

**Book 1**

**Year 9**



**Social  
Studies** ✓

# Social Studies

Year 9 Book One



GOVERNMENT OF SĀMOA  
MINISTRY OF EDUCATION, SPORTS AND CULTURE

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# Unit 1: RESOURCES AND ECONOMIC ACTIVITIES

## Setting

Sāmoa.

## Objectives

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

- Explain how and why people use resources differently and the consequences of resource use.
- Show an understanding that people access, manage and use resources to live.
- Gather information on the different ways in which different cultural groups may use the same resources.
- Report information on the different values that people may attach to a resource, *e.g. In work, worship, sport, nature.*
- Explain what happens when resources are viewed or used in new and different ways.

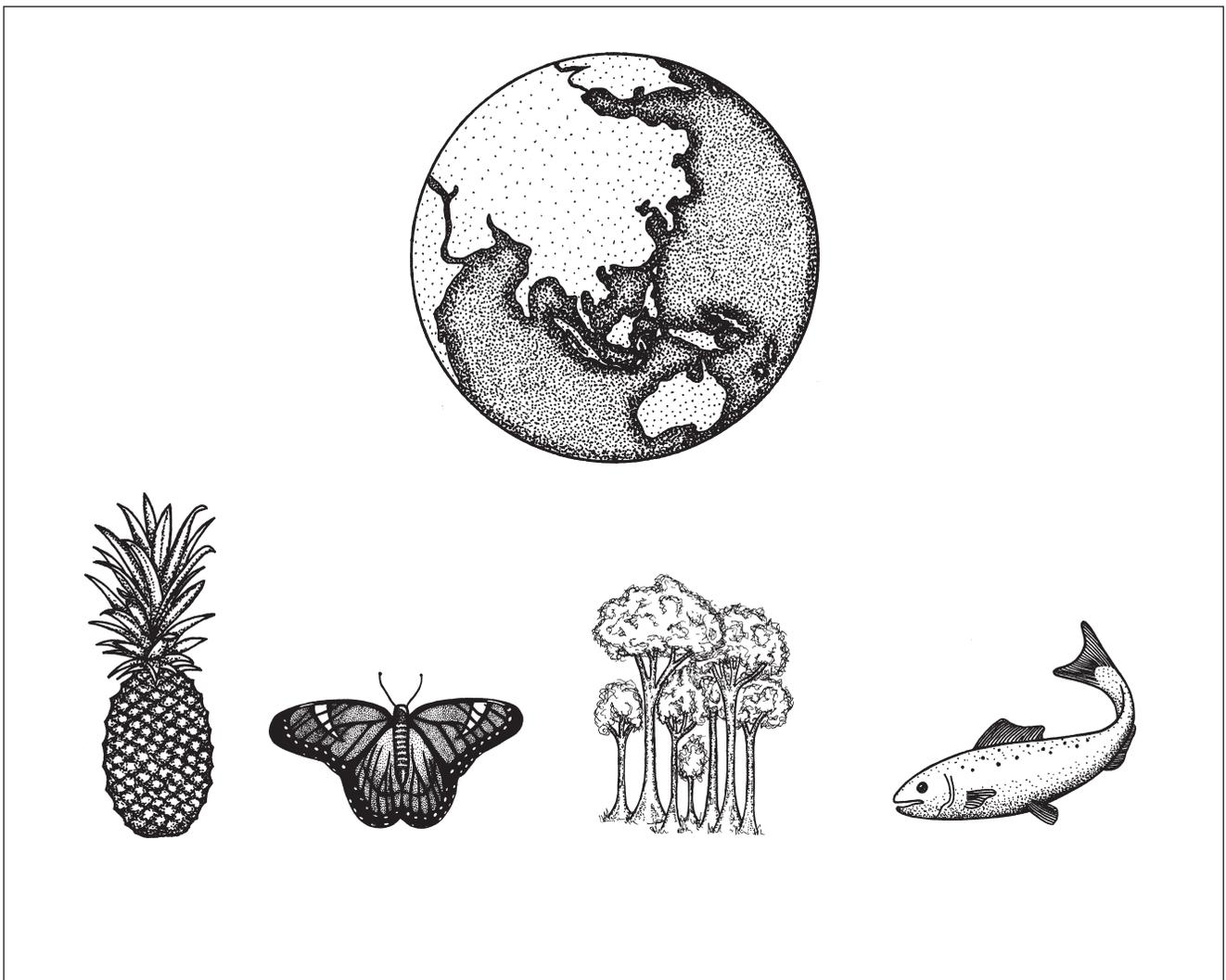
## Looking At Resources

In this unit, you will learn:

- About the nature of resources and the ways people use and overuse resources.
- About the environment and the different types of environment we live in.
- That resources can be renewable and non-renewable.
- How conflicts might arise from the use of resources and participation in economic activities.
- How these conflicts might be resolved.

### Our Earth

Earth is the planet that we live on. All humans live on the Earth's surface, a layer that is less than 5 kilometres thick. This layer contains all the resources we can use. Almost three-quarters of it is covered by water.



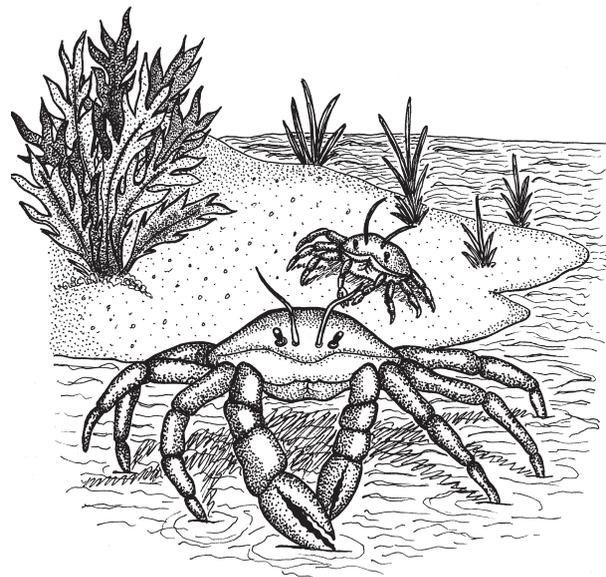
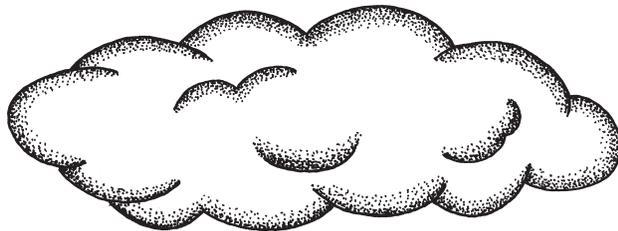
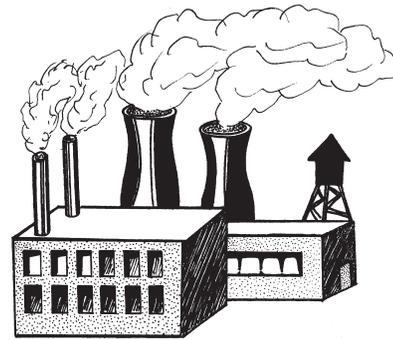
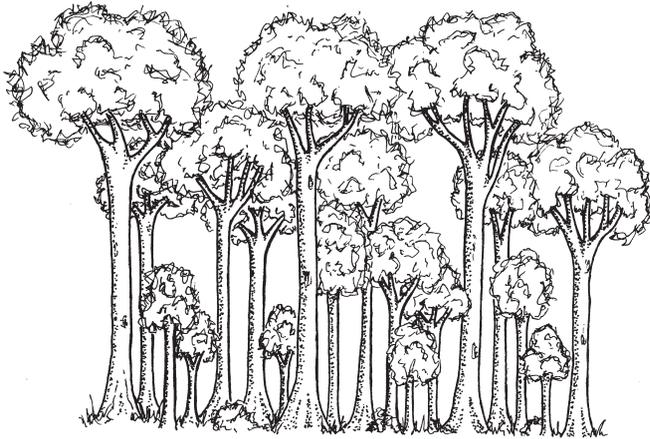
**Topic 1****Our Environment**

**Sāmoa's environment can provide for most of our basic needs.**

**Objectives**

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

- Define what 'environment' means.
- Name the different types of environment.
- Give examples of different environments.



**Words to learn:**  
**Environment.**  
**Local.**  
**Social.**  
**Natural.**  
**Technology.**  
**Physical.**

**Starter questions**

1. Think about the term 'environment'.
2. List all the things you know about 'environment'.
3. Discuss your answers as a class.

**Activity 1****Different Environments**

- Divide your class into groups of five. Number each member in your group. All those chosen as *number one* go to the same group; that is, *group one*. All those chosen as *number two* go to the same group; that is, *group two*. All those chosen as *number three* go to *group three*, and so on.
- Group one: read **Paragraph 1** carefully and discuss the main points amongst yourselves. Group two: read **Paragraph 2** and discuss the main points amongst yourselves. Groups three to five, do the same.
- When you finish, go back to your original class groups and report what was discussed for each paragraph. Use the discussion questions below to help you:

**Discussion questions**

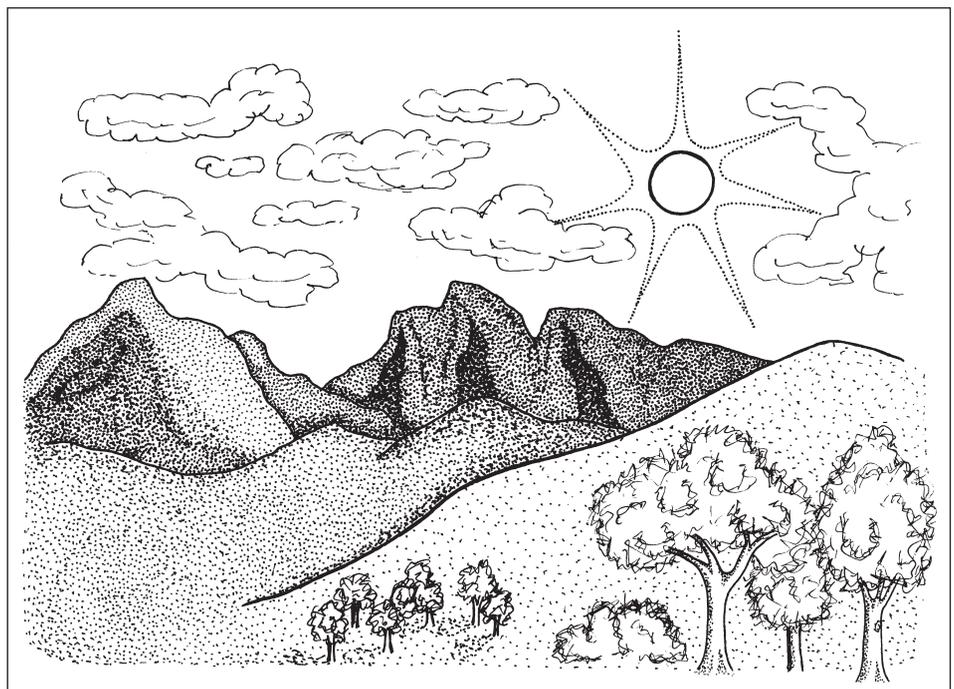
1. What type of environment did you talk about?
2. Describe the environment you discussed and explain what it means?
3. Give 2–3 examples of this type of environment.

**Environment**

Wherever you go, whatever you do, the environment is all around you. It includes both living things, such as plants and animals, and non-living things, such as soil, rocks, water and air. Our environment provides all the things we need for life. People interact with the physical environment as well as with other people. There are a number of different types of environment.

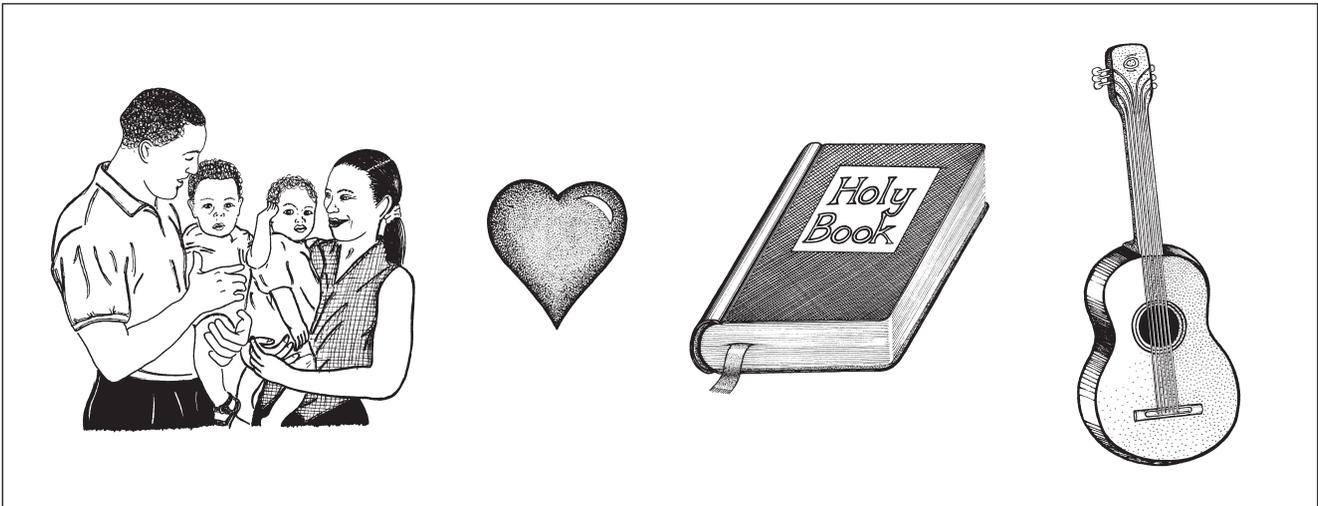
**1. Natural environment**

The natural environment includes lakes, seas, rivers, mountains, valleys and vegetation, as well as the animal life that is found there.



## 2. Home environment

The home environment is very important. It is here that we interact with, and learn from, all the members of our family. The home environment is the base for warmth and love where the physical surroundings and interaction of the people have important influences on our lives.



## 3. Social environment

The social environment includes other people and their ideas, culture and technology. In our daily life, our behaviour and actions are always influenced by the presence of other people.



## 4. Local environment

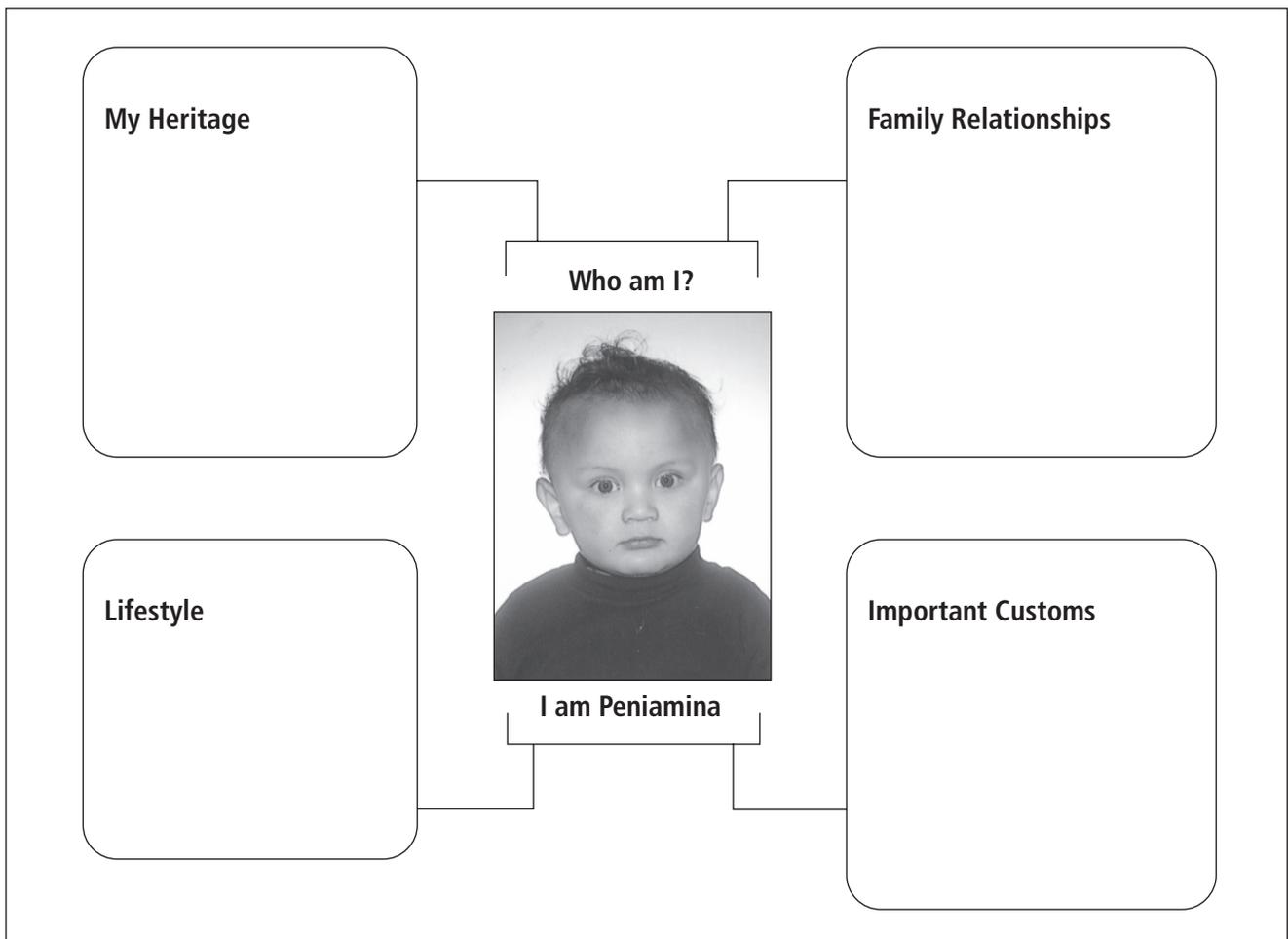
The local environment is our community or neighbourhood. This includes the quietness of a village or the busy town. If you are staying in the district of Lefaga, then everything immediately around you is your local environment. Part of that local environment is the other people who live there, the churches people attend, the schools, the village authorities, as well as the trees, beaches, plantations and so on.

If you are staying in Tauese, Apia, then other families that live close by, the police station and fire department, the busy roads and the schools, are all a part of your local environment.

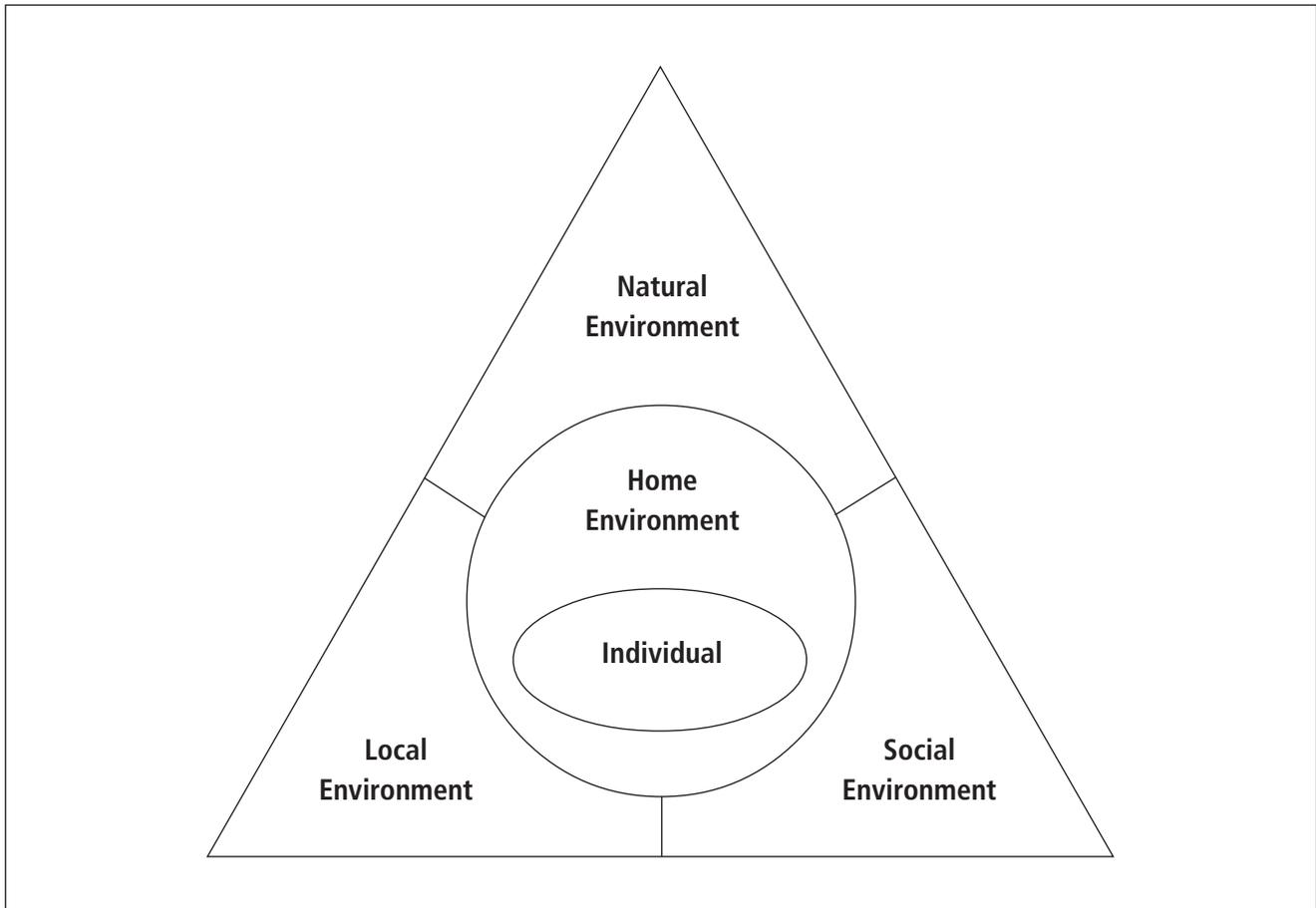
**5. Individuals — sketch work**

Human beings interact in different ways with their environments, and with the things within those environments. Sometimes those are positive (good) and sometimes they are negative (bad).

- a. In your exercise book, sketch a picture or glue a photo of yourself in the centre of the page.
- b. Identify as many things as you can about yourself. They might be things to do with:
  - Your choice of food.
  - The way you celebrate special occasions.
  - The people who live in your house and the relationships between them.
  - The things you think are important in life.
  - Your choice of lifestyle, your leisure activities, the clothes you wear, and so on.
- c. Copy the diagram below, and place it around the picture of yourself that you have placed or drawn in your exercise book. Write out all the things that you identified about yourself.
- d. What does it mean to be an individual? Write a sentence at the bottom of the page, under your diagram, to answer this question.



## Activity 2 Environmental Influences



### Part A

- Write the different types of environment in your exercise book. Number each in order of importance, with number one being the most important.
- In a short paragraph, explain how and why that environment is the most important to you.

### Part B

- In your own words explain what the word 'environment' means.
- List the different types of environmental study and give an example of each.

### Part C

- List your basic needs. From what sources do you get the things you need? How do you get them?

**What can you get from your environment?**

Our environment is all around us. It comprises everything we see around us — both man-made and natural.

Living things are found in the air, on and below the surface of the land and in the water. Everything in the environment is finely balanced. For example, animals breathe in oxygen and breathe out carbon dioxide. Plants absorb carbon dioxide and give off oxygen. Plants also take in oxygen at night.

But this balance can easily be upset by our actions. If we cut down too many trees, for example, there may be too much carbon dioxide left in the atmosphere. Everything we do affects our environment and our environment affects us.

**Topic 2 Our Resources**

**Field study activity**

Get into groups of four and conduct a field study of your school environment. Look for any useful items you can find around the school and write your findings down on a piece of paper. Classify the things listed under ‘natural’, ‘man-made’ and ‘other’ groupings.

Report your groups findings to the class. Your teacher can list your responses on the board.

**Activity 3 Resources**

**Words to learn:**  
**Resources.**  
**Renewable.**  
**Non-renewable.**  
**Finite.**  
**Man-made.**  
**Natural.**

Resources are those things in our environment which we can use to help us in many ways. They are things that people use to make their lives better.

1. Make a list of resources that people use to help them in their community.
2. Make a list of resources that people use to make their lives better.
3. In your own words explain what ‘resources’ are.

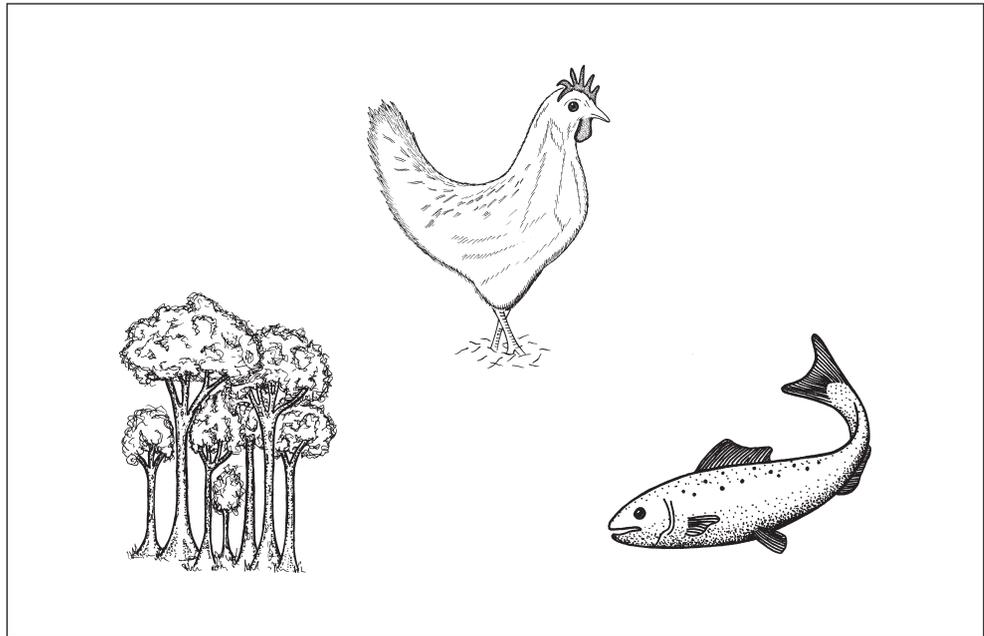
**There are two main types of resources**

- Natural resources.
- Man-made resources.

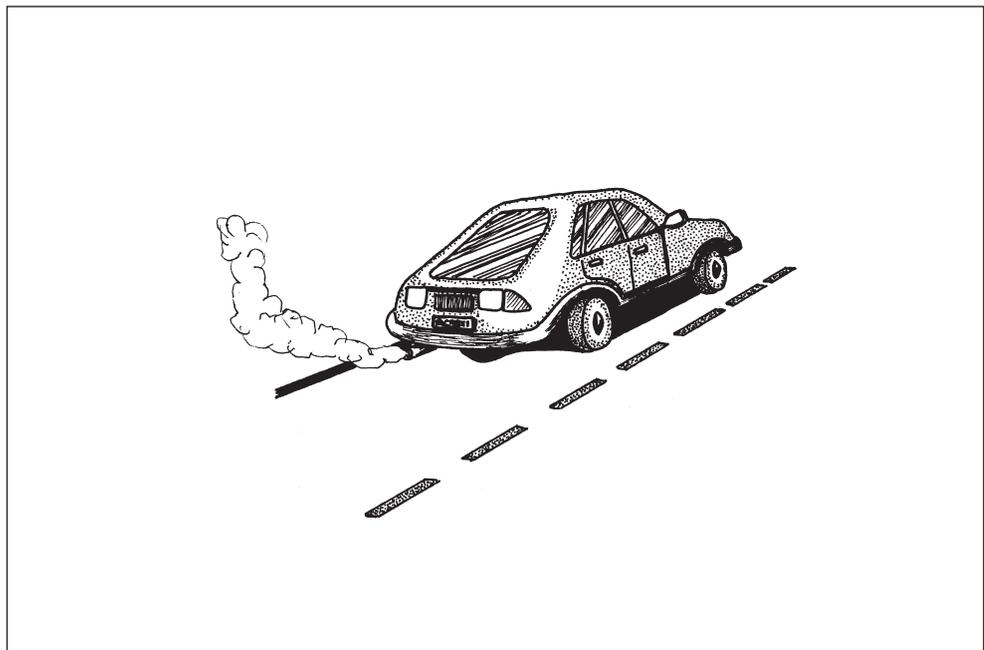
All our natural resources are found on the thin, outer layer of the earth. Some of our basic resources are air, water and food. Others include forests, rivers, minerals and fossil fuels.

**Natural resources**

- **Renewable:** these are resources that can be renewed (or replaced) after they have been used, *e.g. Forests and water.*



- **Non-renewable:** these are resources which cannot be replaced. Once they have been used, they are gone forever, *e.g. Minerals (gold, diamonds, copper) and fossil fuels (coal, gas, oil).*

**Man-made resources**

**Man-made** resources are those things which people produce (make), like houses, boats, computers and so on.

**Renewable resources**

The sun provides energy for us to use and to enable plants and animals to grow. We can use as much of this as we wish. It is always there.

**Non-renewable resources**

Almost all other resources are finite. This means that we can use them up, but cannot replace them. We must conserve them.

■ Now you know what renewable and non-renewable resources are, answer the following questions:

1. Think of your house. Try to list in your exercise book five examples of renewable resources and five examples of non-renewable resources used in the home. Copy and complete the following table.

Renewable resources	Non-renewable resources

2. Briefly explain the difference between renewable and non-renewable resources.
3. Listed below are examples of natural resources. Use a page in your exercise book to draw a sketch or picture that includes all of these natural resources. If you wish, you may include other natural resources that are not included on the list. Give your sketch a title. Label the resources neatly.

- |              |        |
|--------------|--------|
| Atmosphere   | Sea    |
| Forests      | Soil   |
| Small plants | Sun    |
| Animals      | Rivers |

4. Copy the table below into your exercise book. List each of the natural resources in the first column. In column two list other resources produced by those natural ones. State whether each resource is renewable or non-renewable. Write 'N' or 'R'.

Resources	Other resources	Renewable/non-renewable



■ Read the following paragraphs to yourself and list the main points.

**Natural resources**

Natural resources are those products and features of the earth that permit it to support life and satisfy people’s needs. Land and water are natural resources. Flowers, trees, birds, wild animals and fish are also resources. Mineral resources include oil, coal, metals stones and sand. Other natural resources are air, sunshine and climate.



**Biological resources**

Biological resources such as plants and animals are the most important natural resources for sustaining human lives. All the food we eat comes from plants or animals. Biological resources, in turn are dependent on other natural resources. Plants and animals could not live without air, sunshine, soil and water.

**Mineral resources**

Mineral resources are less important in supporting life, but they are extremely important to modern living. Mineral fuels — including coal, and natural gas — provide heat, light, and power. Minerals serve as raw materials which are used in the production of finished goods, such as cars, clocks, dishes and refrigerators.

**Human Resources**

Human resources are important too. Human resources refer to the energy, skills, knowledge, and intelligence that people can use to help them do the jobs they need to do. It has been said that the most important resource a country has is the skill of its people.

From the earliest times, people have used resources provided by their environment. People have used their skills to turn crops, breed animals, cut and use timber, refine metal ores into more useful or valuable things, and use fuel and energy provided by coal, wind or running water to help them do so. Most manufacturing is a joint effort, where many resources are gathered together in one place and many people share their skills to shape or transform the resources into something different.

Copy the table below into your exercise book and complete it.

Type of resource	Main points

## Topic 3

## Our Land Resources

**Words to learn:****Customary.****Freehold.****Subsistence.****Cash crops.**

Land is a fixed resource.

- How much land do we have?
- How is land used in Sāmoa?

**Sāmoan islands**

Sāmoa consists of ten islands. They are: Upolu, Savaii, Manono, Apolima, Fanuatapu, Nuusafee, Nuutele, Nuulua, Nuulopa and Namua.

The total land area is about 2820 km<sup>2</sup> (698 941 acres). The three main classes of land are:

- Customary.
- Freehold.
- Government owned.

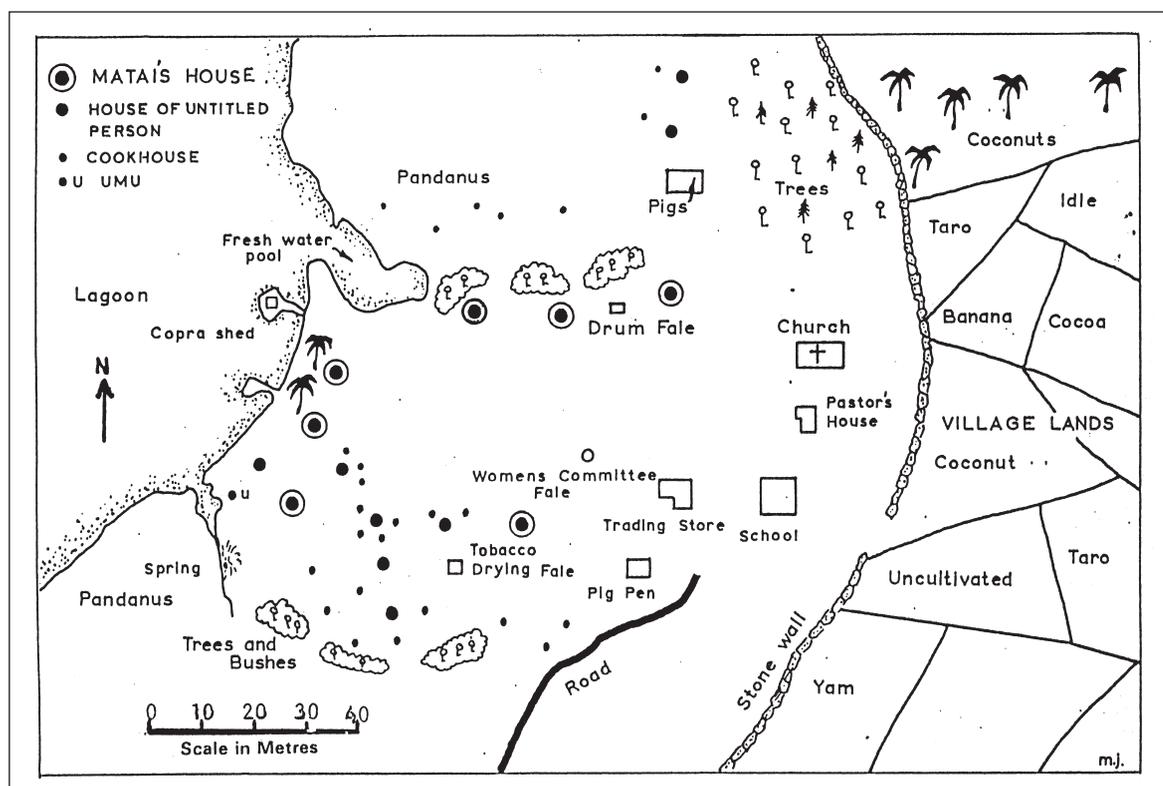
## Activity 4

## Map Interpretation

- Study the map below and discuss it as a class.

**Discussion questions**

1. What can you see on the map?
2. How is the land used in this village?
3. Where is the matai's house located?
4. Suggest a title for the map.



**Activity 5**

**Map Drawing**

- Get into village groups. Complete the following exercises.
  1. Draw a map of your village similar to the map shown.
  2. Show and label how the land is used.
  3. Compare your village map to the one shown. List some similarities and differences.
  4. Display and report your work to the rest of the class.
  5. Write down 2–3 conclusions from your group maps. Discuss your conclusions as a class.

**Activity 6**

**Resources Required In The Past**

- Copy the table below. In the first column list the following: housing, food, clothes, cooking, tools, transport, communication, entertainment. In the second column list the sorts of things Sāmoans would have needed from their environment fifty years ago. In the third column describe any long term damage that using the resource (listed in column two) might have done to their environment.

General uses of resources	Resources needed	Long term damage caused

Land is a fixed resource. We cannot increase the amount of land we have. If it is managed wisely it will be very valuable in the development of our nation. Different groups of people have different needs from the land.

## Activity 7 Interpreting Tables And Drawing Graphs

- Study the table below, copy it into your exercise book and use the information to answer the questions that follow.

<b>Land Use in Sāmoa</b>		
<b>Use</b>	<b>Percentage of Land Used</b>	<b>Total area of Land Used (km<sup>2</sup>)</b>
Forestry	36.8	104.0
Agriculture	49.4	139.2
Plantation	3.8	10.7
Other	10.0	28.1
Total	100.0	282.0

1. Which land use has the highest percentage?
2. What do you think are examples of 'other' land uses? List some of the uses under the category 'other'.

**Topic 4**

**Our Rainforests**

**Words to learn:**

**Industry.**

**Species.**

**Conservation.**

**AFF.**

**Yield.**

- a. Water from the forests evaporates and makes clouds and rain.
- b. Oxygen is released into the air through photosynthesis.
- c. Plants absorb carbon dioxide for photosynthesis.
- d. We get many of our food crops and other products from the forests.
- e. Rainforests are the home for many birds and animals.
- f. The forests protect the soil from being destroyed and eroded.



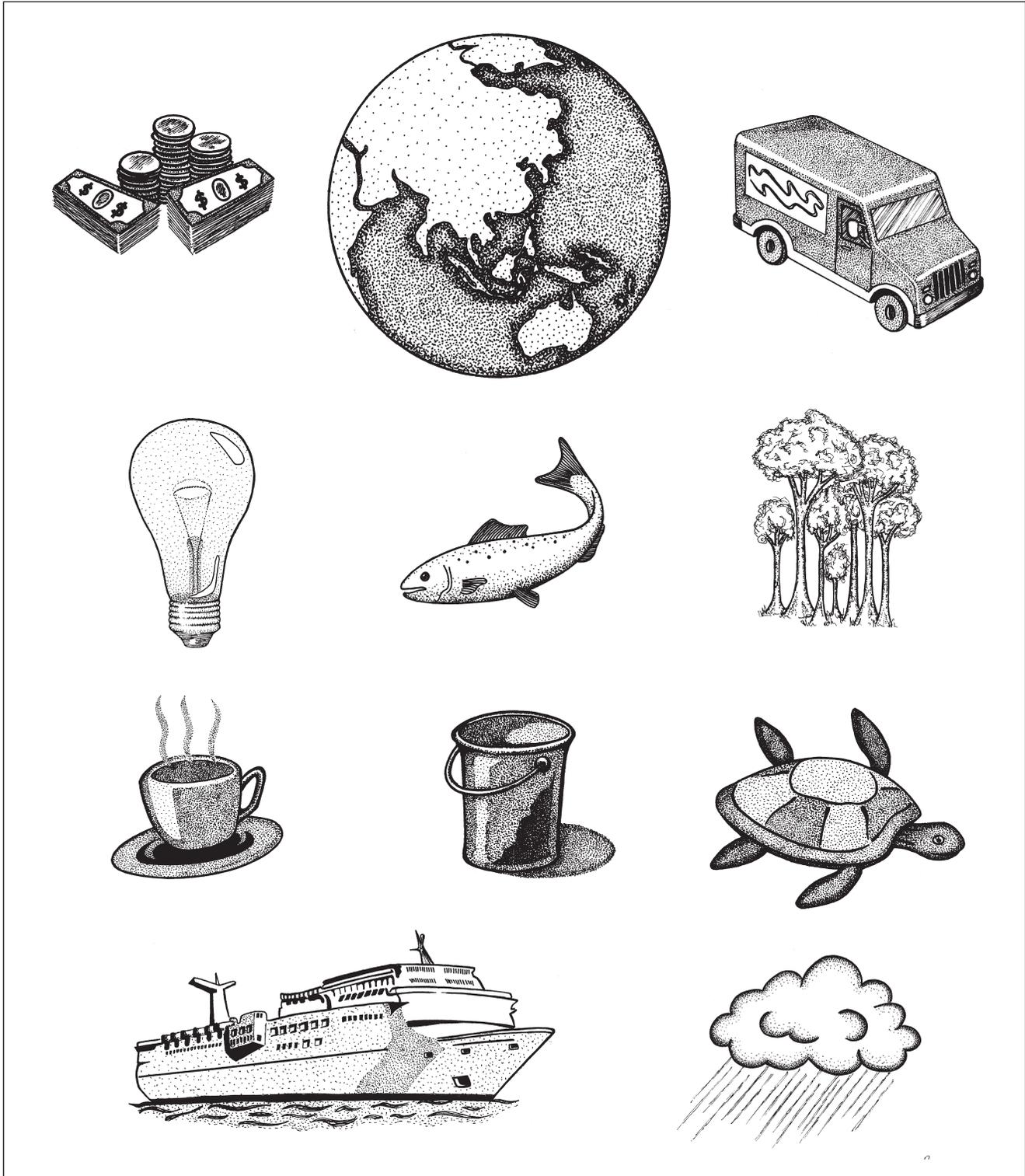
1. What will happen in each of the areas listed above if the forests are removed?
  - a. \_\_\_\_\_.
  - b. \_\_\_\_\_.
  - c. \_\_\_\_\_.
  - d. \_\_\_\_\_.
  - e. \_\_\_\_\_.
  - f. \_\_\_\_\_.
2. How do the people in your village use the forest?
3. List five things that you can get from the forest.

Many of our forests have been cleared for agriculture. Our trees have been cut down for local industry and exports. Trees are a very important resource. Their wood is used all over Sāmoa as a fuel, as a building material and as paper. Trees are a home to many hundreds of animals and plants. Some people live in the forests too.

## Topic 5

## Our Water

Water is a vital resource.



### Picture interpretation

1. Discuss each picture with a friend.
2. Name each picture.
3. Select four pictures and explain in one or two sentences how the picture is related to water.

**Activity 8****Water At Home**

Find out how much water you use at home for:

- Cleaning your teeth.
- Having a shower.
- Flushing the toilet.
- Washing dishes.
- Washing clothes.
- Watering the garden.

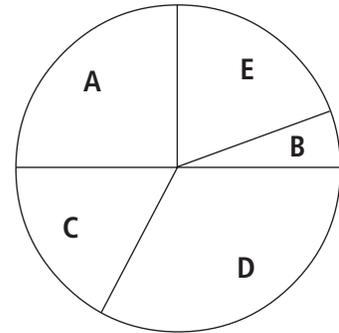
The two important sources of water in Sāmoa are: the **rain** and the **sea**.

Water is a very important resource. Without water we could not survive. Clean water is essential for good health. We need clean water to drink, to cook our food and to wash with.

Sāmoans obtain water from a variety of sources, *e.g. Streams, springs, roof catchments*. Recently introduced piped water schemes have been replaced by machines which are used to pump water up from underground supplies.

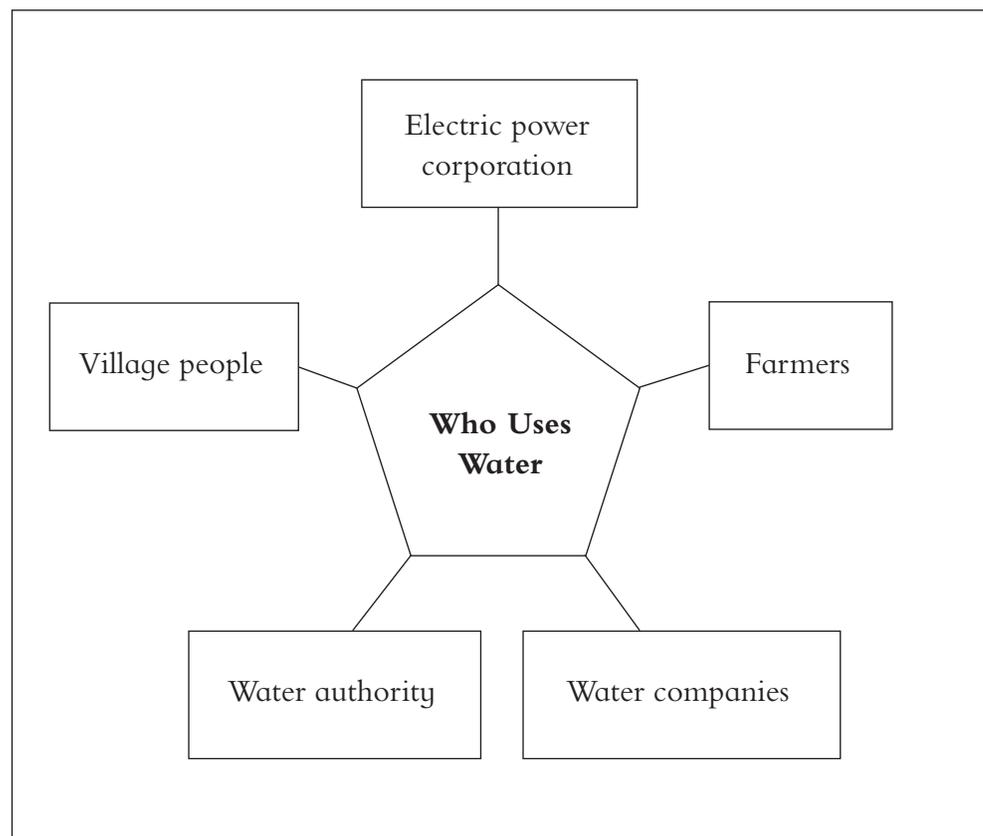
**Where is water used in the home?**

- A. Shower/bathroom.
- B. Kitchen.
- C. Laundry.
- D. Outdoors.
- E. Toilet.



1. Which activity uses the most water?
2. Which activity uses the least water?
3. Name some of the outdoor activities that use water.
4. Select one activity and suggest ways to save water.
5. How can water be saved in your home?

- Good supplies of water are not available all over the country. The quality of water is not very good. Many people in urban areas receive water for only part of the day, usually at night time.
- It is often necessary to pay for supplies of clean water.



## Activity 9

### Interview

- Divide your class into five groups. Select a topic from the diagram above for your interview, then complete the exercises below:
  1. Each person of the group collect information about the same topic.
  2. Discuss your findings in your groups.
  3. Organise your data in a report form, *e.g. Poster presentation* (discuss how you might do this with your teacher).
  4. Present your group's report to the class.

#### Key questions for interview

1. How much water is needed by the selected group?
2. How much water is used by the selected group?
3. What is the water used for?
4. How much water is reserved or stored?
5. What would happen if there was a shortage of water in your village?

**Activity 10**

**Completing The Water Table**

- The table below should be completed in your exercise book, using the information from the interview and report presentation completed in the last exercise.

Who uses water?	How is water used?	Why is water used?
Village people.		
Electric power corporation.		
Sāmoa water authority.		
Farmers.		
Water companies.		

- Answer these questions in your exercise book:
  1. What are the main sources of water in Sāmoa?
  2. How does your village receive its water supply?
  3. Who pays for your water supply?
  4. How often do they pay for water?
  5. How much do they pay for your water supply for a year?
  6. What are the main causes of water being wasted?
  7. How can water be saved in your family/village?

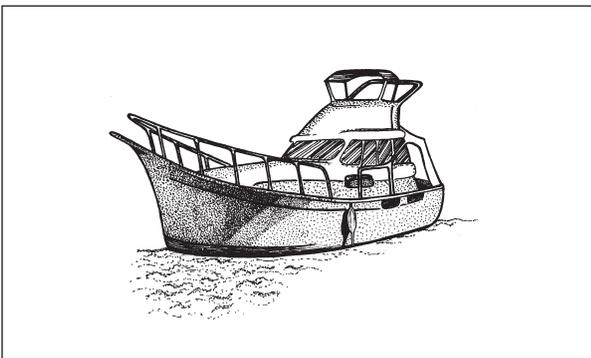
**Topic 6**

**Our Marine Resources**

**Objectives**

By the end of this topic you should be able to:

- List the local marine resources.
- List ways people obtain these resources.
- Discuss the advantages and disadvantages of using marine resources.



You learnt from the previous lessons that ‘environment’ refers to our physical surroundings. Now you will learn about our marine environment and our marine resources. Sāmoa depends very much on the oceans for several reasons: **food** for people to eat; to **earn income** through fishing, tourism, and sand mining; and **transport**.

**Activity 11****Flow Chart**

- List as many marine resources as you can. Select two of the marine resources from your list. Put them into a flow chart.
- Discuss in a short paragraph the effects of over exploitation of our marine resources.

---

Marine resource:	Sand.
Where it is found:	Beach.
How it is obtained:	Dug up by machines.
How it is used:	For sale — building industry.
Consequences of overuse:	

---

**Activity 12****Fishing**

People living in the villages around Sāmoa fish the oceans so that they can get food. This type of fishing is called subsistence fishing.

Some people fish the oceans and sell their catch in the markets, and to the fish companies, to earn money. This type of fishing is called commercial fishing.

The government of Sāmoa is trying to make the country self-sufficient in fish products. The fish companies export (or sell) fish to overseas countries and this provides income for Sāmoa.

Boats and ferries are used for transport between islands. Sāmoa also depends greatly on shipping to import and export materials and foods and to bring tourists to our country.

**Part A**

Discuss the following questions with a friend before you write your answers in your exercise book.

1. What methods do the people in your village use to get fish?
2. What are the two types of fishing conducted in Sāmoa?
3. List two commercial activities carried out with our marine resources.
4. How does your village manage its marine resources?

**Part B**

1. Identify one commercial fishing method conducted in Sāmoa.
2. Write a few sentences about its advantages.
3. Write a few sentences about its disadvantages.

**Part C**

1. List things people do that destroy our marine environment.
2. List things you can do to save/conserves our marine environment.

**Activity 13**

**Word Puzzle**

- Your teacher will give you copies of the word puzzle below, or else you can use a pencil on the one in this book. Find the words listed below and circle them in the grid. The nine (9) letters left uncircled will spell a mystery word.
- What is the mystery word?

air	humans	rain	soil
animal	oceans	renewable	street
coal	oil	reef	sun
food	people	seas	tree
fuel	plants	skills	

R	E	H	S	K	I	L	L	S
S	O	U	S	N	A	E	C	O
A	N	M	U	M	N	U	O	R
I	S	A	I	C	I	F	A	T
R	E	N	E	W	A	B	L	E
E	A	S	F	D	R	E	I	E
S	S	E	O	I	L	E	O	R
P	E	O	P	L	E	R	S	T
R	F	P	L	A	N	T	S	S

# Unit 2: ECONOMIC ACTIVITIES

## Objectives

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

- Explain and give examples of the barter system.
- List the resources used in the past in your community.
- Identify the goods and services produced in your community.
- Explain the differences between production and trade.
- Discuss the effects of economic activities on the use of resources.

## Activity 1

### Production — Picture Interpretation

- Study the picture below carefully, and discuss the questions on the following page as a class:



**Discussion questions**

1. What can you see in the picture?
2. What kind of people can you see?
3. What is happening in the picture?
4. Where do you think this picture was taken?
5. For what purpose was this place built?

**Part A**

■ Study the picture of the food market again.

1. Select two different goods that are sold in the market.
2. For each answer from question 1, explain how it is made.

<b>Examples of goods</b>			
shoes	fish	money	pens
fine mats	soil	pigs	bananas
clothes	bus	school bag	watches
hamburgers	vegetables	books	paper
boats	land	petrol	

**Part B**

1. List the examples of goods shown above in your exercise book.
2. Add five more examples of your own to the list.
3. Explain in your own words what ‘goods’ are.
4. Discuss your work with a friend.

**Earning a living**

There are many things we cannot make ourselves. We are not able to make these things because we do not have the resources, materials and skills to do so. To obtain the goods and materials we need, we swap, exchange or buy them from other people. Other people also buy from us the goods or things that they cannot produce themselves.

**Activity 2****Producing Goods****Materials needed:****Cardboard;****Old newspapers;****Scissors;****Tape or paste.**

- Work in groups of four. Each group will make different ‘goods’, e.g. *A boat, a hat, a ball*. When you finish, exchange your goods with another group’s products.
- Where would you still find this kind of exchange today?

**Activity 3****The Work People Do**

- Work in small groups.
  1. List four things women in your community can make or produce.
  2. List four things men in your community can make or produce.
  3. Select one of the goods being produced. Draw a flow chart to show the different steps or stages in the production.
  4. Why do people work?
  5. Identify the work that people get paid for, and the work that people do not get paid for.
  6. Explain in a short paragraph the difference between paid and unpaid work.

**Goods and services**

In our communities people do work for different reasons. Some people do work because it is their responsibility for the family, church, village and other organisations. The mother is responsible for looking after the children, keeping the house clean, and so on.

Some people do work in order to earn money. For example, some people produce banana chips to sell, or make copra and other things to sell. Some people also do work for other people. Work that is done for other people is called service; people serving other people.

Production can come in two forms:

1. **Goods** — These are things that you can touch, buy and exchange, like taro, money and clothes.
2. **Services** — These are things that are done for you like teaching, bus service and medical care.

■ In your exercise book list the examples of work given below. Place them in a table such as this one:

<b>Work</b>	<b>Production</b>	<b>Goods/Services</b>	<b>Paid/Unpaid</b>
Pastor.			
Babysitter.			
Making copra.			
Making saka.			
Washing dishes.			
Sunday school teacher.			
Weaving fine mats to sell.			
Making cocoa for sale.			
Feeding your chickens.			
Weeding your garden.			

1. Discuss each type of work with the class.
2. Write down the form any production takes.
3. Identify whether the work is paid or unpaid.

**Activity 4**      **Matching Activities**

- Organise yourselves into four groups according to the discussion questions below.

**Discussion questions**

1. How do you get money if you live in town?
  2. How do you get money if you live in a village?
  3. How does your school get money?
  4. How does your church get money for its developments?
- Match the methods of getting money (below) with the questions above. (Copy the activity into your exercise book).
    - a. Growing crops and selling them in a village market.
    - b. Selling flowers (sei) to people.
    - c. Mufti day.
    - d. Selling cocoa.
    - e. Doing work for another family.
    - f. Babysitting for neighbour's children.
    - g. Running tourism activities (small houses).
    - h. Foodstalls.
    - i. Growing vegetables and selling them door to door.
    - j. After Father goes fishing, selling extra fish at the roadside.
    - k. Selling barbecue.
    - l. Lotto bonus number.
    - m. Radiothon.
    - n. Selling coconuts.
    - o. Selling pigs or chickens.
    - p. Making copra and take them to factory.
    - q. Working in offices.
    - r. Selling garlands to tourists.
    - s. Selling coconuts in the markets.
    - t. Collecting bottles and selling them to shop-owners.
    - u. Selling handicrafts to tourists.

**Activity 5****Field Trip And Report Writing**

- Your teacher will help you with your information gathering and report writing. Your teacher will take you for a class visit to a community place of work. The purpose of this trip is to find out how the community organises its work.
- Things to look for include:
  1. The type of work that is carried out, and how it is organised.
  2. The people involved in the work, and how they are organised.
  3. The place of work.
  4. The resources used, and how and why they are used the way they are.
- From your findings, prepare a report in any way you like. Present your report to the class.

(Your teacher will help you with your report writing and presentation).

**Activity 6****Role Play**


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A policewoman tells a child that she should go to school rather than selling matches in town.

---

- Work in pairs to role play the situation above. You may also think of other, similar situations to role play.
- Work in smaller groups to discuss the roles of the different people in the play:

child   mother   father   policewoman

**Discussion questions**

1. Give reasons why the child should/should not sell matches.
2. Give examples of what the policewoman should/should not say. Give reasons for your answers.
3. Give reasons why the mother and father should/should not tell the child to sell matches instead of going to school.

## Activity 7 Debate

- Divide your class into two groups.

*Group one* will discuss all the points to support the topic, e.g. 'children should be able to choose between economic activity and school at any age', then prepare for class debate.

*Group two* will discuss all the points to argue against the topic and prepare for the debate.

- Your teacher will help you with your discussion and debate procedures. Your teacher will also judge your debate.

## Activity 8 Essay Writing

- Write an essay of about 300 words on the following topic:

---

Children should be involved in economic activities.

---

## Activity 9 Assessment

### Part A

- In your exercise book match the following terms with the definitions given on the right.

- |                            |   |
|----------------------------|---|
| 1. Environment.            | a. Skills and knowledge.  |
| 2. Renewable resource.     | b. Using trees for cultivation.                                 |
| 3. Resources.              | c. Land owned by individuals.                                   |
| 4. Forestry.               | d. Resources that cannot be replaced.                           |
| 5. Non-renewable resource. | e. Resources that can be replaced.                              |
| 6. Goods.                  | f. Where our families are, where we interact with other people. |
| 7. Human-resource.         | g. Our surroundings.  |
| 8. Freehold land.          | h. Things we use, touch and exchange.                           |
| 9. Conservation.           | i. Safeguarding our natural resources.                          |
| 10. Home-environment.      | j. Resources made by people.                                    |
| 11. Man-made resource.     | k. Things available to produce goods and services.              |

**Part B**

■ Select the best possible answer and write it in your exercise book.

1. Fish is a very good example of:
  - a. A non-renewable resource.
  - b. A man-made resource.
  - c. A mineral resource.
  - d. A biological resource.
  
2. Land is a 'fixed' resource. This means:
  - a. Land is limited.
  - b. Land is plentiful.
  - c. Land is green.
  - d. Land is a playing field.

**Part C**

■ Read the statements below carefully. If you think a statement is true, write 'T' in your exercise book, if it is false write 'F', then rewrite the statement to make it true.

1. Air is a non-renewable resource.  
\_\_\_\_\_
  
2. The local environment is our neighbourhood.  
\_\_\_\_\_
  
3. 'Goods' are things we use and exchange.  
\_\_\_\_\_
  
4. Marine resources are found on land.  
\_\_\_\_\_
  
5. Customary land is land owned by individuals.  
\_\_\_\_\_

**Part D**

■ Briefly explain why exchange is so important.

# Unit 3: SHARING RESOURCES

## **Aim**

You will demonstrate your knowledge and understanding that people **allocate, distribute** and **share** resources through **economic activities**.

## **Objectives**

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

- Identify different resources that people share.
- List different systems of exchange and services that have occurred over time.
- Explain why people need to exchange goods and services.
- Compare past systems of exchange and service with present systems. Identify the differences in each.

## **Topics**

1. Allocation of resources.
2. Distribution of resources.
3. Managing resources.

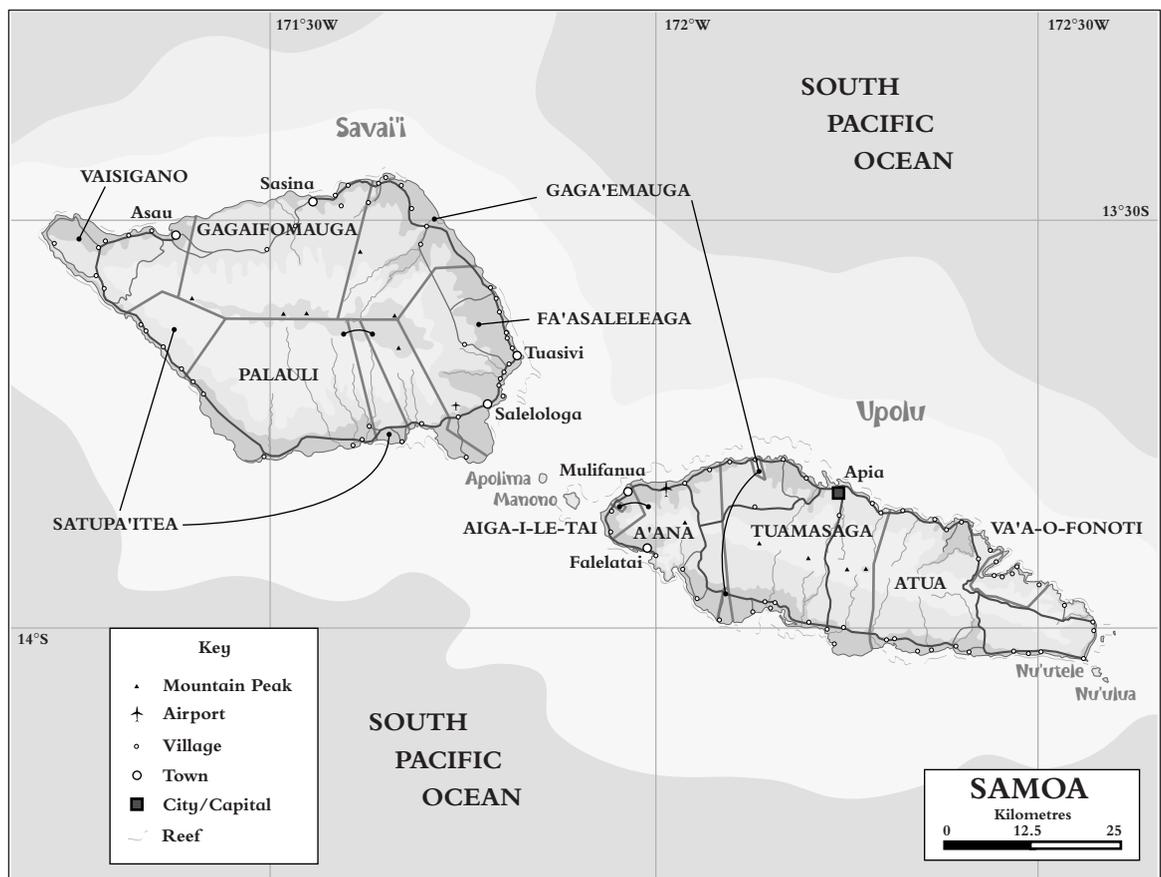
**Topic 1 Allocation Of Resources**

**Introduction**

Sharing resources involves the allocation, distribution and managing of resources. It is important to note that *resources are limited*, and that *types of resources available and quantities vary from island to island*, therefore, good planning and wise management is everyone’s responsibility. Otherwise, future generations will face problems and difficulties. Remember: *prevention is better than cure*.

**Activity 1 Map Work**

■ Study the map below carefully, then answer the questions that follow.



■ Copy the map into your exercise book. Discuss the following questions with a friend before you write your answers in your book:

1. Identify the location of Sāmoa on the map.
2. List the six islands shown on the map, from the biggest to the smallest.
3. Name a town at: a) the western part of Upolu, and b) the southeastern part of Savaii.
4. In which direction are you heading if you are at: a) Mulifanua, travelling to Tuasivi, and b) Sasina, travelling to Apia?

**Activity 2****Photo Interpretation****Map reading**

The first thing to look for on a map is the title. This will help you understand what the map is about.

Look for the compass point or longitude and latitude marks — this will help you hold the map the right way.

Find the key. This will tell you what all the symbols and/or colours on the map represent.

**Rules for map drawing**

Every map should have:

A frame (for neatness).

A name or title, so people will know what it is about.

A key, to explain the colours and symbols on the map.

A compass point, so the map is used the right way up.

A scale, so distances can be measured from the map.

Study the photographs below carefully, and complete the questions that follow.

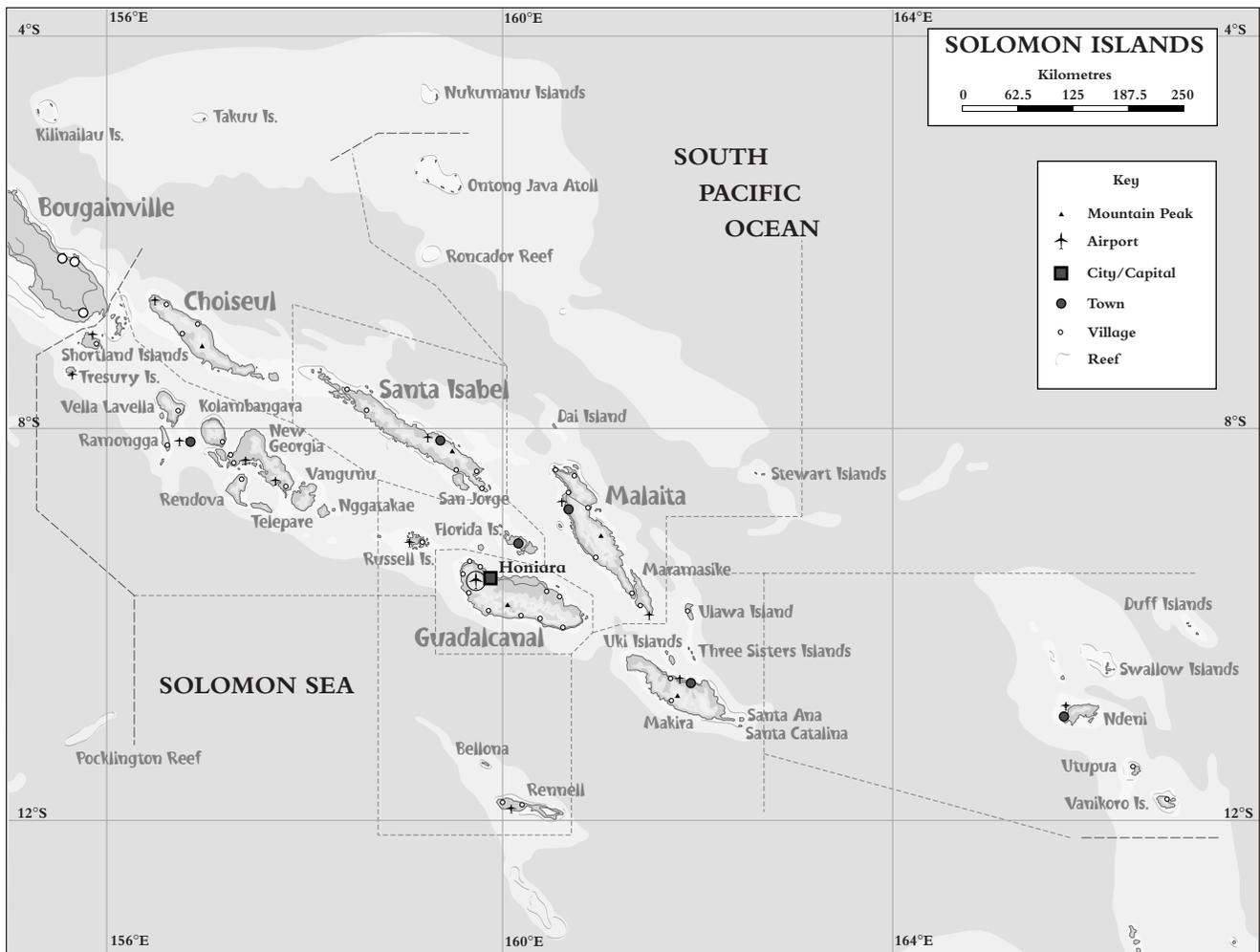


1. Identify the natural resources in each photograph.
2. Explain how the resources shown are used in Sāmoa.
3. Write a poem of six lines to summarise your ideas about the resources shown and their uses.

**Activity 3**

**Solomon Islands**

- Study the map of the Solomon Islands carefully, then answer the following questions in your exercise book:
1. Identify the location of the Solomon Islands.
  2. List the names of the islands.
  3. Name the island shown to the west of the Solomon Islands.
  4. If you are at Malaita heading to Guadalcanal by boat, in which direction are you travelling?
  5. Discuss the sizes of the islands, when compared with Sāmoa.
  6. By looking at the map of the Solomon Islands, name one resource you think would be used by the people who live there.



## Activity 4 Comparative Resources

- Read the following paragraphs, then discuss the main points with a friend.
1. List the main points about the Solomon Islands.
  2. List the main points about Sāmoa.

---

The Solomon Islands are an archipelago in the southwestern Pacific Ocean, to the east of Papua New Guinea. They are located at longitude 155–170°E and latitude 5–12°S. The archipelago consists of volcanic islands and a number of low coral atolls. Eight islands are known as the independent Solomon Islands. It has a total land area of 29 785 km<sup>2</sup>.

The main islands are heavily forested and the vegetation is luxuriant. The climate is equatorial with high temperatures and heavy rainfall throughout the year. The economy is based on agriculture, with fishing and forestry as its chief industries.

Sāmoa is a high volcanic island lying between latitude 13.25–14°S and longitude 171.23–172.48°W. Sāmoa is comprised of two main islands and eight smaller islands. The total land area is about 2820km<sup>2</sup>. Island interiors are rugged and mountainous. The climate is generally hot and wet. The islands vary in sizes, from small islands (*e.g. Apolima, Manono*) of a few square kilometres to several large volcanoes (*e.g. Upolu and Savaii*).

Sāmoa depends very much on its resources of climate, agriculture, soil, forestry and fishing. They are the most important activities for its economy. There is no known mineral production in the country.

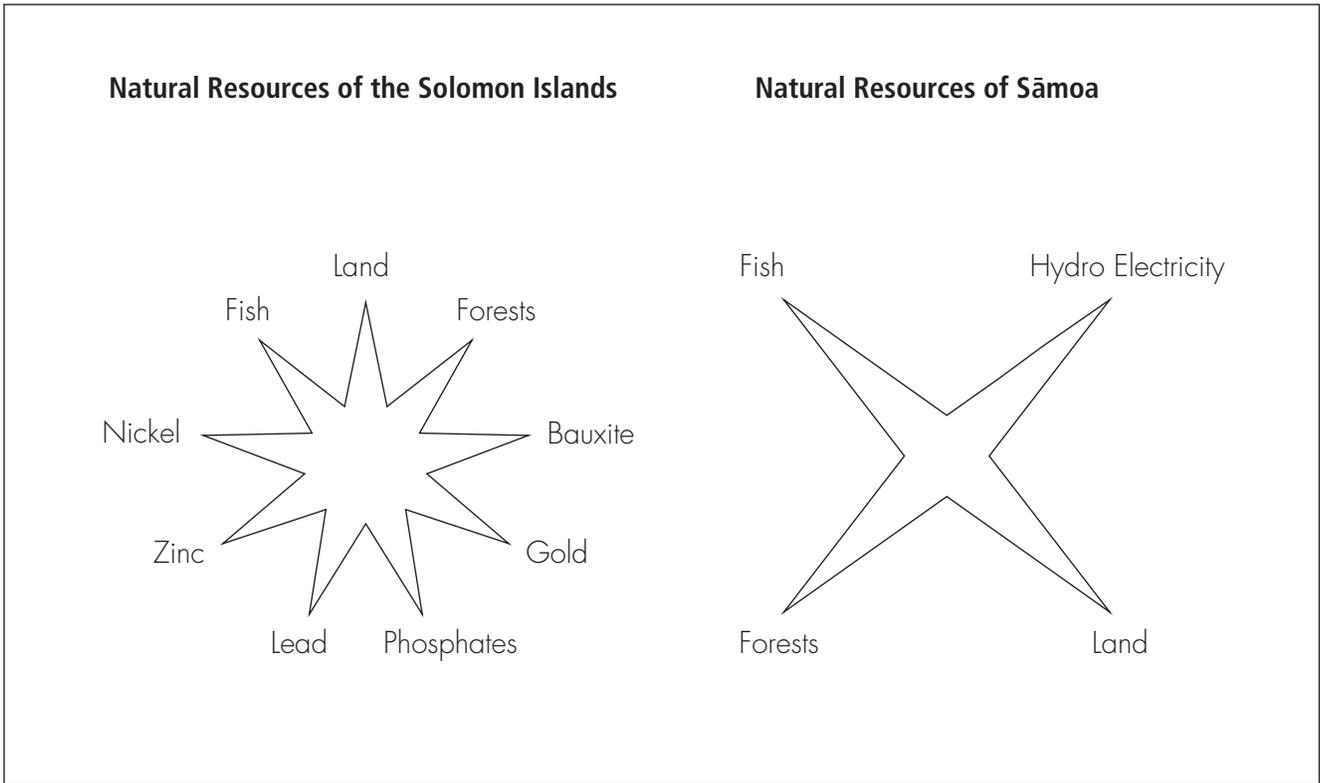
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## Activity 5 Comparison Chart

- Copy the comparison chart below into your exercise book and complete it.
- Compare your work with a friend's chart. Draw three conclusions from your charts.

Features	Sāmoa	Solomon Islands
Location:		
Size:		
Climate:		
Resources:		
Problems:		

**Activity 6** Resource Interpretation



**Did you know?**

Gold, bauxite, lead, zinc and nickel are metals that are found as deposits deep in the ground. These have to be extracted by mining. Mining is the process used to dig the metals out of the ground so they can be used.

Phosphates are not metals. Phosphates are often found underground, and need to be mined. They are important for making fertilisers, which farmers use as nutrients for their crops.

Mineral deposits and other resources that have to be mined, have taken many thousands of years to form deep in the earth’s crust. That is why such resources are described as finite (fixed). As an example, once a deposit of gold is mined, it is gone.

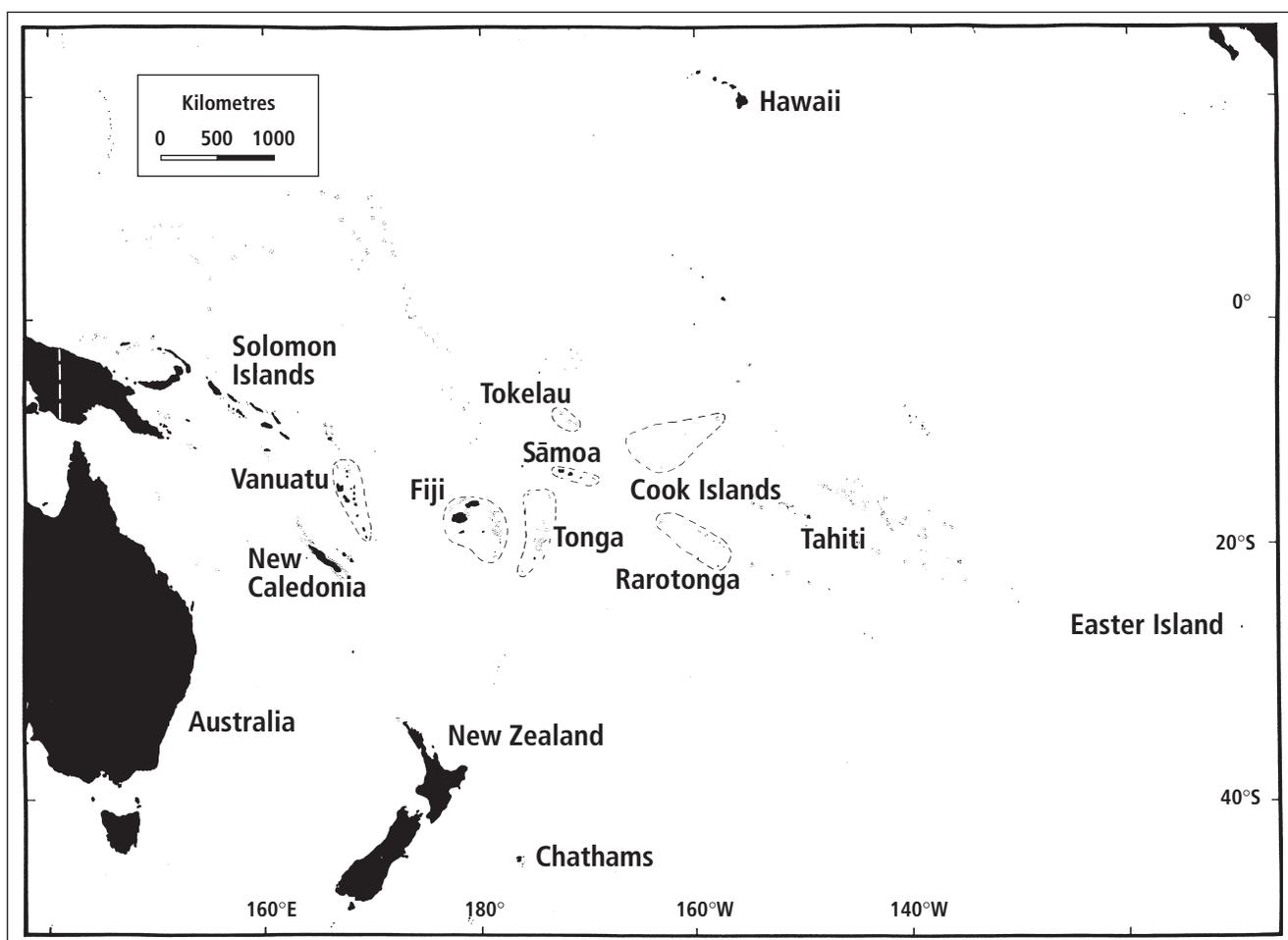
- Copy the diagrams above, showing the natural resources of Sāmoa and the Solomon Islands, and answer the following question.

1. What natural resources do the Solomon Islands and Sāmoa have in common?

## Activity 7 Mapping Resources

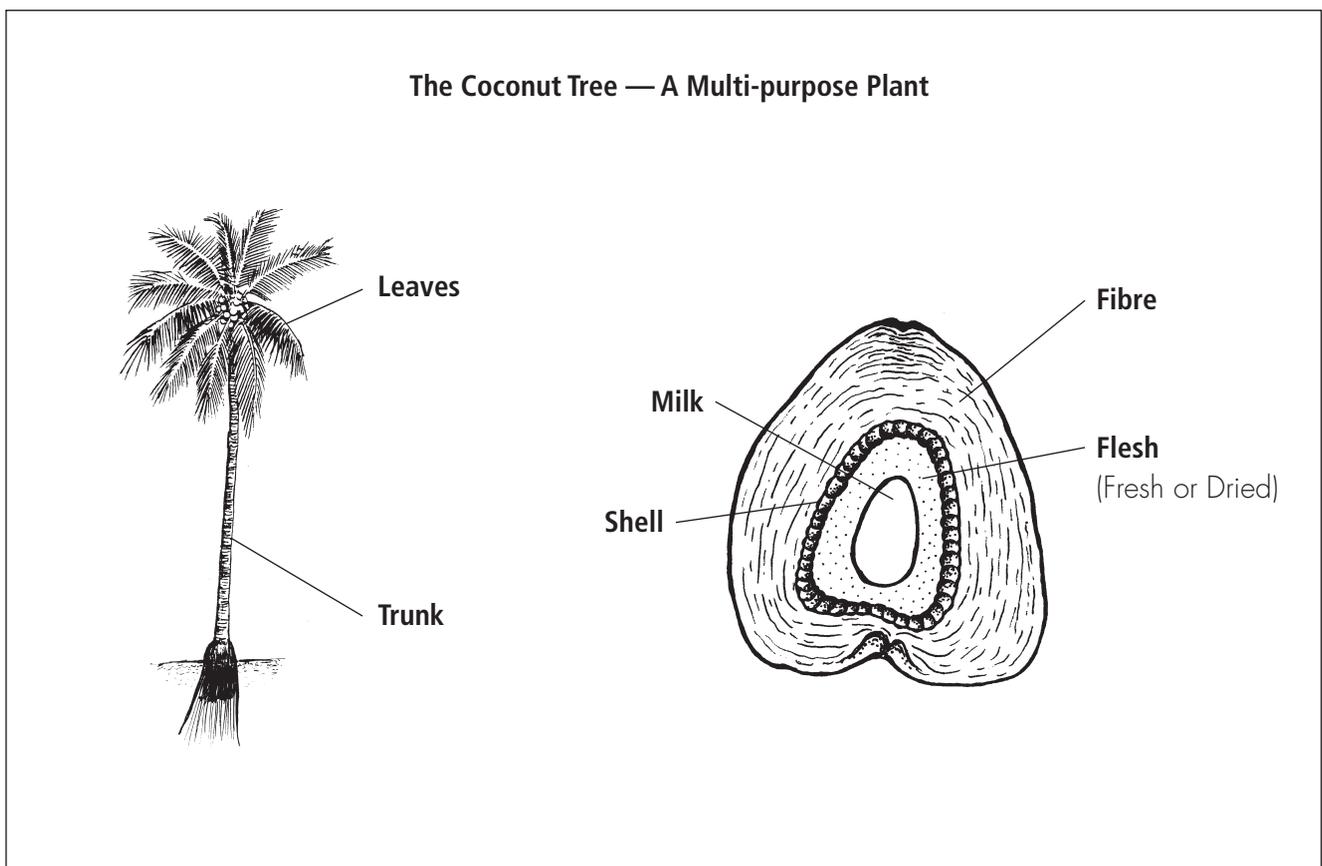
Below is a map of the Pacific showing the positions of the Solomon Islands, Sāmoa, and other countries.

- Trace the map of Sāmoa (page 36) and the map of the Solomon Islands (page 38) into your exercise book.
- Locate, shade and label the following features:
  - Mountainous areas.
  - Lakes and rivers.
  - Coral reefs.
- Write a short paragraph comparing the two islands (Sāmoa and the Solomon Islands).



**Activity 8****Uses Of A Specific Resource**

- Study the illustration below and answer the questions:
1. Write the Sāmoan names of the listed parts of the coconut tree.
  2. List as many uses of the various parts that you know.
  3. List other resources that you can get from the coconut tree.
  4. Explain what should be done with this resource to make sure it is always available for use.
  5. Repeat questions 1–4 for a different resource.
  6. Do the island groups use the same resource in the same way?
  7. Why do you think people sell coconuts at the market?



Coconut trees are important to all the islands of the Pacific, including Sāmoa and the Solomon Islands. They have a variety of uses and are one of the major exports of Sāmoa.

**Topic 2****Distribution Of Resources****Objectives**

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

- Identify and explain systems of exchange carried out in Sāmoa and in the Solomon Islands.
- Compare the different systems of exchange used on the two islands in the past and present.
- Read, interpret and extract information.

**Introduction**

A traditional system of exchange is called **barter**. Barter is when goods or products are exchanged for other ones. Money is not a part of this system. As an example, a man who is good at fishing may want some taro. His cousin grows lots of taro, but does not fish. So they will exchange or trade some fish for some taro.

In most parts of Sāmoa, and in many countries overseas, the goods and services that people want or need are bought. The system of exchange normally used today is based on money. Sometimes this is called the **monetary system**.

There are other reasons why people exchange goods. These are **ceremonial exchanges**, which are an important part of special ceremonies or events. Goods, services, and sometimes money, are exchanged as signs of honour and respect.

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

- Read the following dialogue to yourself to get the basic idea of the text. Work in pairs.

*Person 1* perform the 'sii'.

*Person 2* perform or act as the recipient family.

- Practise the speeches then perform the role play.

Iona: Afio maia, maliu mai ma tala mai aao.

Selau: Eetai ia le paia maualuga o le maota namuoli, tainane le paia ma le mamalu o le faatafafa o le malu nei. E manumanu I le aso ma le polokalame fuafuaina. Ae tatau ona motu le pa a ua iloa. O lo matou auala mai o Lita malou aio o Sema. Ua mutia foi le ala. Ae o le a matou taumafai atu.

Tagat o le aiga: Ina faamasausau ia!

Selau: O le tofa lenei a le tou aiga (ietoga)

Aiga: Sao faalelei, malo le faaaloalo.

Selau: O le ie lenei e mavae ai Sama ma lona tuaa, le afioga ia Seu: (ietoga)

Aiga: Se ua e ole lea. Faafetai, faafetai le aao malosi.

Selau: O le faamatua lea a le fanau a Lita ma Sema, o measuluia e 50 ma lalaga ia e 50 e momoli atu le ie lenei.

Aiga: Malo le teu, faafetai le teu faatupu ma le teu faatamalii.

Iona: Ia! Alo maia lau tofa Selau, o le faaaloalo I le faaaloalo. O la outou faatamalii lenei (niu, tupe, ie palagi, taisi, pisupo, ietoga, puaa tele)

O la outou tofa lenei (ietoga)

O lo outou faaoso ua I tua (10 pusaapa, 5 pusa moa, 2 pusamasi) ma lo outou pasese lea e \$200.00.

Selau: Faafetai tele le teu faatupu, faafetai mo le faaaloalo maualuga ae o le a tuumuli le aiga nei tau ina ia sao ma uli le aso. Soifua.

Iona: O lo outou taumafataga ua I lo outou auala. Soifua ia.

**Discussion questions**

1. Identify the system of exchange practised in the ceremony.
2. List the things that were exchanged.
3. Who were the people involved in the exchange?
4. What was the purpose of the exchange?

**Activity 10****Ceremonies And Events**

- Think about different situations, *e.g. A wedding or a funeral*. Work in small groups.



Funeral

1. Identify the major differences of exchange in a traditional Sāmoan wedding and a modern Sāmoan wedding.
2. Discuss the different activities that are carried out during the two weddings (i.e. past and present).



Traditional Wedding

3. Draw a table in your exercise book, such as the one below, to show similarities and differences between the activities.
4. Write two conclusions from your table.
5. What are differences between the activities carried out for a funeral and a wedding?
6. What things are exchanged at these different events? Explain why they are exchanged?

Time	Past		Present	
	Bride	Groom	Bride	Groom
Person				
Similarities				
Differences				

### Activity 11

### Interview

1. Interview an elder or a parent about more examples of exchange that happened in the past.
2. Organise your findings and write a report.
3. Display your work for others to see.
4. Write a conclusion from the different reports.

### Discussion questions

1. Which system of exchange was commonly used in Sāmoa in the 1800s? How and why was this system used?
2. What system of exchange is commonly used today? How and why is this system used?
3. Which system of exchange do you prefer? Give reasons.

**Activity 12****Solomon Islands****Instructions**

- ▣ Read the following paragraphs carefully, and note the main points.

**Solomon Islands**

Leaders of Melanesian societies are known as *Big Men*. The title given to them literally defines their relation to the rest of the people in a certain society. The exchanging of gifts and goods therefore revolves around what is known as the *Big Man System*. To become a *Big Man*, one must own a lot of goods, such as shells, feathers and dolphin bones, which are used to buy things. Furthermore, one must also have a lot of pigs and own a lot of land. Increasing one's wealth and maintaining possession, however, leads to a practice called 'polygamy'. Polygamy means having more than one wife.

**Why Polygamy?**

Ownership of property in the Solomon Islands is passed from parents to the daughters, especially the ownership of land. Thus, the more wives a *Big Man* has, the more land he owns. But before owning the land, a traditional wedding ceremony — which involves a lot of trading and gift exchange — must be held.

As mentioned earlier, a *Big Man* must own a lot of pigs. Pigs are very important when it comes to paying for a bride. Marriage is ratified by payments. This is done in two ways.

**Marriages:**

The marriage is arranged when the girl is still young (about 12 years old). The *Big Man* pays for the girl's 'dowry', or bride-wealth, with pigs. She waits until she is 15, then a traditional wedding ceremony is held in the village field.

An equal exchange of wealth occurs between the girl's family and that of the man. In such an exchange, traditional forms of money are exchanged. These include shells, feathers, dog's teeth, boar's tusks and porpoise's teeth. These have been given certain values according to their accessibility, that is, how easy or hard it is to get them. Therefore, a porpoise's teeth are worth more than a shell. Amongst the most expensive form of money, or the most highly valued one, is 'red money' — which is a rock that is found only in high, steep volcanic mountains.

Once a bride-wealth is paid, the girl is bound to marry the man who pays for her. With very limited freedom to decide, she rarely opposes such a decision. If a woman decides otherwise and marries someone else, she will bring disgrace to her family.

When she moves to the family of the *Big Man*, she joins the other wives and shares the chores and responsibilities. These include cooking, planting and feeding the pigs. Hence, more wives results in better cultivated land and fatter pigs.

**Discussion questions**

1. Who are the 'Big Men'?
2. List all the goods mentioned in the first paragraph.
3. What is 'polygamy'?
4. Why do Solomon Island men want more than one wife?
5. What forms of money do they use for trading?
6. What determines the value of money in the Solomons?
7. Imagine that you are a Solomon Island girl or boy. Do you agree or disagree with the arranged marriages? Give reasons.

**Activity 13****Hunting As A Resource**

1. Read the story *Dolphin Hunting in Lau Lagoon*.
2. Discuss the story as a class.
3. Write an imaginary story about hunting pigs in Sāmoa.
4. Draw a flow chart to help with your story.
5. Imagine being an observer of the dolphin hunting. Write a report for a newspaper about what you see. Do not copy the given story. Use your own words.

---

**Dolphin Hunting in Lau Lagoon**

It was Monday, the last week of December, all the men of the village of Malaita left their wives and children and set out to meet the Priest. For nearly a whole week, the families would be without the men. This year, my father requested the village's permission to allow me to enter the prayer house. Women were not allowed in this house, only men and, often, boys like me.

We left early in the morning with our spears and paddles for our canoe. When we arrived at the house, several men were already there. At about 10:00 a.m. in the morning, the priest arrived with his guards. Immediately, the prayers started to the Lord above. Men were divided into smaller groups, and they took turns in praying and asking God for his blessings. In the evening, the men gathered in the center of the house for their meal and for singing, dancing and a lot of story telling about dolphin hunting.

The priest kept telling the men that the success of dolphin hunting depended on a lot of praying. After four days of non-stop prayers, the men prepared their spears and dressed themselves for the hunt. Preparation finished at 10:00 p.m. that night, and then we all went to bed early. The men planned to set out to sea early next morning. It was a beautiful morning, with the wind blowing gently from the

northeast. I was given a lei made of flowers, and paint to cover my face with. I was so excited. We set out to sea at dawn.

My father was one of the best fisherman in the village. Therefore, his canoe was one of the two leading the hunt. The holy canoe with the Priest was in the middle. Other canoes followed in pairs. I was so happy seeing the waves and feeling them splashing on my face. We were only a few miles from the shore when my father pointed to the tail of a dolphin as it splashed in the water, diving deeper. It was only a few metres from our canoe. My father put up his boko (flag) to signal the other fishermen, and they headed towards our canoe. My father then showed me how to use the holy stones to lead the dolphins towards Kwarande harbour and into the area where we could seize the dolphins and kill them. We caught 65 dolphins on that day. I returned home feeling very tired. That night we ate dolphin meat and bananas, which mom cooked with coconut milk. The teeth of the dolphin and its bones were saved. They would be used to pay for my bride next year, unless dad wanted to use them to pay for something else when he exchanged goods with another tribe of the Solomon Islands.

If you come to the Solomons, visit Malaita. My house is next to the Presbyterian Church. We might have dolphins for dinner.

## Topic 3

## Managing Resources

### Objectives

At the end of this topic, students will be able to:

- Identify different ways people use resources.
- Explain how resources are affected by the way people use them.
- Suggest ways resources can be managed and conserved.
- Draw and interpret graphs.

### Introduction

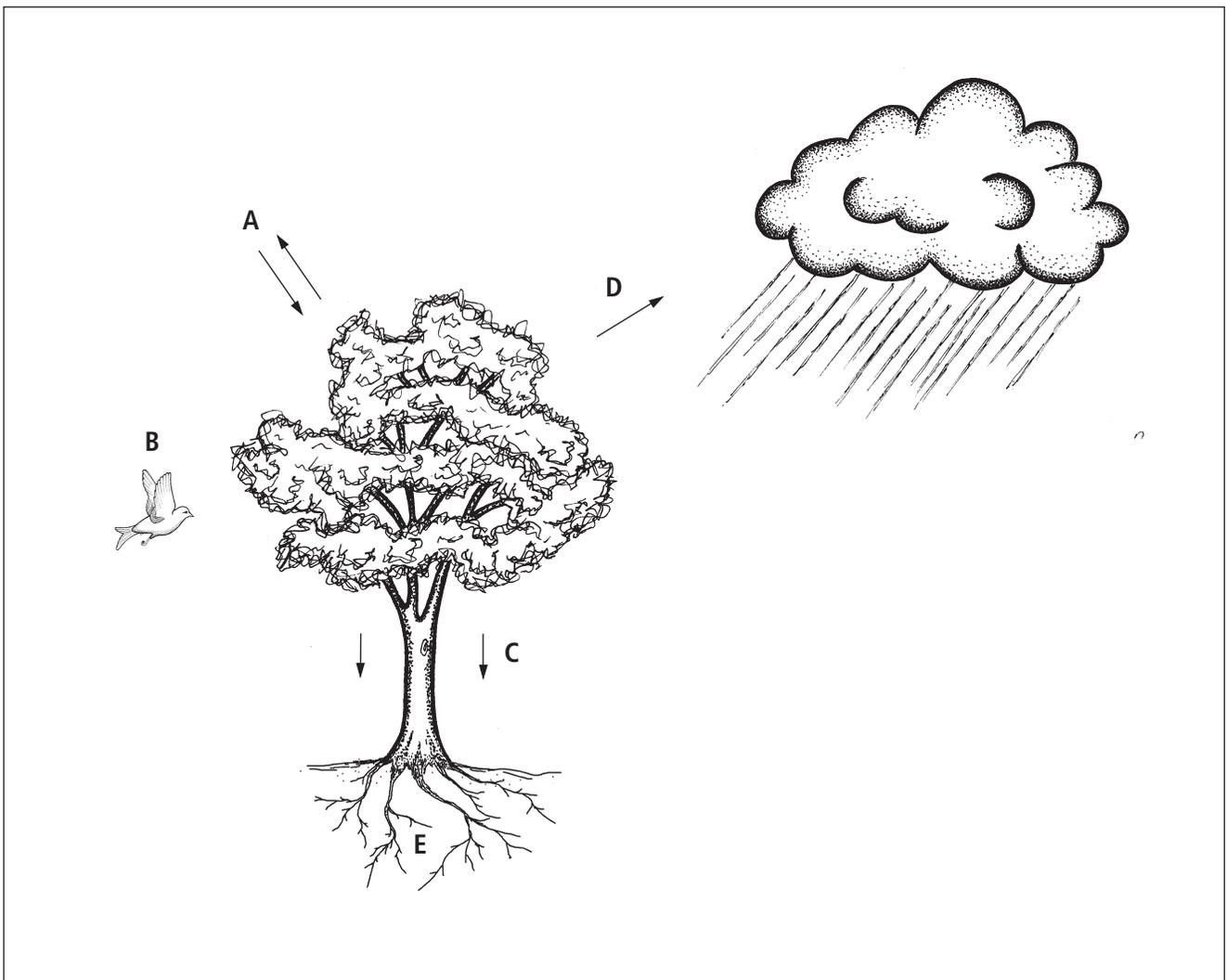
Planning is very important. The decisions we make today affect the future of our country. We need to make effective plans so that individuals, groups, and organisations use the country's resources wisely, and can manage and conserve our resources for the future.

### Forestry as a resource

A forest is useful in many different ways. Out of Sāmoa's original forest area of 292 670 ha, only 37 percent is now remaining. Most of the remaining forest is indigenous and that is where logging occurs. The other one percent is used for other activities such as farming. We are using and destroying our forest at an alarming rate. So, how are we (in Sāmoa) looking after this very important resource?

**Activity 14****Managing Resources**

- A. A forest provides the main sink for carbon dioxide. If trees don't take that gas in, it will collect in the atmosphere, creating the greenhouse blanket.
- B. Trees provide a cycle of life where animals and trees are interdependent on each other for survival.
- C. A forest is the main water catchment, providing river water for drinking and general use.
- D. Trees transpire large amounts of water, encouraging the development of clouds and rain.
- E. Tree roots hold together the soil that has been enriched by the break-down of decaying leaves and trees.



1. Draw flow diagrams to explain the role of the forest as listed under the letters A–E.
2. Discuss a proverb or any associated legend or games that took place in the forest and which shows the importance of the forest.
3. Imagine what would happen to the forest if it was damaged. Make a list of all those who would be affected and how they would be affected.

### **People who use the forest**

People use the forest in different ways depending on their goals, values, attitudes and beliefs. This diversity of uses affects both people and the environment.

- |                         |                      |
|-------------------------|----------------------|
| 1. Hunters.             | 6. Conservationists. |
| 2. Gatherers.           | 7. Dam builders.     |
| 3. Farmers/subsistence. | 8. Politicians.      |
| 4. Industrialists.      | 9. Scientists.       |
| 5. Loggers.             |                      |

### **How they use the forest**

- a. Clear forest to set up small farms to grow food for their families.
  - b. Live in forest for hunting and gathering.
  - c. Protest about forest destruction and may be attacked by farmers and businessmen.
  - d. Clear forest for building dams for electricity.
  - e. Study the forest to find new ways to manage the resource.
  - f. Develop industries to sell goods overseas and repay debts.
  - g. Gather food from forest as they can't afford to buy it.
  - h. Cut down trees to sell for money and make other products.
  - i. Open up forest for development to make money.
- List in your exercise book the people who use the forest. Beside each write down what they do from the list above. Also write down what would happen to each if the forest were destroyed.
  - From your matching exercise:
    - a. List at least three reasons why forest removal should be stopped.
    - b. List at least three pressures faced by a government that continues to allow forests to be developed.

**Activity 15****Logging In Savaii**

**Words to learn:**  
**Merchantable.**  
**Indigenous.**

Logging is cutting down trees, especially for commercial purposes. Logging is limited to Savaii only. Commercial logging ceased on Upolu in 1988.

<b>Merchantable Indigenous Forest</b>			
Type	<b>M. I. Forest as of Dec 1992</b>	<b>Logged Jan 1992 to Aug 1995</b>	<b>Remaining as of Aug 1995</b>
Area	14 500 ha	1938 ha	12 562 ha
Volume	528 300 m <sup>3</sup>	53 877 m <sup>3</sup>	474 423 m <sup>3</sup>

The table below shows the actual volumes of logs cut and removed by respective sawmills from July 1996 to June 1998.

<b>Log Production (Cubic Metres)</b>			
<b>Company</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
Sāmoa Forest Corporation	8920.3 m <sup>3</sup>	6438.9 m <sup>3</sup>	50 146.15 m <sup>3</sup>
Tui Vaai Corporation	3796.9 m <sup>3</sup>	3140.9 m <sup>3</sup>	24 461.33 m <sup>3</sup>
Blue Bird Lumber	5944.7 m <sup>3</sup>	5412.9 m <sup>3</sup>	42 155.67 m <sup>3</sup>
Strickland Brothers	910.9 m <sup>3</sup>	1398.0 m <sup>3</sup>	10 887.62 m <sup>3</sup>
<b>Total</b>	<b>19 572.8 m<sup>3</sup></b>	<b>16 390.7 m<sup>3</sup></b>	<b>127 650.77 m<sup>3</sup></b>

**Discussion questions**

1. Draw a bar graph to show log production from 1996–1998.
2. Which corporation produced the most logs?
3. What was the total log production from 1996–1998?
4. What can you tell from the graph about logging in Sāmoa? Explain your answer.
5. What can you suggest should be done to ensure there are enough forests for future generations?
6. Debate the following topic: *Developers versus Conservationists:*

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*Sāmoa will benefit from the logging industry.*

---

**Activity 16****Electricity As A Resource**

Electricity is another essential resource that is needed by not only individual people for domestic use, but also in industry, for the processing and manufacturing of products. Electricity makes work easier, and saves manpower and time, but it also has disadvantages.

1. Study and note how electricity is used at your home (or school, if electricity is not available in your house). Make a list of all its uses.
2. In a 24-hour period, record how many units of electricity are used by your family or school. To do this, record the meter reading in the morning, then do the same in the following day at the same time. Find the difference and record it for that day.
3. The cost of electricity is \$0.60 per unit. Calculate the cost of electricity for day one.
4. Calculate how much your family spends on electricity in a week, then estimate how much electricity costs for a month and a year.
5. Present your findings in any way you like, *e.g. Graphs, tables, pictures.*
6. Display your findings and write a conclusion.
7. Compare your report with other students in the class. Write two conclusions from your comparisons.

**Activity 17****Resource Activity**

- Select any resource, *e.g. Electricity, tourism, water, forestry, agriculture.*
- Design a poster, cartoon, or write a poem on its importance and in your work give a message on how to manage that resource.
- Display your work on the wall and discuss it.

---

Study any poster on the board from the Department of Lands, Surveys and Environment; *e.g. Water for Life, Save our Turtles.*

---

With increasing population and the use of modern technology, there is a rapid increase in the use of our limited resources. People need to work together to protect our environment and conserve our resources. Study the poster carefully then answer the following questions:

1. Write the title of the poster.
2. Name any resource you can see on the poster.
3. Name the environment shown on the poster.
4. What comes into your mind when you see the poster?
5. What message is the poster trying to tell you?
6. Discuss in a short paragraph what conservation means to you.

**Activity 18****Marine Resource Project**

- Identify and list fishing methods practised in Sāmoa. Compare two types/methods practised in the past and the present, and list the effects on people and on the environment in a table such as the one below:

<b>Fishing Method</b>	<b>Effects on People</b>	<b>Environmental Effects</b>
Past		
Present		

- Summarise your findings. Identify a method that helps conserve our fish and marine resources.
- Suggest other ways to conserve fish and other marine resources.

**Activity 19****Conservation Programmes**

- Your teacher will invite a guest speaker to talk about conservation programmes (pulenuu, government officer, relative).
1. Get into small groups and prepare a list of questions that you would like to ask your speaker.
  2. Check your questions with your teacher.
  3. After the speech and discussion write a report based on the discussion.
  4. Write a poem for a children's programme or for a local newspaper about the importance of managing resources.

---

**Let's All Work Together To Save Our Resources.**

---

**Activity 20****Assessment****Part A**

- Match the words in List A with the definitions in List B:

**List A**

1. System of exchange.
2. Conservation.
3. Forest removal.
4. Resources.
5. Latitude measured in degrees.
6. Indigenous forest.

**List B**

- a. Cutting down too many trees.
- b. Limited and must be managed wisely.
- c. Ways and methods of protecting resources.
- d. Forest that has not been planted before.
- e. Means and process of distribution of resources.
- f. Distance north or south of the equator.

**Part B**

- Answer the following questions in your exercise book with either 'True' or 'False'. If the statement is false rewrite it to make it true.

1. Copra is one of Sāmoa's major exports. \_\_\_\_\_
2. Solomon Islands have more mineral resources than Sāmoa.  
\_\_\_\_\_
3. Shell money is more valuable than a porpoise's tooth/bone in the Solomon Islands. \_\_\_\_\_
4. Resources are evenly distributed in Sāmoa.  
\_\_\_\_\_
5. Money is replacing the value of traditional treasures in the Pacific today. \_\_\_\_\_

**Part C**

■ For each question select the best possible answer and copy it into your exercise book.

1. Money paid for a girl before marriage in the Solomon Islands is called:
  - a. Feather money.
  - b. Cash money.
  - c. Dowry.
  - d. Red money.
2. In a traditional Sāmoan wedding, the girl's family exchange which of the following for goods:
  - a. Fine mats.
  - b. Shells.
  - c. Land.
  - d. Matai titles.
3. The major resource industries of the Solomon Islands are:
  - a. Copra and bananas.
  - b. Mining and copra.
  - c. Fishing and forestry.
  - d. Fishing and mining.
4. It is important to manage resources wisely because:
  - a. Resources are increasing.
  - b. Resources are limited.
  - c. Resources are helpful.
  - d. Resources could kill.

**Part D**

■ Fill in the missing words.

Solomon Islands depends very much on its \_\_\_\_\_ of soil and \_\_\_\_\_.

The government is also encouraging the \_\_\_\_\_ of mineral resources. Sāmoa's limited resources need careful \_\_\_\_\_ and \_\_\_\_\_.

It is very important that all people, groups and organisations manage our resources to ensure everyone \_\_\_\_\_ from them.

# Unit 4: BEING PART OF A GROUP

## Introduction

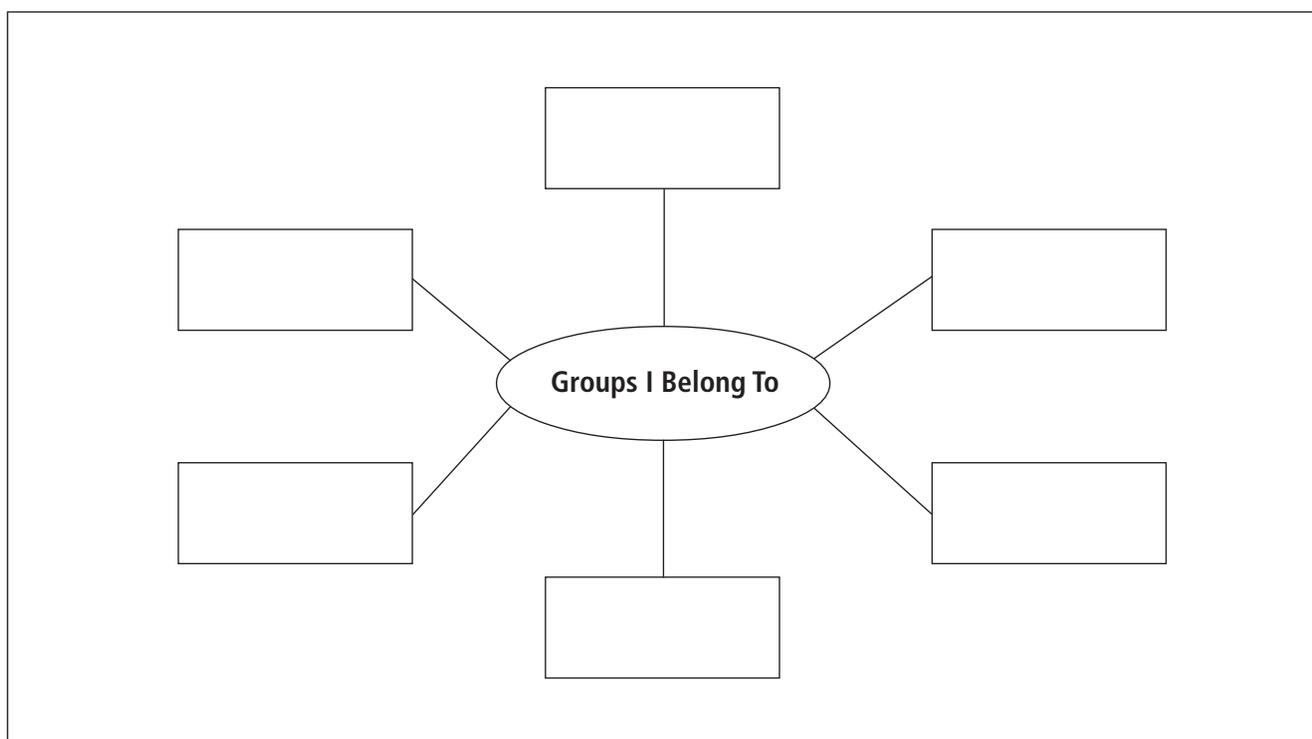
If you take a look around your community or society you will notice that some people like to do things by themselves. This is because the task they are doing benefits from being done alone or does not depend on others.

If you think about your daily activities however, you will find that most of them depend on and involve others. In other words, we are part of different groups. A group is made up of several people doing something together. They often share the same interests, beliefs and values, and they often share a special bond.

## Topic 1 Groups We Belong To

### Brainstorming

Together with your teacher, make a list of the different groups to which you belong. Using this information, your teacher will show you how to put this into a splatter diagram, such as the one below.



### Social Groups

People are social beings. They spend much of their time interacting within groups. Study the following definitions of a social group. A **social group** may be defined as:

1. A collection of people.
2. Two or more people who influence each other in some way.
3. A number of people who share common interests, beliefs or values.
4. People who share a common sense of belonging.

---

*No man is an island.*

---

- Each definition on its own may not give a satisfactory explanation of what a social group is. Why not? Discuss this as a class with your teacher. Use different examples of groups in your discussions.

### Activity 1

### A Social Group Or Not?

- Study the pictures (photographs) below and on the next page. Discuss in groups whether or not the people in each of the photos are part of a social group.

A





B

C



D



**Topic 2****Types Of Groups**

There are many different kinds of social groups. We all belong to a number of social groups. Though there are different kinds of groups, we can classify groups into two basic types:

- Primary groups.
- Secondary groups.

**Primary groups**

A primary group is usually one in which the individuals have close ties with each other. The small size of these groups allows face-to-face contact. Such a group may have a leader. It may have rules, but usually these are not written down. Examples of a primary group are:

- Family.
- Peer group.

Can you think of any other groups you belong to that are examples of primary groups? List them in your exercise book.

**Secondary groups**

A secondary group is usually larger than a primary group. It is not based on close ties, but rather on a special purpose or interest. These groups often have written rules. They have a person who acts as a leader. They usually have special structures too. Examples of a secondary group are:

- School.
- Youth group.
- Rugby team.
- Choir.

**Activity 1****Groups In Your Life**

- Get into groups of four:
  1. List all the groups in your village.
  2. List all the groups in your school.
  3. Classify the lists of groups under 'Primary' and 'Secondary'.
  4. Discuss the differences between primary and secondary groups.

**Activity 2****Decision Making**

Social groups make decisions in a variety of ways. They may have a leader who makes the decisions based on what he or she thinks is right. But those decisions are also based on advice given by other members of the group.

Another method of decision-making is for all members to vote and accept the majority decision as the course to follow.

Consensus decision-making is based upon group discussion. These discussions aim to persuade all group members to agree and accept a particular view. This view may not necessarily be that of the majority.

■ Answer the following questions in your exercise book:

1. Who makes decisions in your:
  - a. Family?
  - b. Village?
  - c. Class?
  - d. School?
  - e. Church?
  - f. Government?
  
2. How are decisions made in your:
  - a. Family?
  - b. Class?

**Topic 3**

**Sāmoan Social Organisation**

**Words to learn:**

**Family.**

**Matriarchal.**

**Patriarchal.**

**Individual.**

**Nuclear.**

**Extended.**

**Objectives**

By the end of this topic you should be able to:

- List all your family members.
- Name the type of family you live in.
- Draw your own family tree and show relationships amongst the members.
- Compare and contrast your family to those of others.

**How families are organised**

Families organise themselves in many different ways. A **family** is a group of people joined together by the ties of marriage, birth or adoption. They usually share the same chores, tasks and other daily routines. They also share the same customs and culture.

Some families are very large with many members — others can be quite small. Some families are **nuclear families**, and consist of a father, mother and their children. Other families may be called **extended families** and they may include not only the parents and their children, but also grandparents, uncles, aunts and their children.

Some cultures have families which are **matriarchal** or controlled by a woman. Where the head of the family is a man, it is known as a **patriarchal** family.

In Sāmoa, the **aiga** is the most important unit in the fa'aSāmoa. The head of the aiga is the **matai**, who has the *pule* or the *authority* over the traditional lands associated with that aiga.



A Nuclear Family



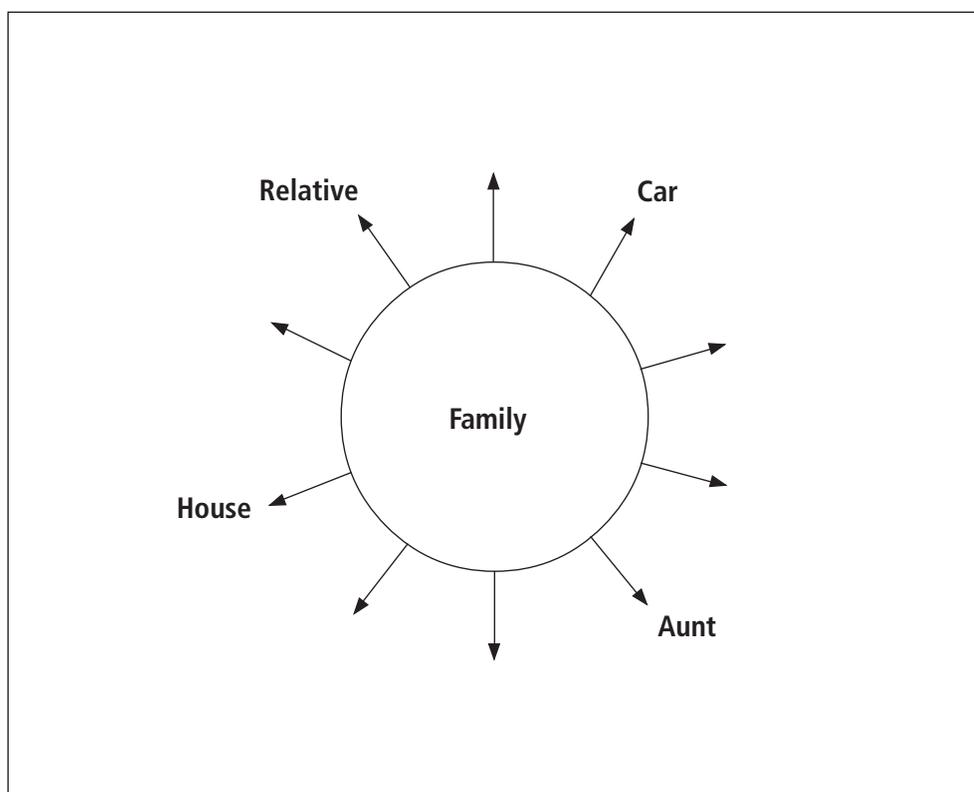
Their Extended Family



Their Large Extended Family

### Activity 3 Social Groups

- Study the diagram below. The topic is **family**. House, aunt, relative and car relate to family.
1. Copy the diagram into your exercise book and, beside each arrow, write any word you can think of that relates to family.
  2. Choose any four of your words and write why each word is related to family, *e.g. House. A house is a shelter in which a family lives.*
  3. Classify all your words under these two headings: 'People' and 'Things'.



**Activity 4**

**Types Of Family**

**Words to learn:**  
**Authority.**  
**Immediate family.**  
**Decisions.**  
**Organise.**

You know all about your family because you live in a family group. In this exercise, you will be listing the individuals who make up your family and how each one is related to you. You will also find out whether your family is a nuclear or an extended family, matriarchal or patriarchal.

1. Think about this question: ‘What is family?’
  - a. Write down your ideas in your exercise book.
  - b. Compare the ideas you have listed to those of other students in your class.
2. Look carefully at the table below. It lists many different family members. Copy the table into your exercise book then tick the space beside those who are in your family.

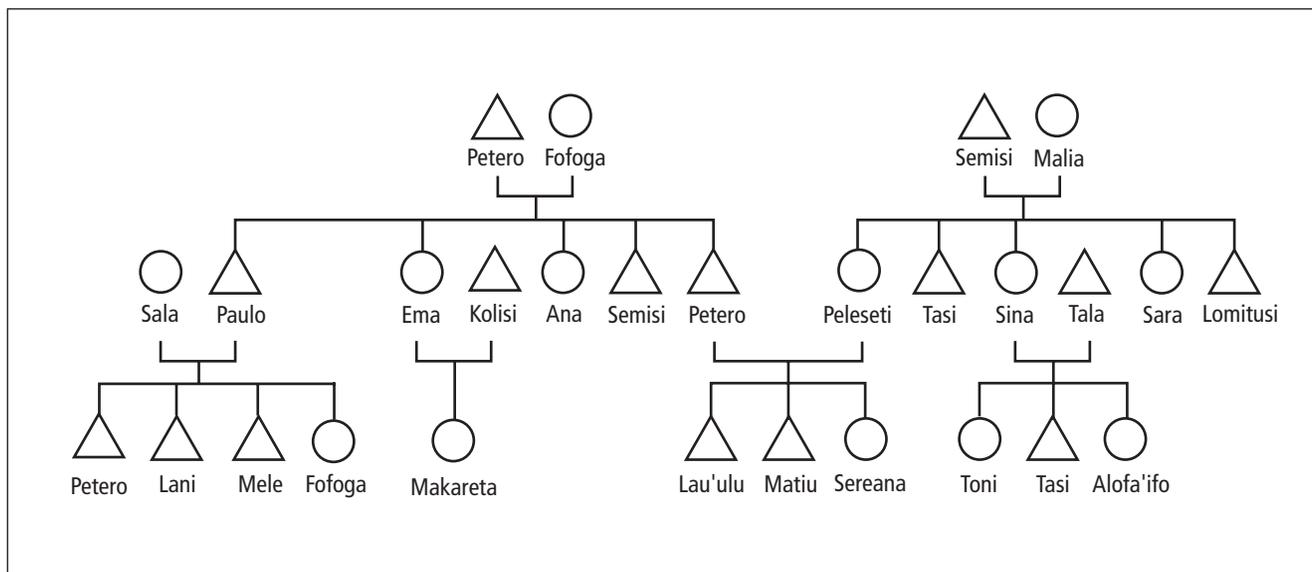
<b>Family Members</b>			
Matai	_____	Grandmother	_____
Father	_____	Grandfather	_____
Mother	_____	Sister(s)	_____
Uncle(s)	_____	Brother(s)	_____
Aunt(s)	_____	Niece(s)	_____
Cousin(s)	_____	Nephew(s)	_____
In-laws	_____		

3. Is your family an extended family or a nuclear family? Why is your family organised this way?
4. Ask your parents what decisions each of them normally makes about the family each day and list these in your exercise book. Families all over the world are organised in many different ways. Note down whether your family is matriarchal or patriarchal.

## Activity 5 A Family Tree

To see how people are organised in a family, you can draw a **family tree**. A family tree is a diagram that shows the relationships between different members of a family.

Study Malia's family tree below. Compare this family tree with your own family, then answer the questions that follow.



1. Is Malia's family an extended family or a nuclear family? How many members are there in the immediate family?
2. How many people in Malia's family have children of their own?
3. In your exercise book, draw your family tree. Include your grandparents, aunts, sisters, uncles, brothers, and cousins.

**Activity 6****Importance Of Families In The fa'aSāmoa****Words to learn:****Uphold.****Nation.****Identify.****Link.****Proverbs.****Peace.****Proud.****Composer.****Warmth.****Identity.**

A Sāmoan is proud of her/his identity and tries to uphold it. Identity includes the family, village, language and nation. Think about these proverbs:

---

East or west, home is best.

---



---

There is no place like home.

---

- Listen to/read the following song:

Sāmoa o lau fesili po o lea ea sau tali

E moni lava e faigofie o fea ea le loto malie

E te fiu a saili solo I Sāmoa ma atunuu ma fafo

Ae e te leiloaina e maua lava I lou aiga

Paga lava le faigata ona faamalieina

E te fiu e saili solo se mea e malie ai lou loto

Le lalolagi matagofie o le aiga e maua ai le loto malie.

- Answer the following questions in your exercise book.

1. Give the song a title.
2. What are your reasons for choosing that title?
3. What are the proverbs about?
4. What is a link between the song and proverbs?
5. Where will you find peace and true love?
6. From whom do you receive joy, warmth and love?
7. What is the composer trying to tell you?
8. Why is the family the most important group in the fa'aSāmoa?

**Topic 3****How Villages Are Organised?****Objectives**

By the end of this topic you should be able to:

- Sketch a plan of your own village.
- Describe how your village is organised.
- Draw the structure of your village.
- Match a circle diagram to a ladder diagram.
- Compare and contrast your village structure to other students' village structures.

**Introduction**

As with families, villages are organised in particular ways. As well as fales, in which people live, each village has a meeting house, school, health centre, church, bathing pool and store. A sketch of a typical Sāmoan village would include each of these things.

**Activity 7****My Village****Words to learn:****Communities.****Council.****Societies.****Organise.****Modern.****Typical.****Structure.****Employees.****Hierarchical.****Similarities.**

Villages are communities which are made up of many family groups all living together in one place. This exercise will look more closely at your village community and how it is organised.

1. Draw a sketch plan of your own village. Give your plan a title, north pointer and a key. On the plan, locate the following:
 

school(s)	falekomiti	your home	store(s)
youth centre	church(es)	pulenuu's house	bathing pool
main road	sea	falefono.	
2. Compare your plan to that of another friend and list down similarities and differences.
3. Compare your plan to that of the map of a village on page 17 of this book. List any differences you notice.

**Activity 8**

**Village Structure**

**Words to learn:**

**Structure.**

**Circle.**

**Typical.**

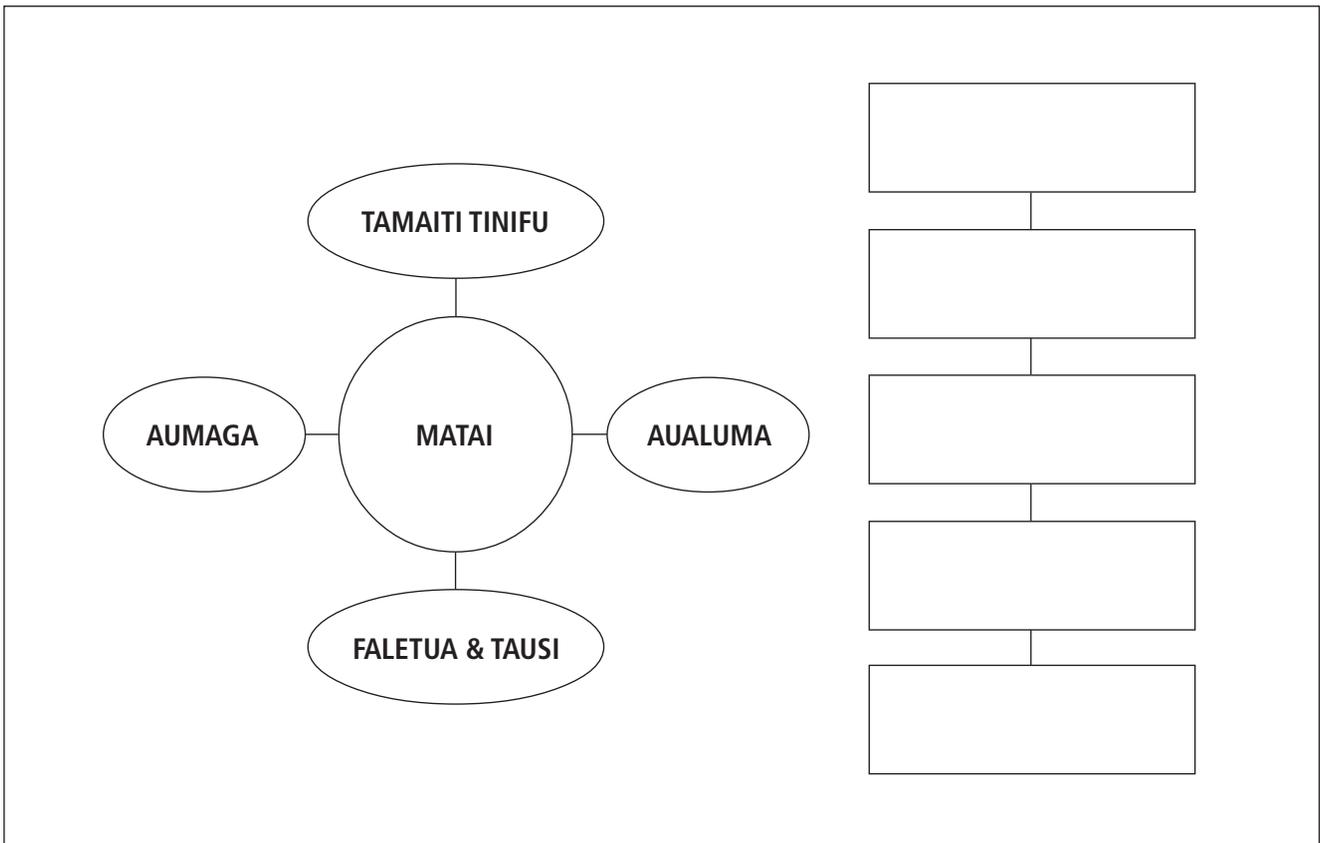
**Council.**

**Match.**

**Ladder rung.**

■ Study the diagrams below and answer the following questions.

1. Why is the Matai circle placed in the centre?
2. Which circle is the least important? Give reasons for your answer.
3. Why is the Aumaga called the matai's 'right hand man'?
4. What can you say about the placing of the circles?
5. Match each circle to its correct rung/step of the ladder. The diagram shows the structure of a typical Sāmoan village in circles and in ladder-form (hierarchy). The Matai would be at the top.



## Activity 9

## Village Groups

**Words to learn:****Traditional.****Choir.****Congregation.****Soul.****Modern.**

- There are modern and traditional groups present in villages. Some of the traditional groups are: Matai, Faletua ma tausi, Aualuma, Aumaga, Tamaiti Tinifu.

1. List any six modern groups (*e.g. Sports groups*) that are in your village.
2. Below is a list of people who work and live in many village communities. What sort of groups could these people belong to?

pastors	politicians	nurses
teachers	plumbers	doctors
choir	farmers	congregation
fishermen	school children	plantation owners

## Topic 4

## Tonga

**Introduction**

To help you understand more about groups and their organisation, we will be paying special attention to The Kingdom of Tonga and its social groups.

First, look at the following information so you can find out exactly where Tonga is. On page 41 of this book is a map of the Pacific. Study the map carefully, then do the exercise that follows:

1. Insert the correct word to fill the blank spaces below.

Tonga lies to the \_\_\_\_\_ of Sāmoa and the \_\_\_\_\_ of Fiji.

It is also located to the \_\_\_\_\_ of the Tropic of Capricorn and \_\_\_\_\_ of the International date line. On the map, Tonga can be found between \_\_\_\_\_ and \_\_\_\_\_ longitudes.

2. Draw a map of the Pacific in your exercise book and locate and name these countries.

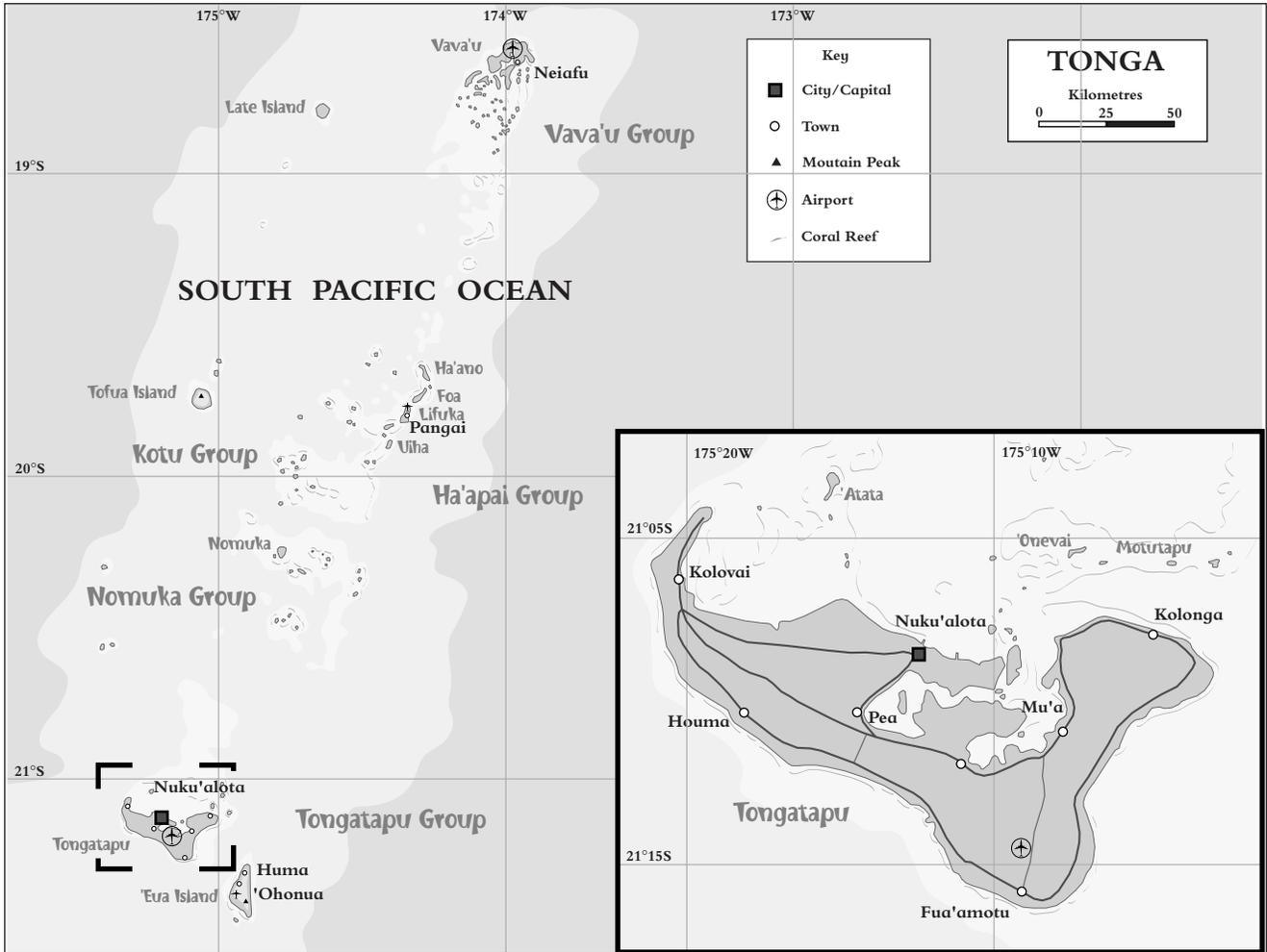
New Zealand	Fiji	Solomon Islands
Tonga	Hawaii	Sāmoa
Easter Island		

3. a. Mark Hawaii as 'A', Tonga as 'B' and Easter Island as 'C'.  
b. Join the points marked A, B, C.  
c. What do you call the group of Islands inside the triangle?  
d. Give reasons for your answer.

**Individual Work:**

Refer to the Map of Tonga below to answer the following questions:

1. What type of islands are the Tongan Islands?
2. What is the largest island?
3. On what island is the capital situated?
4. What is the capital of Tonga?



Now that you know where Tonga is, did you know that:

- The kingdom of Tonga has 171 islands but only 45 are inhabited.
- Tonga's population is about 100 000.
- The three main island groups of Tonga are the: Vava'u group, Ha'apai group, and Tongatapu group.
- Nearly all Tongans are Christians.
- Tonga's islands are formed in three different ways: volcanic, pushed up limestone islands and small coral atolls.

Tonga has been inhabited for about three thousand years. Their ancestors are thought to have come from South East Asia by sailing across to the Pacific in the hope of finding new lands to settle in. From the 1600s onwards it was often visited by Europeans. One such European visitor was Captain Cook. He named Tonga ‘The Friendly Islands’.

Tonga’s monarchy came into being more than 1000 years ago. This was when Tonga’s inter-island wars ceased under the control of King Siaosi Tupou I who united Tonga to become a member of the commonwealth.

### **Tongan Family**

- The family is a very important social group in Tonga.
- The family is more important than the individual. A family in Tonga is very much a part of the community.
- In Tonga, the father is the head of the house.
- The mother is in charge of the home and makes most of the domestic decisions, but will be respectful to the man of the house.
- Men are particularly respectful to their sisters, especially the eldest sister.
- Every male Tongan, on reaching the age of 16, is entitled to an allotment of land.
- Tongans are proud of their houses, and of being able to give hospitality. Most Tongans prefer to live in houses built of modern materials.
- An extended family includes grandparents, uncles and aunts, in-laws and cousins.

### **Roles and responsibilities**

In Tongan families (kaiga) one’s relationship to others decides what rights and responsibilities one has.

Men make the major decisions. It is a man’s job to be hard-working and provide for the family. Traditionally men’s roles included:

- Supporting the family.
- Preparing the umu.
- Deep-water fishing.
- Building.
- Looking after the family land.
- Working on the plantation.

Children are expected to help with family chores and with fund-raising. A woman is in charge of the home. She will act as head of the family when the father is away or living overseas. Women's traditional roles included:

- Looking after the home.
- Looking after the children.
- Gathering shellfish.
- Making and weaving tapa.
- School committees.
- Church committees.

### **The Tongan extended family**

The extended family, now called 'famili', includes grandparents, uncles and aunts, in-laws and cousins. The head of the extended family is the **ulumotu'a**. The ulumotu'a controls and directs cultivation of all the lands in the family. He also pays tributes to the **eiki**, who is the head of the kainga. Several extended families make up the kainga.

Family life in Tonga is changing as more and more people are looking for jobs. Many are leaving villages for towns in the hope of finding work. Many are also going overseas to seek work. It is often the fathers who go overseas, but sometimes both parents go. With men going overseas, many families have no father at home. When both parents go overseas to work, the grandparents look after the children. As a result, family ties are beginning to break down, although many Tongans believe in the traditional male-female roles. A good part of the money earned overseas is usually sent home. This is used for church, school fees and other necessities. For most Tongan families the church comes first. Giving money to the church is even more important than paying school fees or improving one's living standard.

## **Activity 10**

### **Families**

1. Discuss in groups how Sāmoan families are similar to, or differ from, Tongan families.
2. Write down six of your family rules.

### **Roles and responsibilities of Tongan woman**

In Tonga, women play an important role in the development of the country. They have contributed much to social and economic development. Traditionally, the place of women in Tonga's society is at home, but this has been challenged as more and more women work in paid jobs — and their number is great compared to those who stay home.

Women who stay home are responsible for the upbringing of the children, the maintenance of the house and the preparation of mats and tapa for cultural ceremonies. They make handicrafts (*e.g. Baskets, vases, slippers and decorative artifacts*) to sell in local shops or to tourists.

Some women like to work in groups (**kautaha**) of four or five because they can share each other's knowledge and are stimulated by each other's company. Some prefer working alone because they feel there is too much gossiping in groups or they feel they work better by themselves.

Besides carrying out their traditional roles, women, especially the married ones and widows who are still fit to carry out physically demanding jobs, are involved in agriculture. They do light farming tasks like weeding, and some help with the more physical work being done by their husbands.

Those who work to earn money may spend it on food, school fees, and other household demands. When they return home from work, they still have the responsibility for cooking, washing and other household chores.

## Activity 11

### Tongan Women

Discuss the following questions in small groups:

1. List the roles and responsibilities of women in Tongan society.
2. How do women help with the economic development of the country?
3. Why do some women prefer working alone rather than in groups?
4. What are some benefits of working in groups?
5. How do women help in agriculture?

## Topic 5

### Women Kautaha (Organisation) In Tonga

#### Introduction

In many Pacific countries today, women play an important role in the social and economic development of their own country. They can organise their own activities in their own ways.

In this topic, you will learn about the Tongan women groups, or kautaha, and how they are organised. You will also be looking at the types of activities organised by the kautaha.

#### Objectives

By the end of this topic, you should be able to:

- Describe how women organise themselves in Tonga.
- Describe the purposes of these organisations.
- Explain how they run their activities.
- Explain how kautahas help in the development of their country.
- List some problems that exist within these organisations.
- Describe the roles and responsibilities of women in the Tongan society.

In a Tongan society, women join a kautaha (women's organisation) with the hope of developing and improving their homes, especially their material wealth and lifestyle.

Kautaha have enabled women to meet the demands or needs of family and community and provide women with the feeling that they are building good homes — a good home being perceived as the basis of a good community and consequently a good country.

There are different kinds of kautahas on the three main islands of Tonga: Tongatapu, Ha'apai and Vava'u. These include a national kautaha for different purposes at Tongatapu, a religion-based kautaha with a single purpose at Vava'u and a special interest kautaha at Ha'apai.

Some women become members of a kautaha because of their religion or occupation. At the same time, they would form other kautaha with those with whom they share other interests. Perhaps that is why many women join two, three or more kautaha at the same time.

## Activity 12

## Kautaha

### Words to learn:

**Kautaha.**

**Organisation.**

**Purpose.**

**Development.**

**Economic.**

**Social.**

**Roles.**

**Responsibilities.**

■ Study the text above and on the previous page, and answer the following questions:

1. Explain what a kautaha is.
2. Why is it necessary for Tongan women to join a kautaha?
3. What are some purposes of being part of kautaha?
4. Explain why some women become members of more than one kautaha at the same time?
5. List the types of kautaha on the main islands of Tonga.
6. Compare and contrast women groups or organisations in Tonga and Sāmoa.

## Topic 6

## The Political System Of Tonga

### Introduction

In this topic we will study Tonga's political system. Tonga's political system is one example of how people are organised into a group. The word 'political' can have several meanings. In this unit, it means the way the people of Tonga are controlled and co-ordinated. The word 'system' means the different parts (or groups) that work together to achieve a goal.

Tonga's political system consists of four groups and one individual. The individual is the King of Tonga. The four groups include the Privy Council, Cabinet, Legislative Assembly and the Judiciary.

The four groups and one individual can also be organised into three groups because of the different duties they carry out in the political system. The three groups are the Executive, Legislative and the Judiciary.

The Legislative is the group that makes the laws for the whole country. The Executive makes sure that the laws are carried out. The Judiciary makes sure that the laws are not broken.

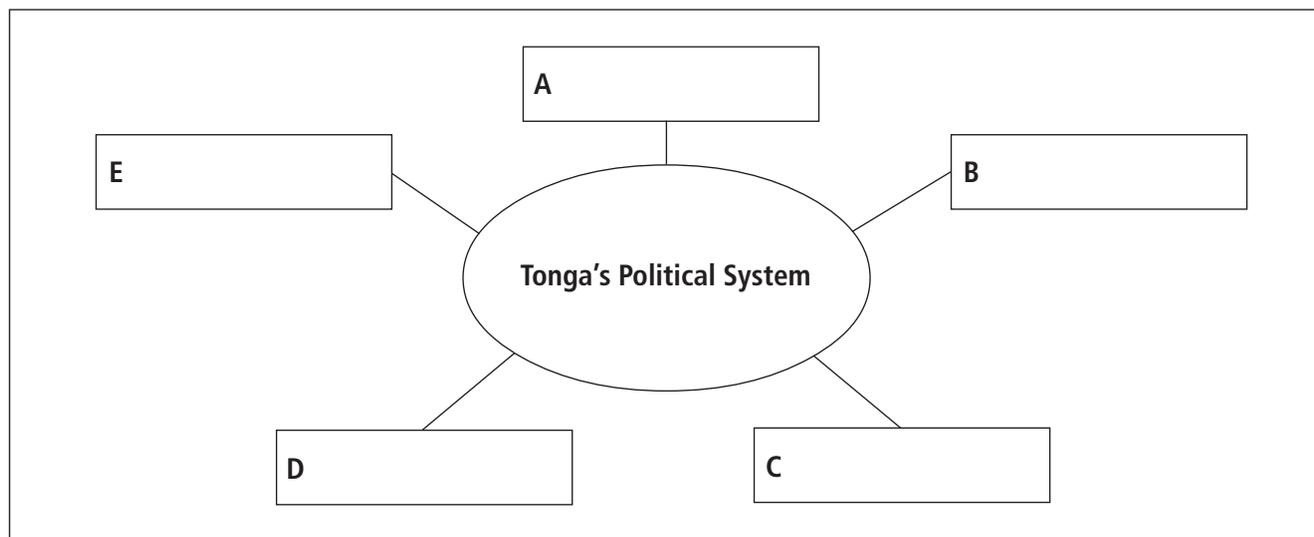
### Activity 13 Social Group

1. In your exercise book match the following words and their meanings.

- |                 |  |
|-----------------|--|
| 1. Political.   | a. A purpose or an aim.                                |
| 2. System.      | b. Carries out the law.                                |
| 3. Judiciary.   | c. Makes laws.   |
| 4. Executive.   | d. To control people.                                  |
| 5. Legislative. | e. Parts (or groups) that work together for a purpose. |
| 6. Goal.        | f. Checks that the laws are not broken.                |

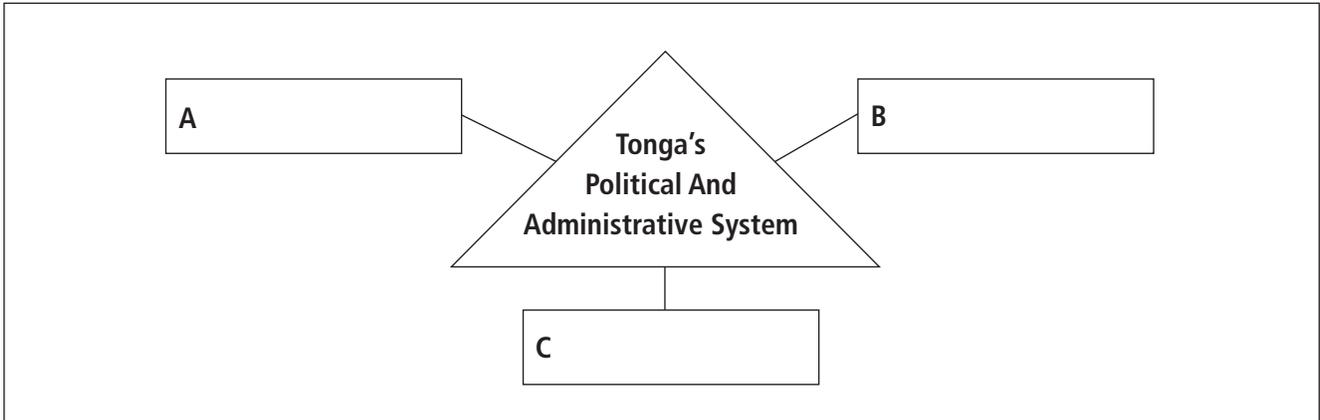
#### Tonga's political system

1. What title would you give to the diagram below?
2. Fill in the boxes in the diagram.



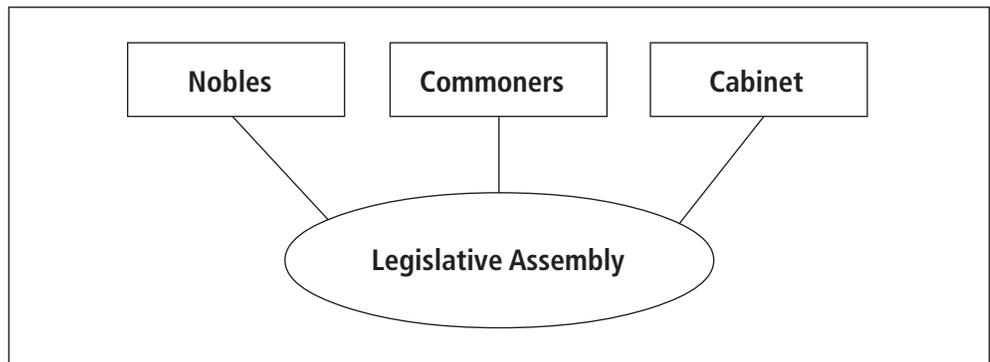
**Tonga’s political and administrative system**

1. What title would you give the diagram below?
2. Fill in the boxes in the diagram.



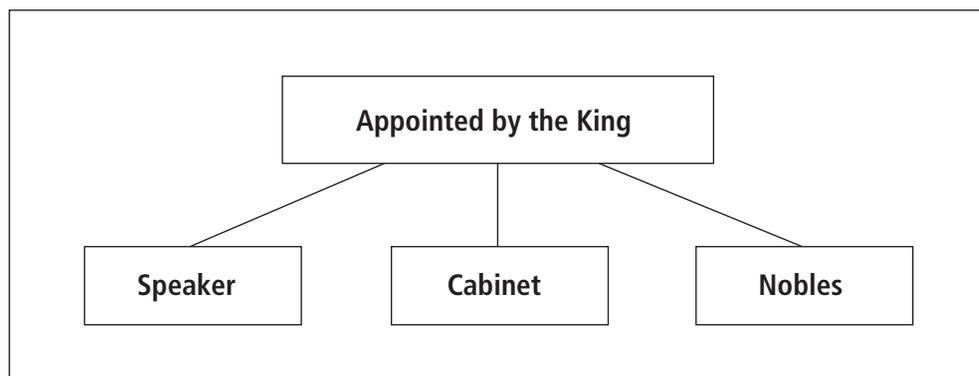
**The Legislative Assembly**

The Legislative Assembly is the group that represents the people of Tonga. (It provides the link between the people that govern Tonga and the rest of the people of Tonga.) The Legislative Assembly pass ‘bills’. A bill becomes law after it has been approved by the King. Once passed, the laws control the lives of all the Tongans. The Legislative Assembly consists of three main groups of people. They are the Nobles, Cabinet and the Commoners.



Most people would like to take part in making laws because these laws will affect their lives. However, it is not possible to have every citizen of a country take part in making laws, otherwise there would be too many people to fit into the house where the bills are passed into law. Furthermore, there would not be enough time for everyone to voice their opinion. There are about 100 000 people in Tonga. Rather than having every citizen in the Legislative Assembly, only a few are selected to represent all the people of Tonga.

There are 33 nobles. They have seven representatives. The seven representatives are chosen by the King.



Cabinet consists of eight ministers. They are also chosen by the King. They remain in office until retiring age. Ministers of Cabinet head various government departments and organisations. They make up the Executive who work to ensure that the laws are carried out.

The Commoners make up the rest of the Tongan population. They elect seven people to be their representatives in the Legislative Assembly. In this group, only Tongans aged 21 and over can vote.

Meeting of the Legislative Assembly are chaired by the Speaker, who is also appointed by the King.

Decisions that have been passed in the Legislative Assembly are called bills. They become laws when the King approves them by signing them. The Legislative Assembly, together with the King is called Parliament.



**Activity 14****Political System**

■ Match the following words with their meanings on the right column:

- |                  |   |
|------------------|---|
| 1. Citizen.      | a. A bill that has been signed by the King.   |
| 2. Politician.   | b. Tongans who do not belong to the families of nobles.   |
| 3. Monarch.      | c. A legal member of a country.   |
| 4. Commoner.     | d. The 33 traditional leaders of Tonga from whom the King appoints seven members to represent them in the Legislative Assembly. |
| 5. Bill.         | e. A person who has been appointed or elected to hold public office.  |
| 6. Law.          | f. King or Queen.   |
| 7. Nobles.       | g. The highest law in the country.  |
| 8. Constitution. | h. A proposed law that has not been approved by the King.   |

**The Government**

The government of Tonga is another example of people who are organised into a group. Every person who is a member of the Tongan government is part of that group. A government is a group of people who control citizens of a country. The government of Tonga controls the citizens of Tonga.

The government of Tonga consists of two smaller groups and one individual. The individual is the King (or Queen) of Tonga. The smaller groups are the Privy Council and Cabinet.

**The Monarch**

In most countries in the past, the King was generally the most powerful person in the country. Every citizen of the country had to obey him or suffer punishment. A King or a Queen can also be called a monarch. A government that is headed by a monarch is called a monarchical government.

King Taufa'ahau Tupou IV

Tonga has a monarchical government because it is headed by a monarch. The present monarch is King Taufa'ahau Tupou IV. The monarch before him was his mother, Queen Salote. A monarchical government is also called a Kingdom. Tonga is the only Kingdom in the Pacific.

There is one important difference between the Kingdom of Tonga and past kingdoms. The power of the monarch of Tonga is controlled by the laws of Tonga. This means that the King (or Queen) cannot always do what he (or she) wants to do. This type of monarchical government is called constitutional monarchy. It means that there are Tongan laws that control what the monarch can and cannot do.



The Royal Palace — Tonga

**Cabinet**

Cabinet is a group of politicians who are given the authority to play a leadership role in the government. They may head various government departments. For example, one Tongan cabinet minister could be the head of the Post Office. In Tonga they are appointed by the King. They remain in their jobs until retiring age. Tonga's ministers of cabinet include the governor of Ha'apai and governor of Vava'u.

Meetings of the Tongan cabinet are chaired by the prime minister. The prime minister is also appointed by the King, normally from a member of the royal family. The present prime minister is a son of the present King. The previous prime minister became King when his mother, Queen Salote, died in 1965.

**Privy Council**

The privy council of Tonga consists of all members of cabinet when the meetings are chaired by the King.

**Activity 15****Tonga's Political System**

1. Explain the meaning of the following words:
  - a. King.
  - b. Queen.
  - c. Monarch.
  - d. Constitutional monarchy.
  - e. Government.
  - f. Privy council.
  - g. Cabinet minister.
2. How are ministers of cabinet appointed?
3. Who appoints the prime minister?
4. What can you say about the way prime ministers of Tonga are appointed?
5. How powerful is the King of Tonga? Give reasons for your answer.
6. Why is the government of Tonga an example of a group?

## YEAR 9 GLOSSARY

<b>Word/Phrase</b>	<b>Meaning</b>
<b>Advantage</b>	Benefits, or favourable circumstances.
<b>Agriculture</b>	Cultivation of the soil and rearing of animals.
<b>Archipelago</b>	Any large body of water with many islands.
<b>Asset</b>	Anything valuable that one owns, <i>e.g. Land, car.</i>
<b>Barter</b>	The exchange of goods and services for other goods and services.
<b>Commercial</b>	Done primarily for profit.
<b>Commercial farming</b>	Growing crops and raising animals to sell.
<b>Conservation</b>	The planned management of natural resources to prevent waste.
<b>Conservationists</b>	People who support the conservation and preservation of the natural environment.
<b>Constitution</b>	A document that describes how a community is to be governed.
<b>Culture</b>	Understandings, patterns of behaviour, symbols, practices, viewpoints and values, shared by a group of people.
<b>Customary</b>	Traditional.
<b>Delegation</b>	Group of delegates — a group of people representing others.
<b>Destruction</b>	Destroying something.
<b>Difference</b>	Not the same.
<b>Direction</b>	The point that something faces, or line where one moves or lies, <i>e.g. north or south.</i>
<b>Dolphin</b>	A small, long-nosed marine mammal with teeth.
<b>Duty</b>	Action required from a particular person; obligation.
<b>Economics</b>	To do with the production or use of goods and services, and the flow of money those activities cause.
<b>Environment</b>	Everything that surrounds us.
<b>Export</b>	To send goods to another country for trade.
<b>Extract</b>	To pull out; to draw out.
<b>Fishery</b>	The business of catching fish.
<b>Forestry</b>	Planting and caring for forests; management of forests.
<b>Freehold</b>	Owned by individuals — the holding of land in absolute ownership.
<b>Government</b>	The ruling power in a state or a community.
<b>Hierarchical</b>	Status or authority, ranking one above another in a series.
<b>Human resources</b>	The skills and knowledge of people.
<b>Import</b>	Goods brought in from another country for trade.

## YEAR 9 GLOSSARY

<b>Word/Phrase</b>	<b>Meaning</b>
<b>Judicial system</b>	System of law—courts and the administration of justice.
<b>Latitude</b>	Distance north or south of equator, measured in degrees.
<b>Limited</b>	Only a certain amount of — something that can be used up.
<b>Local</b>	Near by environment.
<b>Logging</b>	The cutting and transport of logs for timber.
<b>Longitude</b>	Distance east or west of the <i>Greenwich</i> line.
<b>Manage</b>	To make decisions about controlling and directing something to achieve a goal.
<b>Man-made</b>	Produced by people.
<b>Marine</b>	Living in the sea; found in or produced by the sea.
<b>Natural</b>	Produced by nature.
<b>Non-renewable</b>	Not able to be replaced.
<b>Over-exploitation</b>	Over-use of something.
<b>Planning</b>	Thinking about how to deal with something before it happens.
<b>Policies</b>	Promises of action to be taken by government, a party, or a person.
<b>Renewable</b>	Able to be replaced with a fresh supply.
<b>Resources</b>	Things we can use to make life better or produces goods.
<b>Similarities</b>	Resembling something but not the same; look alike but different.
<b>Subsistence</b>	A means of supporting life; providing merely enough to supply the necessities of life.
<b>System of exchange</b>	A method of giving goods or services in return for receiving other goods or services.
<b>Technology</b>	The use of tools and machines.
<b>Traditional ceremony</b>	An event or act performed in a regular order as required by custom or tradition.

