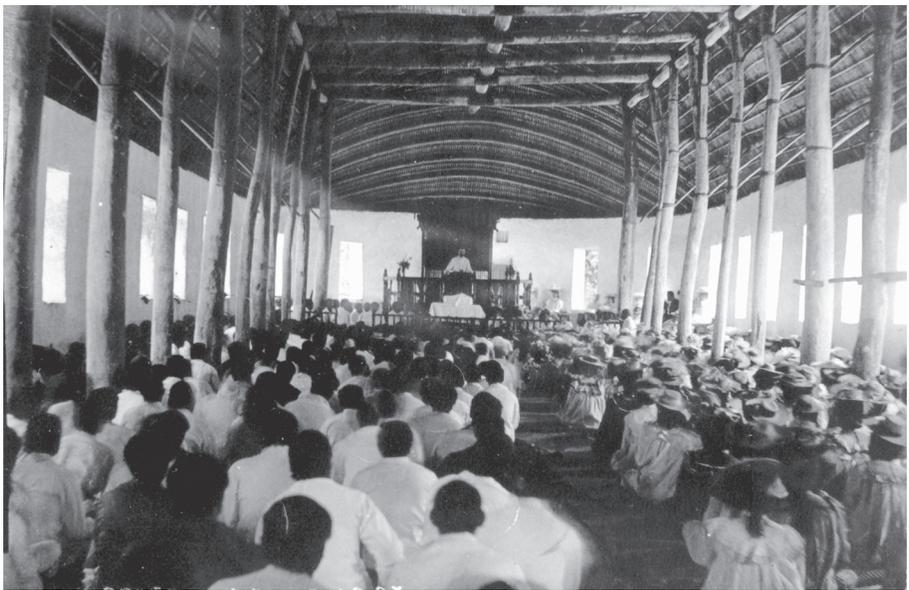


Figure 1.10c  
*Inside church at Malua.*

## Activity 11

## Research On A Sacred Place

For this activity, you are going to find out more about a sacred building (or church) of your choice and its location. You must have permission from your teacher if you want to research a sacred place that is in another country.

You are to find out what the reasons were for people building that church or sacred building in the place that it is in now. Your sources of information can be primary or secondary, or oral or text.

**Did you know?**

A **primary source** of information is first hand. It comes directly from someone. It has not been changed. An example would be a person who knows something because they were there when it happened. Interviewing people is a way of gathering information from primary sources.

A **secondary source** of information has been changed in some way for others to use. For example, many books are secondary sources of information because the authors have written about events or experiences. They have used the reports of others.

An **oral source** is someone who gives information by talking and answering questions.

A **text source** of information is a printed source — books, magazines, or newspapers are examples.

Your sources of information for this research could include:

- Older members of your own family.
- Printed histories about Sāmoa or about the different churches of Sāmoa.
- The minister or pastor of the sacred place that you are researching.
- Your own observations.
- Your teacher may have other suggestions for sources of information.

**Stage One: Foundation questions**

1. **What** is the name of the church?
2. **Which** religious organisation does it belong to (*e.g. Catholic or Methodist*)?
3. **Who** is the minister, pastor, priest, bishop or leader that is in charge of this building?
4. **Where** is it located?
5. **Why** is that church building located where it is?

Extension questions will help you to write more detailed answers to the foundation questions. Your teacher will decide if the class will do Stage Two of the research.

If your class is doing Stage Two, then follow these steps to form extra questions that will help you get more information.

**Stage Two: Extension questions**

These are examples of questions that will increase the information that you gather. Use the **extension questions**. You may want to make up some of your own, instead of using these ones. For example:

Foundation questions	Extension questions
What is the name of the sacred place or church?	Why does it have that name?
Which religious organisation does it belong to?	Why is this sacred building important to people from that religion or church?
Who is the minister, pastor, bishop, or person in charge?	What are some of the roles and responsibilities that this person has?
Where is it located?	What are some of the positive cultural and positive natural features around this sacred place?
Why is this sacred place located where it is?	What are some of the important events from this sacred place's <b>historical</b> past, that led to this sacred place being built in the place where it is now?

- You must present the information that you find as a special report in your books. Please set out your report in your workbook in this way.

Write your foundation questions in this column.

Write your answers (information gathered) in this column.

**Sacred Places  
Research Report**

1.		
2.		
3.		
4.		
5.		

Draw sketches or pictures about the information you gathered.

Figure 1.8  
*Sacred places research report.*

Tropical rainforests grow in climates that are hot and humid all through the year. Lots of rain falls in these natural environments. Scientists often describe the plant and animal life in rainforests as ‘rich’. This means that there are lots of different plants and animals (this includes insects). Tropical rainforests look thick and very green. They are ‘rich’ because of the **abundance** of life, especially plant life.

Trees in the rainforest can grow up to fifty metres high. The branches of these trees form a **canopy**, which shades the lower parts of the forest from the direct sunlight. The canopy also softens the fall of heavy rain through to the ground. The lower **layers** of the rainforest are shaded, damp and thick with the plant growth of smaller trees and bushes at ground level. Even the tree trunks have extra plants growing on them — such as ferns, and creepers.



Figure 1.9  
*Photograph of a rainforest.*

There are many groups of people in the world who have been living either in rainforest environments, or close to rainforests, for centuries. They have used the natural resources of the rainforest as a source of food, building materials for their houses and for making tools, weapons and clothing. They have also used the rainforest as a source of **medicine**.

Plants are an important source of medicine. Many of the **substances** that are used to cure or treat our health problems, to ease our pain when we are sick come from forests. Some of these substances are mixtures of parts of seeds, leaves or the roots of plants. Sometimes these substances come from the bark of plants, trees or even the fruit.

China has a long history of traditional medicine. Many plants are used to make medicine. About one billion people in China use medicines that are based on plants. Chinese traditional medicine is an important part of their culture. Chinese people who migrate and live in other countries (such as the United States, Australia and New Zealand) still use these medicines.



Figure 1.10  
*Chinese medicine shop, K-Road, Auckland.*

An example of a rainforest ‘re-discovery’ has happened in Sāmoa. American scientist, Paul Alan Cox, came to Falealupo, Savai’i more than ten years ago. He worked closely with the people there to study the rainforests of Sāmoa. He believes that if the rainforests are cut down, many unique plants will become **extinct**. These plants could be useful to humans as foods, and even more importantly, as medicines. But it takes time to study these plants carefully, to find out if they are useful. Dr Cox knows that the Sāmoan people have used the forests for hunting, collecting medicinal plants, and wild fruits and cutting trees for canoes. But because of the need for money, villages allowed logging companies to come and cut down rainforests. About 80% of the lowland rainforest of Sāmoa has already been cut down.

**Did you know?**

Each year, doctors in the United States write about five hundred million **prescriptions**. One in every four is for a medicine that started out as a leafy plant. More than half of all the drugs used by doctors and hospitals have come from plants in the natural environment.

Experts say there are hundreds of thousands of plants, insects, and other **organisms** in the tropical forests that have never been studied by the world's scientists. By 1995, flowering plants from tropical rainforests have been used to make more than forty-five major **pharmaceutical** medicines. Scientists say there are seven times as many such drugs hidden somewhere in the forests, waiting to be found.

We may not have to wait much longer... We have begun to remember the great value of plants. We are re-discovering the **pharmacy** in the forest.

**Source:** *Pharmacy in the Forest: How Medicines are Found in the Natural World*, Fred Powledge, 1998, Atheneum Books for Young Readers, New York.

In 1988 Falealupo almost lost its rainforest. The village had to build a new school. It cost \$65 000. It was very hard for the village to raise the money. A logging company offered to pay the village the money to pay for the school, if the village allowed the company to cut the rainforest down. Paul Cox organised for some American businessmen to pay the money. There was a special agreement made with the village. The forest would not be cut for fifty years.

Dr Cox helped organise a group of scientists and business people who have found ways for the people of Falealupo to earn money through **ecotourism**, from the rainforests. Dr Cox said:

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*'This is the first time these people have made money from the forest without destroying it. If they keep making this kind of money and other villages hear about it, the forests will be saved.'*

---

Dr Cox hopes that one day soon the people of Sāmoa will see the benefit of **preserving** the rainforests around their villages and also the cloud forests that still cover the sides of the mountains in the centre of Savai'i. Dr Cox believes that helping **indigenous** people understand their natural environment will encourage them to preserve it.

There has been a new development. Dr Cox studied medicinal plants, especially the ones that Sāmoan traditional healers showed him and taught him about. One of these plants is the mamala. He found a substance called prostratin. It has been tested in the treatment of **AIDS**.

## Rainforest Produces AIDS Fighter

### Agreement Will Share Profit From Drug With Samoan Healers

*Honolulu, 14 December 2001*

The families of two Samoan women who passed on knowledge of a tree's healing powers will share in profits from any AIDS drug developed from the rainforest plant.

In an agreement announced Wednesday, the nonprofit *ReSearch Alliance* promised to give the government of Samoa and the healers 20 percent of any commercial revenue it gets from an experimental anti-HIV compound called prostratin. Scientists hope to begin the first clinical trials on humans within a year.

The drug, if successful, could earn millions of dollars a year for the Samoans, said Irl Barefield, executive director of ReSearch Alliance, which is licensed to research the drug by the National Cancer Institute.

The federal National Institutes of Health would get 5 percent of any profits. All other profits would go toward AIDS research, he said.

'It could be Samoa's gift to the world,' said Dr Paul Cox, who first brought the herbal compound out of a small Samoan village nearly a decade ago and was rebuffed by pharmaceutical

companies that he tried to interest in researching it. Cox now heads the National Tropical Botanical Gardens in Hawaii and Florida, set up by Congress to conserve tropical plant diversity.

'These healers were heirs to thousands of years of knowledge,' Cox said by phone from an AIDS forum in Los Angeles. 'They were bright people. Talking to them about the plants was like talking to another Ph.D.'

The medicine women used the *mamala* tree to treat hepatitis. The plant's bark and wood contain prostratin, an experimental phorbol ester that inhibits HIV infection, according to an abstract in *Blood*, the journal of the American Hematology Society.

The drug works by triggering dormant HIV cells, which can lie undetected for decades, to spring back where they can be attacked by other anti-AIDS drugs, Barefield said. Besides exposing the HIV for destruction, he said, the drug seems to prevent the AIDS virus from entering healthy cells.

The tree's scientific name is *Homalanthus nutans*.

**Activity 12****Research**

What do you know about traditional Sāmoan medicine? Find examples of plants that are used in Sāmoan traditional medicine. Try and answer the following questions about each type of plant.

- What is its name?
- What illnesses is it used for?
- How is the plant prepared before being used to treat sick people?
- How is the plant used to treat different illnesses?

Write a paragraph on what you have found out about Sāmoan traditional medicine. Make sure you write your source of information. Draw pictures to show what you have learnt.

**Topic 4****Political Places**

**Politics** is about the way a country is governed. There are different ways of governing a country. Different groups of people will have their own views and opinions on how a country is governed. They will have different views about how decisions should be made, and what is most important for the **citizens** of that country. To be **political** is to be concerned about, and involved with, how a country is governed.

Places that are the sites of government are political places. For example, parliament buildings are places where elected **representatives** of the people meet and govern the country. In Sāmoa, our parliament is at Mulinu'u, in Apia. In New Zealand, parliament is in the city of Wellington.



Figure 1.11  
*Falepalemia, Samoa.*



Figure 1.12  
*'Beehive', New Zealand.*

### Mulinu'u

Mulinu'u Peninsula is a long narrow area of land to the east of Sāmoa's capital, Apia. It is a short, five minute drive from the centre of Apia. The peninsula is flat, and surrounded on three sides by the sea. On the south shoreline of the peninsula is Vaiusu Bay. Because it is sheltered from the open sea and winds, parts of this shoreline have mangrove swamps.

On the northern shoreline of the peninsula, the reef is approximately five hundred metres away from the shore. This means that the lagoon is large and calm. It is protected from the waves of the open ocean. The narrow, western point of the peninsula is called Mulinu'u Point.

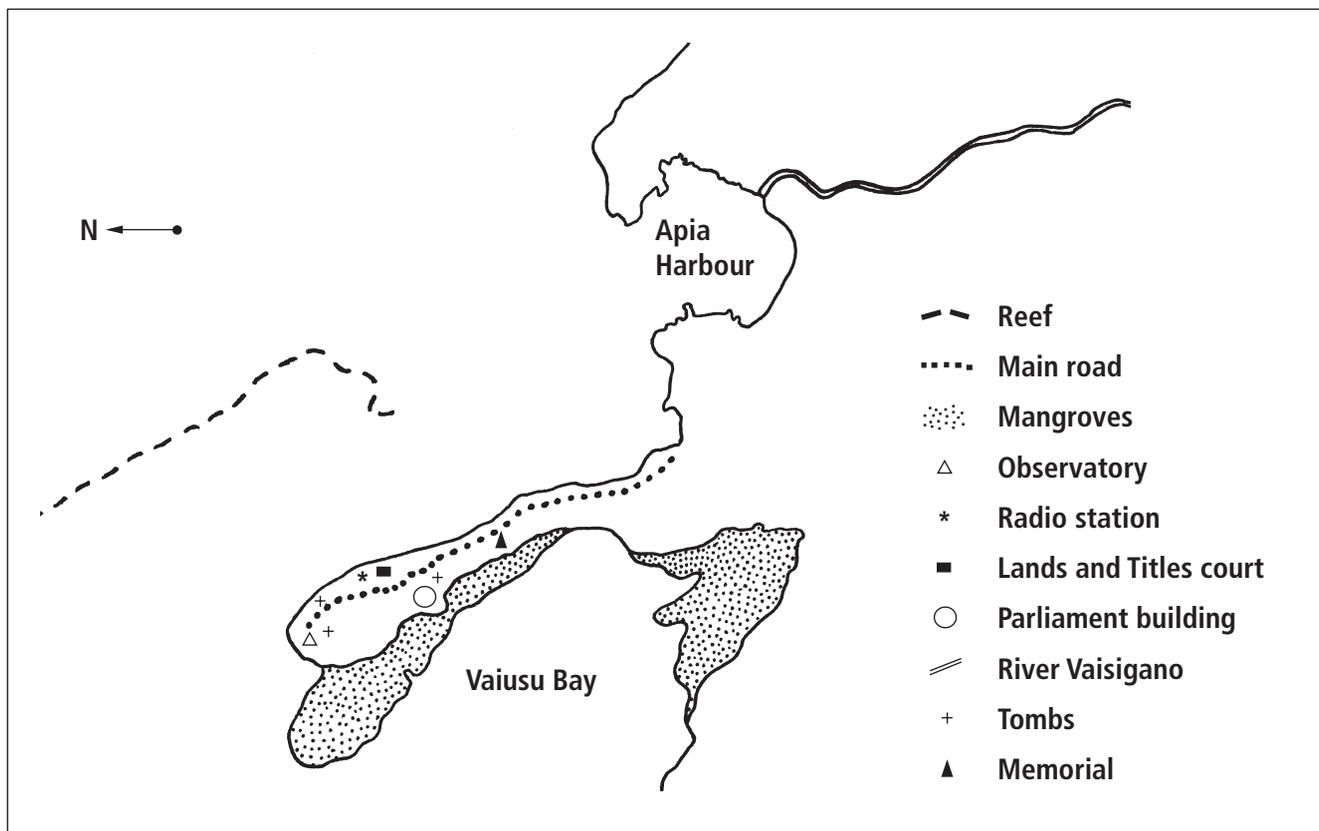


Figure 1.13  
*Mulinu'u Peninsula.*

**Activity 13****Interpreting Maps And Text**

Use the maps and text to answer these questions. Copy the questions and write your answers out in your exercise book.

1. List the positive natural features of Mulinu'u Peninsula.
2. List the positive cultural features of Mulinu'u Peninsula.
3. Study the sketch map (Figure 1.13). Find information to write a list of the ways that people have used the land and the sea at Mulinu'u.
4. Of these uses, which do you think are ordinary? Which are sacred? Which are political?

**Did you know?**

Mulinu'u was originally a piece of land that belonged to a matai of Faleata. In the middle of the 19<sup>th</sup> Century (1800s) there were several wars within Sāmoa between our people. Sāmoans would gather at Mulinu'u because it was close to Apia.

The first Parliament House was located at Mulinu'u when people tried to make a Sāmoan central government in 1873. Parliament houses (Fono a faipule buildings) have been located there ever since.

**Activity 14****Interpreting Photographs**

Think about our definition of political places.

- Look at these photos of Mulinu'u in the past and the present. Look at what people are doing; look at what they have built; look closely at the people.
1. Write a keyword list using what you see in the photos.
  2. What are examples of 'political' activities that took place at Mulinu'u in the past?
  3. How and why was Mulinu'u a political place in the past?
  4. How and why is it still a political place today?



Figure 1.14a  
*Old Parliament House or Falefono — today.*



Figure 1.14b  
*Mulinu'u village.*



Figure 1.14c  
*Fono at Mulinu'u.*



Figure 1.14d  
*Marching to celebrate Independence Day, 1981.*



Figure 1.14e  
*Parliament House, and Independence celebrations, 1981.*

**Activity 15**

**Map Interpretation**

**Moving New Zealand’s capital city**

The capital of New Zealand is Wellington. But the capital and site of government has not always been there!

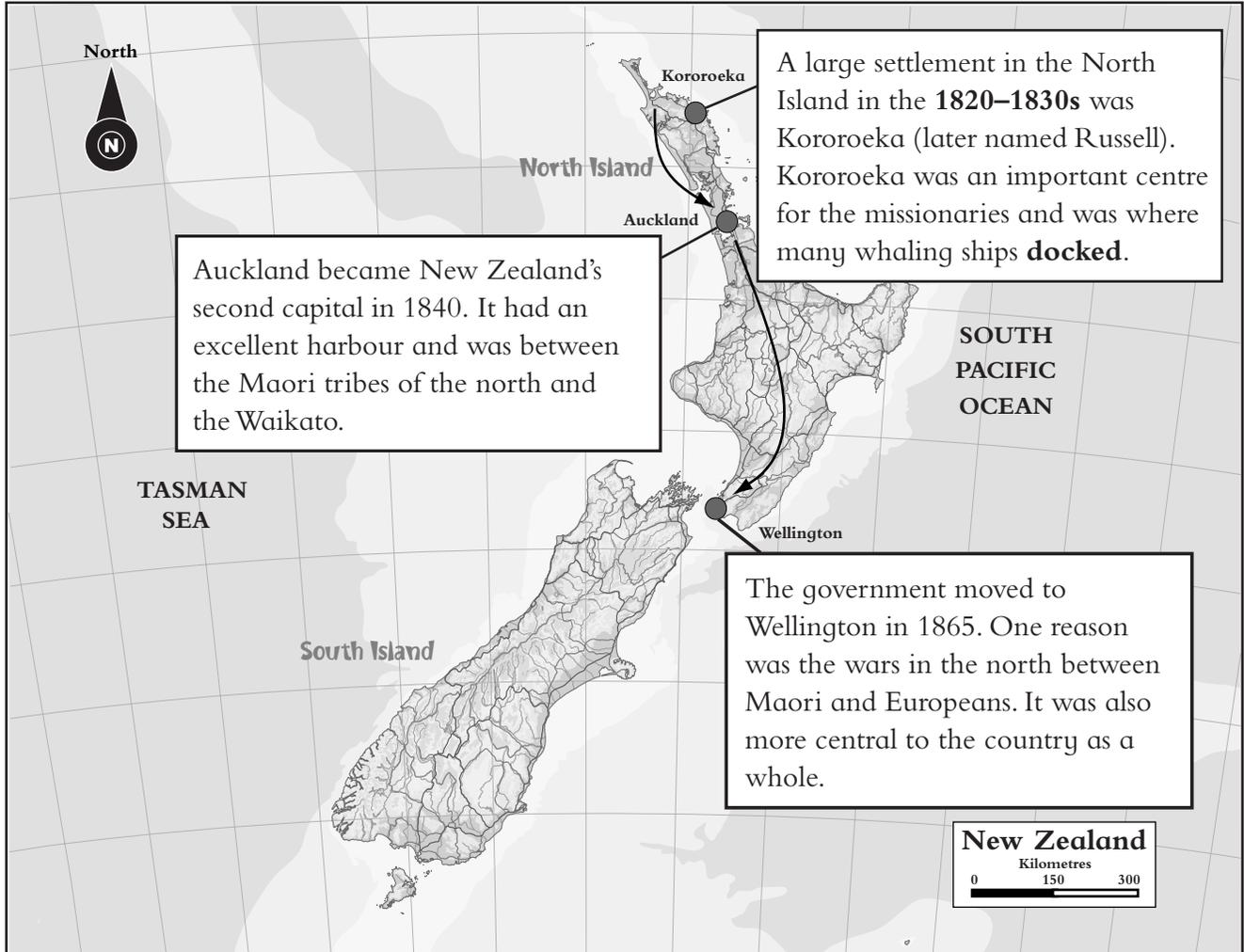


Figure 1.15  
*Capital changes in New Zealand.*

■ Copy and complete these sentences in your exercise book:

- \_\_\_\_\_ was the first capital city of New Zealand. It was the capital during the years of \_\_\_\_\_. Government moved to \_\_\_\_\_. This growing town was the site of government for \_\_\_\_\_ years. In \_\_\_\_\_, the government moved to Wellington. Wellington has been the capital of New Zealand now for \_\_\_\_\_ years.

■ Copy and complete these questions in your exercise book:

- When New Zealand was first settled by European people, where was the capital or site of government?
- When did the site of government change, and why? Where was the new site of government?

4. The site of government changed again, and the centre of government became located in Wellington. When did this happen, and why?
5. Which of these statements is the BEST one to explain the reasons why this New Zealand political place changed three times. Choose the one that is the best answer and write it in your exercise book:
  - a. The government changed the capital of New Zealand because of changes in the natural environment (*e.g. Earthquakes, floods and volcanic eruptions; rivers ran dry; the land became mountainous*).
  - b. The government changed the capital of New Zealand because of changes in the cultural environment (*e.g. The spread of people to live in other parts of New Zealand; new roads were built; towns grew quickly; closeness to war*).
  - c. The government changed the capital of New Zealand because of political changes — or, in other words, changes in the way the country was governed.

### Office of the Mau, Vaimoso

We can also call places where groups of people meet to talk about the way a country is governed, political places. Political places can be where these groups plan and organise protest activities to show that they do not agree with the way their country is being governed, and want change. An example of a place that was very important in the history of Sāmoa, is the **headquarters** or Office of the Mau in the village of Vaimoso.

#### Did you know?

Sāmoa came under the control and management of New Zealand in 1914 when Germany lost World War I. Sāmoa had been under German control since 1900, and was called German Sāmoa. New Zealand administered Sāmoa for many years. Many Sāmoan people became unhappy with the way that New Zealand governed Sāmoa, and so the **Mau movement** was formed in 1926. The members of the Mau had meetings in Vaimoso. Vaimoso was close to Apia, the seat of government. Vaimoso was also the village of the leader of the Mau, Tupua Tamasese. They built a special house where they would have their meetings.

The Mau wanted peace, equality and good government. They did not support the New Zealand government and the way it was governing Sāmoa. The Mau tried to **resist** by **disobeying** certain rules and laws. For example, they refused to pay taxes, register births and deaths, and send their children to government schools.



Figure 1.16a  
*Group photo of the Samoan Mau in front of the Vaimosa office.*



Figure 1.16b  
*Women leaders of the Women's Mau Movement outside the office of the Mau.*

**Activity 16****Time Line**

1. The Office of the Mau became an important memorial, long after the Mau movement finished. Sāmoa gained independence in 1962. The Office of the Mau building was damaged in Cyclone Ofa, in 1990. Cyclone Val, in 1991, completely destroyed this historical building. A small, miniature **replica** of the building was built on the foundations of the original building.

Answer the following questions in your exercise book:

- a. Why was the Office of the Mau important in the past?
  - b. Why can we call it a political place?
  - c. Why are the remains of this building important to us today? How and why is it a **memorial**?
2. Answer the following questions in your exercise book.
    - a. Where was the meeting place of the Mau movement located? Why was it built there?
    - b. What was the special statement over the front door of the office? What does this statement mean?
    - c. The Mau did not believe that New Zealand should govern Sāmoa. Who did the Mau think should govern Sāmoa?
  3. Draw a history road in your exercise book. Use information on these pages, and from your own general knowledge, to help you find the dates when the events in this list happened. Make sure you write the events in **chronological** order.
    - The year the Mau Movement was formed.
    - The year that New Zealand took control of Sāmoa from Germany.
    - The year that a cyclone destroyed the Office of the Mau.
    - The year that a small replica of the Office of the Mau was built.
    - The year that you were born.
    - The year that Sāmoa became independent.

**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?

- Copy and complete this mind map in your exercise book. Use the mind map to show at least five facts that you can remember from each topic in the unit. You may need to use a double page in your exercise book!

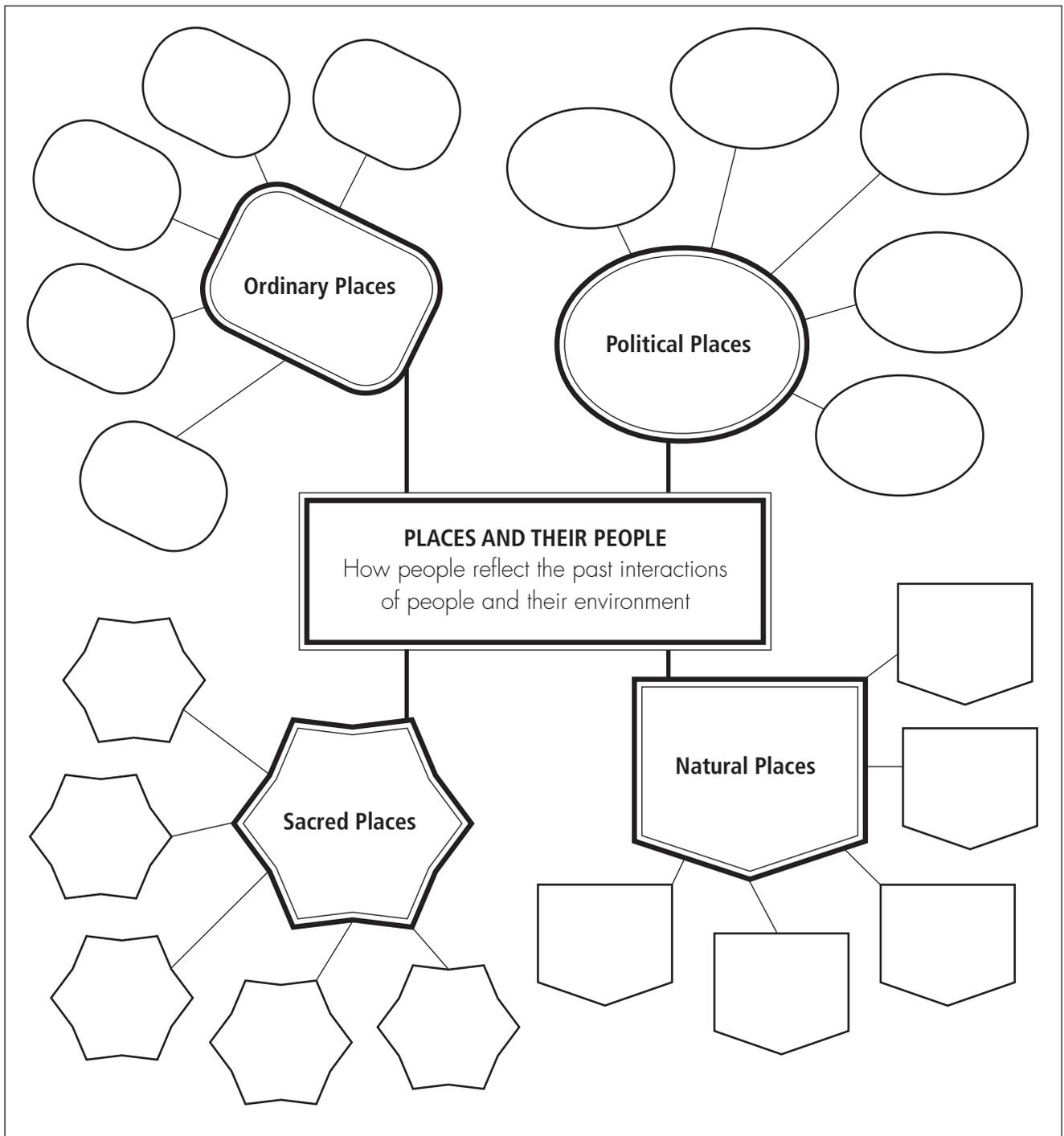


Figure 1.17  
*Mind Map of what you can remember.*

- Read each of these statements carefully and ask yourself if you can now do each of these things.

I can gather information from primary sources (*e.g. People*) and secondary sources (*e.g. Photos, maps, textbooks*) about important places in the past and present.

I can identify traditional uses of the tropical rainforest.

I can give an example of and explain how people interacted with their natural environment in the past, and how they still do in the present.

## Unit 2: PEOPLE ON THE MOVE

### Introduction

People around the world move from one place to another. They have done this for **centuries**. There are different types of movement. Some are temporary and some are permanent. The different types of movement depend on the reasons that people have for moving.

This table is a summary of the main types of movement of the people of Sāmoa.

Type of movement	Reasons for this movement	Destination
<p><b>Migration</b> Moving to another place to live.</p> <p><i>Permanent</i></p>	<p>Push/pull migration factors (see model in this unit).</p>	<p>Another village. New Zealand. Australia. USA. American Sāmoa.</p>
<p><b>Tourism</b> Visiting a place for <b>recreation</b>.</p> <p><i>Temporary</i></p>	<p>This type of movement is important to Sāmoa, because people from other countries come to Sāmoa to enjoy the natural environment, culture and climate. Visitors spend money on food, hotels and souvenirs — providing work for people in our country.</p>	<p>Apia. Savai'i. <b>Resorts</b> (e.g. <i>Coconuts, Sinalei</i>).</p>
<p><b>Visiting relations</b> Visiting family members who live in another area.</p> <p><i>Temporary</i></p>	<p>Many Sāmoans now live overseas. Their families still live in Sāmoa. Family members may travel to these countries to visit their relations.</p>	<p>New Zealand. Australia. Hawaii. USA.</p>



**Topic 1 Migration**

**The push-pull model of migration**

Using a model can be a very helpful way of explaining things that happen in real life. The push-pull model is a model about migration. It tries to explain why people move from one place to another to live. It helps us to study the decisions that people make about migration.

People often think very carefully before they decide to move to another place to live. They often compare the features of the place where they live, and the place that they want to move to.

Study the model very carefully before reading the next paragraph. Remember the rules for reading a map or a graph and diagram that you have never seen before.

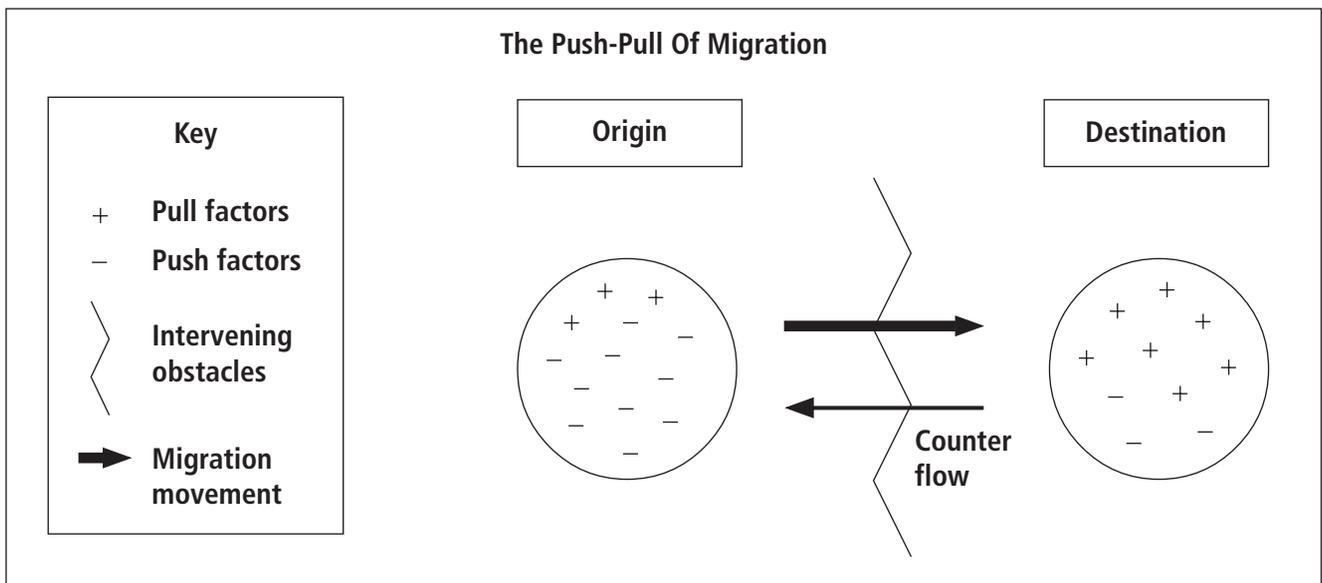


Figure 2.1  
*Push-pull model of migration.*

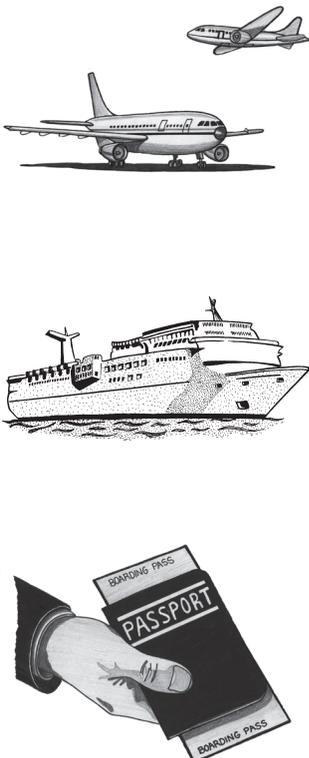
- The **origin** is the place that the person who might migrate (the **potential** migrant) is living at. It is his or her home.
- The **destination** is the place that the potential migrant is thinking about moving to.
- The **push factors** are the features that are negative to the **potential** migrant — things which he or she does not want. Examples of push factors include: lack of jobs; pollution; lots of crime; overcrowding (too many people). Push factors are things that make people want to leave or keep away from a place.
- The **pull factors** are those features that are positive to the potential migrant. Examples of pull factors are: better schools, hospitals and other public services; good, well paying jobs. Pull factors attract other people to a place, or make the people who are already there, want to stay.
- The **intervening obstacles** are the **barriers** that the migrant has to overcome before he or she can move. Barriers are things that get in the way, that must be overcome. Examples of intervening obstacles include: getting the money for the costs of travelling to the destination; getting a **passport** and a **visa**, if the destination is in another country. Some migrants have **dependants** — children, wife or husband, elderly relatives. If the dependants are not going with the migrant, the migrant has to organise care for them while he or she is away.
- The big, wide arrow from the origin to the destination shows the movement of migrants. The small, thin arrow (from destination to origin) shows the movement of migrants who have changed their minds. They have decided to return home, to the place they started. This return migration, is called the **counter flow**.

If there are more positives than negatives in a place, then that is where the potential migrant will want to be.

If there are more positives than negatives at the destination, then the potential migrant will decide that that is where he or she wants to be. They will decide to move to that place to live.

**Activity 1 Migration Exercise**

1. Imagine a place you would like to move to (it could be somewhere in Sāmoa or somewhere overseas). Follow these instructions to help you draw a push-pull diagram to show your reasons for moving.
  - Write the name of your community next to the word **origin**.
  - Write the name of the place you would like to move to next to the word **destination**.
  - Under the words **push factors** write down the reasons you would like to leave your community.
  - Under the words **pull factors** write down the things that you like about the destination.
  - Write down the things that make it hard to move under the **intervening obstacles** barrier.
  - Draw pictures, in your exercise book, of examples from the lists that you have written.
2. List all the factors that would pull or push you to live in town.
3. List all the factors that would push you away from the town and encourage you to live in the village.
4. In your own words explain the differences between push factors and pull factors.

	<p><b>Types of migration</b></p> <p>The movement of people within a country is called <b>internal migration</b>. When people move from rural areas to towns or cities it is called <b>rural-urban drift</b>. When towns and cities grow because people move into them to live, this growth is called <b>urbanisation</b>.</p> <p>The movement of people from one country to another is called <b>international migration</b>.</p> <p>There are special names given to migrants. For example, if Siapo moves from Sāmoa to New Zealand to live, she is an <b>emigrant</b> from Sāmoa and an <b>immigrant</b> to New Zealand. If Siapo changes her place of <b>residence</b> from Apia to Lefaga, she is an <b>out-migrant</b> from Apia and an <b>in-migrant</b> to Lefaga.</p>	
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**Activity 2** Types Of Migration

1. Complete the following table to find out which students in your class are migrants.

Name	Place of origin	Place of destination

2. What type of migration is common in your class?
3. Interview someone in your family who has migrated.
4. List the reasons why that person migrated.
5. Draw pictures to show the reasons why that family member migrated.

Many hundreds of years ago, the ancestors of the people of the Pacific travelled in their canoes across the **vast** Pacific Ocean and settled the different islands. One result of their migrations are the three large groups of Pacific people that we have today — the people of Micronesia, the people of Melanesia and the people of Polynesia.

**Did you know?**

**Melanesia** is a large **region** of islands, spread over 4800 square kilometres, lying to the west of Sāmoa. The name comes from the Greek words ‘melan’, (black) and ‘nesos’ (islands). There are over one hundred languages spoken.

**Micronesia** is the large region of widely scattered islands located almost entirely to the north of the equator in the western Pacific Ocean. ‘Micro’ means ‘small’, and ‘nesos’ means islands. It is made up of 2250 islands, distributed over an area that is almost as large as the United States. However, only about 110 of these small islands are **inhabited**. There are about 10 main languages. There are big differences in the cultures of the people.

**Polynesia** means ‘many islands’. Polynesia covers the greatest area. While there are a number of different languages spoken, the similarities are very strong. They come from the same ‘family’ of languages.

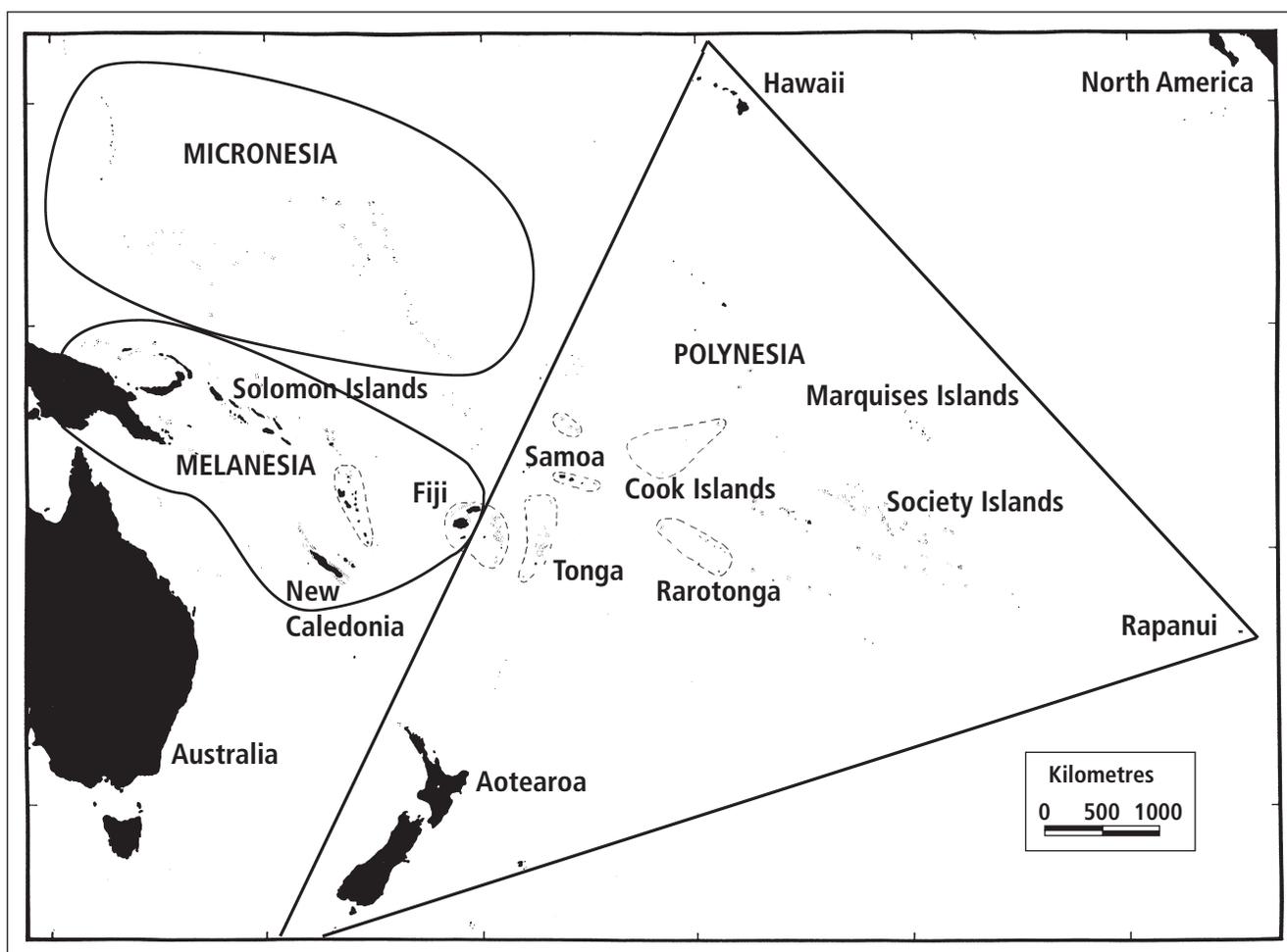


Figure 2.2  
*The people of the Pacific.*

### Activity 3

### Polynesia, Melanesia And Micronesia

1. Write the headings: **Polynesia**, **Melanesia** and **Micronesia**, in your exercise book. Write as many examples of Pacific nations as you can find from the map in Figure 2.2 under each of these headings.
2. Which group does Sāmoa belong to?

#### **Where did the ancient Polynesian people come from?**

The origin of the Polynesians is a mystery. There are a number of **theories** about where they came from and how they travelled or migrated from one place to another. Two of these theories come from people outside the Pacific who have spent many years trying to prove that they are right.

The beliefs and theories may differ but one thing is certain — the ancient Polynesians had excellent skills in ocean **navigation**. They made journeys of over a thousand kilometres across the sea.

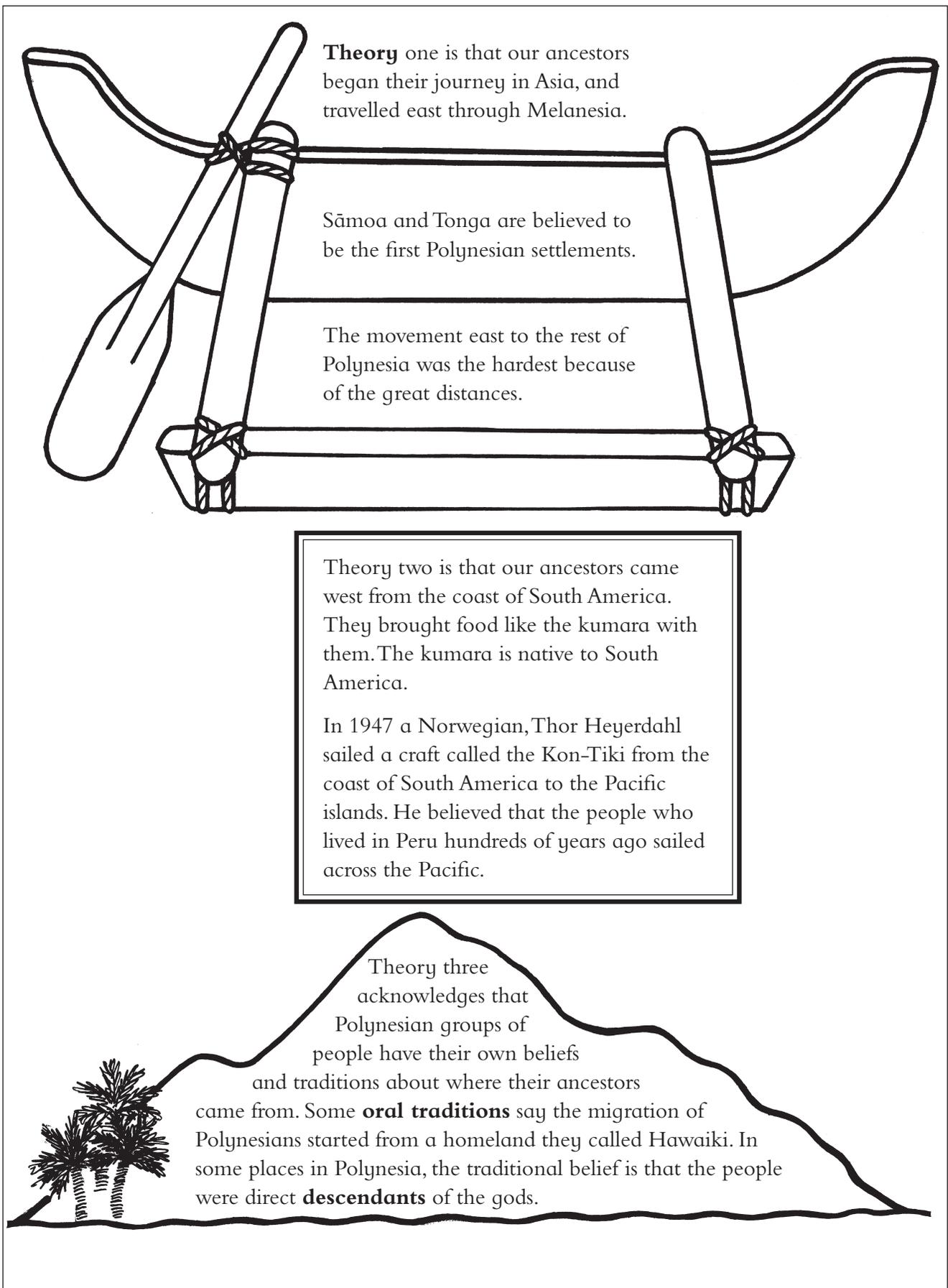
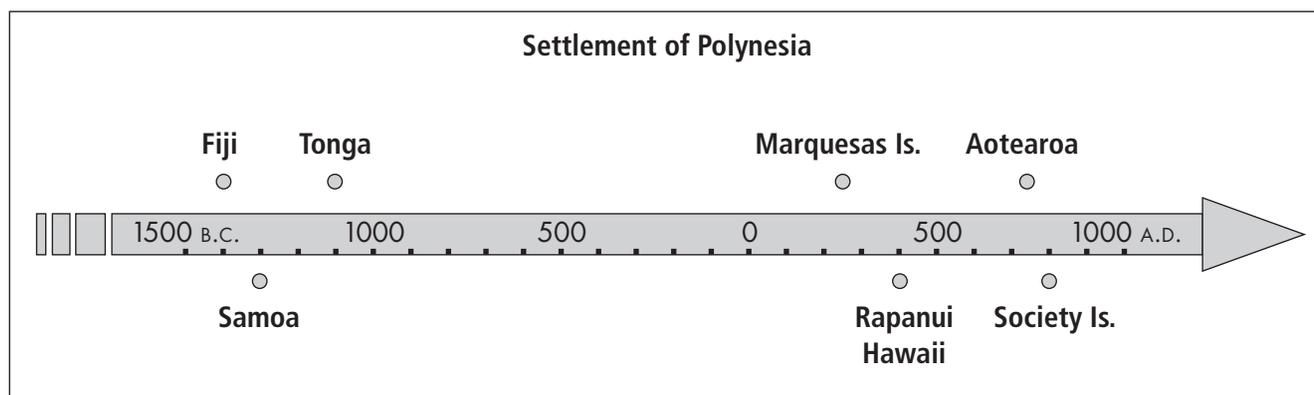


Figure 2.3  
Where Polynesians came from.

## Activity 4 Map Interpretation

- Study the map in Figure 2.2 very carefully. Use it to gather the information that is needed to complete the following activities:
1. Calculate the distance in kilometres between:
    - a. Fiji and Tonga.
    - b. Sāmoa and the Marquesas Islands.
    - c. Fiji and Sāmoa.
    - d. Marquesas Islands and Hawaii.
    - e. The Society Islands and New Zealand.



- ‘Settlement’ means to ‘stay and live permanently’. The islands of Polynesia were settled at different times, so some are ‘older’ than others. Study the timeline above carefully. You may also want to use the map to help you answer these questions. Think about the meaning of the word ‘settlement’.
2. Which island nations are the ‘oldest’? In other words, which were settled first?
  3. Which are the ‘youngest’? In other words, which were settled last?
  4. Where in the Polynesian Triangle are these ‘oldest’ nations located? Where in the Triangle are the nations that were settled much later? Use words such as ‘east’, ‘west’, ‘south’ and ‘north’ to help you.

### Ancient push-pull factors

Why did our ancestors make these long and dangerous journeys across the Pacific? Why did they leave their homelands and migrate to other, far away islands? There are more theories to explain this.

### One-way drift, or accidental voyages

Some people believe that many of these journeys or voyages were accidents. Perhaps families who were travelling short distances between islands were blown off course. They may have been helpless, unable to get back home. They may have drifted, one-way for days and days. If they were lucky, they may have landed in a completely new, uninhabited place. Because they did not know how to get back home, they stayed.

### Deliberate voyages of settlement and discovery

Some people believe that our ancestors planned their migrations. Perhaps some families had strong push factors that made them want to leave. Examples may have included:

- **Famine.**
- Overcrowding on small islands or atolls.
- Wars.
- Harsh leaders.

Perhaps some families learned about new places to live and hoped these new lands would help them to have a better life. There are Maori legends about ancestors who made return voyages. They sailed back to their origins after arriving in Aotearoa (the Maori name for New Zealand).

There are modern day examples that can be used to support both theories. For example, one story is about the arrival of the Hokule'a to New Zealand. This was a double hulled canoe that was built in Hawaii using traditional methods and materials. A group of Pacific people sailed this canoe around the Pacific, using traditional navigation methods. They wanted to prove that our ancestors made **deliberate** voyages around the Pacific.

The second example is a story about fishermen who were lost at sea, and drifted for weeks before they were rescued. Surviving such a terrible experience is a miracle.

### The Voyages of the Hokule'a

The Hokule'a is a double hull voyaging canoe that was built in the 1970s in Hawaii. The reason why it was built was to prove that Polynesian people made deliberate voyages throughout the Pacific. The first voyage of the Hokule'a was in 1976. It sailed from Hawaii to Tahiti in French Polynesia, and then back to Hawaii. Satawelese navigator, Mau Piailug, with a Hawaiian crew, guided Hokule'a without modern instruments to Tahiti, a distance of 2400 miles. Piailug was asked to navigate because no Hawaiian knew the ancient art of guiding canoes by the celestial bodies and ocean swells.

The voyages of the Hokule'a have provided a wealth of information about traditional Polynesian migrations. The voyages have been a way to gather information and evidence about

one of the greatest human achievements — the exploration and settlement of islands in an area of over 10 million square miles during a period of over 1000 years.

The voyages have started a revival of canoe building and sailing, arts that had not been practiced in over a hundred years. Hokule'a, the first modern replica of a voyaging canoe to make the voyage from Hawaii to Tahiti and back, became a symbol of the richness of Polynesian culture and the seafaring heritage which links together all of the peoples of the Pacific.

**Other examples of voyages:**

★ 1985–1987, when the *Hokule'a* travelled along the ancient migratory routes of the Polynesian Triangle — from Hawaii to the Society Islands, the Cook Islands, New Zealand, Tonga, Sāmoa, and back home via Aitutaki, Tahiti, and Rangiroa in the Tuamotu Archipelago. This voyage showed that it was possible for Polynesian canoes to sail from west to east in the Pacific when the prevailing easterly tradewinds were replaced by seasonal westerlies.

★ 1999–2000, when there was a voyage to Rapa Nui. The *Hokule'a* reached the far south-eastern corner of Polynesia, completing its modern exploration of the Polynesian Triangle.

**Samoa fishermen survive epic drift voyage**

*November 2001.*

Two fishermen from Sāmoa survived being adrift at sea for four months in a small metal boat. The pair was rescued in Papua New Guinea. Papua New Guinea is 4000 km from Sāmoa.

A local doctor who treated the men after they were rescued said that it was a miracle that they survived. There were two other men with them but they died of thirst and starvation before the rescue.

The fishermen said the boat got into trouble in late June 2001 off the coast of Sāmoa. They had caught a heavy load of fish and the boat began to sink.

They cut away the fishing lines and two outboard motors to make the boat lighter, but were left powerless as currents pushed them out to the sea.

They survived by eating fish and drinking rainwater.

The two fishermen who survived were finally rescued by a villager in Milne Bay, Papua New Guinea, after 132 days at sea. He paddled his canoe out to them after they had fired off their last flare.

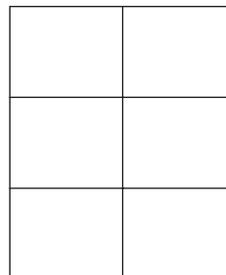
**Activity 5** Newspaper Wordfind



- |           |           |             |            |
|-----------|-----------|-------------|------------|
| ancestors | fishermen | Polynesians | voyages    |
| canoe     | lost      | starvation  | ocean      |
| current   | maritime  | thirst      | doublehull |

1. Here are words that are 'hidden' in the wordfind. Try and find them. List the twelve words in the wordfind in your exercise book and write a sentence to explain what each means.
2. Choose one of the theories about why the Polynesians travelled across the Pacific (accidental/drift or deliberate voyage). Create a story board to describe this theory. Try and imagine what some of the push factors were, and include them in the storyboard. A story board is a series of small drawings, with key words, that tells a story or explains an event.

Divide one page in your exercise book into six parts. These are the spaces for you to draw your story.



## Topic 3

## Sāmoa: A Nation Of Migratory People

Our ancestors were great travellers. And so are we today! The two main types of migration that Sāmoans have used are: internal migration, and international migration. These movements have had different effects on the places that Sāmoans have moved from, and the places that Sāmoans have moved to (the origin and destination).

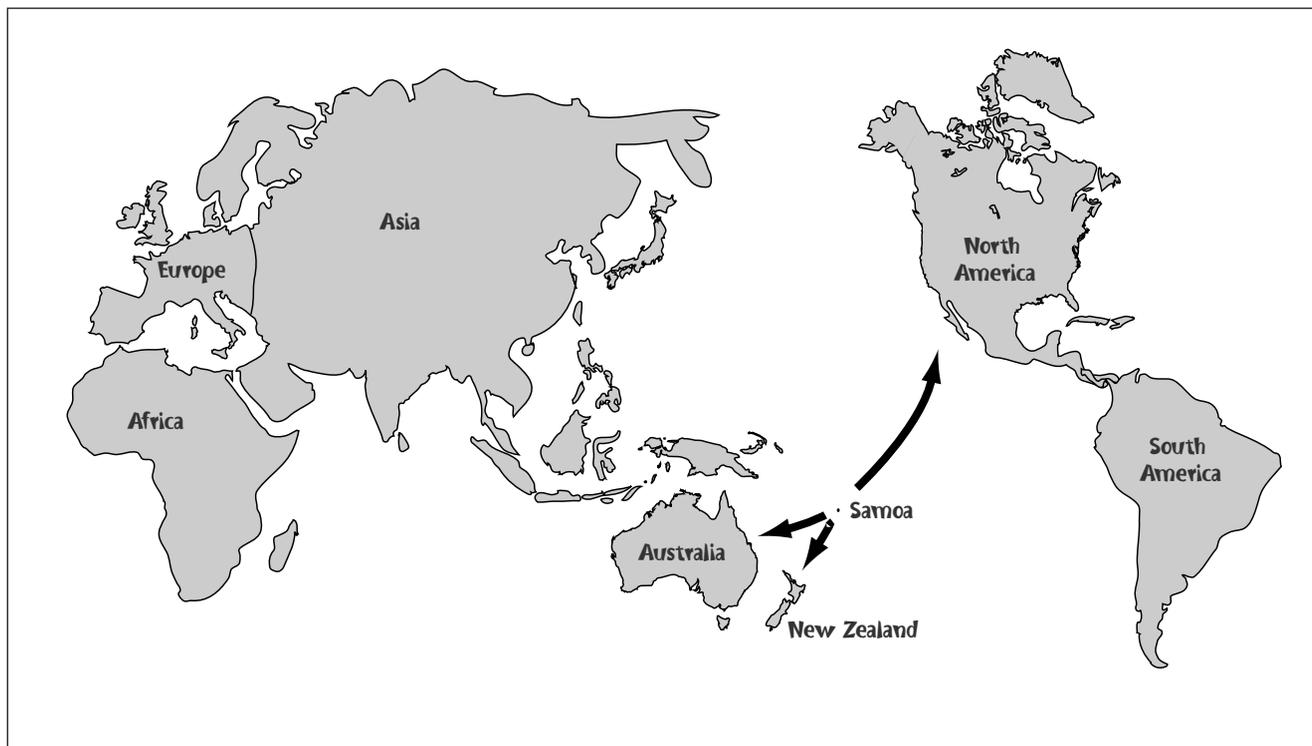


Figure 2.4  
World map — migration from Sāmoa.

### On the move — to other countries

People also move from one country to another. Some people want to move to another country because of war, political unrest, famines and natural disasters. They are forced to move from their country because of poor conditions.

There are other reasons for people migrating. Such reasons include employment or educational opportunities offered by other countries. If a person marries someone from a different country, they may choose to live in their marriage partner's country.

**Activity 6****Samoa Migration**

1. On a map of the world, locate the countries that our people go to overseas. Name the countries that many of our people have migrated to.
2. Name continents, and examples of countries that do not have many migrants from Sāmoa. In your opinion, why are there very few Sāmoans in these places?
3. Why do you think people leave Sāmoa to live overseas?
4. Do you think this movement of people away from our country is a good thing or a bad thing?



Figures 2.5a and 2.5b

*Transport used for international migration (Mulifanua Wharf and Faleolo Airport).*

### On the move — within Samoa

People have different reasons for migrating from one place to another. In Sāmoa, government departments are in the town. People work as public servants in these departments. Other people go to look for jobs in the big firms and factories, hotels and stores. Others go for educational reasons for themselves or their children.

Towns usually provide good medical and health services. A number of young uneducated people go to town to see the ‘bright lights’. But living in towns has benefits as well as problems. Towns attract people for many reasons but villages are also attractive. They offer peace, law and order, a chance for people to develop their own land.

### Leaving Apia

Taavale and Sina have five children. Seven years ago, this family left Apia to start a new life in a village in Savai'i.

Taavale left Apia because he found it hard to pay for things with his small **salary**. The children's school fees were getting very expensive and they needed school uniforms, school books and clothes. Every month there was an electricity bill from the EPC. There was also a telephone bill from the Post Office. After he paid for all these things, Taavale had very little money for food for his family.

When Taavale returned to the village, he started a taro and banana plantation. He worked very hard. Sina helped him too. While the family struggled at first, they were happy and had plenty to eat.

A few years later, Taavale began selling baskets of taro and banana chips at the local markets and to overseas markets. Taavale earned money through this business. His family were very happy. They could buy all the things they wanted but could not **afford** when they lived in Apia. Their life in the village was much better than life in the town.

## Activity 7

### Short Story

1. What type of migration is discussed in the story?
2. Why did Taavale and his family leave Apia? Do you think it was a good idea? Give reasons for your answer.
3. Identify push and pull factors discussed in the story.
4. Write a short story about a family you know that returned to the village. In your story:
  - Explain why the family returned to the village.
  - Discuss if they did the right thing or not. Make sure you give reasons for your answers.

Thoughts On Apia



Figure 2.6a  
*Apia A.*



Figure 2.6b  
*Apia B.*



Figure 2.6c  
*Apia C.*



Figure 2.6d  
*Apia D.*

**Activity 8**

**Visual Resource Interpretation**

- Study the photographs of Apia carefully. Can you name the places in each photo?
- Write a list of the push factors and pull factors of migration to Apia.
- People are attracted to Apia for many reasons. Other people chose to leave Apia for many reasons too. Read the statements below that tell you some of the reasons why some people come to Apia and why some people leave Apia.

I like Apia because it is closer to good facilities.



Apia is where the money is. I can get a job and earn some money.



I like Apia because of the nightclubs and the movie theatres.



I like Apia because the top schools are there.



Apia is overcrowded. Too much pollution, and not enough land for crops.



There's too much violence in Apia, too many youths roaming the streets. There's too much freedom. There is no respect in Apia.



It is not safe for my children. It is too dirty. My family has broken up because of nightclubs and the bright lights of Apia. Moral standards are low.



**Activity 9****Role Play**

In groups of five or six, plan a role play. Imagine you are a group of young people — some of them want to migrate to Apia, and some do not. You will all share your views and opinions about whether to go or not. Make sure, in your role, play that everyone in your group has the chance to share their opinions.

**Negative effects of migration on towns**

Migration may help a family improve their position in different ways. If too many people migrate from one place to another, they may cause problems in the place they go to, as well as in the places they come from.

If people keep moving away from the rural areas or the villages to the town area, this will cause problems in the towns such as:

- Strain on resources.
- Overcrowding.
- Not enough jobs.
- Not enough houses.
- Not enough hospitals/clinics.
- More accidents.
- Pollution.
- Crime.

**Negative effects of migration on villages**

Just as migration to the town area has its problems, so, too, does migration away from the village. People who migrate are usually the young and able people. It is often the very young and the very old that are left behind. These are the people who are not able to do much work in order to look after themselves. Other problems include:

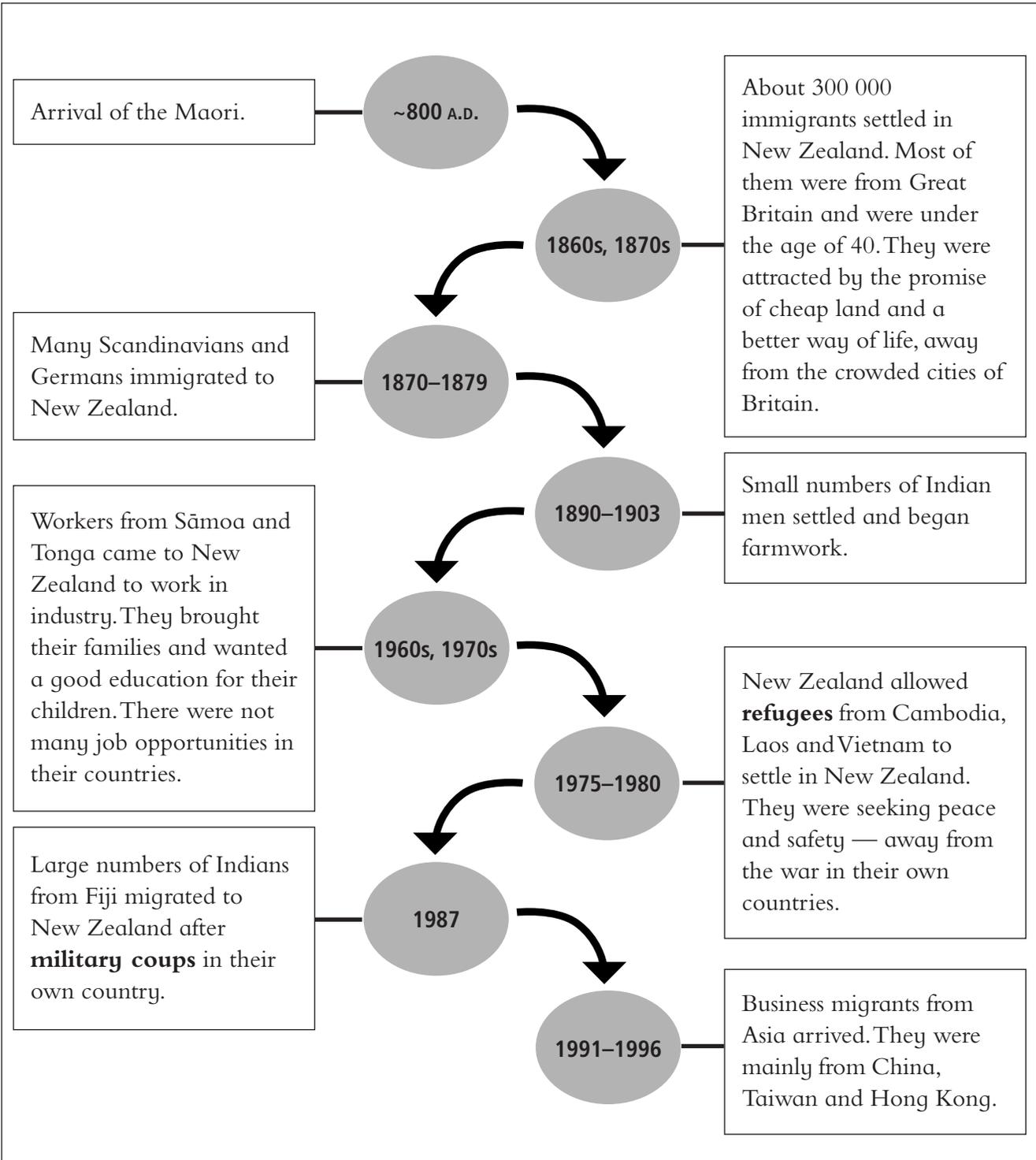
- Strong extended family ties are weakened.
- Traditional skills are not practiced in the town areas.

**Activity 10****Negative Or Positive Migration?**

1. Do you think it is good or bad to have a lot of people moving to the towns? Give reasons for your answers.
2. Do you think it is good or bad to have a lot of people moving back to the villages? Give reasons for your answers.
3. List all the effects of migration you can think of.
4. Group these effects under these two headings: **Environmental Effects** and **Social Effects**.

**Topic 4** New Zealand: A Nation Of Migrants

The first immigrants to New Zealand came from other parts of Polynesia. They are the Maori, and are the indigenous people of New Zealand. Their ancestral homeland may be one of the island groups of French Polynesia. The Maori arrived in canoes at different times and settled in different parts of the land. The stories of their arrival have been passed down through the generations orally. Hundreds of years later, other migrants arrived.

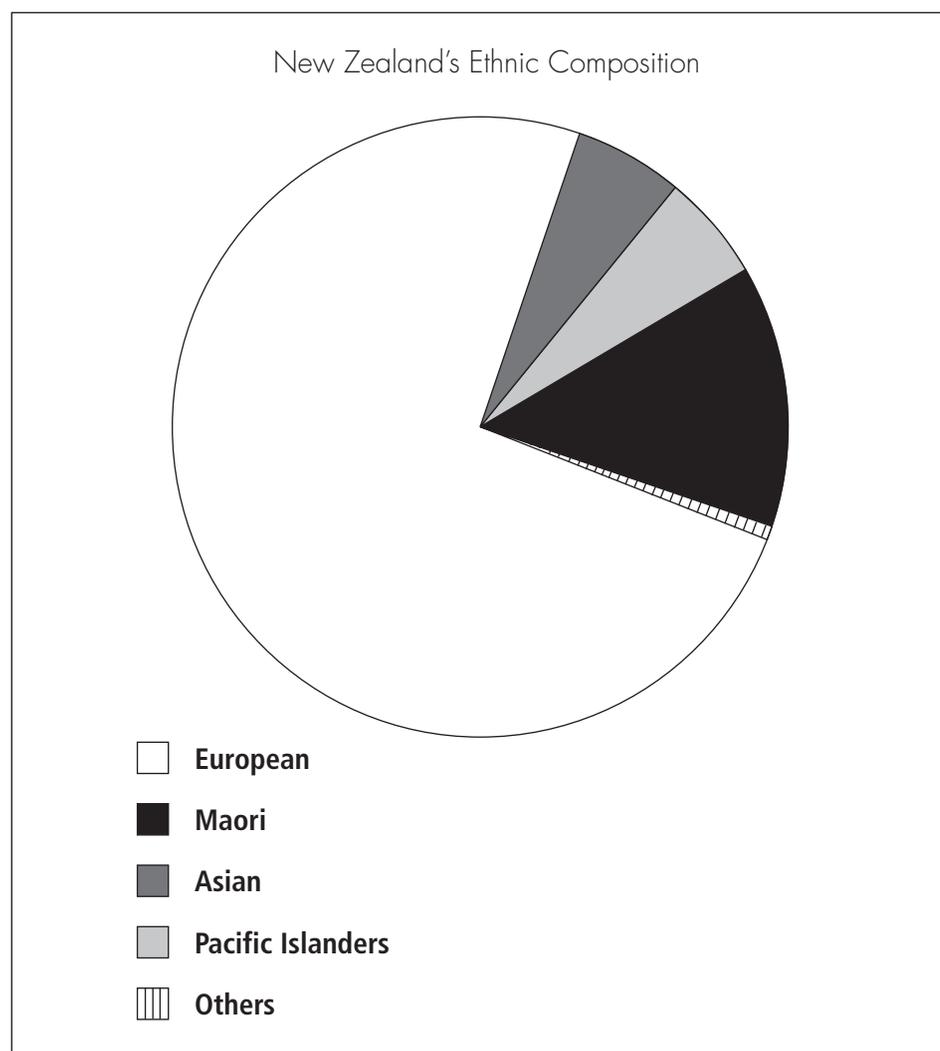


**Activity 11****Timeline**

1. When did Maori arrive and settle in New Zealand?
2. What is the Maori name for New Zealand?
3. When did people from Great Britain begin to arrive and settle in large numbers?
4. Why did they come to New Zealand?
5. Name three other European countries where migrants to New Zealand came from.
6. When did Pacific Island people begin to arrive and settle in New Zealand in large numbers? Why did they leave their homelands? Why did they go to New Zealand?
7. Name three countries in Asia from where migrants to New Zealand have come.

**Consequences of migration**

One of the most important consequences for New Zealand, of more than 100 years of being a migration destination, is its **multicultural** society. New Zealand has many different cultural groups.



**Activity 12****New Zealand's Ethnic Composition**

Study the pie graph on the previous page, and use it to answer the following questions:

1. Which group is the largest in New Zealand?
2. Approximately what percentage of New Zealand's population are Pacific Islanders?
3. Which group is the second largest in New Zealand?

**Unit summary**

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

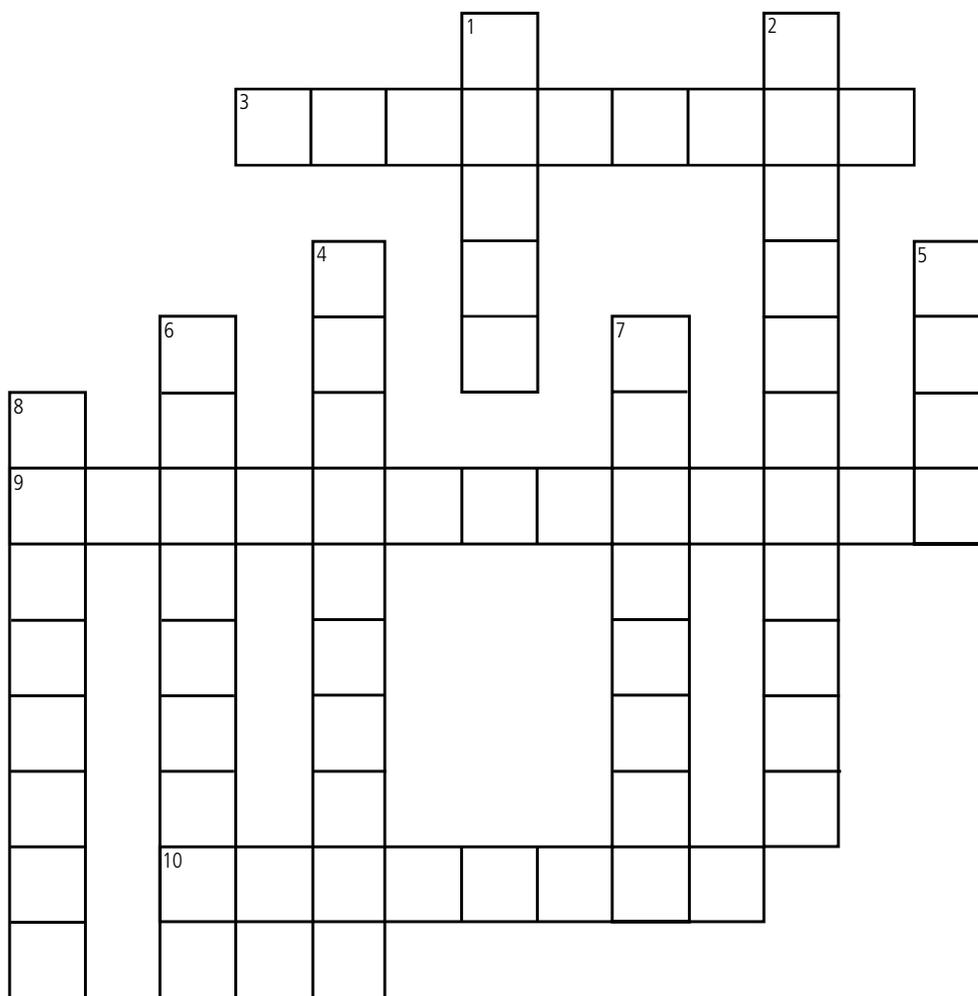
- Read each of these statements carefully, and ask yourself if you can now do each of these things.

I can write sentences to explain the meanings of: migration, immigration, emigration, migrant, immigrant, emigrant, urbanisation, rural-urban drift and push-pull factors.

I can give reasons (with specific examples) for why people migrate.

I can describe the effects of migration on the places that people leave and the places that people move to.

- Complete this revision crossword, using the clues to help you. Try NOT to look through your exercise book or this textbook for the answers.



**Across**

3. The movement from one place to another to live.
9. Having many different cultures.
10. \_\_\_\_\_ migration: movement of people within a country.

**Down**

1. Belief that the ancient Polynesian voyages were accidental.
2. People who change their minds about migrating and return.
4. Belief that the ancient Polynesian voyages were planned.
5. A \_\_\_\_\_ factor is something positive.
6. Means ‘many islands’.
7. The Maori name for New Zealand.
8. Someone who has migrated away from a place.

## Unit 3: SOCIAL STUDIES SKILLS: MAPPING

### Introduction

Map skills are used often in the Social Sciences. This unit can help you to learn and develop some of these important skills. They are useful from Year 9 through to Year 13. Please keep in mind that not all map skills can be developed and taught in this unit.

### Unit objectives

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

1. Draw maps, following the simple map rules.
2. Gather information from maps and interpret them by using: the scale, compass point, grid references, title, key, latitude and longitude.
3. Draw sketch maps, from photographs and topographic maps.

### Topic 1

### Map Drawing: Part 1

This topic is about the simple, yet basic, rules for drawing a map.

A good map is a special picture, drawn to scale, that shows a 'bird's eye view' of a place. It is what we would see if we looked down on an area or a place. Different symbols are drawn to show the main things that we would see. Every map should have:

- A **frame** or a box around the map (for neatness).
- A name or a **title**, so people will know what the map is about.
- A **key**, to explain what the colours and symbols on the map are about.
- A **compass point** (usually north) so the map is used the right way up.
- A **scale**, where possible so distance can be measured from the map.

The information that maps show should be accurate. It is also very important that maps are neat and tidy.

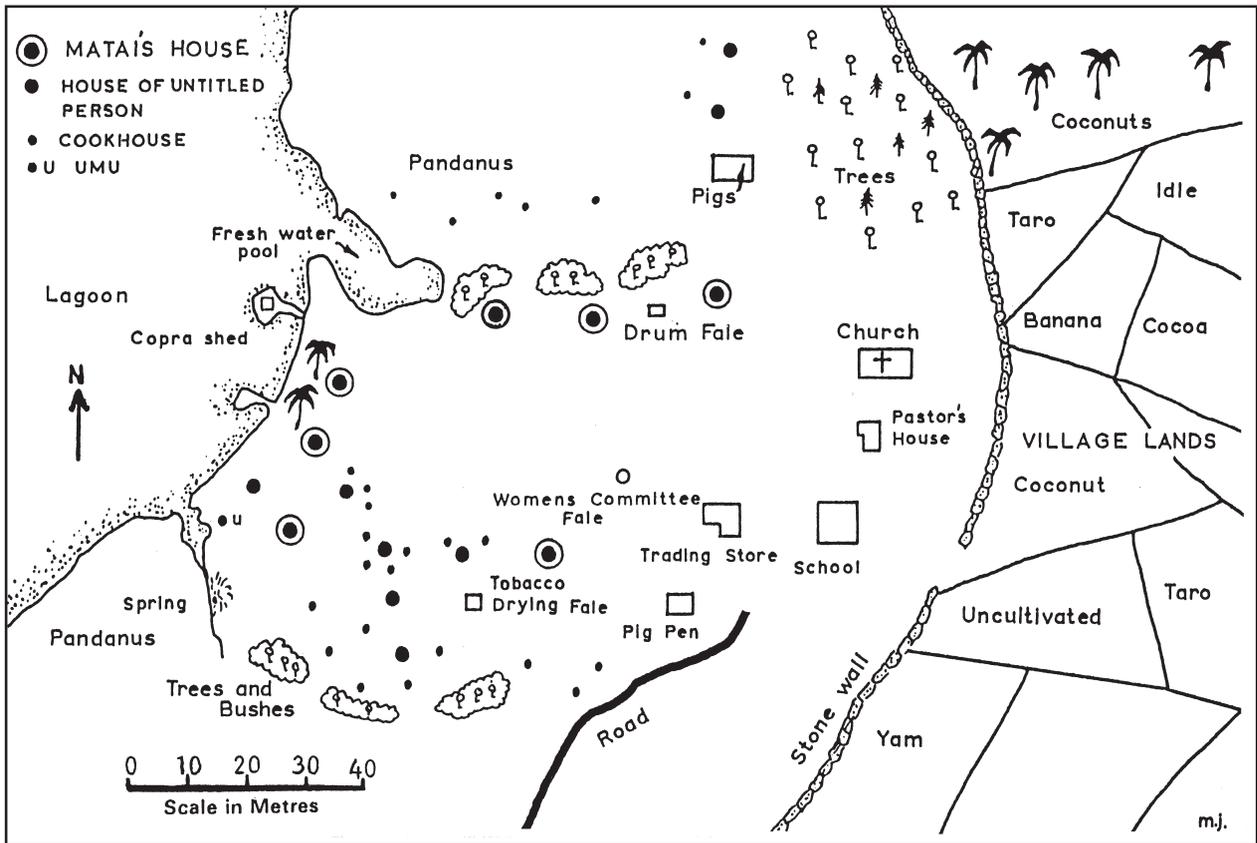


Figure 3.1  
A village in Western Sāmoa.

Study this map of a village in Sāmoa carefully.

- Does it have: a frame, a name or title, a key, a compass point and a scale?
- Look closely at the key. Notice the different symbols that have been used to show buildings, on the map.
- Other symbols have been used on the map, but not all of them have been listed and explained in the key. For example, the symbol for coconut trees, other trees and bushes. This is because the map-drawer has told us what the symbols are by naming the symbols directly on the map.

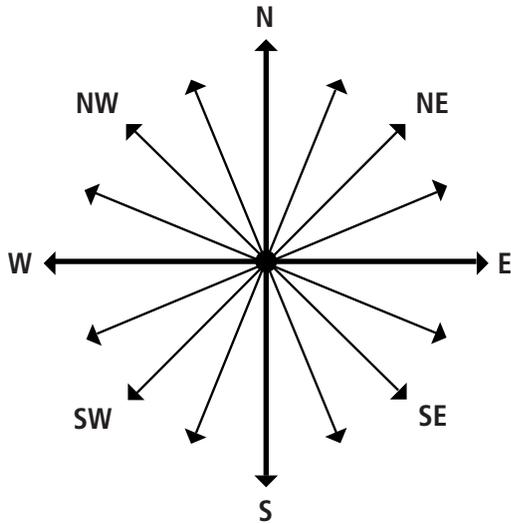
**Activity 1****Map Drawing**

Time to practice. You are to draw a map of your school compound. But do not try and draw the map to scale. This is too hard to do without the right tools for measuring. You are to draw these things (features) on your map:

- |   |                       |
|---|-----------------------|
| boundary or fence   | main school buildings |
| the biggest trees (if any)                                  | toilets               |
| front gate or entrance to the school compound (or property) |                       |

You must make sure you have followed the basic or simple rules for drawing maps. Please check to see if your map has:

- A title. ('Map' is **not** a good name or title for your map! The title **must** give information about what the map is about, such as: **Map of my school compound.**)
- A frame or border. (When you have finished drawing your map, you must draw a border around the map.)
- A compass point. (Where is north on your map? Which direction does your school face? You need to draw an arrow that shows where north is.)
- A key. (The key should also have a box drawn around it. Carefully draw the symbols that you have used, and write what each symbol means.)



**Did you know?**

A compass gives information about direction.

The four main directions are: **north, east, west** and **south**.

This is a diagram of a compass rose — and it gives information about the names of different directions, and where they are.

As long as a map shows where north is, it will not be hard to figure out where other directions are. That is why some maps (like Figure 3.1) may have an arrow that just points to north.

## Activity 2 Map Interpretation

Map interpretation is also called map reading. As your map reading skills become better, so will your map drawing skills.

- The first thing to look for on a map that you have never seen before is its title. This will help you to understand what the map is about.
- Then, look for the compass pointing north, as this will help you hold the map up the right way. What is even more useful is that the compass point also helps the person who is trying to read the map to figure out directions.
- Next find the key. A map contains many symbols and signs. Often these are in different colours. The key will show you what the various symbols and signs on the map mean.

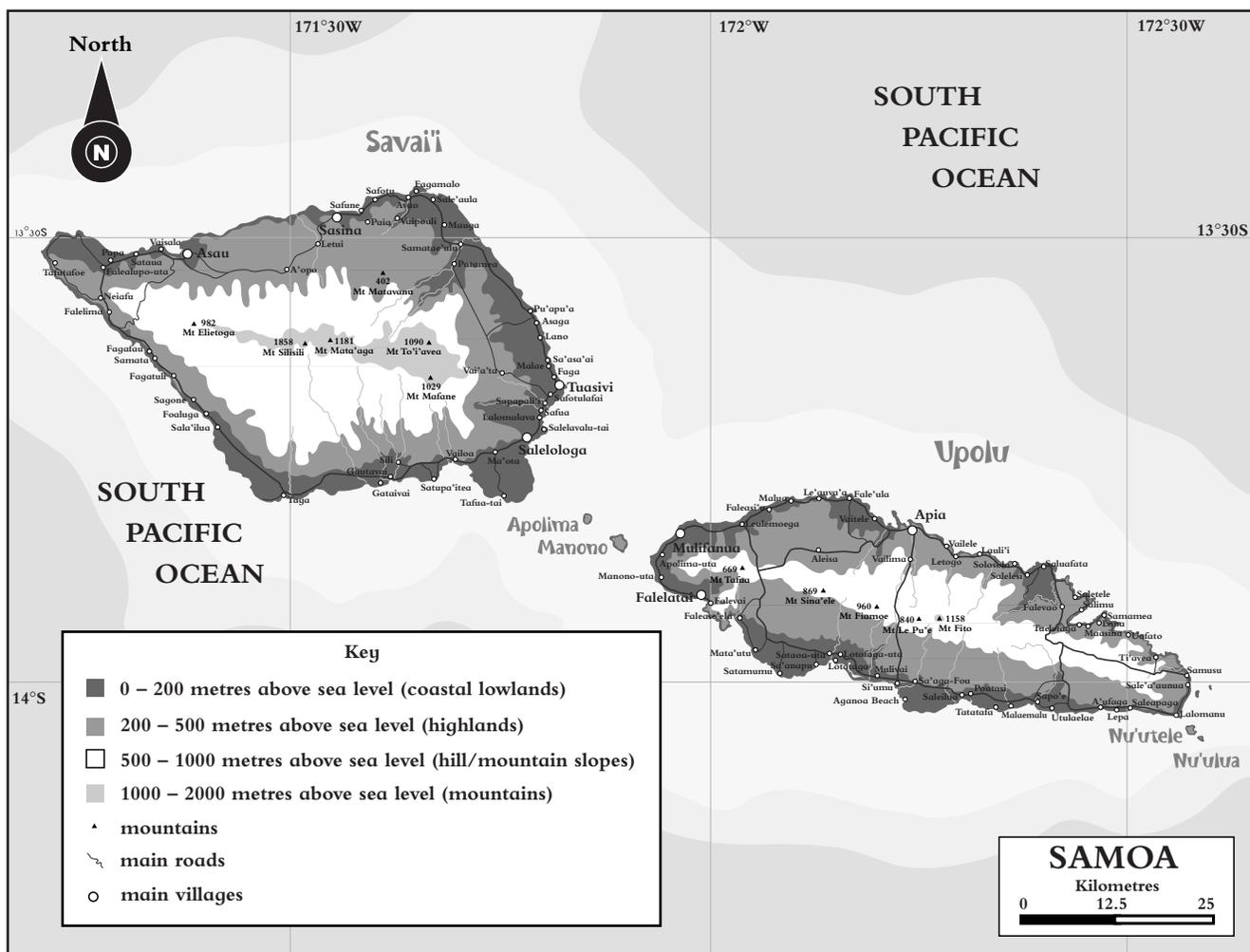


Figure 3.2  
Map of Samoa.

- Look for the scale. The scale is a special line that we use to calculate distance. A map may be as large as or even smaller than a page in this book, but it is still possible to work out the real life distance between two places by just measuring the distance between them on the map!
- Use the title, compass point, key and scale to read the map and answer the following questions:
  1. In your own words write a sentence to explain what the map is about. Check the title of the map.
  2. What is the name of a small island to the south-east of Upolu?
  3. What is the name of the cape on the north-west coast of Savai'i?
  4. What are the names of the two small islands off the south-east coast of Upolu?
  5. What is the name of a mountain east of Mount Silisili? Use the compass.
  6. Name the large town and capital on the northern coast of Upolu
  7. Name a village that is located between Salelologa and Lano, in Savai'i.
  8. Does Savai'i have a cross island road? How many cross island roads does Upolu have? Use the key.

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**Travelling around Samoa**

I live in Siumu, on the island of Upolu. I am going to visit my grandmother. It's her birthday, and she lives in Apia. After the celebrations I am going to Mulifanua wharf to catch the ferry to Salelologa. That's a lot of travelling! How can I find out how many kilometres I will travel?

---

**Activity 3****Samoa**

Sāmoa is a nation located in the Pacific Ocean. Sāmoa is one of the many islands in the Pacific. The population of Sāmoa in 2001 was 174 140 people.

Sāmoa is made up of 10 islands located in the Pacific Ocean. The two largest islands are Upolu and Savai'i. Upolu is 72 km from east to west and up to 24 km from north to south. Savai'i is also about 72 km across but is 35 km wide.

Sāmoa's eastern neighbours are American Sāmoa in the east, the Cook Islands and Niue in the south east. Sāmoa's northern neighbour is Tokelau. Tuvalu and Kiribati are in the north west and the Wallis Futuna islands are to our west. In the south west, are Fiji and Tonga.

Upolu and Savai'i are separated by the Apolima Strait which is about 16 km wide. The two islands of Apolima and Manono are located in the Strait.

The highest mountain on Upolu (Mt Fito) rises to 1110 metres. On Savai'i, the highest is Mount Silisili with a height of 1858 metres. There is a dense or thick forest covering both islands except for the land near the coastline. The coastal plain is where most of the people of Sāmoa live.

1. Find a map of the South Pacific. Draw this map in your exercise book. Draw the following things onto your map.

■ A title: **The location of Sāmoa in the South Pacific.**

■ The direction of north.

■ The scale.

■ Lines of latitude and lines of longitude.

■ The international dateline.

■ Label the group of islands called Sāmoa.

■ Label the countries to the north, south, east and west of Sāmoa.

2. From the information on the map you have drawn, copy the following paragraphs into your exercise book, and fill in the blank spaces.

Sāmoa is situated between \_\_\_\_\_ degrees and \_\_\_\_\_ degrees latitude, and between \_\_\_\_\_ degrees and \_\_\_\_\_ degrees longitude. The Sāmoan Islands are in the direction of \_\_\_\_\_ from the International Dateline.

In the north, our neighbour is \_\_\_\_\_. In the west, our neighbours are \_\_\_\_\_ and \_\_\_\_\_. Our southern neighbours are \_\_\_\_\_ and \_\_\_\_\_. In the east there are the \_\_\_\_\_.

Most of our people live in Sāmoa. The 2001 census showed the population of our country was \_\_\_\_\_ people. The population continues to grow.

The people who are in Sāmoa live mainly on the islands of Upolu and Savai'i. Most people live on the coastal plains of both islands because of the rugged mountains and thick bush in the centre of the islands. \_\_\_\_\_ people live in Apia and \_\_\_\_\_ people live in the rural areas.

Many of our people live overseas too. They live in American Sāmoa, New Zealand and Australia. There are Sāmoans also living in other islands of the Pacific, the United Kingdom, Canada and Europe.

## Activity 4

## Topographical Maps

A topographic map is a map which shows the shape of the land. It shows the valleys, the hills, the lowland areas and so on. It will also show cultural features like roads, villages and towns and airports. Topographic maps are very useful because we can gather information about the relationship between natural features and cultural features.

Topographic maps have special features that the other maps you have looked at so far in this unit, do not have. These are:

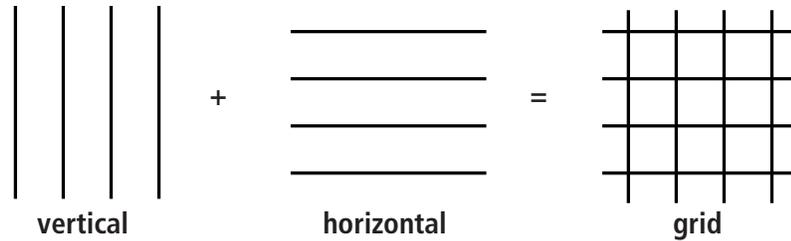
- Contour lines.
- Grid lines.

**Contour lines** are the lines on a map that show the height of the land — the height above sea-level.

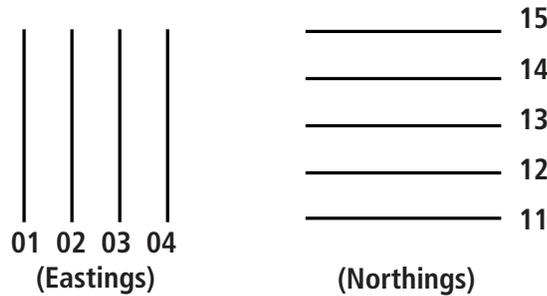
**Grid lines** can be used to locate specific features and places on a map. Grid lines are numbered in such a way that we can gather information known as grid references from them, to help with locating specific places.

**Did you know?**

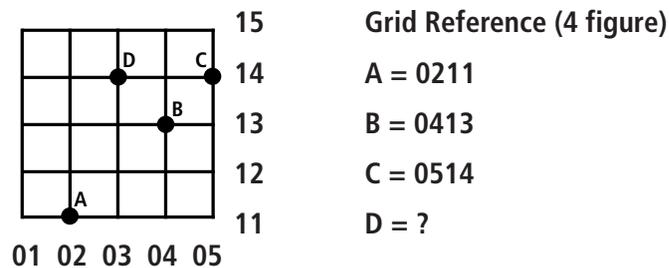
**Grid lines and grid references:** a grid is when a set of horizontal lines and a set of vertical lines are put together. The pattern that this makes looks like this:



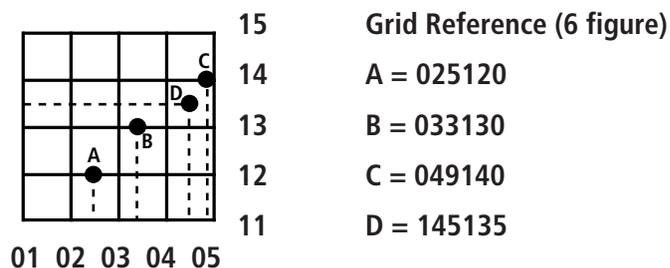
Grid references are numbers around the edges of a map. These numbers are used together in the same way as numbers on a set of axes. The numbers along the bottom (for the vertical lines) are called **Eastings**. The numbers alongside the horizontal lines are called **Northings**.



The Eastings are read first and then put together with the Northings. It is possible to locate or find specific things on a map if grid references are used.



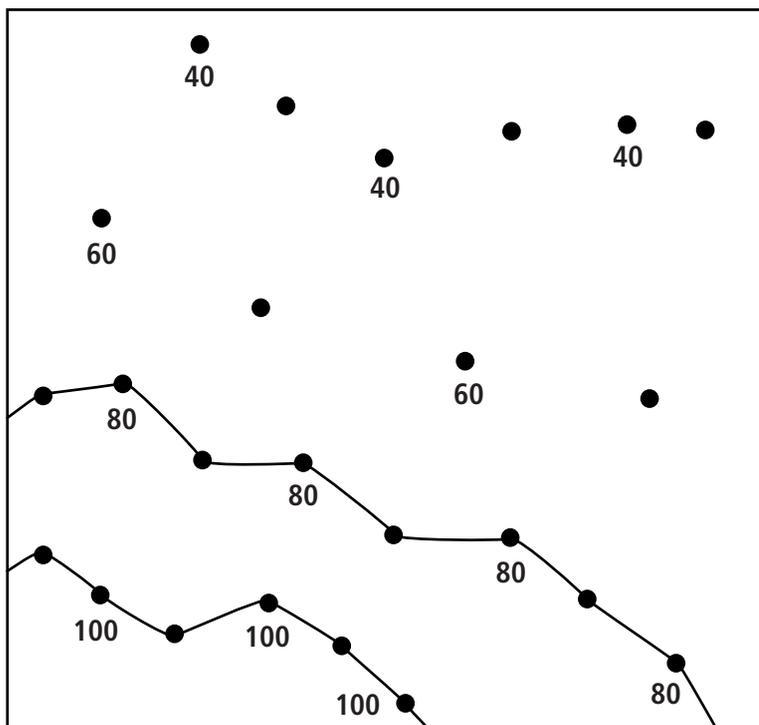
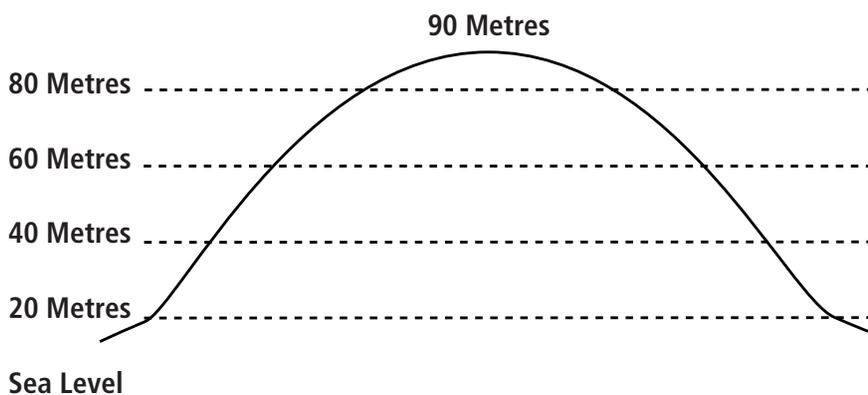
Six figure grid references use Eastings and Northings, **but**, you must imagine that the space between each line is divided into ten equal parts.



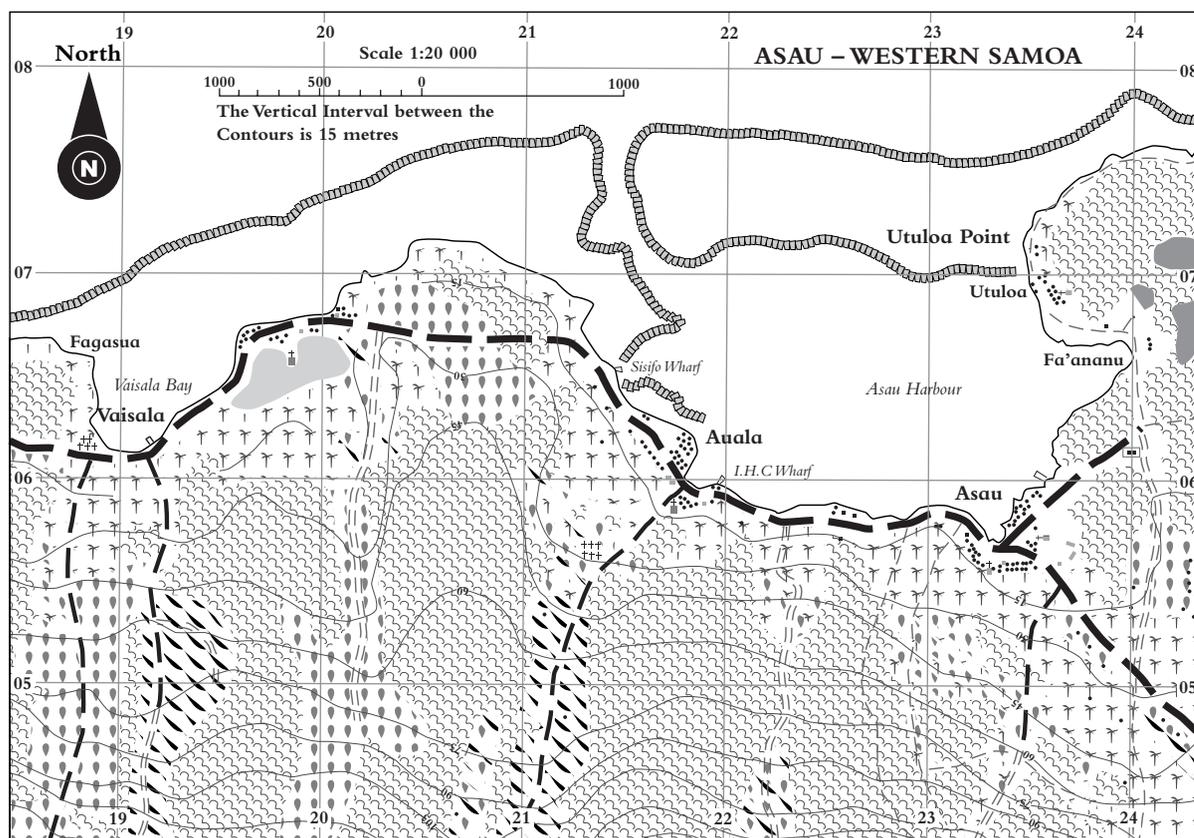
**Did you know?**

Contour lines are the lines on a map that join up areas that have the same height above sea level. This is usually measured in metres. A contour interval is the difference in height between contour lines which are next to each other.

Reading contour lines on a map can tell us to calculate the size, shape and height of physical features such as hills and mountains.



**Activity 5** Using Grid References



Key	
●	Samoan Fale (houses)
■	European Type House
□	Shop or Store
▣	School, Hospital, Public Building
⊕	Church
—	Road, good surface, two lanes or more wide
- -	Road, good surface, one lane wide
- - -	Road, unmetalled
- - - -	Foot Tracks
⊘	Bush
■	Scrub
◊	Cocoa
☉	Coconut
↘	Banana
⊕	Cemetery
⊔	Wharf
■	Spring and Swamp area
⊘	Coral

Figure 3.3  
Map of Asau.

- Study the map of Asau. Look at the straight vertical lines (Eastings) on the map, and the straight horizontal lines (Northings). What is at each of these locations?
  - 217058
  - 190064
  - 195063
- What are the grid references for these places?
  - Utuloa Point.
  - I.H.C. Wharf.
  - The swamp to the north east of Vaisala.

**Activity 6****Contours**

- Study the map of Asau.
- 1. What is the contour interval on the map?
- 2. Describe the area of land at Utuloa point. How and why is it different to the area of land inland from the villages of Vaisala and Auala?
- 3. What is the distance in kilometres between Asau and Auala, by road?
- 4. What is the distance between Asau and Auala, by boat?
- 5. How wide is Vaisala Bay?
- 6. What are the main agricultural land uses on the map?
- 7. Why have some areas **not** been cleared for plantations?

**Topic 3****Map Drawing: Part 2**

Topographic maps can also be used to draw simplified, diagram-like maps. These maps are called sketch maps, or precis maps. Sketch maps can also be drawn from photographs of an area or place. The details on a sketch map need to be as simple as possible. For example:

- Land use areas can be outlined and shaded in: *e.g. For a plantation, instead of trying to draw individual plants and bushes.*
- For roads, churches and other specific sites or places use symbols.

It is important to remember this — with a sketch map, only draw those features that you have been asked to show. And remember to follow the map drawing rules.

## Activity 7 Topographical Map

- Study the topographic map Asau (Figure 3.3).
1. Trace the outline of the map (below) into your exercise book.

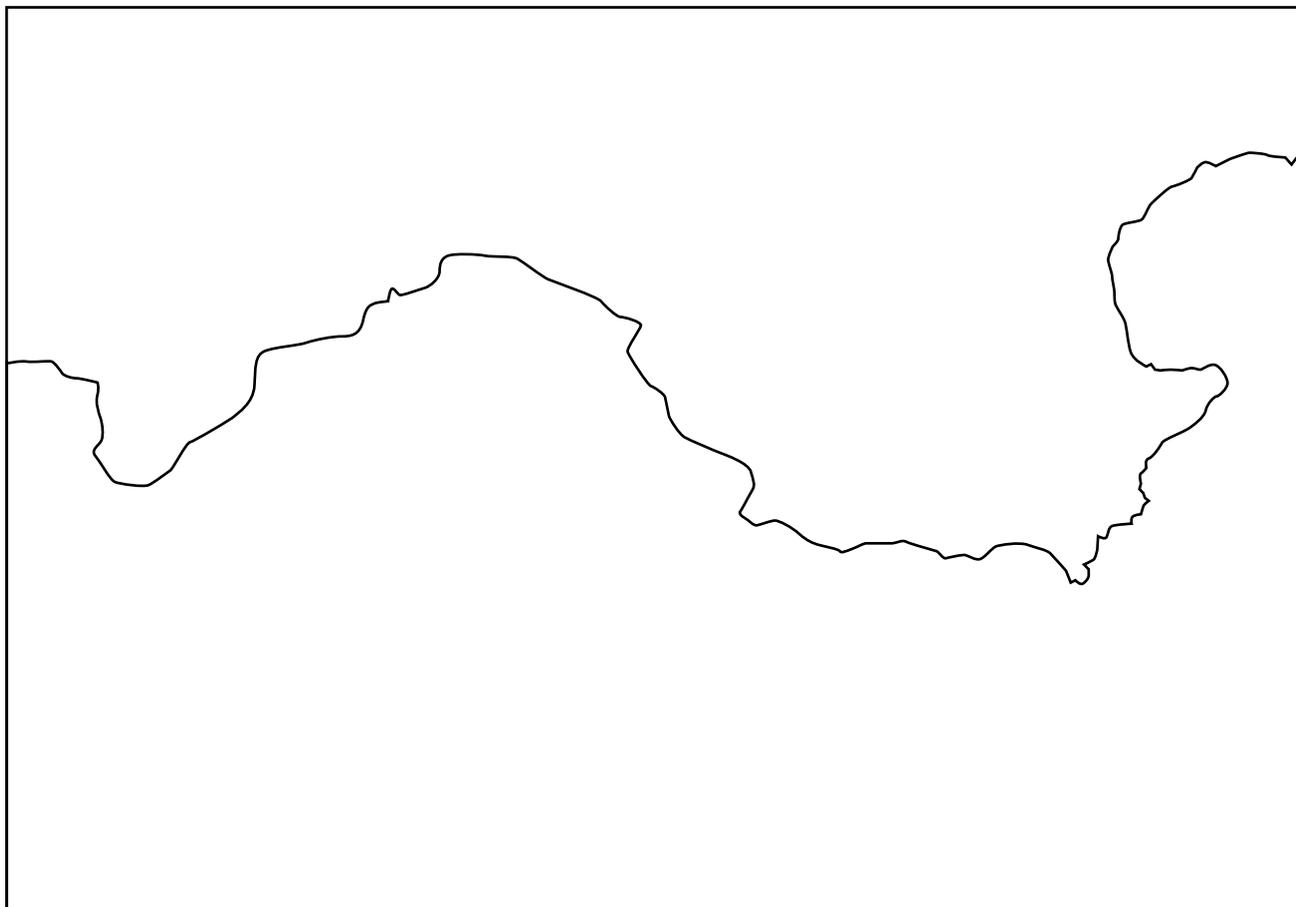


Figure 3.4  
*Outline of Asau.*

2. Use this to draw a sketch map of Asau. On your sketch map, name and locate these features:
  - The villages of Vaisala, Auala and Asau.
  - Va'ai Road.
  - An area of swamp.
  - The road leading inland from Auala.
  - Coral reef.
  - A school.
3. Also locate on your map the well that is at grid point 240068, the wharf at 193062, and the cemetery at 213056. Remember to follow the map drawing rules.

## YEAR 9 GLOSSARY

<b>Word/phrase</b>	<b>Meaning</b>
<b>Abundance</b>	To have plenty or to have more than what is needed.
<b>Afford</b>	To have enough money to pay for things that are needed or wanted.
<b>AIDS</b>	This is a very serious sickness. AIDS stand for: <b>Acquired Immune Deficiency Syndrome</b> .
<b>Barrier</b>	Something that keeps people or things apart from each other. It can also be something that gets in the way of something else.
<b>Canopy</b>	The highest layers of plants in the forest.
<b>Centuries</b>	One century is equal to a hundred years.
<b>Chronological</b>	When things or events are organised in the order that they happened. For example, if you line all the students in your class in chronological order, then they will stand in line from the oldest to the youngest (from the person who was born first to the person who was born last).
<b>Citizen</b>	A person from a country who has the full rights of that country.
<b>Clocked</b>	Measuring the amount of time that an activity or event has taken.
<b>Cultural environment</b>	The environment around us that is made by people.
<b>Cultural features</b>	The things in the environment around us that are made by human beings: <i>e.g. Towns such as Apia.</i>
<b>Deliberate</b>	To do something on purpose, with planning and preparation.
<b>Development</b>	To become more organised and mature.
<b>Discourage</b>	To cause to lose hope or confidence.
<b>Disobeying</b>	Stop obeying the rules and instructions of people who are in authority: <i>e.g. Parents and teachers.</i>
<b>Ecotourism</b>	A type of tourism where people look at and enjoy the natural environment without changing it in any way.
<b>Encourage</b>	To give hope and confidence.
<b>Extinct</b>	A plant or animal becomes extinct when there are no more of that plant or animal left alive in the world.
<b>Familiar</b>	Well-known.
<b>Famine</b>	When there is a lack of food for a long time. People begin to go hungry and may starve to death.
<b>Headquarters</b>	The place where an organisation or special group meets, plans activities and controls the group.
<b>Historical</b>	To be influenced by events from the past.
<b>Indigenous</b>	To be a native or belonging to a place naturally.
<b>Inhabited</b>	To have people live there.

## YEAR 9 GLOSSARY

<b>Word/phrase</b>	<b>Meaning</b>
<b>Interactions</b>	When two things have a relationship with each other — they have an effect on each other.
<b>Layers</b>	Levels, having one on top of the other.
<b>Medicine</b>	Something (such as pills, drink, cream or ointment) that is used to help sick people to get better.
<b>Memorial</b>	Something that is built to honour someone or an event from the past.
<b>Military coup</b>	A sudden, successful takeover of a government by the army or other defence force of a country.
<b>Multicultural</b>	To have many different cultures living together or working together in one place. Fiji is an example of a multicultural Pacific nation or country. Some of the cultures are: Fijian, Indian, Chinese, Rotuman, and European.
<b>Natural environment</b>	The naturally made area around us. The area around us that has not been made or changed by people.
<b>Natural features</b>	Something that is natural, and not made by people.
<b>Navigation</b>	The use of maps, tools and special skills to guide the course of a boat or an aeroplane.
<b>Ordinary places</b>	Places where everyday, routine, daily activities happen.
<b>Organisms</b>	Living things — plants and animals.
<b>Origin</b>	The place or time when something begins to exist, or is found for the first time.
<b>Pharmaceutical</b>	The use or sale of medicine.
<b>Pharmacy</b>	A place where medicine is prepared and given out.
<b>Political</b>	To be involved with politics.
<b>Politics</b>	Government and the struggle for the power to make and carry out decisions.
<b>Population distribution</b>	Where people live in a country.
<b>Potential</b>	Ability or capacity — what someone or something is capable of doing.
<b>Prescription</b>	A special piece of paper that a doctor writes telling a pharmacist what medicine to prepare and to give to a sick person.
<b>Racism</b>	To treat others in a bad way because of their race — or because of the colour of their skin.
<b>Recreation</b>	To do something that gives entertainment and relaxation. Recreation is enjoyable.

## YEAR 9 GLOSSARY

<b>Word/phrase</b>	<b>Meaning</b>
<b>Refugees</b>	People who are forced to leave their home suddenly because of war or something dangerous to their lives (such as a natural disaster, like a volcanic eruption).
<b>Region</b>	An area made up of places that are next to each other and have many natural and cultural similarities.
<b>Replica</b>	A copy or a model of something else.
<b>Representatives</b>	People who are spokesmen or agents of others. They do not speak for themselves, but speak for the group. They give the group's opinion and work to get the group's needs and wants met.
<b>Resist</b>	To oppose, to refuse to obey.
<b>Routine</b>	A series of events or activities that are done in the same way, often at the same time in the day.
<b>Rural</b>	In the country, away from and outside of towns and cities.
<b>Salary</b>	The money that an employer will pay someone — regular pay (weekly or fortnightly) for a job.
<b>Significant</b>	Something that is significant is something that has a lot of meaning and purpose. It is important.
<b>Special places</b>	Places which have significance or meaning — important places.
<b>Substances</b>	Something that has the potential to be a chemical or drug.
<b>Theory, theories</b>	A set or sets of ideas that are used to explain why something happens.
<b>Tolerate</b>	To be willing and able to be patient with others, even when they have a different point of view or a different way of life from your own.
<b>Vast</b>	Very big or large.

