

Book 3

Year 9



Social Studies

Social Studies

Year 9 Book Three



GOVERNMENT OF SĀMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

Acknowledgements

The Ministry of Education, Sports and Culture would like to thank Tanya Samu for her vision, patience and hard work in putting together this valuable book.

Original drawings: Anna Egan-Reid

Photographs: Development Resource Office

Photographs: Glen Jowlitt (D 1990s, E 1990s)

Photographs: The Sāmoan Visitors Bureau, Auckland, New Zealand
(G 1990s, H 1990s)

Thank you also to the Sāmoa Sensations webmaster, and to the Alexander Turnbull Library of New Zealand Te Puna Matauranga o Aotearoa for the following photographs:

PA1-o-546-32-1 (Cusack-Smith album V)
Thomas Andrew 1855–1939

F- 900-1/4 -MNZ (Making New Zealand Collection)
Photographer unknown (ca 1930s)

PA1-o-469-57 (S C Smith Collection)
Sydney Charles Smith 1888–1972

PA7-01-14
Thomas Andrew 1855–1939

PA1-o-795-45 (F J Gleeson Collection)
Photographer unknown (ca 1930)

F- 2412-1/4 -MNZ (Making New Zealand Collection)
J F Loudon fl 1930s

PA1-q-223-38-1 (Smith II Album)
Thomas Andrew 1855–1939

F- 118550-1/2 - (PAColl-5426-01)
Photographer unknown

F- 2409-1/2 -MNZ ((PAColl-3060-008) Making New Zealand Collection)
Thomas Andrew 1855–1939

Designed, edited and typeset by Egan-Reid Ltd, Auckland, as part of the Sāmoa Secondary Education Curriculum and Resources Project for:

© Government of Sāmoa Department of Education 2002.

Reprinted 2004 with minor amendments.

Funded by the New Zealand Agency for International Development,
Nga Hoe Tuputupu-mai-tawhiti.

Printed through Egan-Reid Ltd.

Managing Contractor: Auckland UniServices Limited.

ISBN 982-517-029-8

TABLE OF CONTENTS

Culture and Heritage

Unit 1: Cultural Treasures	5
Topic 1: Practices And Symbols	6
Topic 2: Treasures And Transfer	15
Topic 3: Symbols Of Identity	17
Unit 2: Technology And Culture	23
Topic 1: Types Of Technology And Change	24
Topic 2: Technology And The Transfer Of Culture	26
Topic 3: Technology And Change	36

Development and Change

Unit 3: Development	40
Topic 1: Why Do We Have Development And Change?	41
Topic 2: What Is Development And Change?	46
Topic 3: Examples Of Development And Change	51
Unit 4: Development And Daily Life	55

Glossary	68
----------	----

Unit 1: CULTURAL TREASURES

Introduction

Culture is a very important part of the way people live. The Oxford dictionary explains that culture is:

... the **customs** and **civilisation** of a particular group of people.

An example of a culture is the *fā'aSāmoa*, or the Sāmoan culture. Examples of other cultures from the Pacific region are: the Fijian culture; the Tongan culture; the Maori culture and the Niuean culture.



Figure 1.1
Cultural Heritage Treasure Box.

Heritage is what our parents and **ancestors** have passed on to us. Culture is a very important part of what our parents and ancestors give to us. We have **inherited** our language, beliefs, traditional clothes, dances, and food from them. We are supposed to pass our cultural heritage on to our own children. This means we are to teach our children these things.

This unit examines the ways we have learned how to **express** culture, **sustain** culture and then pass culture on to the next **generation**. This unit is divided into four parts — A, B, C, and D. We will be using our own country of Sāmoa and its culture as our example.

This unit is divided into topics that will help you to develop your knowledge and understanding of culture. The learning activities in the topics will also help you to achieve the unit objectives.

Unit objectives

In this unit you will learn how to:

- Give examples of practices and symbols of culture and heritage that have been passed on and sustained.
- Search for information about the ways culture and heritage might be passed on and sustained, and then tell others about the information that you have found.
- Identify a symbol and explain what it can tell people about identity.

Topic 1

Practices and Symbols

Question: What is a cultural practice?

Answer: A cultural practice is a custom that is done regularly. Cultural practices are ways of behaving or doing something that most of the members of a cultural group have learned to do.

Example: Many people in Sāmoa wear white clothes to church.

Question: What is a cultural symbol?

Answer: A cultural symbol is something that has a special meaning to most of the members of a cultural group. A cultural symbol can be a mark or a sign; or it can be a thing. Sometimes, it can be a person!

Example: A talking chief will hold a staff and a fly whisk. These are symbols of his authority as a chief or matai, and his skill as an orator.

Activity 1**Cultural Practices And Cultural Symbols**

1. Read this information box carefully. Sort out the words inside it into two groups — cultural practices, and cultural symbols. Write these groups of words into your exercise book.

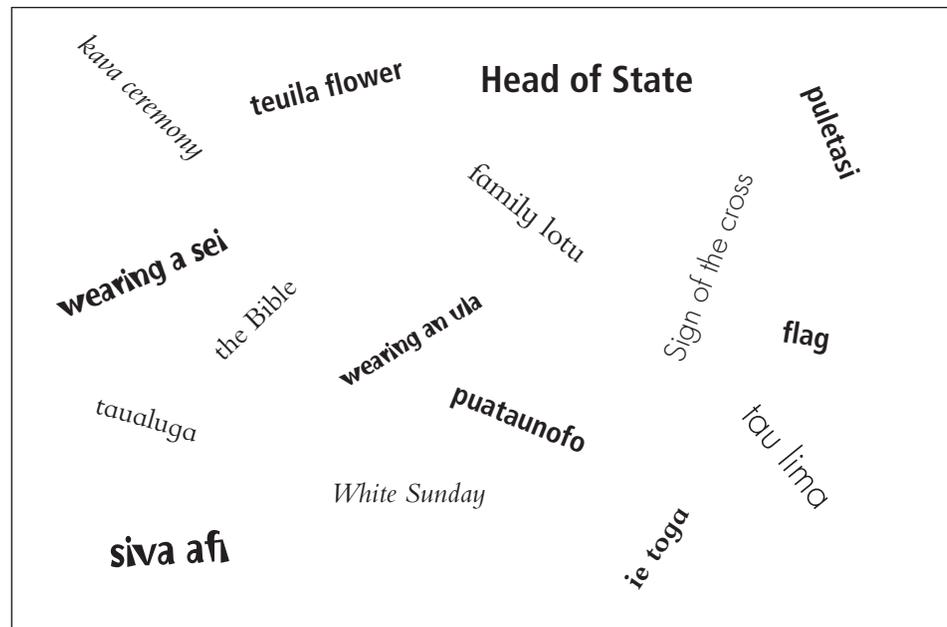


Figure 1.2
Box of words.

2. **Think** on your own for a moment. Think of as many examples as you can of cultural practices and cultural symbols. Write these out in your exercise book.
- Pair up** with someone else in the class. Share your ideas with each other. Show your lists, and then add any extra examples.
 - Share** your ideas with the whole class in a class discussion. You may add to or change the lists you have made in your exercise book.
 - Study the photographs that follow, carefully. They show cultural practices and symbols from Sāmoa's past and how they look now in the present. Which of the photographs (A-I) are examples of cultural practices? Which are examples of cultural symbols? Write your answers in your exercise book.

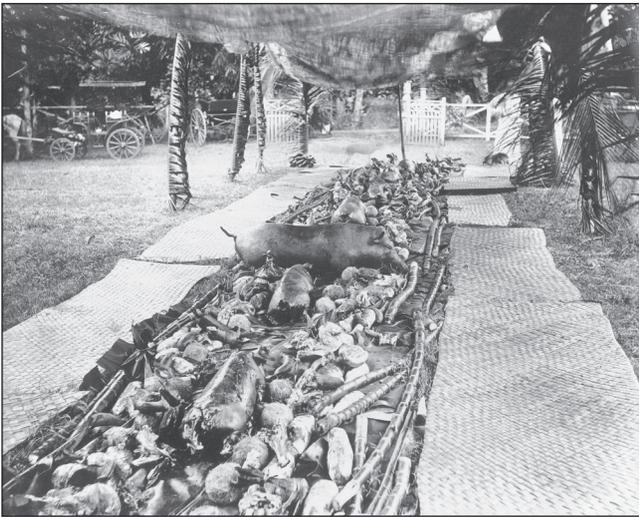
UNIT 1



A 1930's



A 2001



B 1930's



B 1982



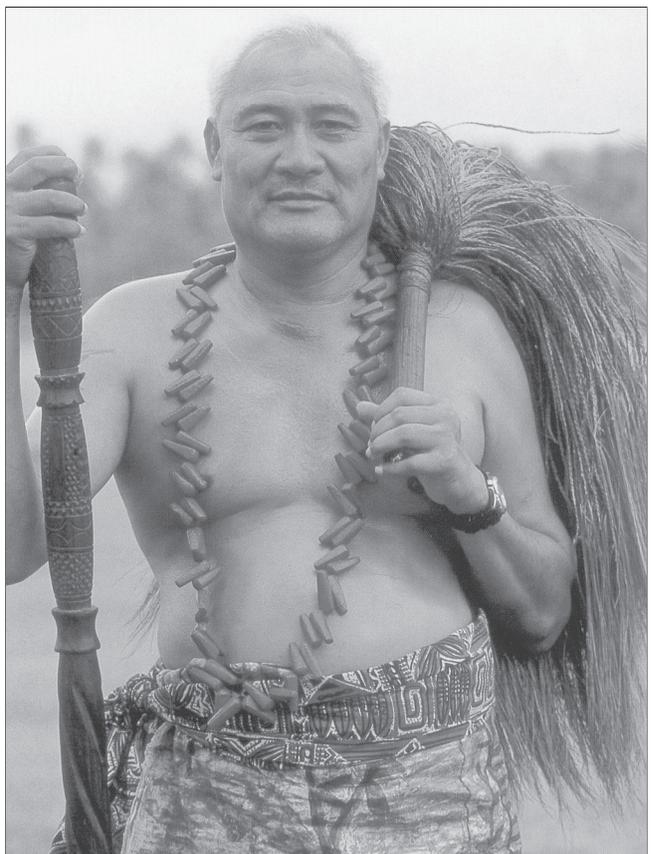
C 1890's



C 1982



D 1891



D 1990's

UNIT 1



E 1890's



E 1990's



F 1890's



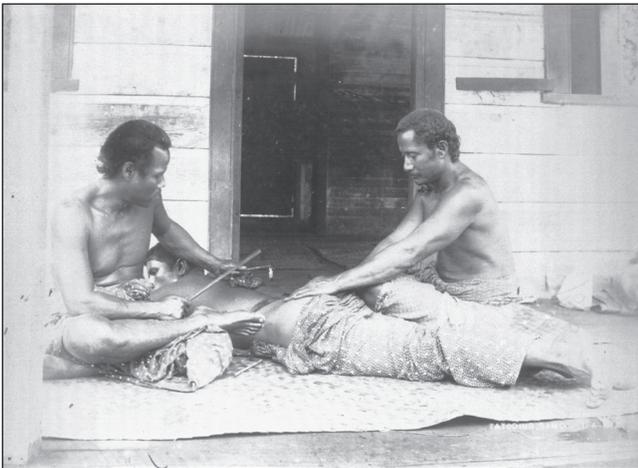
F 1990's



G 1890's



G 1990's



H 1895



H 1990's



I 1930's

Have you been to a kava ceremony?

Discuss with family and friends the differences and similarities between a modern kava ceremony and a traditional one (pictured left). Draw a picture to show what you have learned. Below your picture, write a brief description of your drawing.

Activity 2**Photographic Study**

Carefully study each of the photographs on pages 8–11. They are organised into pairs. The photographs on the left were taken many years ago — between 70 and 100 years ago. The photographs on the right were taken recently. Each pair of photographs is about the same cultural practice or symbol.

1. Make up a caption for each pair of photographs. A caption is a sentence that explains the cultural practice or symbol in each pair of photographs.
2. Ask yourself these questions about each pair of photographs:
 - a. What is the same or similar about the cultural practice or symbol in each pair of photographs?
 - b. What is different?
 - c. How many years ago was each photograph taken? How old is each photograph?

Here are suggestions about how to study photographs. These will help you get as much information as you can from the photos.

- Read the **caption** of the photograph.
- Study the **background** of the photograph, and then the **foreground**.
- Think about when the photograph was taken — the time of day, and the year.
- Think about how the photograph makes you feel. Sad? Happy? Excited? **Curious**?

3. When you have finished looking at the photographs and thinking about your answers to the questions, copy and complete this chart into your exercise book.

Photo	Age of photo	Things I can see in background	Things I can see in foreground	Similarities between photos	Differences between photos	Name of cultural practice
A1 A2						
B1 B2						
C1 C2						
D1 D2						
E1 E2						
F1 F2						
G1 G2						
H1 H2						
I1 I2						

Figure 1.4
Photo study of symbols and practices (past and present).

Activity 3**Choosing Generalisations**

Here are some generalisations about cultural practices and symbols from the past and the present. A generalisation is a statement or a sentence that summarises an important or main idea. Generalisations will use words like 'most', 'overall', 'the majority' and 'all'.

1. From the list below, choose the generalisations that best explain the similarities and differences between the old and the new cultural practices and symbols in the photographs. Write these out in your exercise book.
 - Most of the cultural practices and symbols shown in the photographs are many years old.
 - Most of the Sāmoan people will not know these cultural practices and symbols.
 - Most of the cultural practices and symbols have changed a little over time.
 - Overall, the cultural practices and symbols of today are influenced by other cultures.
 - Overall, cultural practices and symbols have been successfully passed on to others.
2. What are other examples of cultural practices and symbols from your own culture that have been passed on from older people to the younger people of today? Make a list of these in your exercise book.

Topic 2

Treasures And Transfer

A treasure is something that is very **valuable** and **precious**. Some people believe that their culture and cultural heritage is so valuable and precious that it is like a treasure. People with these beliefs about their culture, work very hard to protect their culture from change. They also work very hard and very carefully to **transfer** or pass their culture on to the next generation.

Activity 4

Research — The Search For Information

The cultural practices and symbols in the photographs, and in the lists that you have written, have been **inherited**. The older **generations** have made sure that the younger ones know them. They have also shown the younger generations how to teach the next generation.

There are different ways to take care of cultural practices and symbols. There are also different ways to teach them to the next generation, and to make sure that these practices and symbols are never forgotten.

In this activity you will be searching for information about the ways culture and heritage are passed on and sustained. You must read the flow diagram and carefully follow each step of the research.

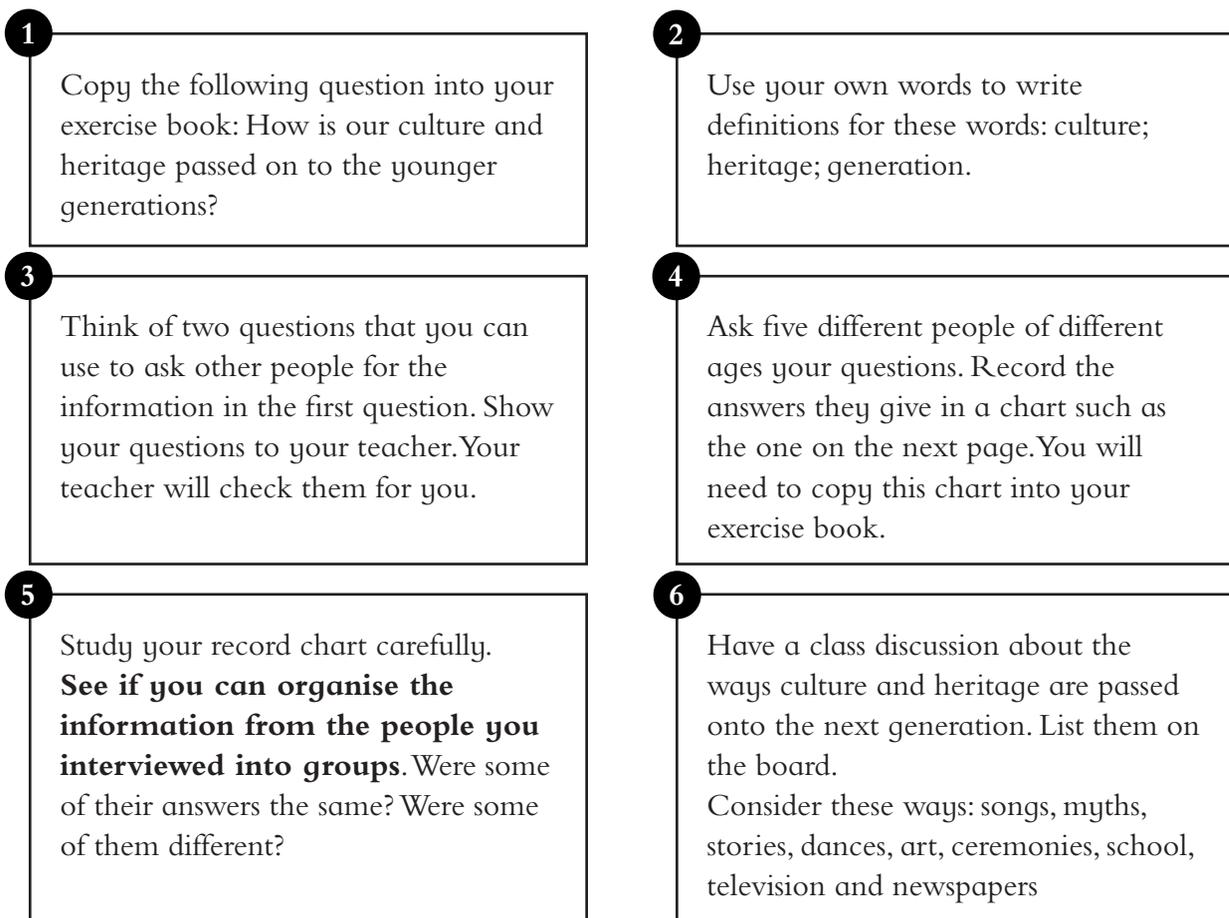


Figure 1.5a
Flow diagram for research.

Record Chart					
Question	Person one (Age =)	Person two (Age =)	Person three (Age =)	Person four (Age =)	Person five (Age =)
1.					
2.					

Figure 1.5b
Record chart.

Presenting information

When you have gathered all the information from the research, choose ONE of the ways listed here to present it. Your research assignment must:

- Include specific examples.
- Present information that is correct (and not made up).
- Be neat and tidy!

These are your choices for presenting the information that you find:

- A poster, on a large piece of paper or cardboard. The poster must have detailed information as well as sketches or drawings about what you found out.
- A large flow diagram, like the one in this textbook (Figure 1.5a). The information that you found can be written carefully into the boxes of the flow diagram. You will need a double page in your exercise book.
- A pamphlet (a piece of paper, folded into two or three parts). Use both sides of the paper. Plan what you will write and draw on the folded sections.
- A written report or an essay, in your exercise book.

Topic 3

Symbols Of Identity

A symbol can be an important way of **identifying** a person or a group of people.

Activity 5

Matching Symbols Of Identity

Here are a few examples of symbols. What do these symbols tell us about the identity of the people or groups that have these symbols? See if you can match the symbol with its correct meaning.

- Christianity.
- One of Sāmoa's main banks.
- Girl Guides (an international girls association).
- Happiness.
- Peace.
- Red Cross Association.
- The United Nations Organisation (UNO).

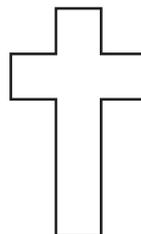
1



2



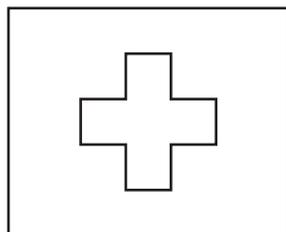
3



4



5



6



7



Activity 6

Understanding Symbols Of National Identity

The next time you spend some money, look closely at the one tala coin. Use it to answer these questions in your exercise book:

1. What is the name of the person whose head is on one side of the coin?
2. The person on the one tala coin has been an important leader of Sāmoa for many years. What are some of the good **qualities** that he is known for?
3. Some people believe this man is an important symbol of the country of Sāmoa. How and why is he a symbol of Sāmoa?

Activity 7

Explaining A Symbol Of National Identity

On the other side of the one tala coin is the national **emblem** of Sāmoa.

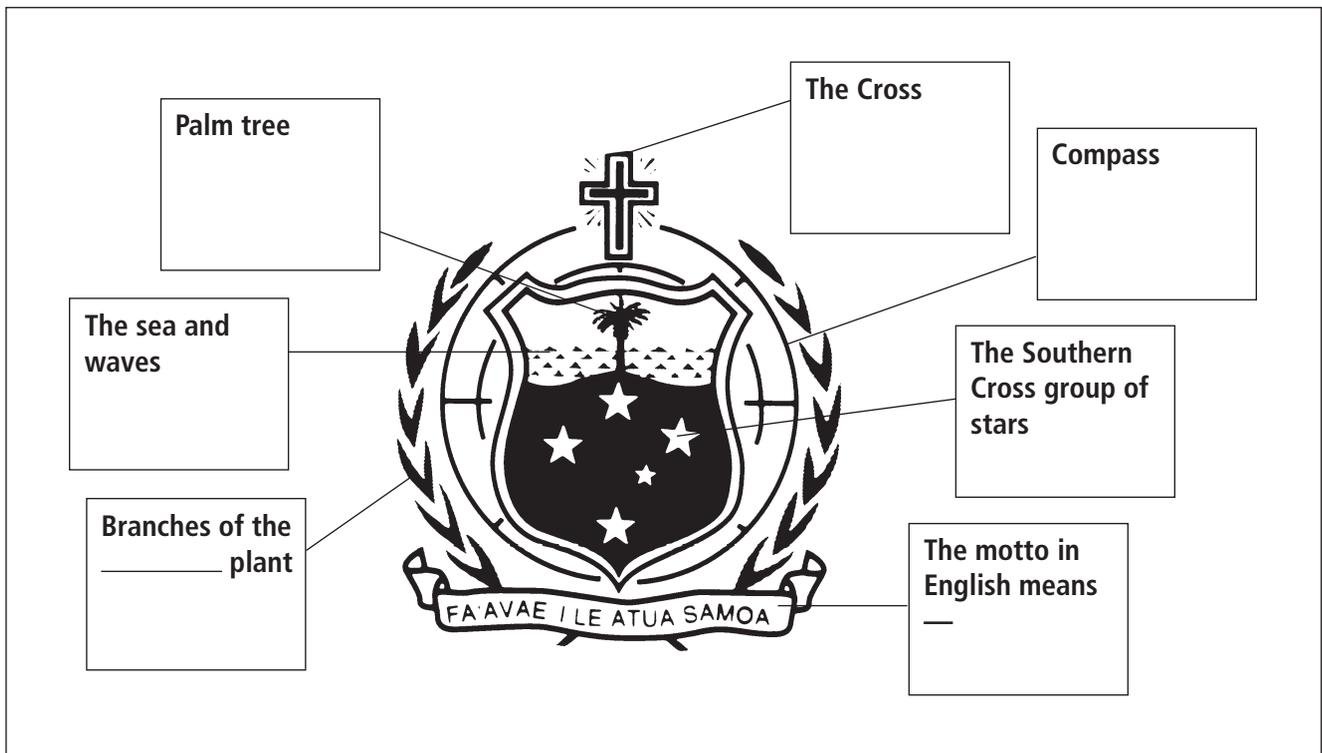


Figure 1.6
Annotated diagram of national emblem of Sāmoa.

1. Copy or trace this **annotated** emblem into your exercise book. Annotated means that there are short notes written around the emblem to explain what the different parts mean. The **annotations** are not finished.
2. You must find out what all the different parts of the emblem mean. You may ask others in your class, or your teacher or people in your families for help. When you have found the information, finish writing the notes around the annotated emblem that you have copied into your exercise book.
3. What can the emblem of Sāmoa tell others about the people and country of Sāmoa? Write your answer in 2–3 sentences.

Activity 8

Understanding And Explaining Siapo

Siapo has many symbols and patterns which have special meanings. Caroline Lolegi Vercoe is a New Zealand-born Sāmoan, and this is what she once said about siapo:

Siapo (or tapa) is one of the best known Pacific art forms. It's an art form that both Western and American Sāmoa share with Hawai'i, Vanuatu, Tonga and several other Pacific societies. But as a Sāmoan film maker, I'm most interested in the Sāmoan tradition.

I'm a New Zealand-born Sāmoan. Though I was born in New Zealand, I spent part of my childhood in Western Sāmoa before returning to New Zealand . . . I'm very aware of how much of our culture New Zealand-born Sāmoans miss out on. Siapo forms an important part of our cultural identity. But it is also an aspect of the fa'aSāmoa that many of us in New Zealand don't really understand. We look at siapo designs and we're not sure how to 'read' them.

Source: Poster, *Reading Siapo*, by Caroline Lolegi Vercoe.

Siapo is a part of the cultural identity of many Sāmoans. The basic designs of siapo are symbols. Often, these symbols are based on plants and animals in nature.

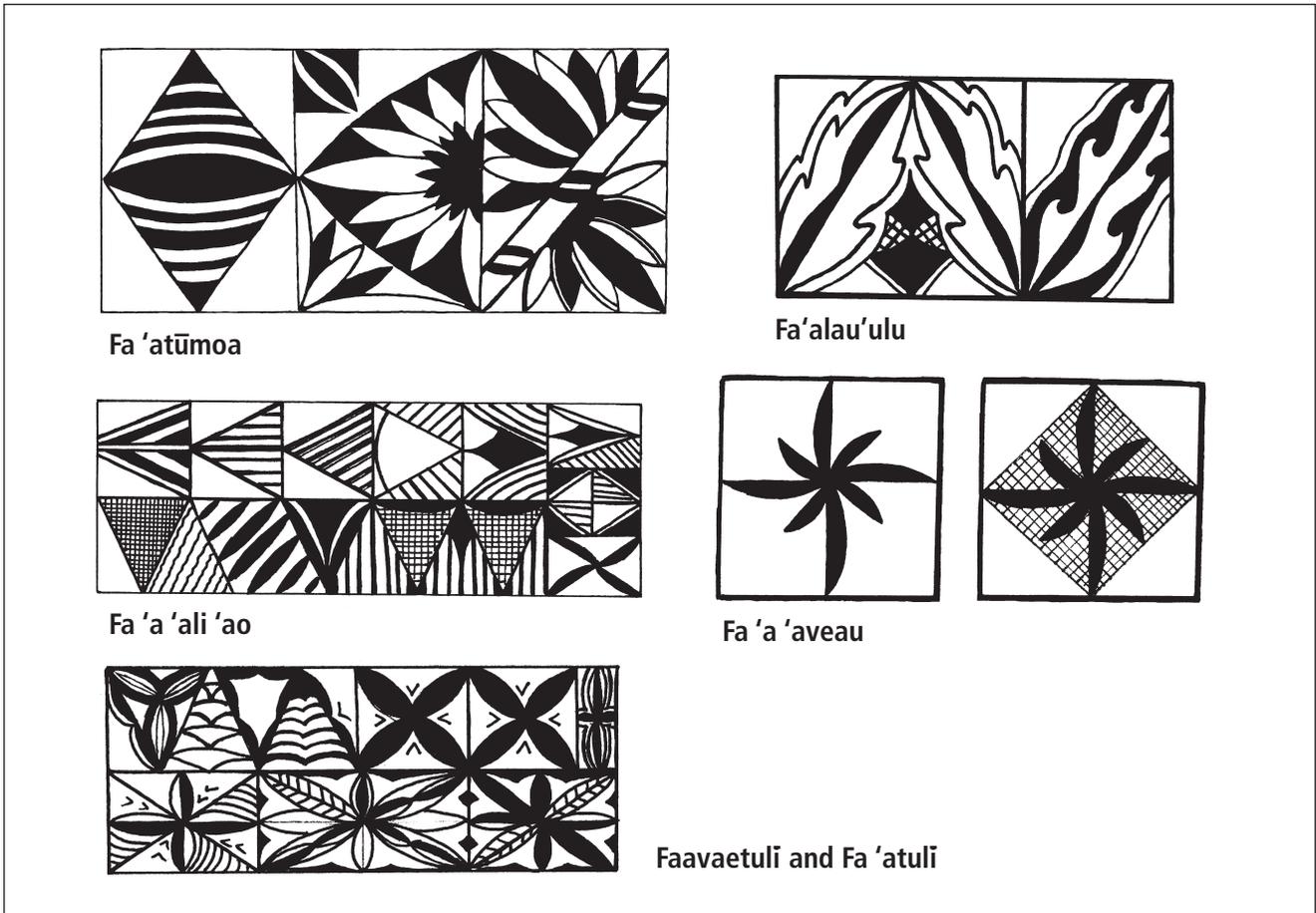


Figure 1.7
 Sketches of six basic siapo designs.

1. Choose one of the designs in Figure 1.7 and explain what the symbol or the symbols in each siapo mean. You may need to ask your teacher or a classmate for help.
2. Draw a row of boxes or squares into your exercise book. Make your own siapo design — think carefully, and use the ideas on the last page to help you. You may have other patterns that you want to use.
3. When you have drawn your siapo design, write a short paragraph to explain the symbols you have used to make your design.

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? Complete the following questions in your exercise book to test what you have learnt.

- Copy and complete these acrostic poems into your exercise book. Remember, you must use words that you have learned from the topic. They must go across the main word that goes down. See the examples given.

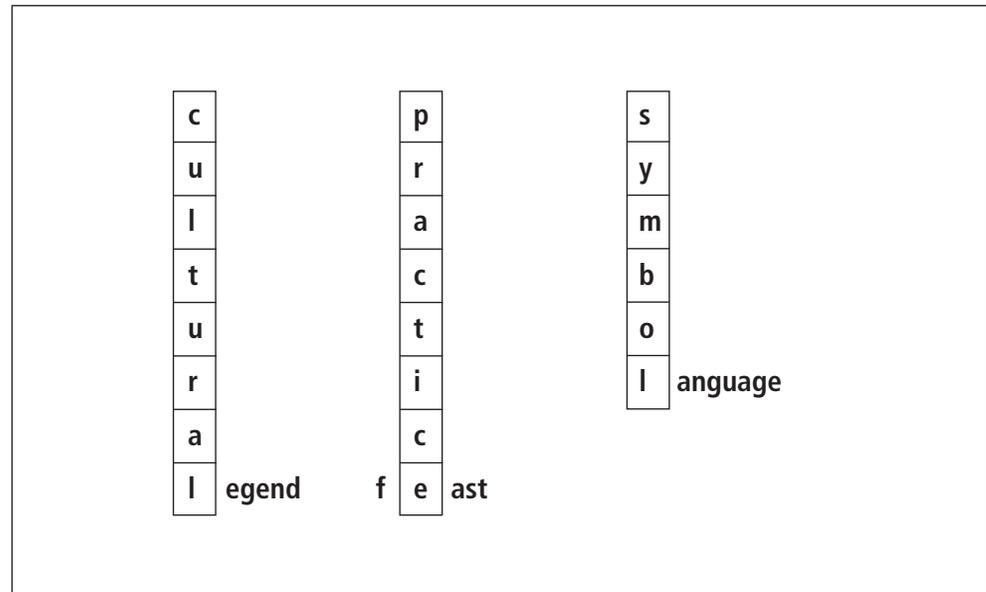


Figure 1.8
Acrostic poems.

- List five examples of Sāmoan cultural practices and symbols that have been used for many years.
- Briefly describe three ways in which people can pass on their cultural practices to the younger generations.
- Name a national symbol of identity and explain what it means.

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

I can give examples of cultural practices and symbols that have been passed on and sustained in Sāmoa.

I can search for information about how culture and heritage can be passed on and sustained. And then I can tell others about what I have found out!

I can identify a symbol and explain what it means for national identity and cultural identity.

Unit 2: TECHNOLOGY AND CULTURE

Introduction

Technology is the development of **tools** and **techniques** to help us with our everyday lives. Tools and techniques have been created by people when they (the people) have had a problem. Tools and techniques are **inventions** to solve problems. There are many areas in our everyday life which use tools and techniques — for example, **transportation** (e.g. *Bikes, cars, trucks and buses*); **communication** (e.g. *Telephones and computers*) and **health** (e.g. *X-ray machines, stethoscopes and thermometers*).

There is a range of different technologies. Some tools and techniques are very simple and depend only on human labour or human power to work. For example, the grater (‘*ausa ‘alo*) that your family uses to scrape the coconut flesh when making coconut cream. Then there is the tauaga that is used to squeeze the cream from the grated coconut. Some tools and techniques are very advanced and complicated. These tools often need electricity or oil to work. For example, machines are used to scrape and squeeze coconuts in a coconut cream factory. These machines need electricity to work.

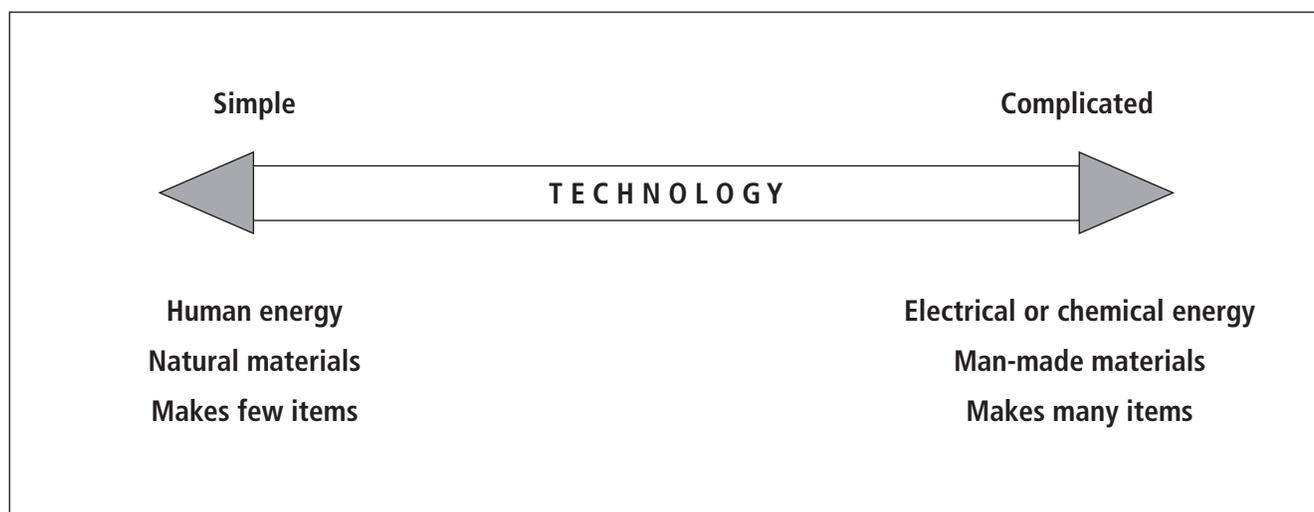


Figure 2.1
The characteristics of technology.

This unit is about ways that new technology and ideas influences culture and heritage. The unit will also help you to understand what technology is and the different types of technology. This unit is divided into three topics. It will be using our own country of Sāmoa as a **case study** or example.

Each topic 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

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

- Organise, classify and label different types of technology and ideas.
- Gather or collect information about how technological change has affected the way people maintain and pass on their culture and heritage.
- Describe some of the ways technology has changed culture and heritage.

Topic 1 **Types Of Technology And Change**

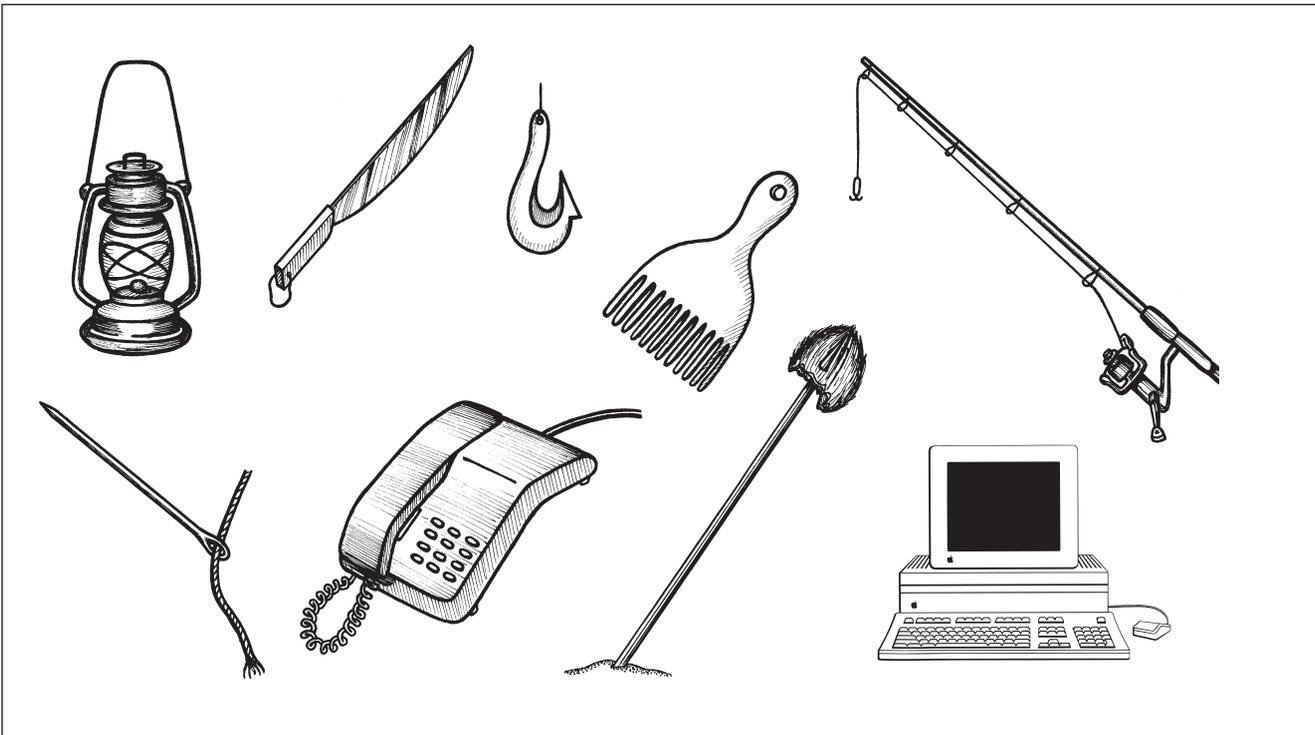


Figure 2.2
Miracles of old and new technology.

Figure 2.2 is a **collage** of technological tools and techniques. Some are very old — they have been used for many years. Others are not as old — they were invented in the past 50–60 years. Some are very new — they were invented in the past 10–15 years and are now widely used.

Activity 1 Classifying Information

What do we do when we **classify** information? To classify means to sort things into groups. These groups are called categories. The things in each group will be similar or the same in one particular way. We can classify the tools in the collage in different ways. You will be classifying the information in the collage into different **categories** when you do these learning activities.

1. Copy this chart into your exercise book. Study the collage (Figure 2.2) carefully. You may work in small groups. In your groups, make decisions about which of the tools in the collage are 'very old', 'old' and 'new'. Then complete the chart by listing the tools that you think should be in each category.

Very old	Old	New

Figure 2.3
How old are these tools?

2. Use the collage to answer these questions:
 - a. Do you have any of these tools in your home or where you live? If you do, list them in your exercise book.
 - b. Which of the tools do you think can be found in Sāmoa, but are not used in daily life?
 - c. Think of other examples of tools that are very old, old and new. Write these into the chart.

Activity 2

Different Types Of Technology

1. There are different types of technology. Some of these are:

- | | | |
|-----------|-------------|----------------|
| health | agriculture | communications |
| transport | industry | food |
| fishing | space | |

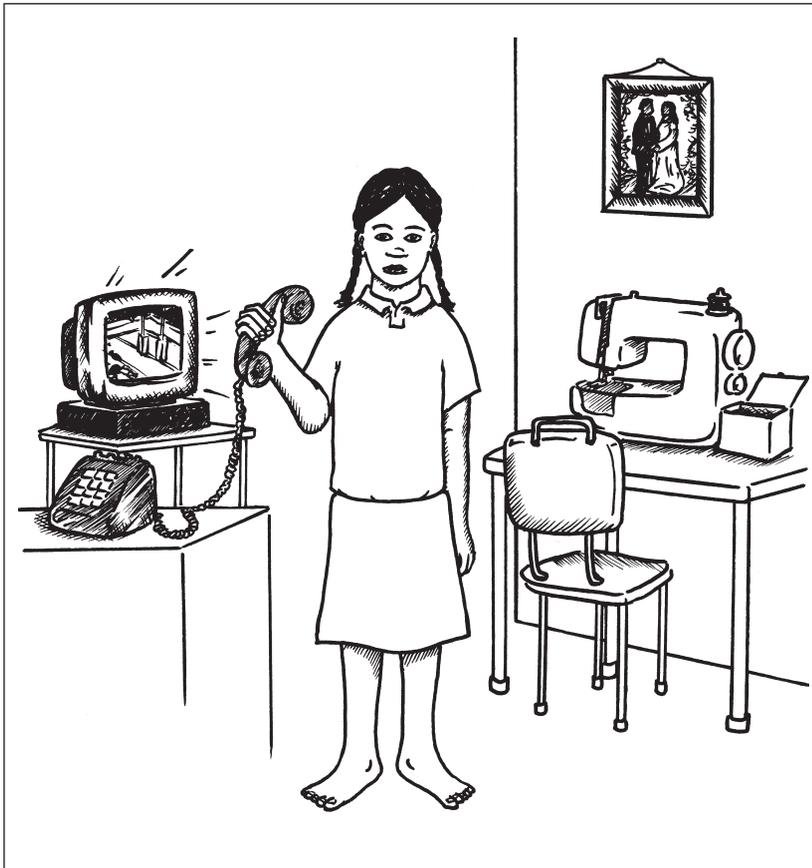
Work in pairs or small groups. Make decisions about categories that will show different types of technology. You may think of other types of technology that are not listed above. Classify the tools into the categories you have chosen. Draw a chart in your exercise book, to record this information.

Topic 2

Technology And The Transfer Of Culture

Technology plays an important part in keeping and taking care of our culture and heritage. Here are some examples of new technological tools and techniques that are helping to take care of our Sāmoan culture and heritage. Read through them carefully.

Resource 1



Sereana’s Story

My name is Sereana. I live in the village of Faleula in Sāmoa. There are five children in my family. I am the youngest. I am the only girl. My brother, Lotovale, is the oldest. He lives in Wellington, New Zealand. Last year he got married. My parents took me to the wedding. But before we went, there were many things that our family had to do.

My parents used the telephone to ask my brother about the wedding plans. He told them that he was marrying a very nice Sāmoan girl who was born and raised in New Zealand. All her family live in New Zealand — that is why the wedding was there.

Figure 2.4
Sereana’s story.

My brother asked my mother to sew the wedding clothes for him and the other men in his wedding party. My mother is a **seamstress** — she sews clothes for other people. That is how she earns money. She has her own sewing business. She has three electric sewing machines, two clothes irons and an over-locking machine. She employs two school leavers in her business — they help her with the work.

Our telephone was very busy! Lotovale called often to talk to my parents. My mother talked to him about the clothes she was sewing for him. My father is the matai of our family, so he talked to Lotovale about the fa'asāmoa. My father wanted to know how many fine mats and how much money was needed from our family.

My parents were very excited about Lotovale's wedding because he is the first of their children to get married. But weddings are not new for me — I know all about Sāmoan weddings! I know about weddings because I asked my parents about their wedding — and their photos are on the wall of our house. I watched videos of my cousin Malia's wedding — she had a big wedding in Apia two years ago. And my cousin Penina who lives in Hawai'i, sent us a video of her wedding. My mother has taken me with her to many weddings in her extended family — my other brother, Samasoni, takes us to them in his pick-up truck. Sometimes there are news stories about weddings on Televisē Sāmoa, and I like to watch those. And sometimes there are funny stories about weddings on 2 AP, the radio station.

When I watch Malia's wedding video, I wonder if I will have a wedding like that when I get married. Her traditional Sāmoan wedding was very big. Our aiga gave many fine mats and sleeping mats. My mother sewed one of her wedding dresses and Auntie Sosefina made one of her wedding cakes. But maybe I am too young to think about my own wedding. But when the time comes, I know what will happen and what my family will do.

Resource 2

Museums and museum displays

Cultural artefacts are things made by people that are often very old. These things are a very important part of the history and culture of groups of people. A museum is a special building that is used to store and show cultural artefacts. Museums are places where important parts of a group's culture and heritage can be protected. People can visit museums and learn more about culture and heritage.

There are many museums around the world that have cultural artefacts from Sāmoa. Here is an interview with Jakki Leota-Ete. She is the Pacific curator at the Waikato Museum of Art and History. This is a museum in Hamilton, New Zealand.



Figure 2.5

The Auckland Museum. Many Pacific treasures, including some from Sāmoa, are stored in this museum.

Interviewer: What artefacts does the Waikato Museum have from Sāmoa?

Jakki: We don't have many meā sina or treasures from Sāmoa in the Waikato Museum. (Much of our collecting is focused on Maori culture, especially the Tainui tribe.) We do, however, have a beautiful tanoa that was brought back by a palagi couple in the 1930s. We also have a siapo, again brought back by an ex-missionary during his time there in the 1960s.

Interviewer: How old are these artefacts from Sāmoa?

Jakki: They were probably made during the time periods mentioned. The tanoa possibly a little earlier.

Interviewer: Do any of these artefacts need special care? If so, what do you do at the museum to look after them?

Jakki: Yes, especially the saipo. Textiles are very fragile. There were many fold lines in it when it arrived, so we relaxed it, laid it flat on a table for a few weeks, and then rolled it using archivally sound materials and paper. It has to be kept in a dark place because light fades the dyes. We also keep it in a temperature controlled environment — not too hot or cold. The tanoa is very aware of temperature. When there are big changes in the temperature (for example, from very warm to cold) the wood tends to crack, so we have to keep temperatures the same.

Interviewer: What do you do when you put out Sāmoan artefacts for people to see?

Jakki: To get ready for exhibition these meā sina would be treated by a conservator (to make sure no pests had damaged it whilst in storage); relaxed; any holes mended, and so on. If there was no time to treat it properly, the meā sina's condition would be reported and described. It would then be photographed. It would then be passed on to an exhibition technician, who would make a special mount to display it, so as not to damage it, but maximise its beauty.

My job is to do some research on the artefacts — where they come from, what they were used for, how they were used and why they were used. Then I write a label for them. I would then organise an opening ceremony for artefacts, and get the exhibition and all the treasures in it blessed before it is opened to the public. We then have education officers who take tours to ‘show and tell’ the significance of these special artefacts to Sāmoan people and others who come to see the exhibition. An exhibition might last for a few weeks or months. At the end of it, the mea sina would be checked to make sure no damage was received, and put away so that it could be enjoyed and appreciated for generations to come. It would be stored away again in its temperature controlled room, carefully wrapped, away from the light.

Interviewer: Thank you for your time, Jakki.

Resource 3

Sāmoans and the Internet

The Internet is an international computer network that links computers from all around the world together. People from different parts of the world get on their computers and ‘talk’ to each other. They do not use their voices. Instead, they type what they want to say on the computer. Almost instantly, someone else in the world will read it. Many businesses, and some schools in Apia, have computers that are connected to the Internet. The National University of Sāmoa is also connected to the Internet.

The Internet is made up of millions of websites. Websites are places where information is found. Websites have specific topics. For example, some websites are just about sports. Our Manu Sāmoa team has a website. It is like a newspaper because people can get all the latest news about the team from it. But the news is not printed on paper. Instead, all the information is in **cyberspace**, and can be read through the computer.

Some websites are about Sāmoa. People from Sāmoa who live in countries all over the world (including Sāmoa) use their computers to read Sāmoan websites. They also use them to share ideas and information with each other. In a way, they ‘talk’ to each other using this technology. Here is one example of a website that has been used by Sāmoans and other people who are interested in Sāmoa. It is called Sāmoan Sensation:

<http://www.sāmoa.co.uk>

Sāmoa Sensation is organised and looked after by Sāmoans who live in the United Kingdom. But Sāmoans and others from different parts of the United States, Japan, New Zealand, Australia, other countries in Europe, Canada, American Sāmoa and of course, our own Sāmoa ‘visit’ and read from this website.

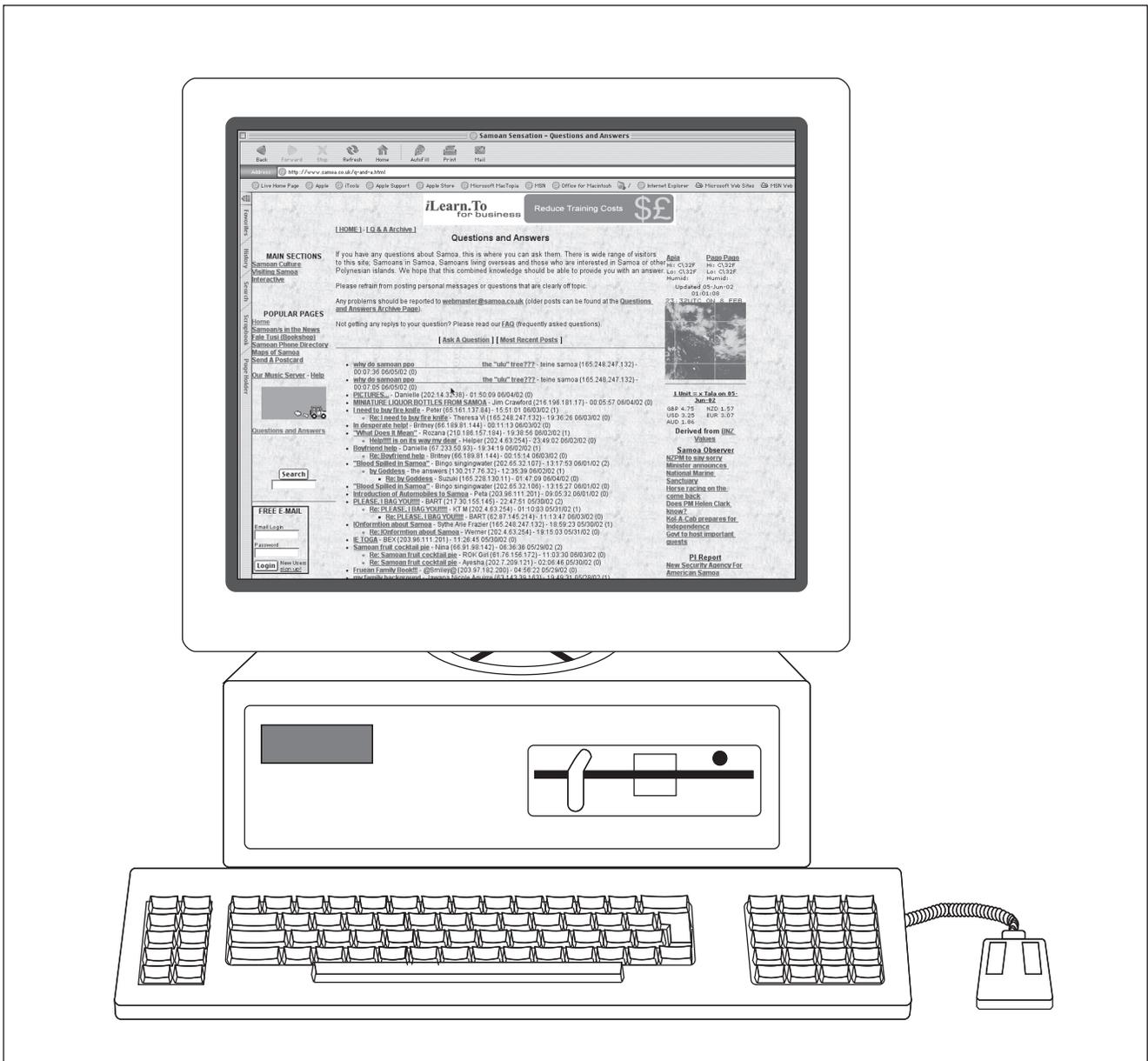


Figure 2.6
Sāmoan Sensation: A website.

Resource 4

Books and magazines

Books have been written describing the culture and heritage of our people for many, many years. But new technology has made making books and magazines quick and easy. Books and magazines are also of a higher quality.



Figure 2.7

Books and magazines about Sāmoa and the Pacific.

This is a flow diagram of the different tools used to produce books and magazines — tools and techniques that were used to make this textbook that you are reading!

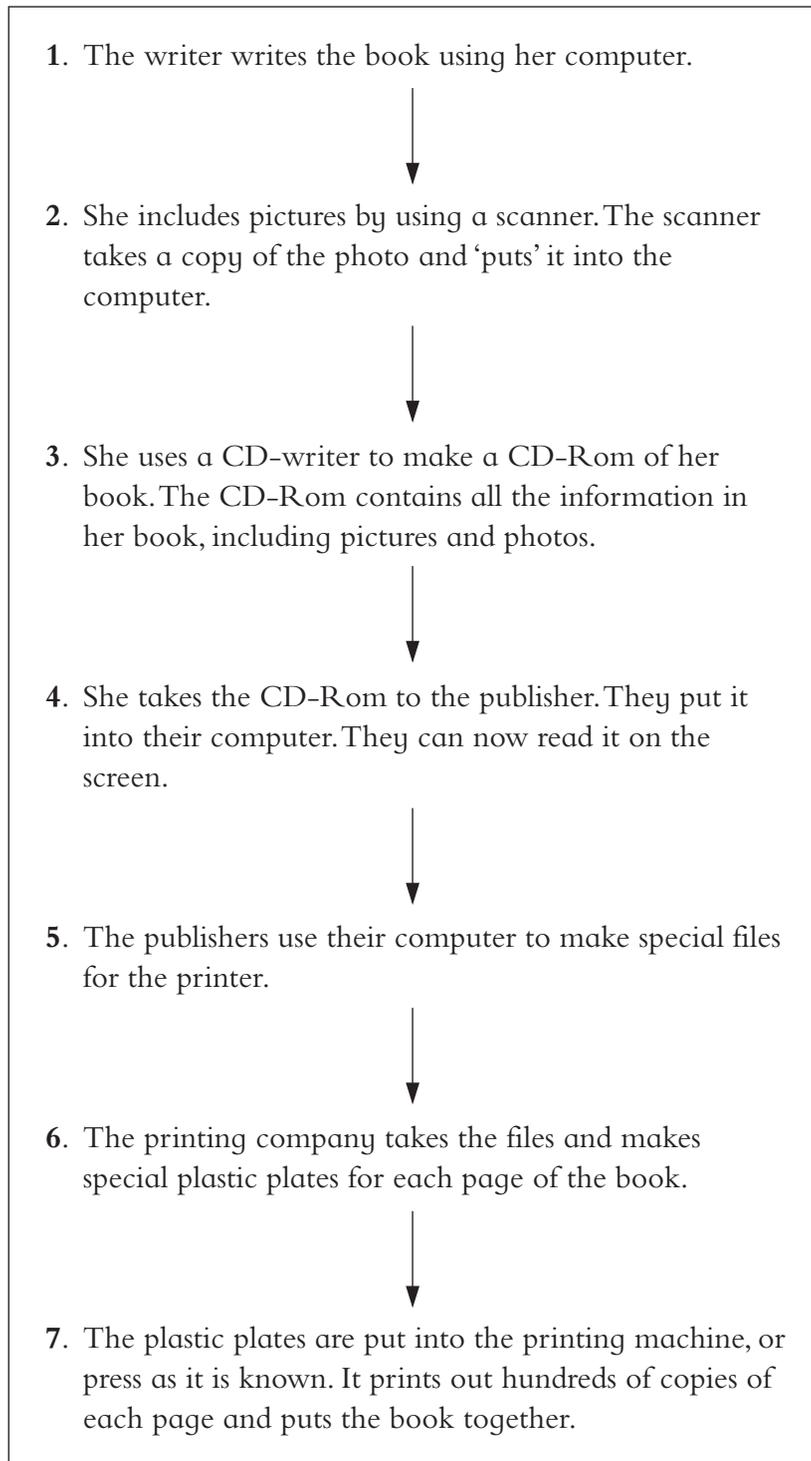


Figure 2.8
New technology and making books.

Resource 5

CD-Rom

Another example of a new technology that helps to save and pass on knowledge about our culture and heritage is also based on computers. It is called a CD-Rom. CD-Rom stands for ‘compact disc, read only memory’. A compact disc is very thin, flat and shaped like a circle. It is 12 centimetres wide and is made out of plastic and aluminium.

The reason why CD-Roms have ‘read only memory’ is because the information on a CD-Rom cannot be changed once the CD-Rom is made. People use CD-Roms like cassettes for tape-recorders. They put the CD-Rom into the computer, and then the information on it will appear on the computer screen.

CD-Roms can hold thousands of pages of information, including pictures and even recordings of speeches, songs and music.



Figure 2.9
Encarta CD-Rom and a set of encyclopedia books. They both contain the same amount of information.

The Encarta Encyclopedia is a CD-Rom that is very popular with students because it gives lots of information on many different topics or subjects. The Encarta CD-Rom has all the information that the set of books in the photo has — and more. It also has video clips and music.

Activity 3**Gathering And Processing Information**

1. Read through Sereana’s Story (Resource 1). Answer these questions:
 - a. Write a list of all the ways that Lotovale and his parents *communicated* with each other.
 - b. Write a list of all the ways Sereana’s mother was *transported* to the different weddings in her family.
 - c. Write a list of all the things that Sereana’s mother used to *manufacture* her family’s wedding clothes.
 - d. Sereana knows a lot about the cultural practices that are a part of Sāmoan weddings. Where did Sereana get her information? How has information about weddings been *recorded* in her family? Write a list of all her *sources of information* about Sāmoan weddings.

Activity 4**Passing On Information**

New technology can help us to save our cultural heritage and pass it on to others. Traditionally, our elders taught us about the fa’asāmoa through their words and their examples. We would learn by doing what they taught us and also by copying the things that we saw them do.

Our schools and churches in Sāmoa support our cultural heritage because we can learn and practice our culture when we are in them. But our world is changing. Not all of the members of our families live close to each other; not all of them live together in the same village or even in the same country anymore. New technologies can help our culture and heritage in these ways:

- They can record our culture.
- Records can be kept for a long time. Technologies that record cultural information will also preserve or protect culture.
- Technology can be used as a source of information about culture. There may be different technologies that can help our people to teach and learn our culture.
- Some technologies can help more people in different places around the world to get information about our culture and heritage quickly. This makes our culture more accessible.

Copy and complete this *tick and rank chart*. You will need Resources 2–5 for this activity. For each of the technologies listed in Column 1, ask yourselves the questions in Columns 2–5. Work in pairs. Check your answers with another pair.

New Technology	Can this tool record our culture?	Can this tool preserve or protect our culture?	Does this tool help us learn about our culture?	Does this tool help make our culture accessible?
CD-Rom				
Computer				
Internet				
Books				
Magazines				
Printing press				
Telephone				
Television				
Video				
Photos				

Figure 2.10
Technology tick and rank chart.

- Put a tick (✓) if you agree with the question. If you do not, then put a cross (✗).
- If you agree, think about how much you agree. Rank your answer by using a scale of 1–3:
 - 1 = Agree, but only a little bit.
 - 2 = Agree.
 - 3 = Strongly agree.

Topic 3**Technology And Change**

Technology can help to protect or preserve our cultural heritage. There are also wonderful technologies that can help us to pass on our culture and heritage, especially to others who are far away from their Sāmoan elders and villages. But sometimes technology can permanently change some cultural traditions and practices.

Activity 5**Photo Study**

Go back to the pairs of photos from Unit 1 of this book. (on pages 8–11) You will need to study those photos to help you answer these questions.

Photos: Feast from the Past and Feast from the Present.

(Page 8)

1. Look at the foods for the feast in the 1890s. Can you recognise the foods? List them in your exercise book.
2. Look at the foods for the feast from the present. Do you recognise the foods? List them in your exercise book.
3. Look at the two lists that you have written. How have the foods that we eat on special occasions (*e.g. White Sunday*) changed since 1890?

Photos: Taupou in the Past, Taupou in the Present

(Page 9)

1. Look at the photo of the taupou in the 1890s. Look at what she is wearing on her head; around her neck; and the clothes she is wearing. Look at what she is holding. What are these things made from? Write sentences to describe what she is wearing. Try and explain what the things are made from.
2. Look at the photo of the taupou in the present. Her costume is very similar to the taupou from the past. What do you think are the similarities? Write these in your exercise book.
3. Keep looking at the photo of the taupou in the present. Look at what she is wearing on her head, around her neck, her clothes and what she is holding. What are these things made from? Write sentences to describe what she is wearing. Try and explain what the things are made from.

Photos: Sāmoan House from the Past, Sāmoan House from the Present

(Page 8)

1. Look at the house from the past and the house from the present. Look at the shape of the roofs and the sides of the houses. Look at the materials that the houses are made from. What is the same? What is different? Write sentences to describe the similarities and differences between the houses of the past and the present.

Activity 5

Interviewing Cultural Experts

Here is a list of important cultural traditions and practices. (You may be able to think of others.) Choose one from this list or one that is not on the list.

saofa'i (title)

fa'apoipoiga (wedding)

maliu (funeral)

si'i (formal presentation)

tusigāigoa

Lotu Tamaiti

Palolo

1. You must find out if the way this cultural tradition is done has changed much over the past few years.
2. You will need to find someone who is much older than you are — a grandparent, or someone from that generation. This person will be your primary source of information. You must find out from them if they think the tradition you have chosen has changed, and if so, how it has changed. Find out if these changes were influenced by technology. You must also find out their opinion of these changes — if they think these are positive or negative, (that is, good or bad).
3. Before you interview this person, think about the questions you will ask and write them out. The following questioning words may help you: who? what? why? when? where? how? Ask your teacher to check them for you. Good questions will help you to get good information!
4. Interview the person. Be polite, and respectful! Carefully record the information they give you in your exercise book.
5. After the interview, think about the information you have gathered. Write paragraphs to describe the ways new technology and ideas have changed the cultural tradition you chose to study.
6. In class, share and discuss what you learnt from your interview with others. Listen carefully to other students when they talk about their interviews.

Activity 6**Generalisations**

Here are some generalisations about technology and changes in cultural practices and traditions. Discuss these as a class then choose the ones that best describe the changes in the photographs that you have been studying.

Remember

A generalisation is a general statement that sums up the main idea or point.

- Many cultural traditions and practices are exactly the same as they were 100 years ago.
- Many cultural practices are similar to the ones from the past.
- Many cultural traditions have stayed the same — but the things that we use them for have changed.
- Technology has changed the materials that we use for many cultural traditions — but the culture is still the same
- The change in materials has changed the cultural traditions — that is why they are not the same.

Unit summary

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

1. Name some examples of tools and techniques that are part of the technology of these areas: **agriculture; health; communication; food.**
2. Describe three examples of technology that are helping to save and pass on our culture and heritage.
3. Describe examples of change in culture and heritage that have been caused by new technology and ideas.
4. Read each of these statements and ask yourself if you can now do each of these things.

I can organise, classify and label different types of technology and ideas.

I can gather or collect information about how technological change has affected the way people maintain and pass on their culture and heritage.

I can describe some of the ways technology has changed culture and heritage.

Unit 3: DEVELOPMENT

Introduction

Can you remember when you started school when you were five or six years old? Can you remember when you left primary school and went to secondary school? Going to school is a big change in a person's life.

We all experience changes in our lives when we get older. Some changes are positive — they improve our lives. The knowledge and skills that we learn at school improves our lives — such as, reading and writing. Imagine how hard it would be to:

- Learn about God if we did not know how to read the Bible!
- Give medicine to our children if we could not read the label on the bottle!
- Vote in the elections if we could not read the ballot paper!

Development is about making positive changes in people's lives. Positive changes improve health, education and the economy.

This unit will introduce you to development. It is about the meaning of development and why development and change happen. It will use examples from India, the United States and Sāmoa. This unit is divided into three topics. Each topic 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

In this unit you will learn how to:

- Give reasons why development and change happens in countries.
- Explain clearly to others what the meaning of development is.
- List examples of development and change from India, the United States, and Sāmoa.

Topic 1**Why Do We Have Development And Change?**

Here are some important words that you will need to know before you try to find the answer to this question.

Inequality — When things are not equal or the same between people.

Accessible — When something is available for people to use.

Poverty — Being without enough of the things that are needed for a basic standard of living.

Activity 1**Definitions**

- Each of the words above has an opposite word. Pair each word (inequality, accessible and poverty) with the correct opposite (**wealth, inaccessible, equality**). Write the pairs of words out in your exercise book. Then write the meaning of each word in your own words.
- Do you remember what these words mean? Match the words on the left with the correct meanings on the right.

List A

Resources

Goods

Services

List B

Things that we can see, and touch. We usually buy them and use them: *e.g. Pencils, exercise book, bread.*

Things that we use (cultural and natural) to make the goods and services that we need and want.

Things that people do and get paid for doing: *e.g. Doctors, teachers, nurses, taxi drivers, bus drivers.*

The natural and cultural resources in the world are not shared equally by people. Resources are not accessible to all people in the same amount. People who have better access to resources have more goods and services than others. People who have more goods and services than others have more wealth. People with more wealth will have a better standard of living. They have enough good food, clothes and schooling. They can see a doctor and get medicine easily if they need it. They have jobs that pay enough money.

This means that the world we live in is not equal — some groups of people suffer inequality. They do not have many goods and services. In fact, some groups of people in our world are in poverty because they do not have the basic goods and services they need to live a safe, healthy life. Think about this:

Why do some people in the world have plenty and others do not have enough?

Activity 2**Comparing Attitudes And Values**

- A** It's because some people work very hard and others do not work hard enough. That is why they are poor.
- B** I don't know why some people are in poverty, but I don't think it is fair. What can we do?
- C** Some people are in poverty because they have too many children.
- D** The reason why some people are wealthy is because they are lucky, that's all. It's just luck.
- E** God blessed some people with wealth because they are supposed to use their wealth to help the poor.
- F** The reason why some people do not have enough is because governments do not provide enough jobs or schools.
- G** It's hard for me to think about people in poverty — I'm too busy to care.
- H** Governments do not care enough about people in poverty. Governments do not do enough for the poor.

Figure 3.1

Attitudes towards our rich world, poor world.

Stand up in your class. One side of the classroom shall be for the students who agree. The opposite side of the classroom will be for the students who disagree. The middle of the classroom will be for those students who do not have an opinion — they do not agree or disagree.

As a class read through each of the opinions in Figure 3.1. Think about each one for a moment. Ask questions if you are not sure what it means. Do you agree or disagree with the opinion?

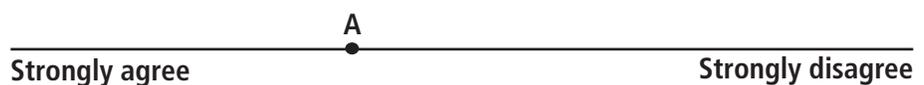
Follow your teacher's instructions — all students who agree shall move to the 'agree' side of the room when the teacher says you can move.

All students who disagree shall move to the 'disagree' side of the room.

If any students do not have an opinion — they move to the middle of the room.

Do this for each of the opinions in the book. Then have a class discussion about why students agree and disagree with the different opinions.

1. Make a copy of this values line into your exercise book. Fill it in.



2. Record on the line what you think of each of the opinions (A-H) in Figure 3.1. Do you agree or disagree with them? Where would your opinion be? An example for paragraph A has been done for you on the values line.

Rich World, Poor World

Here are some facts about the inequality in our world.

FACT 1:

855 000 000 people in the world cannot read or write because education is not accessible to them.

FACT 2:

Two thirds of the people in the world who cannot read and write are women.

FACT 3:

The richest 10% of the world's population use up 60% of the goods and services produced.

FACT 4:

20% of the world's population live in poverty.

Some countries or nations in our world have a lot of wealth, others have much less. The nations of the world with less wealth are often called *less developed* or *developing countries*. The wealthy countries of the world are called *developed countries*. Developing countries have an important characteristic, and that is the wide gap that is between people who are wealthy in that country, and the people who are very poor.

The wealth of the world is not shared equally among the people of the world. Social scientists have used special types of information to group the countries of the world into two groups — the countries with a lot of wealth, and countries with not enough wealth. The map in Figure 3.2 shows the location of these two groups of countries.

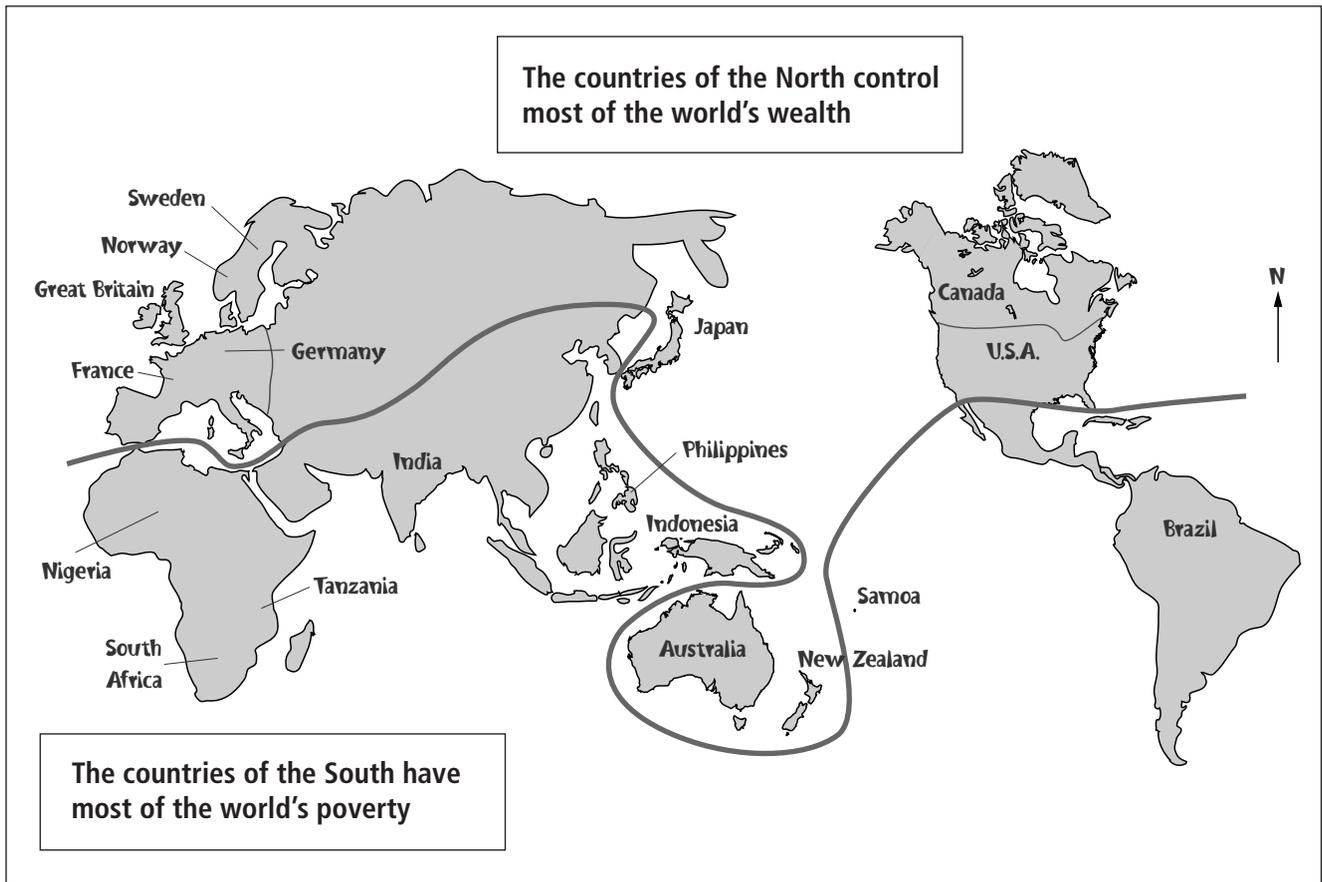


Figure 3.3
North/South divisions.

Most of the wealthy countries are in the northern part of the world — these are developed countries. Most of the poorer countries of the world are in the southern part of the world — these are developing countries.

Activity 3 Map Interpretation

Use the map ‘North, South’ to answer these questions.

1. Write three examples of countries that are in the ‘North’ of the map.
2. Are these countries developed or developing?
3. Write three examples of countries that are in the ‘South’ of the map.
4. Are these countries developed or developing?
5. Name two countries that are a part of the ‘North’ group of countries but are actually in the southern hemisphere.

Did you know?

- The equator is an imaginary line that goes around the middle of our world.
- The half of the world to the north of the equator is called the **northern hemisphere**.
- The half of the world to the south of the equator is called the **southern hemisphere**.

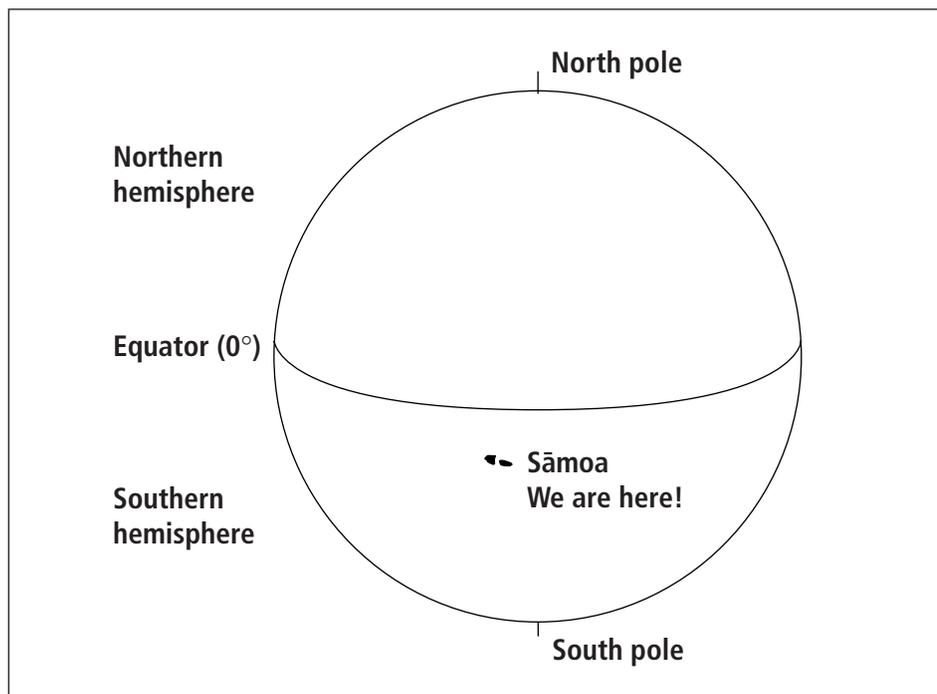


Figure 3.4
The northern and southern hemispheres.

Activity 4 Development And Change

Think about the question at the beginning of this topic:

Why do we have development and change?

1. Copy the question into your exercise book.
2. Read the list of sentences on the next page carefully.
3. Organise these sentences into the correct order to make a paragraph that will best answer the question above. The first and the last sentences are correct (they are in bold). You must organise the sentences in the middle into the correct order.
4. After you decide the correct order, copy the sentences into your exercise book in the correct order. Copy them in as a paragraph.

- **The countries of the world are not equal.**
- Some countries do not have enough wealth — they are poor.
- This is because some countries have more wealth (resources, goods and services) than others.
- Poor countries have a lower standard of living — they do not have enough health, education and jobs for everyone.
- The people of wealthy countries have a higher standard of living.
- **Poorer countries are working hard, with the help of wealthy countries, to improve their standard of living. This is the reason for development and change.**

Topic 2

What Is Development And Change?

Development is when groups of people (the government or special banks or non-governmental organisations) work to improve the lives of people.

The President of Tanzania, a large country in Africa, said that development is:

... the building of a **society** in which all members have **equal rights** and equal **opportunities**; in which all can live at **peace** with their neighbours ... in which all have ... increasing **basic levels** of **material welfare** ...

Activity 5

Understanding New Words

1. Turn to the glossary of this book and find the meanings of the bold words that the President of Tanzania said. Read the meanings carefully.
2. Copy these vocabulary squares into your exercise book. A vocabulary square will help you to develop or improve your knowledge of these words. A vocabulary square is divided into four parts — each part is called a cell.
3. Write the new word in the first cell: *e.g. Vocabulary* (look at the example that has been done for you).
4. Write a sentence that uses the new word in the second cell.
5. Explain the meaning of the new word, using your own words, in cell three (do not copy from the glossary).
6. Draw a picture that shows the meaning of the word in the fourth cell.

Vocabulary	I am learning new words — my vocabulary is increasing
The total number of words I know and use	

Figure 3.5
Vocabulary squares.

Social scientists grouped and classified the countries of the world into developed and developing countries by taking measurements of important social and economic indicators. Studying these indicators helped them to measure wealth and poverty.

Use the chart on the next page. Find a partner. One person is ‘A’ and the other is ‘B’. Take turns to discuss each of the tasks listed below:

A

Name the country with the largest population.

Compare the life expectancy of people in Sāmoa and India.

What is an important indicator of the quality of education?

B

Name the country that has the fewest people living in urban areas.

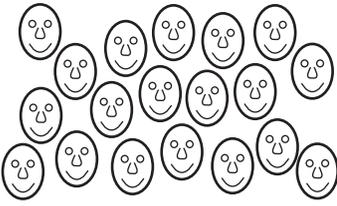
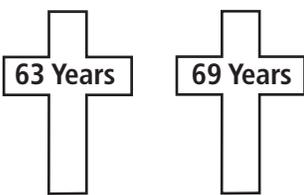
Compare the infant mortality rate in Sāmoa and the U. S. A.

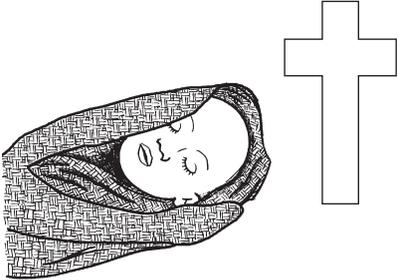
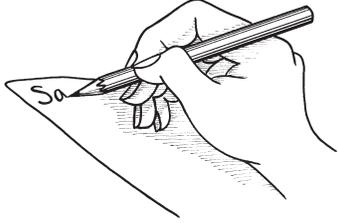
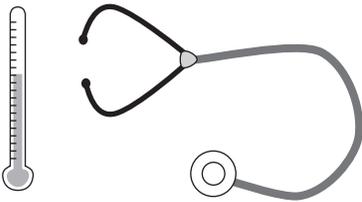
What are some important indicators of the quality of health services?

UNIT 3

Country	Samoa	India	United States of America
Population	174 140	1 000 000 000	282 000 000
Gross National Income per capita	\$1430 US	\$450 US	\$34 260 US
Percentage of people living in urban areas	22%	28%	77%
Life expectancy	69 years	63 years	77 years
Infant mortality (per 100 live births)	23	71	7
Percentage of people over 15 who can read and write	80%	56%	100%
Number of doctors for every 10 000 people	2	4	27

Figure 3.6
Comparative table of statistics.

Gross National Income (GNI): the amount of money every person in a country will have if the total income of the country is added together and then divided by the population of the country. GNI is often measured in United States dollars. Developing countries have a low GNI.	
'Per capita' means 'per person' or 'for each person in the country'.	
There are more than 200 indicators of development — but we will only look at a few of them in Year 9 and Year 10.	200 8 ✓
Life expectancy: the average age that a person is expected to live to before they die. Developed countries have high life expectancy. A high life expectancy means that people live longer, because of a high standard of living.	

<p>Urban areas are towns and cities. The percentage of a country's population that live in towns and cities can tell us about development. Developed countries have a high percentage of their population living in urban areas.</p>	 <p>A bar chart with the y-axis labeled '% Urban living'. There are two bars: a tall bar labeled 'Developed' and a much shorter bar labeled 'Developing'.</p>
<p>Infants are babies. When a baby is one year old, it is not an infant any more. Mortality means death. Infant mortality measures the number of babies who die before their first birthday for every 1000 babies that are born alive. A high infant mortality rate can tell us that a country does not have enough health services to protect infants from disease. Developing countries have higher infant mortality than developed countries.</p>	 <p>An illustration of a baby wrapped in a blanket, lying down, next to a simple cross symbol.</p>
<p>Literacy is the ability to read and to write. Literacy is the percentage of adults in a country that know how to read and to write. If a country has a good system of education for everyone then most adults will know how to read and to write. Developing countries have a lower literacy than developed countries.</p>	 <p>An illustration of a hand holding a pencil, writing the letter 'S' on a piece of paper.</p>
<p>The ratio of doctors to people: It takes many years of education to become a doctor. If a country is wealthy enough it will pay doctors well, and give them good hospitals to work in. Developing countries have a shortage of doctors. They often do not have enough doctors to serve all the people in the country.</p>	 <p>An illustration of a medical thermometer and a stethoscope.</p>

Activity 6

Interpreting Statistics

Study Figure 3.6 and then copy and complete these questions in your exercise book:

1. What is Figure 3.6 about? (Hint: read the title of the table.)
2. Name the three countries that are being compared to each other.
3. Which country in the table has the largest population? Which has the smallest?
4. Of the three countries in the table, which country is in the Pacific, which country is in Asia and which is in North America?
5. The table has seven indicators. Which indicators measure population? Which measure education? Which measure income? Which measure health?

Activity 7**Drawing Graphs**

You will need Figure 3.6 to draw the following graphs. Remember the rules for graph drawing — see *Social Studies Year 10 Book One, Skills Unit*.

1. Draw a bar graph to show the gross national income per capita (GNI) for the three countries in Figure 3.6.
2. Draw a simple pie graph for each country, to show the percentage of people living in urban areas.
3. Draw ONE bar graph to show life expectancy AND infant mortality for each country. It will be a multi-bar graph. Look at the example in the Social Studies Year 10 book one skills unit to help you.
4. Draw a simple pie graph for each country to show literacy.
5. Think about the indicators. Look at the graphs that you have drawn. Which country in Figure 3.6 is developed? Which are developing?
6. Rank the three countries in Figure 3.6 in order from the most developed to the least developed. Write 1–2 sentences to explain your ranking and to give reasons for your answer. Use specific examples to help you.

Topic 3

Examples Of Development And Change

Here is a much larger table that looks at changes in indicators over time. If a country has been developing and changing then the measurements of indicators will change over time. This table looks at measurements from twenty years ago and compares them to today. If a country has been developing over that time, then the measurements should be different. They should be better. This is because development is about improvement.

Country	Gross National Product (US\$ earned per capita)		Literacy (percentage of adults who can read and write)		Infant mortality (per 1000 live births)		Life expectancy (in years)	
	1980	1990	1980	1990	1980	1990	1980	1990
Australia	11 620	21 460	100	100	11	5	74	79
New Zealand	N/A	14 530	100	100	13	5	73	77
Sāmoa	660	1370	71	80	30	25	63	69
USA	13 020	30 730	100	100	13	7	74	77
India	270	420	41	56	115	72	54	63
Tonga	710	1710	N/A	N/A	50	21	65	71
Indonesia	500	660	69	86	90	42	55	66
Solomon Islands	480	830	N/A	N/A	42	21	65	71
Japan	10 390	32 550	100	100	8	4	76	81
Tanzania	N/A	240	50	74	108	95	50	45

N/A = information 'not available'.

Figure 3.8

Development and change over time — selected examples.

Activity 8**Interpreting Statistical Tables**

Answer these questions in your exercise book.

1. Which country had the lowest life expectancy in 1980? Which country had the lowest in 1999? Write three examples of countries that had a small change in life expectancy between 1980 and 1999. Give two examples of countries that had a large increase or improvement to their life expectancy from 1980 to 1999. Which country's life expectancy did NOT improve, but actually got worse?
2. Which country had the lowest GNP in 1980? What was its GNP in 1999? Did the GNP improve?
3. List the names of all the countries that have the highest literacy rates in 1999. What were the literacy rates in 1980?
4. The infant mortality in all the countries in the chart has decreased. Is this positive or negative? Is this an improvement or is it something bad? Give reasons for your answer.
5. Select and list three examples of developing countries that have developed or changed significantly in the past 20 years. Give two specific examples (from Figure 3.8) of indicators that have changed.
6. Can you find examples of countries that have NOT changed very much over the past 20 years? Select and list two examples. Are the examples you have selected developing or developed countries? Give reasons for your answers.

Activity 9**Drawing Graphs**

1. Draw a multi-bar graph for mortality and for infant mortality for all the countries in Figure 3.8.
2. On your graph, identify all the developed countries and all the developing countries. You could do this by circling all the names of the developing countries along the x-axis. Or you could use a different colour. You decide. Remember to be neat and tidy!

Unit summary

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

True or false?

Here are some sentences about the reasons why development and change happens in countries. Read the sentences carefully. Decide whether they are true or false. Check your answers with your teacher and with the rest of the class. Write the true sentences into your exercise book.

1. All the countries of the world are equal — they have the same high standard of living.
2. There are two types of countries in the world — developed and developing.
3. Many adults in the world can read and write — many cannot. This is an example of equality.
4. Development happens when people want to improve their lives.
5. In some countries, there is not enough medicine for very sick children. This is an example of equality.
6. The world's wealth is not shared equally among the people of the world
7. Development is when people work hard to improve health, education and employment in their countries.
8. People want to improve their lives because they do not have equality in education, health and employment.

- Use these words to complete the following sentences. The sentences explain the meaning of development.

GNI	literacy	society
infant	mortality	opportunities
development	welfare	indicator
capita		

Many countries want to have an equal _____, where all the people have the same standard of living. One area of development is improving the food, clothing, and housing for people — this is their material _____. _____ (the ability to read and to write) is another area to improve or change. The people's health is an important _____ of development. We can measure _____ to see if the country needs to develop its health services. The _____ is an indicator that can tell us about the income per _____ in a country. If most of the people in a country have low incomes, then more employment _____ need to be made. _____ is when groups of people work to improve the lives of others.

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

I can give reasons why development and change happens in countries.

I can clearly explain what the meaning of development is.

I can write a list that gives examples of how India, the United States and Sāmoa have developed and changed over time.

Unit 4: DEVELOPMENT AND DAILY LIFE

Introduction

We looked at indicators of development in Unit 3. We compared the measurements of different countries. But what do these changes and improvements really mean for people? How is daily life changed or improved?

Before we answer these questions think about Sāmoa and India. They are very different countries. Read through the information in the national profiles of Sāmoa and India, in Figure 4.1. Study the map of India, in Figure 4.2. These resources will help you to **compare** the two countries.

Country profile	Samoa	India
Full country name	Independent State of Samoa.	India.
Area	2860 square kilometres.	3 300 000 square kilometres.
Highest mountain	Do you know what the highest mountain in Samoa is?	What is the name of the highest mountain in India?
Largest river	Do you know what the largest river in Samoa is?	What is the name of the longest and most important river in India?
Surrounding ocean and sea	Do you know what the name of the ocean that surrounds Samoa is?	What is the name of the sea to the west of India? What is the name of the bay to the east of India? What is the name of the ocean to the south of India?

UNIT 4

Country profile	Samoa	India
Population size	174 140 (2001)	1 000 000 000 (2001)
People	93% Sāmoan; 7% European and Asian	There are dozens of cultural and ethnic groups.
Languages	What are the main or official languages of Sāmoa?	India has 17 official languages (e.g. Hindi, Gujarati, Bengali, Tamil). English is an important second language.
Religion	99.7% of the population are Christian.	More than 80% of the population are Hindu, and about 12% are Muslim. Other important religions are: Sikhism, Jainism, Buddhism and Christianity.
Capital	Do you know what the capital of Sāmoa is?	What is the name of the capital city of India?
Type of government	Parliamentary government	Parliamentary government
Type of leadership	Head of State, Prime Minister and cabinet ministers.	President, Vice-President, Prime Minister and council ministers.
States/territories/districts	Do you know how many electorates Sāmoa has?	India is divided into 25 states and seven territories
Currency	Do you know what currency is used in Sāmoa?	The rupee.

Figure 4.1
National profiles of India and Sāmoa.

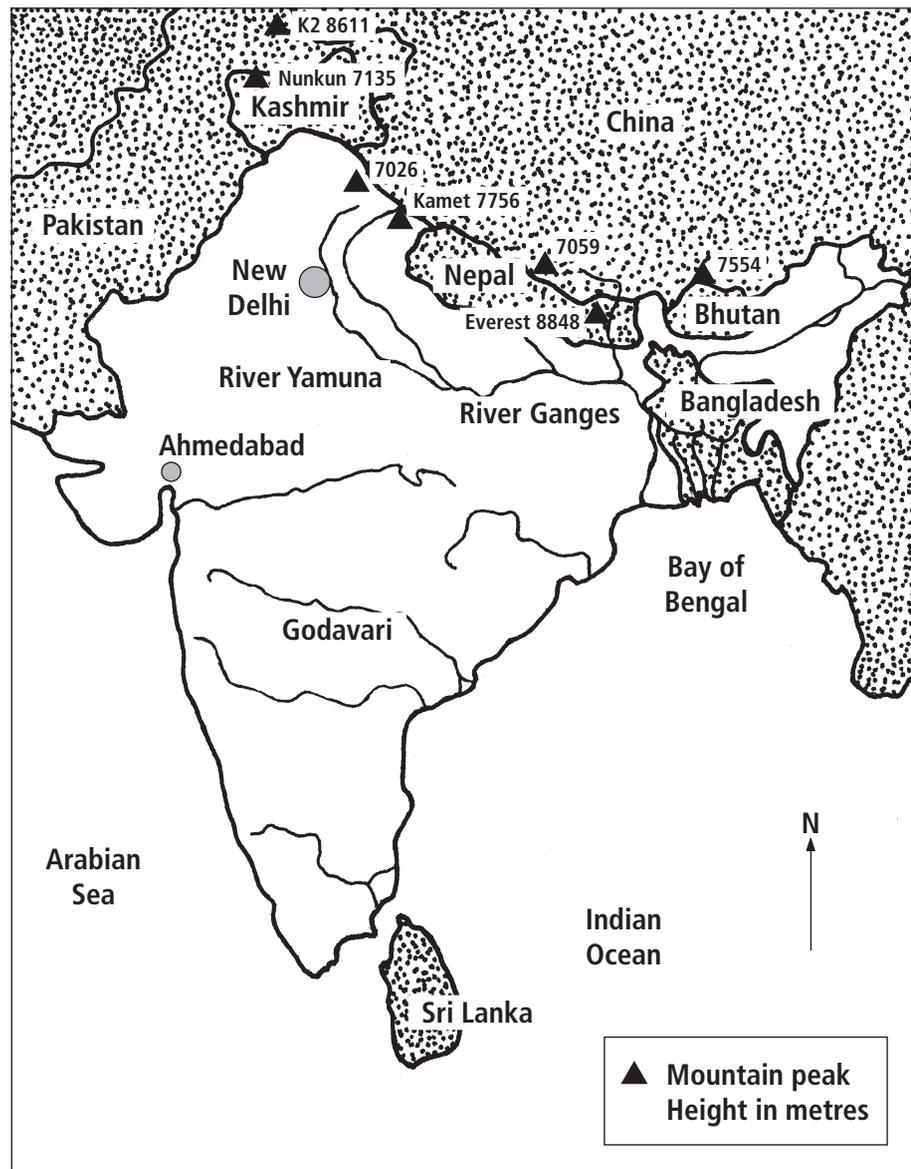


Figure 4.2
Map of India.

Activity 1 Interpreting Maps

1. Read through the profiles in Figure 4.1. There are some questions in it about India. In pairs, use the map of India in Figure 4.2, to help you to answer those questions.

Activity 2**Interpreting National Profiles**

1. There are some questions about Sāmoa in Figure 4.1. Have a class discussion to find the answers to these questions.
2. Now copy Figure 4.1 into your exercise book and write your answers to all the questions that were asked.
3. Copy and complete these sentences:
 - a. Natural features are things made by nature that are found in the natural environment. Two examples of the natural features of India are _____ and _____.
 - b. Cultural features are things that are made by people. Two examples of the cultural features of India are _____ and _____.
 - c. In Sāmoa, there are _____ official languages. In India, there are _____ official languages.
 - d. In Sāmoa, there are _____ cultural groups. In India, there are _____ cultural groups.

4. Think about:

- The size of the area of Sāmoa and size of the area of India.
- The number of people that live in Sāmoa and the number of people that live in India.

Write sentences to describe the main differences in area and population, between Sāmoa and India.

5. Think about:

- The number of different religions in Sāmoa and in India
- The number of different languages that are spoken in Sāmoa and in India
- The number of different cultural groups that live in Sāmoa and in India.

Write sentences to describe the main differences in religion, language and cultures, between Sāmoa and India.

6. Here is an important word that can be used to describe India: **diverse**. Diverse means 'to have different kinds'. To have **diversity** in a country means there is a lot of variety in the way people live, the languages they speak, the places that they live in and the cultures that they practise. Diversity means that the people, places and ways of life are not going to be all the same. Which country has the most diversity — India or Sāmoa?

Development and daily life

Now let's think about the main topic for this unit! This unit is about the changes that development has made for people in India. This unit is different from other units because it is not divided into three or four topics. Instead, it is one big topic. In it, you will see photographs. You will use them to meet the objectives of the unit.

Unit objectives

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

- Give examples of causes and effects of development and change.
- Describe how these changes have influenced people's lives.
- Explain how people react to development and change.

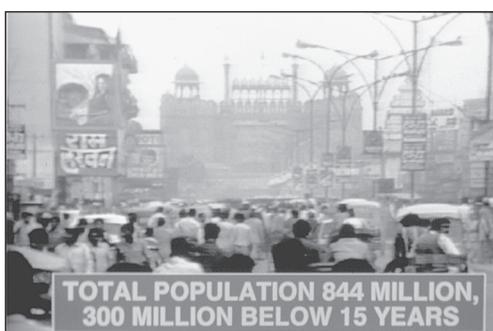
A Photographic Story

The photos on these pages (pages 59–64) tell a story. It is a story about some of the very serious problems that people in some parts of India had. These problems caused changes.

It is a story about how, with the help of a special development programme, people's lives changed. The changes to their lives were improvements.

The story has a happy ending because the end of the story is about the positive influence the improvements had on the people's lives.

You will need to study each of the photographs carefully. Remember — studying photographs is a skill. You will be practising this skill in this unit. Do not forget to read the captions of the photos as well — these will help you to understand what is happening in the photographs.



This is the number of people that lived in India in 1991. In 2001, the number was 1 billion.

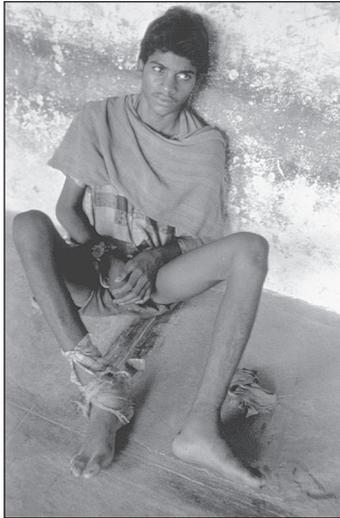


India has the second largest population in the world.

Many indicators have changed for India over the past twenty years. Standards of living for many people have improved or become better. But in some places in this large country . . .

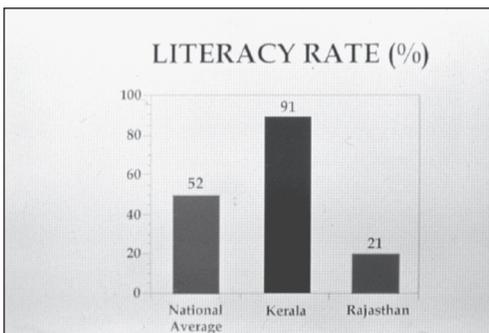


... many children are not healthy and strong. They are weak and get sick easily.



Many children do not go to school.

And many adults cannot read and write. Some mothers are not healthy and strong when they are pregnant. Their babies are born weak and sometimes get sick and die. Sometimes the mothers die.



In some states of India, the percentage of adults that can read and write is very high. But in other states, it is very low. Kerala and Rajasthan are two of the states of India.



It is hard for a person to find a good job when they cannot read and write. This mother is trying to sell newspapers.



Some of India's children cannot go to school.



Some of India's children get sick easily. They are not very strong.



Drinking dirty water is one of the reasons why children get sick. In some places, the water is collected from far away.

PROGRAMME GOALS

- * Health
- * Nutrition
- * Basic Education
- * Drinking Water
- * Sanitation
- * Status of Women

UNICEF is a part of the United Nations. It was set up to help the governments of different countries to improve the **welfare** of mothers and children. UNICEF used to be called the United Nations International Children's Emergency Fund. It is now called the United Nations Children's Fund.

UNICEF worked with the Indian government's Department of Women and Children. Together, they began a **programme** to help the women and children of India. The name of this development programme was 'the UNICEF Cooperation Programme of India.' UNICEF and the Indian government wanted to improve the lives of women and children.

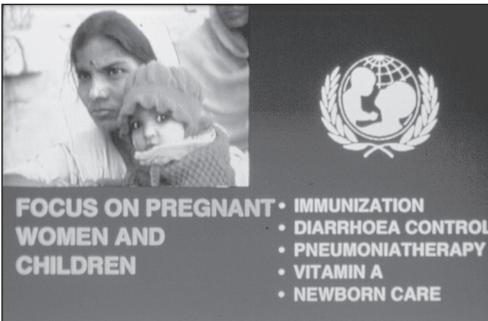
These are the main goals of the programme. The programme had different projects — each project **targeted** a specific problem.



Immunisation services were given to every community.



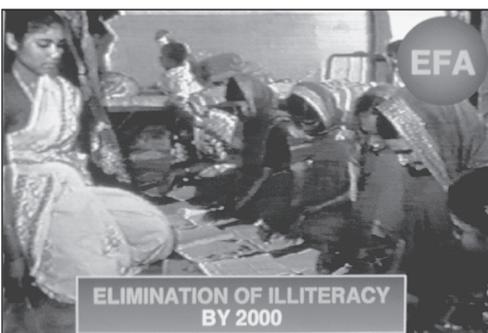
Immunisation protects children and babies from diseases that could make them very sick. Some diseases can kill young children.



One of the projects helped pregnant women and children under three years of age.



Another project helped to protect new mothers from sickness.



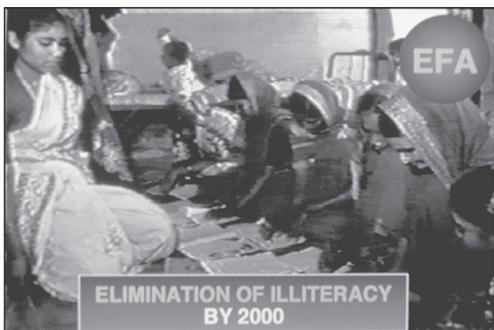
The programme targeted literacy.



Some men and women did not go to school when they were children. There were projects that taught adults how to read and write.



Schools were made for all children.



This was the specific goal the programme had for children's education.



The programme gave girls and boys schooling.



Schools helped to improve basic education for children.



The programme included projects that built water pumps . . .



. . . and wells for clean drinking water. Clean water improved health. It also helped women — they did not have to walk far away to collect water for their families.

The UNICEF Co-operation Programme in India was a development programme. The programme had projects — these projects helped to change the lives of women and children. Their lives were improved in these ways:

1. The health of mothers, babies and young children was much better. Infant mortality rates and maternal mortality came down.
2. More and more children got the chance to go to school and get a basic education. Literacy for adults also got higher.
3. Families got clean, safe drinking water. This was very important for their health.



Healthy, educated children . . .



. . . and healthy, educated mothers means communities will be stronger and have a good future.

The End!

Activity 3**Photo Study**

Copy this table (Figure 4.3) into your exercise book. Use it to record your answers to the questions that follow. You will need at least a full page.

The problems	The changes	The results of the changes made

Figure 4.3
Summary table.

1. The problems are the causes of the changes. What were the problems that the communities faced? List these in the first column of the summary table.
2. The changes are the improvements that were made. What were the changes that happened? List these in the second column of the summary table.
3. What were the results of the changes? In other words, what happened when the changes were made? List these in the third column of the summary table.

4. Imagine you live in a village in India. The village has been helped by many of the projects of the UNICEF Co-operation Programme. You are a young, twelve-year-old girl. You are listening to your grandfather and to your mother. They are talking about the changes that have happened in the village because of the programme.

Mother: *Learning how to read and write has made such a difference in my life. I don't have to depend on my husband to read the news and tell me what is happening — I can do it myself! I use to be scared when my children got sick, because my third baby died from measles a few weeks after he was born. I know now that my children can be protected from diseases because of immunisation. And the new water pump in the middle of the village means that my friends and I don't have to walk two hours every morning to collect and carry water for the family.*

Grandfather: *I don't really like some of these changes. The women in the village are getting special treatment! These projects to help them are making them think they are special — that they are as important as men! When I was young, girls were not sent to school. They stayed home and worked. Men do not want their wives to know as much or even more than they do! And walking far away to collect water — that keeps them busy. **Idle** women **gossip** too much and make trouble!*

What are your opinions about these changes? Your grandfather is not very happy about some of them. Your mother is very happy with all of them. Draw a picture of each person (remember there are three, including yourself) and write speech bubbles for each person. The speech bubble should show the reader each person's point of view. Include your own.

5. Think about some of the changes that our own country of Sāmoa has had in the past few years. Have a class discussion and:
- Identify or give examples of development and change in Sāmoa.
 - Share your thoughts and feelings about these examples. Ask yourselves — are they positive? Are they negative? Who benefits from these changes? What have people been saying about them?

Unit summary

1. Write a list of examples of causes of development in India.
2. Write a list of examples of the effects of development in India.
3. Write a list of examples of developments and changes in Sāmoa. Give examples of different points of view about them.
4. Go back and read the objectives for this unit. Can you do them?

Copy each of these continuum lines — there are three (one for each objective). On each line, mark the place that you think best shows how well you understand the unit objective, and how well you have achieved it.

- I can give examples of causes and effects of development and change on people's lives

←—————→
I can do this well **I cannot do this yet**

- I can describe how these developments have changed people's lives

←—————→
I can do this well **I cannot do this yet**

- I can explain how people react to the changes caused by development

←—————→
I can do this well **I cannot do this yet**

YEAR 9 GLOSSARY

Word	Meaning
Agree	When two or more people have the same or similar opinion about something.
Ancestors	The people from your family who lived a long time ago — for example, your grandparents' parents, and then their parents. Ancestors are the people we are descended from — we come from them.
Annotated	When something (for example a map, a picture or a diagram) has notes written on it or around it to help explain it.
Annotations	Annotations are short notes that have been written to help the reader to understand information. Annotations can be on or near a map, diagram, or a picture.
Artefacts	Simple things (for example tools, weapons, cloth) from a culture that were made a very long time ago.
Background	The part of a photograph or a picture that is behind the main thing in the photo.
Basic	Just enough; simple.
Basic level	To live a life that has just enough water, food, clothing and housing.
Bold	To be strong, confident and full of courage.
Caption	One or two sentences which are written for a photo or a picture — the sentences give information to help explain what the photo or picture is about.
Case study	A case study is a special example of something. A case study will have a lot of information. The information from a case study helps us to get a good understanding.
Categories	Groups. When things are categorised, they are sorted and organised into separate groups called categories.
Change	When something becomes different. It is not the same anymore.
Civilisation	This is when a large group of people (for example, the people of a country) have a high standard of living — there is more than enough food, clothing and housing. People also live in freedom and equality.
Classify	To sort and organise into groups; putting things which are the same or similar into the same group.
Collage	When a picture is made by sticking different pieces of material together on a piece of paper.
Communicate	To pass news and information on to someone else. This can be done in different ways — for example talking, writing, artwork.
Communication	When news and information is being passed on to someone else.
Community	A group of people who live or work together — they share the same interests or origins.

YEAR 9 GLOSSARY

Word	Meaning
Computers	Electronic machines that make calculations, store and sort information.
Costume	Special clothes that are worn on special cultural occasions.
Curator	A person who works in a museum — he or she looks after the things (for example, artefacts) in the museum.
Curious	When a person really wants to know or to learn something new.
Customs	The usual or regular ways of behaving or doing things. These ways are sometimes called traditional. For example, the traditional ways of dancing, or singing or cooking.
Cyber-space	The inside of a computer system.
Developing countries	Countries that are working to improve the standard of living for its citizens. For example, developing countries are trying to improve agriculture, health, and education. Sāmoa is an example of a developing country.
Disagree	When someone has a different opinion or point of view — when they do not agree with your own opinion or point of view.
Economy	A country's system of producing goods and services, and then exchanging these for money. The economy is a community's system of creating wealth.
Education	The system of training and passing on knowledge and skills. Education can happen in schools and universities. But it can also happen when skilled people work with others and help them to learn the skills that they have.
Emblem	Symbol; something that represents something else. For example, the markings on a policeman's uniform have a special meaning. These markings represent something else — the policeman's rank, for example.
Equal rights	When everyone has the same rights and gets treated in the same way. Rights are morally correct ways of treating others.
Experience	An event or an activity that a person has actually seen, observed, joined in and done.
Express	To say, to make known, to tell, or to share knowledge and information with others.
Foreground	The part of a scene or a picture that is at the front. The part that is nearest to the person who is looking at the picture.
Gap	A space in between two things; an unfilled space; something that is missing or incomplete.

YEAR 9 GLOSSARY

Word	Meaning
Generation, generations	The different age group stages in families — for example, grandparents, parents and then children are three different generations.
Health	The state or the condition of a person's body. Health is about being well and free from sickness and disease.
Identifying	When the name or identity of someone or something is made known.
Identity	Those things which make a person or a thing stand out or known to others. For example, a person's name; or the important things about the way a person looks.
Imaginary	Something that does not exist in real life, but is in the imagination. It is not real.
Imagine	To form or make a mental picture of something in your own mind.
Improve	To make or to become better.
Indicators	A thing that indicates or points to something that is needed.
Influence	This is the power to make something happen by affecting someone's beliefs or actions.
Inherit	To get property, or special knowledge and skills from someone who will soon die or has died. Getting something in this way is called an inheritance.
International	Contact and interaction with different countries of the world.
Interview	A formal conversation or talk with someone — a meeting where there is an interviewer, who asks someone questions.
Inventions	To construct or make something creative and new. Inventions are often practical or useful.
Manufacture	To make or produce things, often in large numbers or quantities, using machines.
Material welfare	The quality and quantity of the physical things that a person has that are important for his or her well-being. For example, the house and clothes that a person has.
Measurements	The size or quantity of something. This information is found by measuring.
Network	A chain or system of computers that are linked to each other. A computer network means that people, using their computers are able to communicate with each other and exchange ideas and information between themselves using the network.

YEAR 9 GLOSSARY

Word	Meaning
Non-governmental	When an organisation or group work independently — they do not represent the government; they do not work for the government. Non-governmental organisations get the money they need for the work they do from other charities and donations.
Opportunities	This is when an event happens and it has the effect of giving someone the chance to achieve something or get something very positive or good.
Opposite	Facing the other side; or, having a point of view that is completely different.
Peace	Freedom from war and danger; when there is harmony and respect between people in a community or country.
Permanently	When something will last or will not change.
Positive	When something is constructive and helpful.
Precious	When something (or someone) is very special and of great value. For example, diamonds are worth a lot of money; a baby is very special and valuable to its mother.
Protect	To keep safe and away from harm and danger.
Qualities	The characteristics or features that are special and good about a thing or a person.
Rank	Social position; relative scale or level.
Record, recorded	To write down information that has been found or gathered; a permanent form of the information that is found.
Seamstress	A woman who is very good at sewing clothes and does this to earn money.
Significantly	Having a lot of meaning and importance.
Social scientists	People who study human society and human relationships.
Society	An organised community of people and the system that keeps a group of people organised in an inter-related way.
Specific topics	A particular, specialised subject or area of knowledge.
Statement	An expression of spoken or written words.
Summarise	To make a short statement that gives the main points of something. This does not take a long time.
Sustain	To support and to keep up for a long period of time; to keep going.
Techniques	The methods or ways of doing specific things.
Tools	Something that is used to make something else.
Transfer	To move from one place or person to another.

YEAR 9 GLOSSARY

Word	Meaning
Transportation	A way of carrying people and things from one place to another. For example, road transportation involves buses, cars and trucks taking people and things along roads to other places.
Transported	When something has been moved from one place to another.
Valuable	Of great value or worth; very precious. When something has a high value, it is very desirable, important and useful.

