

Book 3

Year 10



Social Studies

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GOVERNMENT OF SAMOA
DEPARTMENT OF EDUCATION

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Original drawing by: Anna Egan-Reid
Liam Gerrard

Photographs: Elizabeth Serlemitos, Figures 4.6A, 4.6B
JHU/CCP, Figure 4.6C
TaTEDO, Figure 4.6D
Edward Reilly, Figures 4.6E, 4.6F

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Unit 1: ACCESS TO RESOURCES, GOODS AND SERVICES

Introduction

This unit is about the **ability** that people have to get the resources, goods and services that they need and want. Here are some very important ideas that you must understand before doing this unit.

Resources are things that are useful that we can find in the environment around us. We use resources to produce or make goods and services. Goods and services are things that we need and want. Goods are things that can be touched or handled — for example: clothes, exercise books, bread and trucks. Services are things that people can do for others. For example: driving buses, teaching, or cutting hair. Most goods and services cost money. Examples of goods that cost money are: petrol for cars and trucks; rice, sugar and salt; and shoes. Services that cost money are: watching movies at the Magic Cinema; eating food from a restaurant in Salelologa; seeing a dentist or a doctor at the National Hospital.

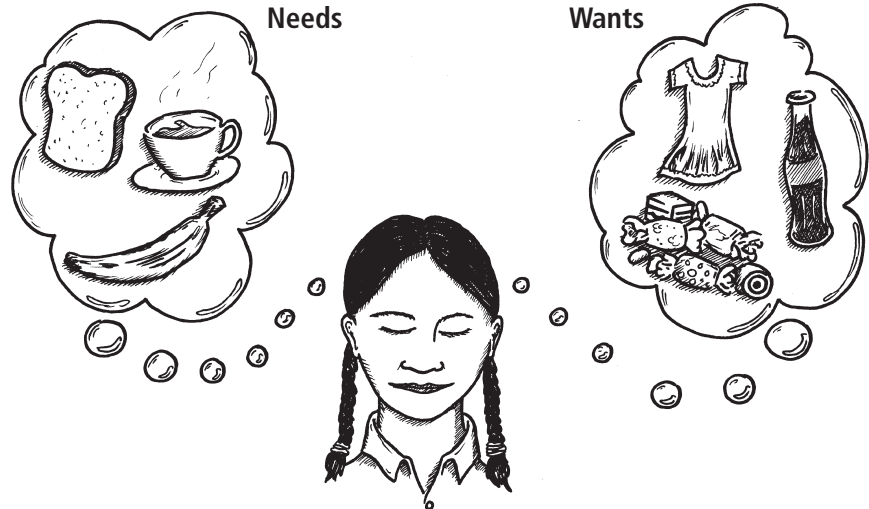
Goods



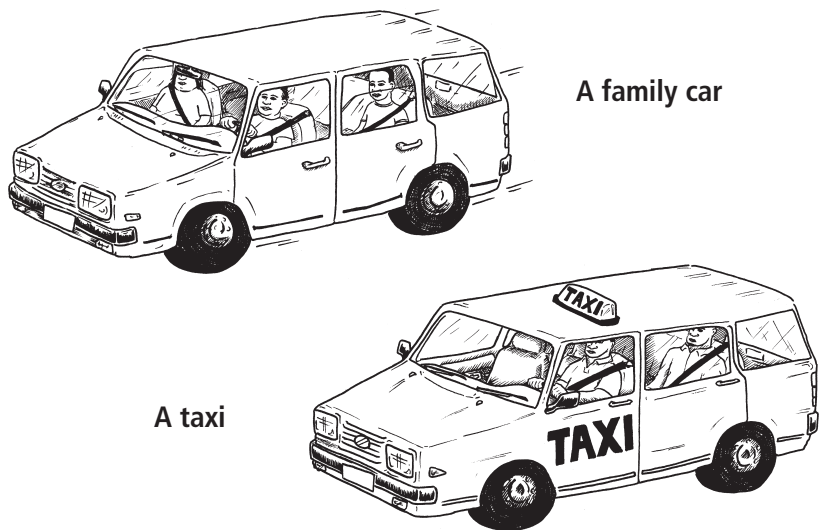
Services



People have **needs**, and they have **wants**. Needs are the goods and services that each person must have to live. We all need food, water, clothing and a place to live. Wants are the things that we would like to have but we do not need them to stay alive.



Economic goods are either **consumer goods** or **producer goods**. Economic goods are consumer goods if they are bought and used by people. Economic goods are producer goods if they are bought to make other goods and services. For example, Sina's family bought a car. If they use the car to take her and her brothers and sisters to school, then it is a consumer good. But if her father uses the car as a taxi, then it is a producer good. As a taxi, the car is being used as a service that other people will pay for. Another word for producer goods is **capital goods**.



Goods and services that are not free are called **economic goods and services**. They have a value. This value is shown in the amount of money that people have to pay for the goods or services. This amount of money is its **price**.



People want different things. Wants can make our lives more enjoyable and more comfortable. Sometimes people have wants but cannot get the things they want. Nobody can really have everything that they want because the supply of resources, goods and service is not **infinite**. It is not possible to make everything that people want because resources are **scarce**. The supply of resources is limited. One of the biggest problems in an economic system is making the decisions about how to use scarce resources to make the goods and services that will meet people's needs and wants. These important decisions involve making choices. For example, businesses must choose which goods and services they will produce or make (this is production). People must make choices about which goods and services they will buy and use, with the income that they have (this is consumption).



Activity 1**Definitions**

1. Use your own words to explain the meanings of the words below. You must include two examples of that word in your explanation.
 - a. What is a *resource*?
 - b. What are *economic goods*?
 - c. What are *consumer goods*?
 - d. What are *producer goods*? What is another word for producer goods?
2. Think about your needs and wants. Wait for your teacher's instructions. When your teacher says 'Go!' then write a list of your needs and your wants. You and your class will only have five minutes to write your lists. Write as many needs and wants that you can think of.

Look at your list of your needs and wants. Use a different colour pen or pencil to the one that you used to write the list when you answer these questions.

- a. Which things are needs? Write the letter 'N' next to the things that are needs.
- b. Which things are wants? Write the letter 'W' next to those things that are wants.
- c. Which are economic goods? Write the letter 'E' next to the things on your list that are economic goods and services.
- d. Which are consumer goods? Write the letter 'C' next to those things on your list that are consumer goods.
- e. Show your work to your teacher and the other students in your class. Compare the needs and wants that you each have. Do they seem the same, or are some of them different? Discuss your answers to these questions with each other. It is important that you all understand these new ideas before you do the rest of this unit.

Remember

People do not always have all the things that they need or want.

One reason for this is that we do not have enough resources from the environment to make an infinite supply of the goods and services that we need and want. Resources are scarce.

Another important reason is that economic goods and services have value, and so cost money. People do not have the same ability to get economic goods and services, because people do not have the same amount of money. Some people have more than others.

Unit objectives

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

- ▣ Identify or recognise some of the economic factors that can influence the ability of individuals and groups to get resources, goods and services.
- ▣ Record information that you have found on how social factors can influence the ability of individuals and groups to get resources, goods and services.
- ▣ Communicate or tell others about ways to help less advantaged groups to get more resources, goods and services.

Topic 1**Economic Factors (Resources, Goods And Services)**

Resources, goods and services are owned, sold, bought and used. This is what generally happens in an economic system. Some of the things that happen in the economic system will affect people and their ability to get resources, goods and services. Some examples of economic factors are: income, taxation, government policy, systems of land ownership.

Income

Income is the money that a person gets. The ability to get goods and services depends on how much income a person has. Sometimes income is earned — sometimes it is not earned.

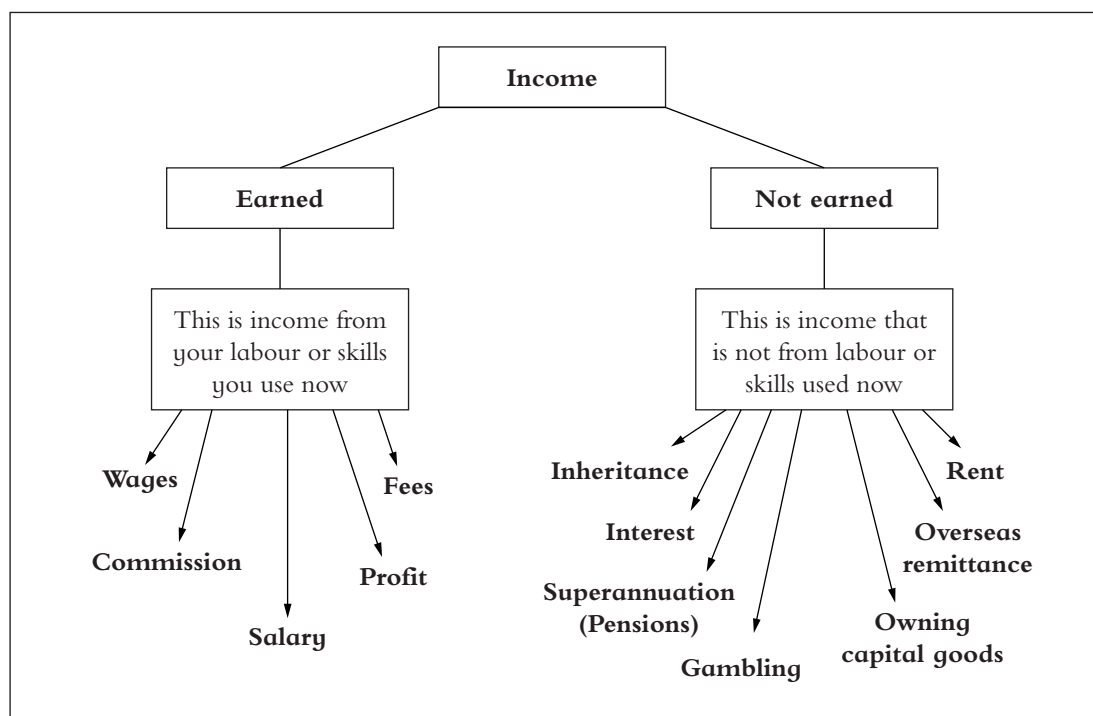


Figure 1.5
Types of income.

People get income from the use of their labour or skills when they work. Many people who get earned income have a job. Some people get an income that does not come from their jobs. This is called unearned income. There are different ways to get earned and unearned income.

Activity 2 Types Of Income

Answer the following questions in your exercise book. You will need to study Figure 1.5 and Figure 1.6 before answering the questions.

1. What is earned income? What income is not earned?
2. What is a wage income? What type of income is it — is it earned or unearned?
3. What are overseas remittances? Is this income earned or not?
4. What is superannuation? What type of income is it?
5. What is a salary? What type of income is it?
6. Think about the home that you live in and the people that live there. What are the main sources of income for the people in your family? Which sources are earned income, and which are not earned?
7. In your exercise book create a special page for summary sentences. You will add to this page as you work through this book. Copy this summary sentence into your exercise book. Write boldly and with colour if you can:

The ability to get resources, goods and services depends on a person's sources of income.

Earned income depends on having a job. Having work to do and earning income from that job is called employment. There are many different types of employment. We can, however, organise employment into three general groups, as shown in Figure 1.7.

Source of income	Type of income		Explanation	Example of someone who would get this type of income
	Earned	Unearned		
Wages			This is the income paid to workers for their labour. This is at an hourly rate. The minimum hourly rate in Samoa: ????	A shop assistant; a road worker (who fixes the roads).
Salaries			This is income that is paid to workers every two weeks or every month. But the total is a fixed amount for the year. For example, in government schools, new teachers begin on a salary of: 7000 tala	Teachers, nurses.
Overseas remittances			This is money that is sent to people in Samoa from their relations living in overseas countries.	For example, relations in New Zealand send money to their families for White Sunday.
Rent			When people pay the owners of land or buildings to use their property.	Land owners and land lords.
Interest			This is the money that banks pay to people for putting their money into the bank and saving it.	Individuals and groups: (e.g. Sports clubs, women's committees).
Profit			This is what the owners of a successful business earn. This is the money that is left over after the costs of the business are taken out.	Owners of petrol stations; small village shops; taxi drivers.
Commission			This is income earned from selling something for someone else. The income earned is a percentage of the sale price.	A person who sells land for other people, may take 4% of the money from the sale as payment for their work.
Fees			This is income from the cost of a professional service.	Lawyers.
Superannuation			When some people work and earn a salary or a wage, they save a small part of their income every payday in a superannuation fund. When they retire, they get payments from this fund.	National Provident Fund (NPF), pays out money to retired people.
Inheritances			This is when money, land and other property is given to family and friends by someone who has died.	For example, when a father dies and in a will, leaves the freehold land he owned to his only daughter.
Gambling			This is income that comes from being lucky and playing games of chance.	People who win lotto, bingo or housie, or win money that they have bet at the horse races.

Figure 1.6
The main sources of income in Samoa.

Type of job	Main examples in Samoa	Number of workers	Percentage of workers
Primary production: The primary sector of the economy is where natural resources are taken from the environment. There are many different areas of work in the primary sector.	Agriculture (e.g. <i>Taro plantations, vegetables, bananas</i>); Fisheries.	In 2000: 568	In 2000: 2%
Secondary production: Jobs in the secondary sector of the economy deal with the manufacture of goods using primary products from the primary sector. Manufacturing can take place in factories. This is the type of place that jobs in the secondary sector are found.	Samoa Coconut Products is a factory that uses coconuts (produced in the primary sector) to make tinned coconut cream. A coconut oil mill uses copra (from the primary sector) to make coconut oil.	In 2000: 4275	In 2000: 17%
Tertiary production: The jobs in the tertiary sector are service jobs. People in these jobs do not make things — they provide a service and are paid for that service.	Sales assistants, hotels, transport, clerical workers, professionals, managers.	In 2000: 20,172	In 2000: 81%
Totals		In 2000: 25,014	

Source of information: National Provident Fund.

Figure 1.7

Formal Employment by Type of Job, Samoa (2000).

Did You Know . . .

Informal employment: this type of work is unpaid. People who do unpaid work for their families; growing their own food; fishing and other activities to provide for their own needs. Many workers will be in this group. They will not be counted in Figure 1.7.

Formal employment: this type of work is paid, and if it is formal, it will be taxed.

Activity 3

Interpreting Tables

Answer the following questions in your exercise book:

1. What are the names of the three areas or sectors in the economy where people are employed?
2. Using your own words, describe the type of work that people in each sector do.
3. Write out the names of each sector on the same line in your exercise book, like this:

Primary

Secondary

Tertiary

Under each heading, write a list of as many jobs that you can think of that belong to each sector. Compare your lists with others' in your class. Add any extra jobs that are on other lists to your own.

Activity 4 Percentage Pie Graphs

1. Study Figure 1.7 and think carefully about the number of people in Samoa who work in the different sectors. Use the information in the last column to draw a percentage pie graph to show the different sectors where people in Samoa work. Remember to follow the rules for drawing graphs and diagrams.
2. In Samoa, which sector has the most people working and earning an income?
3. Which sector has the smallest or lowest percentage of people working in it?
4. Have a class discussion about the best possible answers to these questions. Think about employment in the three sectors and the income that people earn. When you have finished each discussion, write out your answers in your exercise book.
 - a. In which sector would people's income decrease if there was a natural disaster — for example, if a cyclone hit Samoa?
 - b. In which sector would people's income decrease if a plant disease, like the taro blight, spread through Samoa again?
 - c. In which sector would people's income decrease if the Public Service Association (PSA) went on a strike that lasted for many weeks?
 - d. In which sector would people's income decrease if the price of electricity went up by 20%?
3. Write this summary sentence into your exercise book on your special page:

Income is affected by employment. Employment is affected by what happens in its sector.

The level of income that people earn is how much they earn from their work. Some people have much larger incomes than others — they earn more because they get paid more for the work that they do.



- Have a quick brainstorm as a class. Why don't people earn the same amount of money? Why are income levels different between groups of people? Compare your answers with the information in Figure 1.8.

There are some things that people can do to try and change the level of income that they get. These are the factors that affect individual income levels. In other words, these are things that depend on a person's choices and decisions.

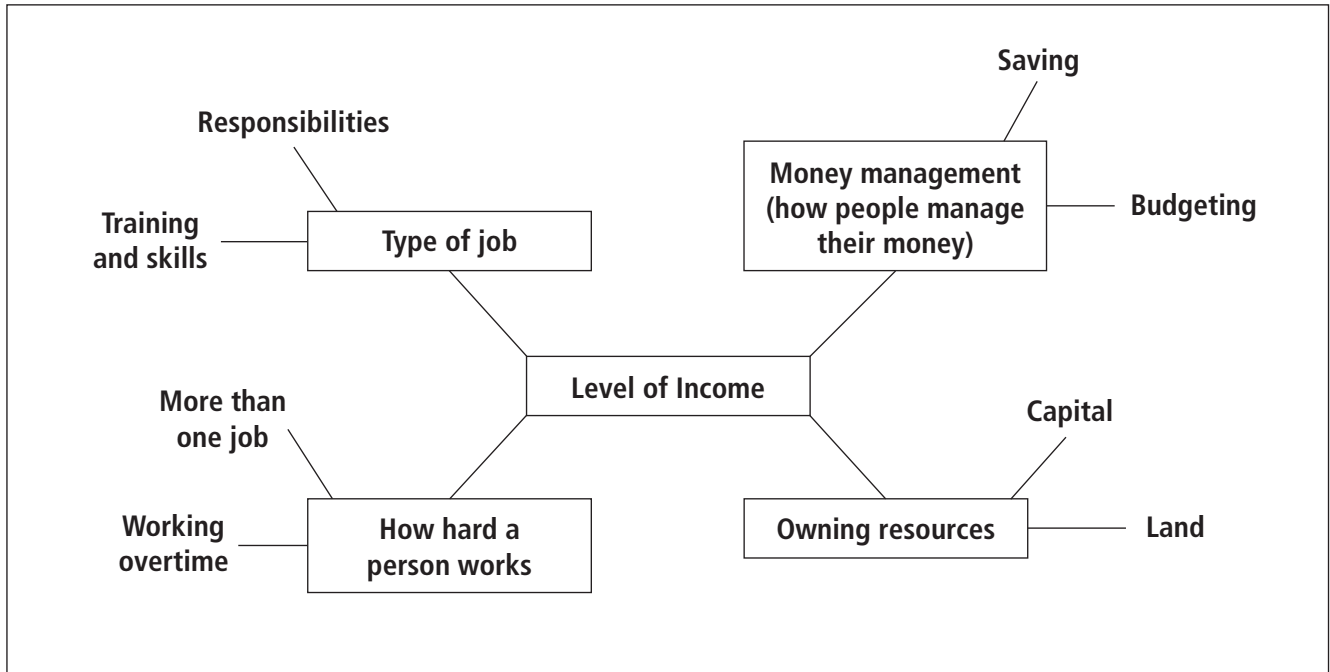


Figure 1.8
Factors that affect individual levels of income.

Activity 5 Organising Ideas And Information

1. Study Figure 1.8 carefully, then read each of the following statements. Some are true, some are false. Decide which statements are true and copy them into your exercise book. Decide which statements are false. Correct the false statements and write them neatly into your exercise book. Your teacher will check your answers.
 - a. There are three main factors that influence how much income a working person has.
 - b. Two examples of these factors are: how hard the person works and; the ability to manage money.
 - c. The ability to save money shows good money management.
 - d. Training and skills are not characteristics of the type of job a person has.
 - e. If a woman owns her own land, she will not have a higher level of income.
 - f. If a man has more than one job and works extra hours, he will not change his level of income.

-
2. Perenise works for a bus company as a bus driver. He earns wages. He works forty hours a week for \$1.60 an hour. He is interested in fixing car and bus engines. He started a mechanical engineering course at the Polytechnic at Vaivase, but he never finished it. He is not married. He lives with his parents in the village of Saleimoa. He uses some of his wages to help his family. He spends the rest of it going out to movies with his friends and having fun. He often complains to his mother about his job. He says he does not have enough money — that his income is not enough. He would like to apply for a different job within the company, for example, the mechanic's job.

Imagine you are Perenise's mother or father. What advice can you give to your son to help change his level of income? Use Figure 1.8 for ideas to give Perenise specific advice.

3. Here are the third and fourth summary statements — please write them out on your special page. Remember to write boldly and with colour if you can!

Income is affected by a person's skills, qualifications and job experience.

Income is affected by other individual factors — that is, by the decisions a person makes.

Taxation

Another economic factor that affects people’s abilities to get resources, goods and services is taxation. Taxation is an example of an external factor on the level of income that people have. People cannot really do anything about taxation, because everyone who earns an income and everyone who spends money in Samoa pays taxes.

Here are some key questions using the 5Ws (who, what, when, where, why) and an H (how) method of finding information.

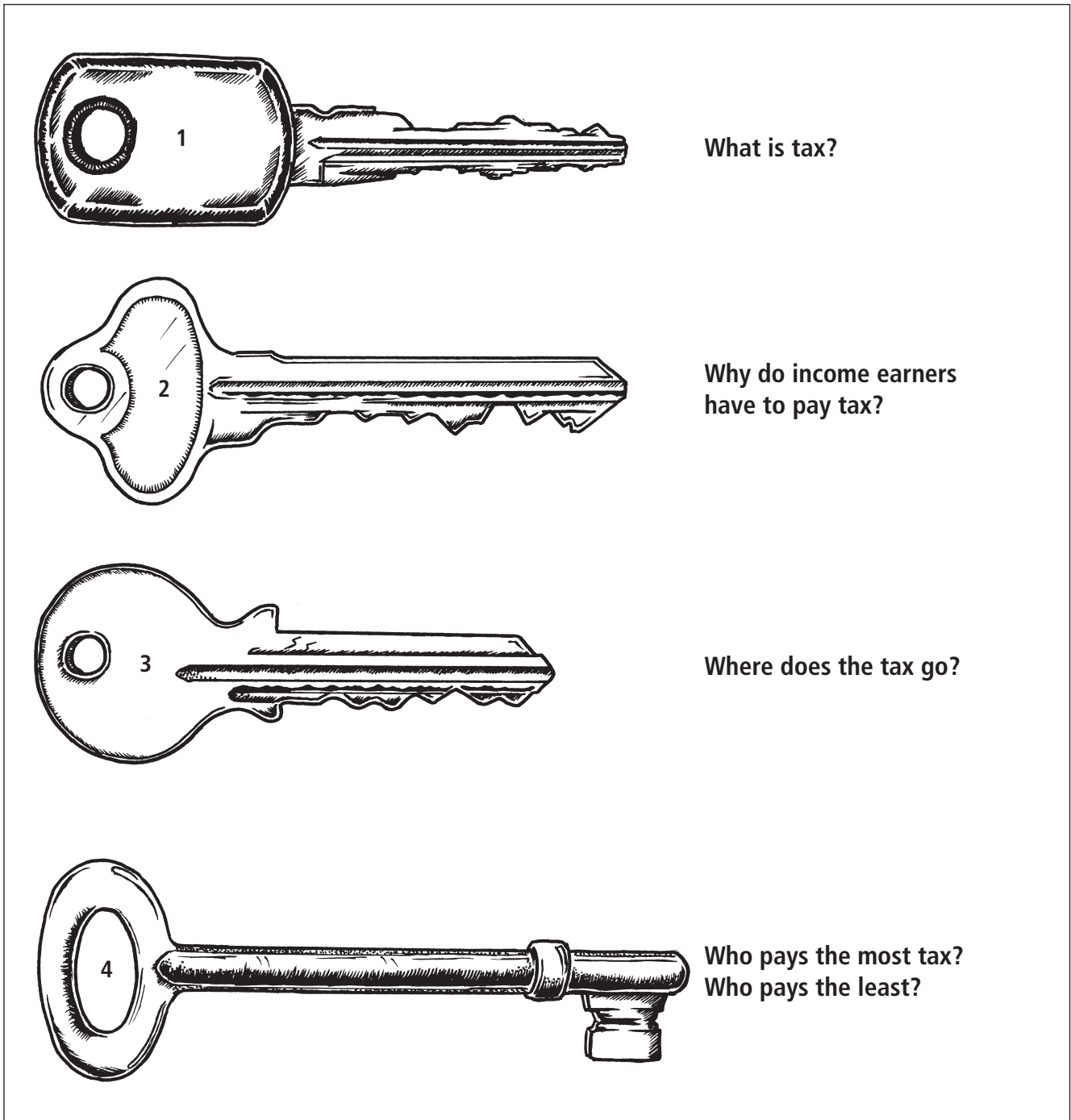


Figure 1.9
Key questions to an inquiry into tax.

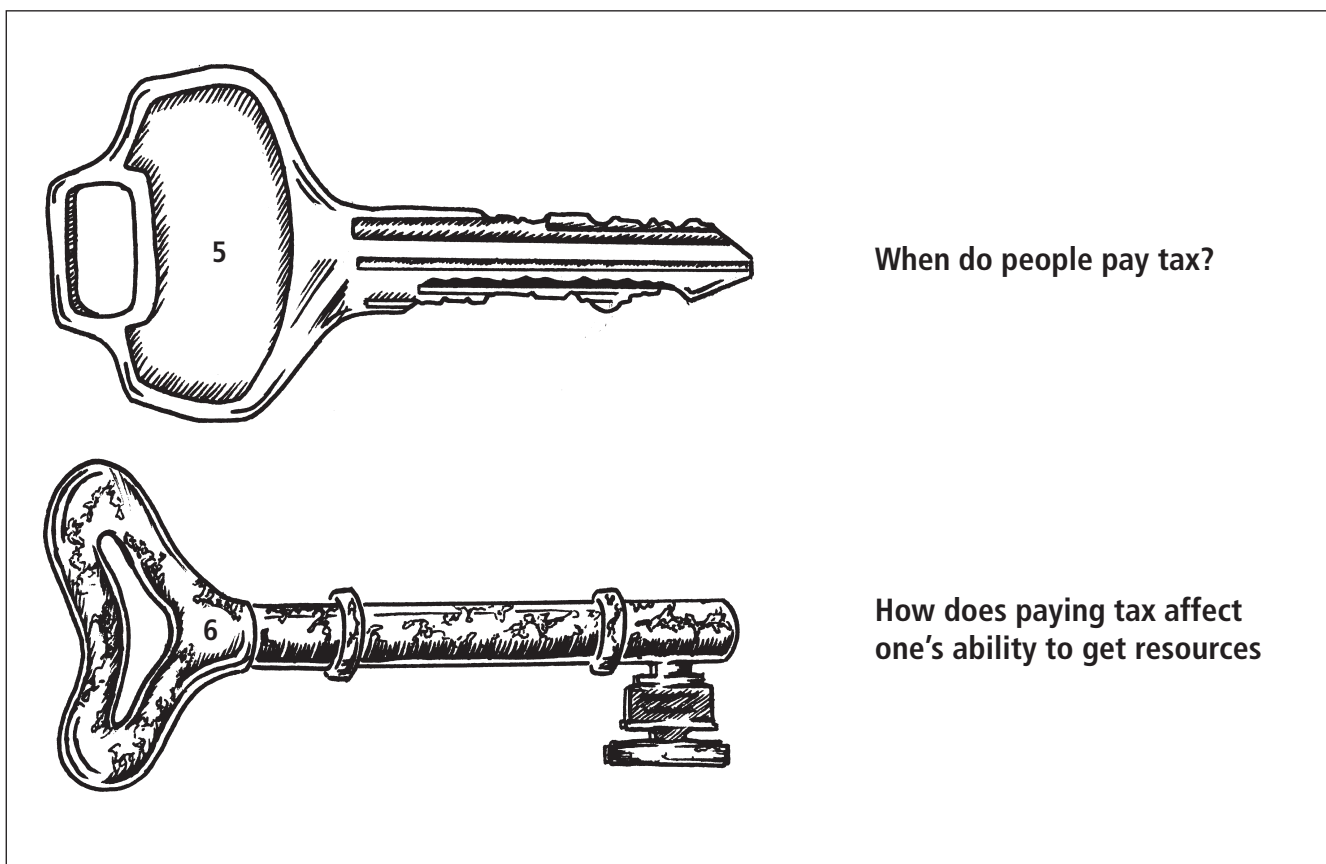


Figure 1.9
Key questions to an inquiry into tax.

Activity 6

Making An Inquiry; Gathering Information

Read through the key questions in Figure 1.9. You must try and find out what other people know for the answers to these questions. Here are the steps you can follow:

1. Work in pairs or small groups of three.
2. Your group must gather information from at least five different sources. Your first source of information is the people around you — at school and in your community.
3. Study the six key questions. Make sure you understand them. Discuss the questions with your class.
4. Make two copies of the record sheet on the next page to record the information that you gather. One should be on a separate piece of paper — it should be used for your rough work. The second copy should be in your exercise book. This is the good copy of your results. You will need a whole page for each copy of the record sheet.
5. Each group member should share in the task of asking someone the key questions. The group must get information from five different people. In your groups, make decisions about who you will ask.

6. Your teacher will tell you how much time you have to gather and record this information.

Name	Q1: What is tax? What types of tax does Samoa have?	Q2: Who pays the most tax? Who pays the least tax?	Q3: Why do income earners have to pay tax?	Q4: When do people pay tax?	Q5: Where does the money from tax go?	Q6: How does tax affect a person's income?
Person 1						
Person 2						
Person 3						
Person 4						
Person 5						

Figure 1.10
Record sheet for tax inquiry.

You may be using your own homework time or time outside of the class to gather other people's answers to those questions.

Date: April 1st 2002 Name: Meleane Fruean

Essay Topic: TAXATION AND THE LEVEL OF INCOME

This essay is about taxation. Taxation is something that influences how much money people will have. But people do not have any control over taxes. This essay will explain what taxes are and why we have to pay them. It will also describe the types of taxes that we have in Samoa and when and where we must pay our taxes.

People who earn an income in Samoa must pay taxes. Tax is the amount of money from your wages and salaries that you must pay to the government. Taxes are important to the government, because this is the way it gets money to pay for the goods and services that help everyone in our country. For example, teachers and schools; nurses, doctors and hospitals; roads and telephone services. The services all cost money.

There are different types of taxes. These are different ways that the government gets extra money from the people who earn and spend money. Wages and salaries are taxed; goods and services are taxed (this is VAGST); interest from savings in the bank is taxed; companies have their profits taxed; and then there is the money that the government gets from putting duties on imported goods, such as alcohol and cigarettes.

Figure 1.11
Meleane's school essay (continued on the next page).

People who pay the most in tax are the people who earn the most money and who spend the most money. In Samoa we have progressive tax. People who earn lower incomes do not pay as much income tax on their salaries and wages as people who have higher salaries and income. People who buy more goods and services also pay more tax because they will be paying more VAGST.

Employers must take the money for tax out before they pay their workers. So income tax is paid when people are paid – this can be every week, or every two weeks (when it is the person's payday). However, every year, income earners and businesses have to fill in a special piece of paper called a tax return. It must be given in to the government department that takes in taxes – this is the Inland Revenue Department.

Inland Revenue uses tax returns to see if people have paid the right amount of tax. If a person has paid more than enough tax, the Inland Revenue Department will give that person a refund. Tax returns must be given in at the end of the financial year. The financial year is from April 1st to March 31st the following year.

Taxes can affect our ability to get resources, goods and services because taxes can reduce our level of income.

Figure 1.11 (continued)
Meleane's school essay.

Activity 7**Processing Written Information**

1. Copy the six key questions from Figure 1.9 into your exercise book. Use Meleane's (Figure 1.11) essay as a source of information to answer them. Write these answers out using your own words.
2. When your group has gathered its information from five different people, and you have recorded the information:
 - a. Compare the information that the different people gave.
 - b. Did everyone have an answer to each question?
 - c. Did each person spoken to have the right (correct or accurate) information about taxes and income?
 - d. Use your own answers to the six key questions (the answers you gathered from Meleane's essay) to mark or check the information that people gave you in your record sheet.
3. Think about these questions:
 - a. Thinking about the people you spoke to, did they have a good knowledge of taxes and taxation in our country?
 - b. In your opinion, is information about taxes and why people are taxed important or not important? Give reasons for your answers.
4. Here is the fourth summary statement — please write it out on your special page. Remember to write it boldly and with colour, if you can!

Income is affected by external factors. Taxation is an example of an external factor.

Government Policy

What is government policy? Government policies are the decisions that government makes about how things are to be done in our country. Government makes decisions about how to manage the economy of our country. Many of these decisions will affect and change the way income is earned and spent. Government policies do not always affect all people in the same way. Sometimes policies will be an advantage or help some groups but be a disadvantage for others.

Activity 8**Exploring Government Policies**

Here are some examples of specific government policies that affect the income of some groups of people in our country.

- **Progressive taxation:** The more money you earn, the more tax you have to pay.
- **Income tax exemptions:** People who earn their money through farming or fishing do not have to pay income tax on those earnings.
- **VAGST exemptions:** Some goods do not have a goods and services tax on them. This means that the prices of these goods are not going to be higher. VAGST increases the price that people pay for goods and services.
- **Exemptions or differences in import duties:** Some goods that are imported from other countries will not have as high an import duty on them. Import duties increase the price of goods. The consumers pay for these duties through the higher prices. Goods for education (*e.g. Textbooks*) have a lower import duty or are duty free.

1. Here is a list of areas that the government makes important decisions in:

- Immigration.
- Transportation.
- Youth, sports and culture.
- Land and the environment.
- Economic development.
- Superannuation.
- Education.
- Health.
- Taxation.

Choose two of these areas. Think of what we have learned about individual and external factors affecting people's income levels. Work with others in your class to create a mind map of the possible ways that government decisions in these areas could affect our income levels, and by that, our ability to get the resources, goods and services that we need and want.

2. Here is the fifth summary statement. Please write it out on your special page. Remember to write it boldly and with colour, if you can!

Income is affected by external factors — government decision making is another example of this.

Land Ownership

Land is not just an area of soil with rocks and plants. Land is important to many families for these reasons:

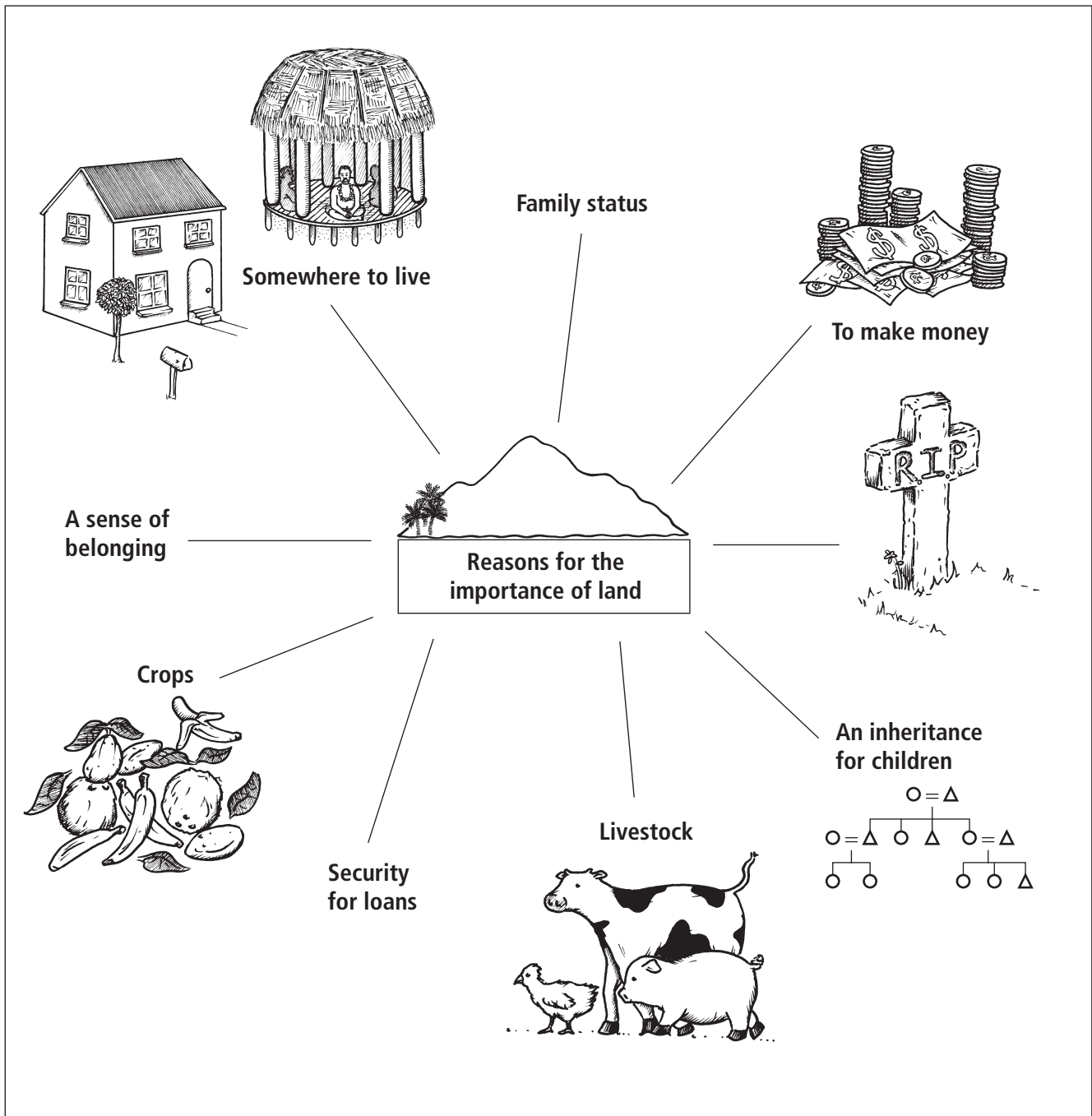


Figure 1.12
Graphics web of the reasons land is important.

Activity 9**Interpreting Ideas**

Study Figure 1.12 carefully, and then answer the following questions in your exercise book:

1. What is the diagram about?
2. Some of the information in the diagram is shown as pictures. What do these pictures represent?
3. Make a list of all the reasons that land may be important to different people in Samoa. Can you think of other reasons why land is important to people in Samoa — reasons that may not be in the diagram? Add these to your list.
4. Think of the reasons why land is important in Figure 1.12. Which of these reasons could be used to earn an income for the people that the land belongs to?
5. Think about these statements and questions. Discuss them with your class. What do you think these statements mean?
 - a. Land can belong to one person or it can belong to a group of people.
 - b. If land belongs to a group of people, does this mean that they own it?
 - c. If a group of people own land, do they have the right to sell it?
 - d. Are there different ways or systems of owning land?
 - e. People can have rights to land — they have the right to use it but not sell it.

Land as an asset

Some people think of land as an asset because it has the potential to be used to earn income. Here are some examples of ways that land can be used if it is an asset:

- Land can be used to build a factory that makes things.
- Land can be used to build a hotel. Tourists to Samoa pay for the service of having a nice place to stay. For example, the Coconuts Resort on the island of Upolu.
- Land is used to plant crops such as taro, cassava and banana. These crops are harvested and sold at the market in Apia.
- Land can be used to build a house. The house can be rented — another family could pay to live in it.

These are examples of the way land can be used to earn an income. In Samoa, decisions about using land to earn income depends on who and how that land is owned.

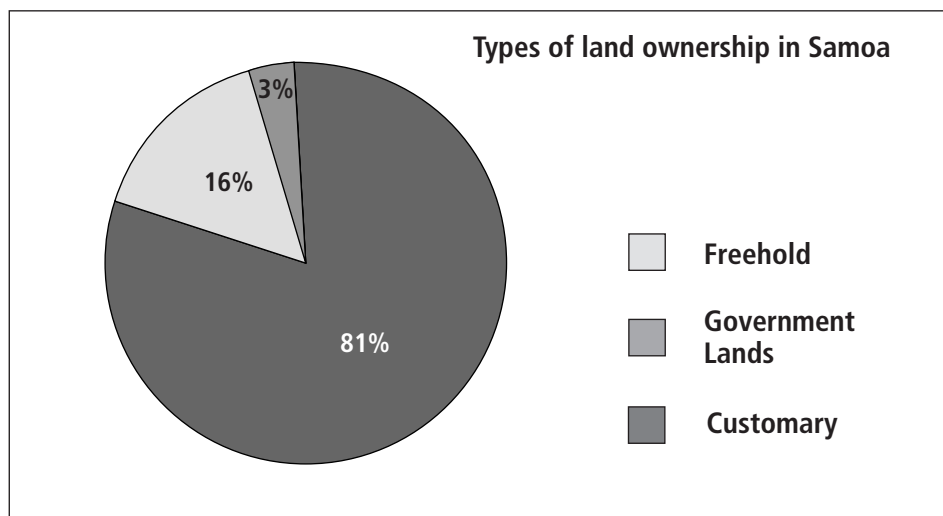


Figure 1.13
Estimates of land ownership in Samoa, 1991.

Activity 10

Diagram Interpretation

1. Name the different systems of land ownership in Samoa.
2. What percentage of our country is freehold land?
3. What percentage of our country is customary land?

Type of land ownership	Who owns the land? Can this land be bought and sold?	Who makes the decisions about how to use the land?	What are the advantages of this type of land ownership?	What are the disadvantages of this type of land ownership?	Other interesting facts.
Freehold					
Customary					
Government Lands					

Figure 1.14
Record sheet for land ownership.

5. Turn to a page in your exercise book. Turn your book sideways, then make a copy of Figure 1.14.
 - a. Gather information about the types of land ownership in Samoa. Use the questions in Figure 1.14 to guide you. Record the information you gather in Figure. 1.14
 - b. Which type of ownership is most suitable for earning income? Give reasons for your answers.
 - c. Which types of land ownership are unsuitable for subsistence?
 - d. Which type of land ownership will NOT earn income by subdividing land and selling it to others?
6. Choose one of the types of land ownership. Write a paragraph to explain what it is. Write another paragraph to describe one advantage and one disadvantage of this type of ownership.
7. How does the type of land ownership affect the ability of some groups to get resources, goods and services?
8. Here is the sixth summary statement. Write this statement on that special page.

Income is affected by external factors — for example, the ownership of land.

Topic 2

Social Factors (Resources, Goods And Services)

There are many social factors that affect people's ability to get resources, goods and services. Social factors are things that people do. What people do, and the way that they do things is an important part of our lives. Examples of social factors that can affect a person's ability to get goods and services are: education, culture, age, social attitudes, religion, the law, migration and gender.

- For five years, women in Afghanistan were not allowed to work in public. They were not allowed to work and earn an income in any way. Teachers, doctors, nurses, radio announcers . . . women who used to have these jobs were not allowed to work in these ways. This was decided by their religious leaders.

The social factors that affected income were: **gender** (being a woman) and **religion**.

- In New Zealand, when working people reach sixty-five years of age, they are supposed to retire from work.

Age is the social factor in this example.

Here is a diagram that shows some examples of social factors that can help or hinder people's ability to get resources, goods and services.

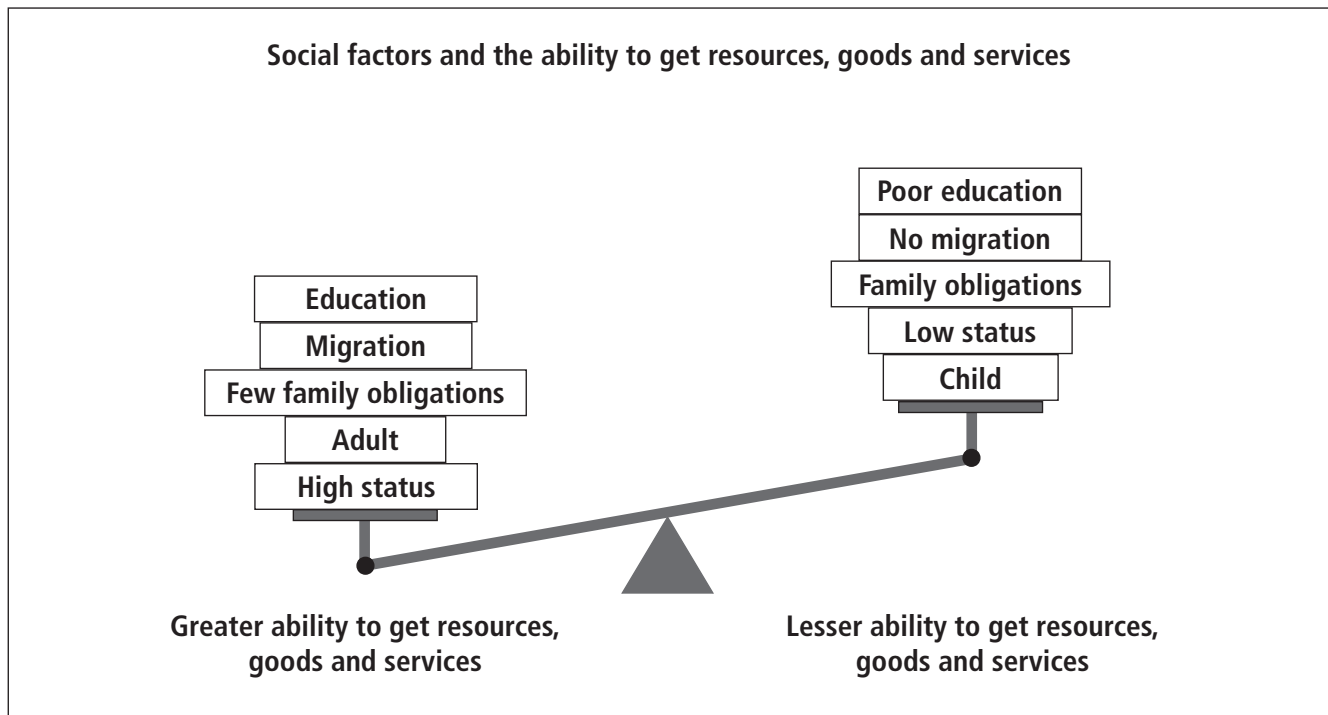


Figure 1.15
Social factors and the ability to get resources.

Activity 11 Interpreting Diagrams

Figure 1.15 is about the different social factors that can affect a person's ability to get resources, goods and services. Study it carefully, then answer these questions.

1. Why is the scale in the picture in Figure 1.15 tipped or down, on the left-hand side? Why is the right-hand side of the diagram higher than the left-hand side?
2. What are two examples of social factors that can improve a person's ability to get resources, goods and services?
3. What are two examples of social factors that can decrease a person's ability to get resources, goods and services.

Use Figure 1.15 as you read through each of the personal stories in Figure 1.16.

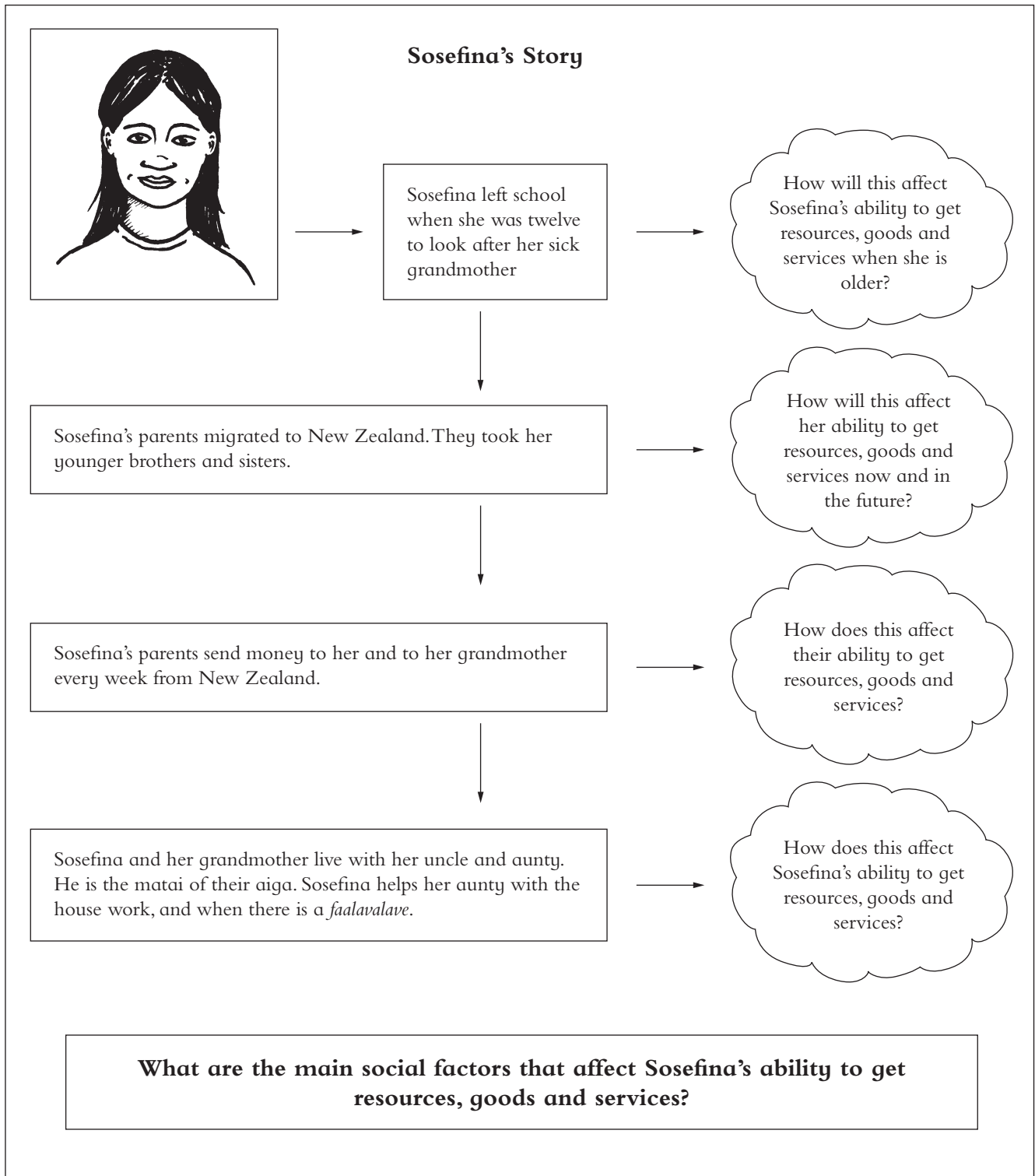


Figure 1.16a
Thinking about social factors.

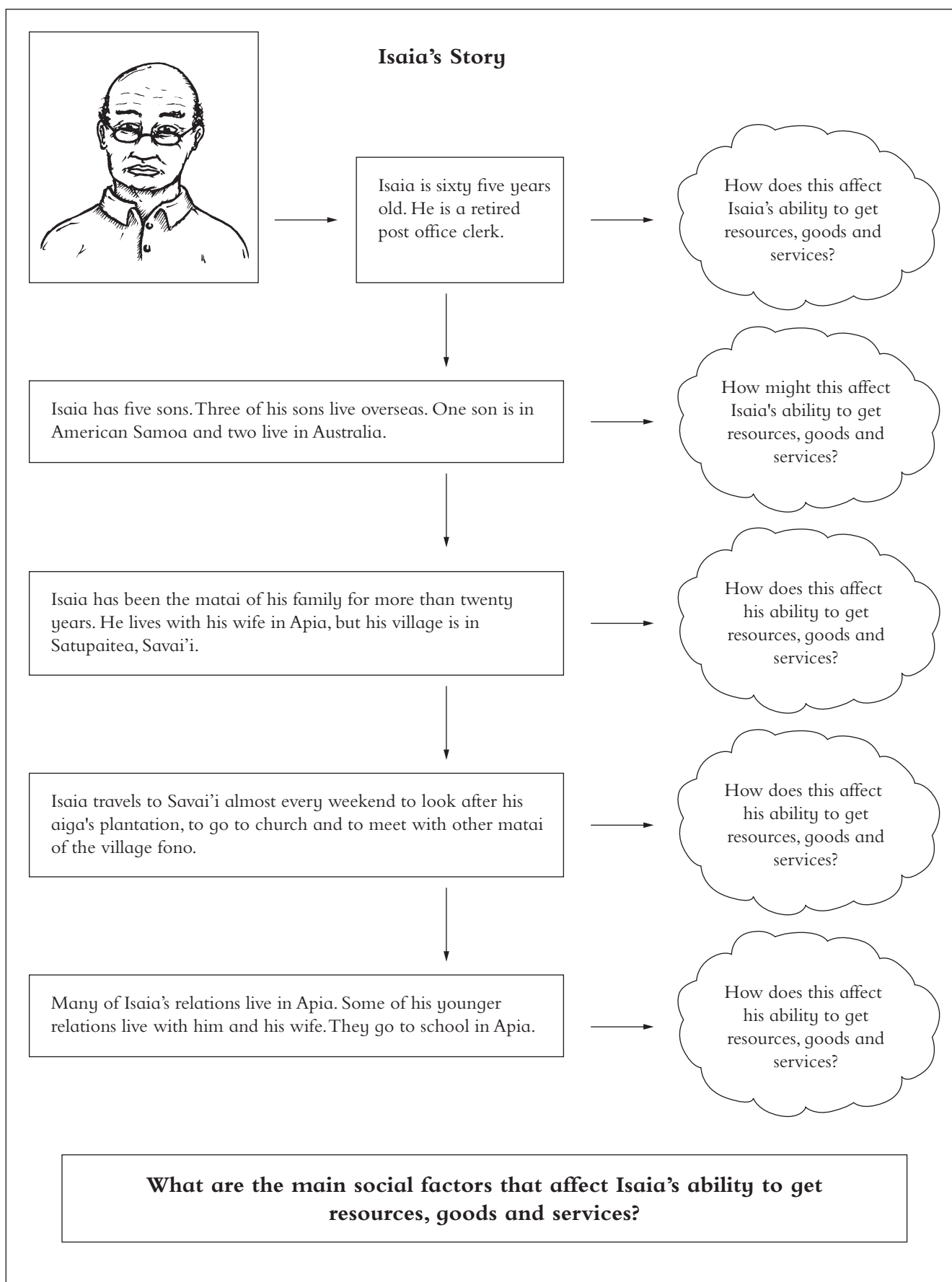


Figure 1.16b
Thinking about social factors.

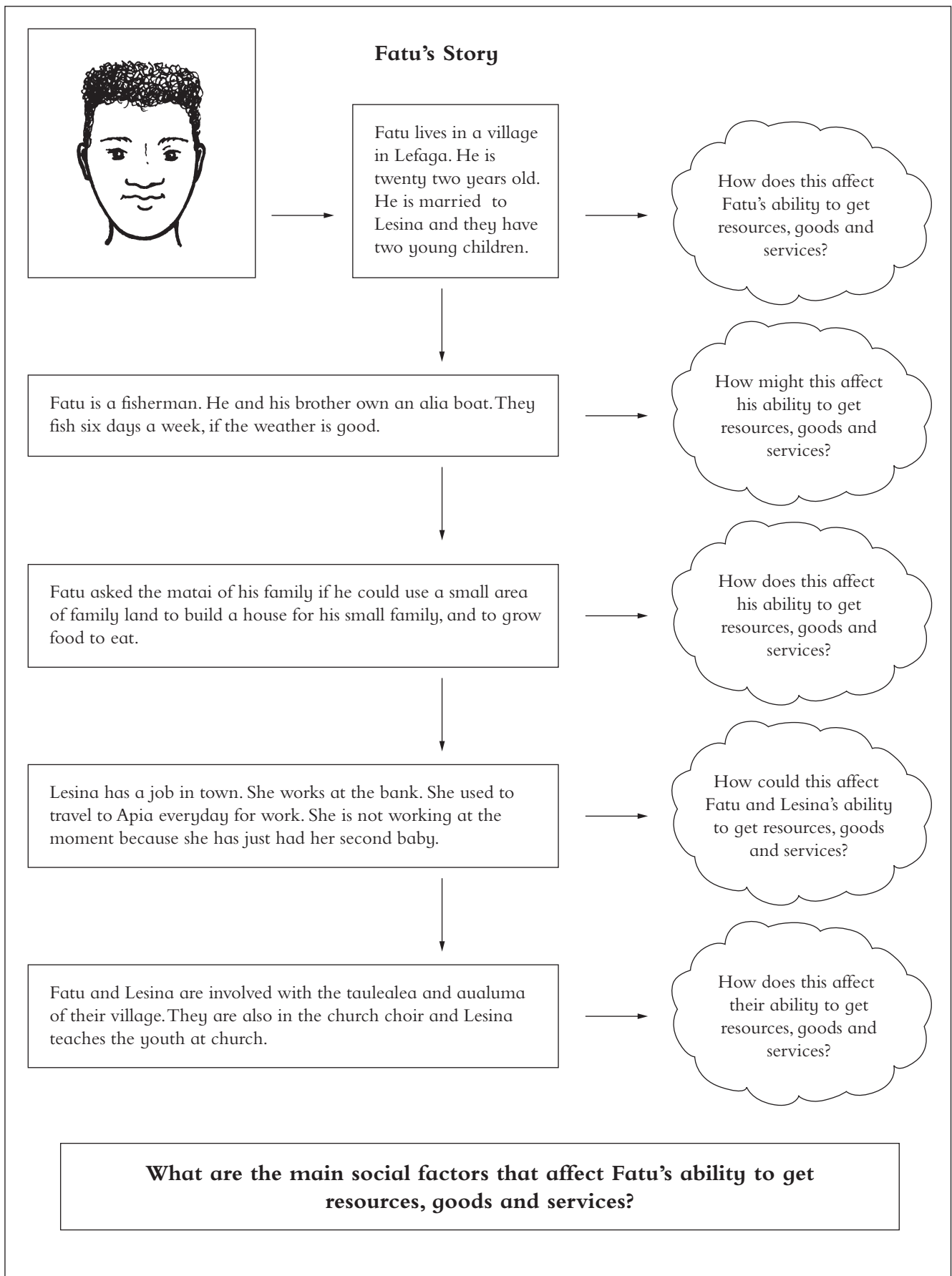


Figure 1.16c
Thinking about social factors.

Activity 12**Gathering And Recording Information**

Step 1: Get into groups of three students. Decide on a name for your student group. And then decide who is to be A, B or C.

Step 2: Your teacher will organise the whole class into three different discussion groups. Each person A (from each student group) will get together and form discussion group A. Each person B, will get together and form discussion group B. Each person C will do the same thing to form discussion group C.

Step 3: Read and talk about one of the case studies or stories from Figure 1.16.

Discussion group A will study Sosefina's Story.

Discussion group B will study Isaia's Story.

Discussion group C will study Fatu's Story.

Step 4: In your discussion groups:

- a. Choose one person to be the recorder. He or she will write down (on a large piece of paper) the group's ideas.
- b. Take turns reading out the different parts of the story.
- c. Share your thoughts and ideas for answers to the questions that are alongside each part of the story.
- d. Identify or name, the social factors that affect the person in the story's ability to get resources, goods and services. Use Figure 1.15 to help you with examples of social factors. Look for these in the story that your discussion group is studying.
- e. Make sure everyone in the discussion group has a chance to share their ideas.
- f. Make sure you all agree with what the recorder has written.
- g. Make sure each person in the discussion group has a copy of the notes that the recorder has made.

Step 5: All the discussion groups must return and sit together as a class. Your teacher may want to have a short talk with you all to check your progress.

Step 6: Re-form the student groups that you made at the beginning of the class (this is the groups of three students). Each person in the student group (A, B and C) must report back and tell others what was learned in the discussion group that they went to.

Step 7: Copy these questions from Figure 1.16 out into your exercise book. Use the information that people in your student group have gathered from the discussion group to answer the questions.

- a. What are the main social factors that affect Sosefina's ability to get resources, goods and services?
- b. What are the main social factors affecting Isaia's ability to get resources, goods and services?
- c. What are the main social factors that affect Fatu's ability to get resources, goods and services?

The Ability To Get Resources, Goods And Services

Which groups of people have a low ability to get the resources, goods and services that they need? People who have a low ability to get resources, goods and services are those with less earned income and unearned income. Those with less income are people who:

- Are unemployed and do not have a wage or salary income.
- Do not have well paid jobs. Jobs with low pay are ones where a person does not need education or skills.
- Do not have relations overseas to send money (or perhaps the relations overseas do not send enough).
- Do not own their own land or do not have the use of land.

Activity 13

Learning Activity

- 1 What are some other reasons for why some people have an income that is too low for them to get all the resources, goods and services that they need and want?
 - Think about the different economic and social factors that can affect a person's level of earned and unearned income.
 - Think about the personal and external factors that can affect levels of income.
 - Write a paragraph to answer that question.

2. How can the ability to get resources, goods and services be improved? Look through the work that you have done so far in this unit. Use your exercise book and this textbook to find answers to this question. Use the key questions to guide your search and to guide your thinking.
- What can an individual person do for himself or herself?
 - Which groups of people can make a difference to the external factors? How can they make a difference — what can they do to help change the situation?

Follow these steps:

Step 1: Make a copy of the chart in Figure 1.17 (on the next page).

Step 2: Then move back into your student groups.

Step 3: This is the problem that you are trying to solve; copy it onto the chart:

How can we improve the ability of low income earners to get resources, goods and services?

Step 4: In your student groups, brainstorm for possible solutions. Write these into your charts.

Step 5: For each possible solution, think of possible outcomes or results. Write these into your charts.

Step 6: The group needs to think about the ideas that they have written and decide together on the one that is the best solution. They must also explain why they have chosen that solution.

Important notice!

The solution in your group's conclusion does not have to be exactly like any of the possible solutions that you have written. It can be a combination of some of them.

3. Prepare a short speech about how we can improve the ability of low income earners to get resources, goods and services. Write this out carefully in your book. Be prepared to present it to the rest of your class, or to small groups in your class.

Problem:	
Possible solutions	Possible outcomes/results
	→
	→
	→
	→
	→
	→
	→
	→
	→
	→
	→
	→
Conclusion: We think the best solution might be ...	
Our reasons for thinking this is the best solution are ...	

Figure 1.17
Problem solving chart.

Unit summary

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

1. We have learnt some very important terms and words in this unit. Find the words in this list in the word find. The list includes social factors and economic factors that affect people's ability to get resources, goods and services. Find all the economic factors and write these out as a list.

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

obligations	migration	education	income	taxation
rent	interest	wages	policy	employment
government	land	status		

2. What did you find out about the social factors that can influence the ability to get resources, goods and services? Copy and complete the mind map (on the next page) — use key words and pictures and diagrams.

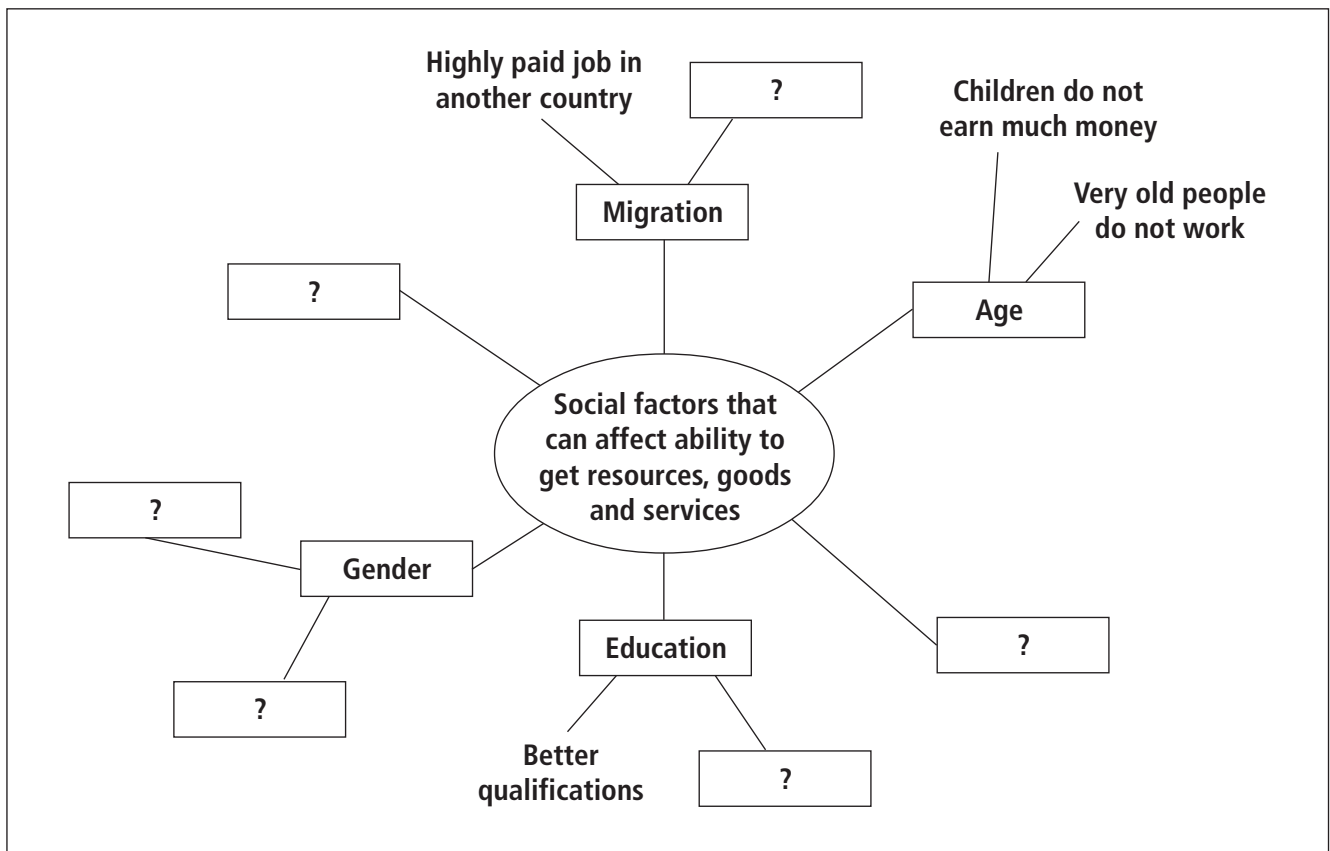


Figure 1.18
Social factors mind map.

3. What are the ways that less advantaged groups can get more resources, goods and services? Imagine you are the Member of Parliament for your electorate. You have been asked to speak on a radio programme by 2AP. Your topic is:

How can people improve their ability to get the resources, goods and services that they want and need?

- a. Prepare a list of important points that you want to say in your speech.
- b. Name two personal factors that affect a person's level of income.
- c. Name four external factors that can increase or decrease a person's income. Two of these must be economic. Two must be social.
- d. For each of the external factors that you have named, write a group or organisation that will have the most influence over that external factor.
- e. For each of the external factors that you have named, give an example of something that the most influential group for that factor can do, to improve the level of income.

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

I can identify or name the economic factors that can influence the ability of individuals and groups to obtain resources, goods and services.

I can record or write down information that I have found about the social factors that can influence the ability of individuals and groups of people to get resources, goods and services.

I can tell others about the ways that less advantaged groups can improve their ability to get resources, goods and services.

Unit 2: PEOPLE AND ECONOMIC PARTICIPATION

Introduction

The economy is a country's system of using resources to make and use goods and services. People participate in different areas of this system. The general areas are: production, distribution, exchange and consumption. One of the ways that people participate in the economy is by working. Working, earning and then spending money, are important economic activities.

In Samoa and in countries overseas, there are patterns in the ways men, women and children participate in their economies, especially with work. These patterns are not the same as those of the past. Patterns in the way people work have changed over time.

In this unit, you will learn about a period of time when there were great changes in the way people worked and in the types of work that men, women and children did. This period was called the Industrial Revolution. You will also learn about the reasons for the changes. It began in the late 1700s and continued through the 1800s. The first country to become industrialised was Great Britain. Industrialisation then spread through to countries in Western Europe, and to North America. Many **historians** believe that the Industrial Revolution was a great turning point in the history of the world.

The consequences of those changes for people in Great Britain in the 1700s and 1800s, were very serious. The changes in the way people worked in the economy then, have influenced patterns of work that are found today in many different countries of the world.

The unit is divided into three topics. The main setting for this study is Great Britain. The learning activities in each topic will help you to achieve the objectives of the unit.

Unit objectives

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

- Gather and present information on the factors of industrialisation during the Industrial Revolution that have changed people's participation in economic activities.
- Analyse how these factors have changed people's participation in production, distribution, consumption and exchange.
- Suggest what the consequences of the changes that industrialisation brings for people.

Topic 1**Changes In Participation**

The following pages have a range of different resources with information about Great Britain and the Industrial Revolution. Your teacher will let you know which learning activities you are to do. Your teacher may want you to do all or some of them. These resources and the learning activities will help you to gather information about the Industrial Revolution.

The Industrial Revolution was a time of many changes. The changes were the result of **industrialisation**. The term 'Industrial Revolution' refers to this period in history and to the social, economic, technological and even political changes that happened as a result of industrialisation.

Dictionary Definitions

Industry *n.* **1** The manufacture or production of goods. **2** A particular branch of this; any business activity.

Industrial *adj.* **1** Of or engaged in industries. **2** For use in industries. **3** Having many highly developed industries.

Industrialisation *n.* When a country develops a modern, industrial economy.

Industrial revolution *n.* The transition period between being a traditional, agriculturally based economy to a modern, industrialised economy. Britain was the first country to go through the change between 1750 and 1850.

Activity 1

Industry

1. Draw a vocabulary grid for the word industry (this is a square — about 12 cm by 12 cm — that is divided into four smaller boxes or squares).
2. Write the word ‘industry’ in square one (top left).
3. Write a sentence to explain what it means in square two (top right). Use your own words.
4. Draw pictures to show what this word means in square three (bottom left).
5. Write a sentence that uses the word ‘industry’, in square four (bottom right).

INDUSTRY	(Meaning)
(Picture)	(Sentence)

Before The Revolution: The World Of Work

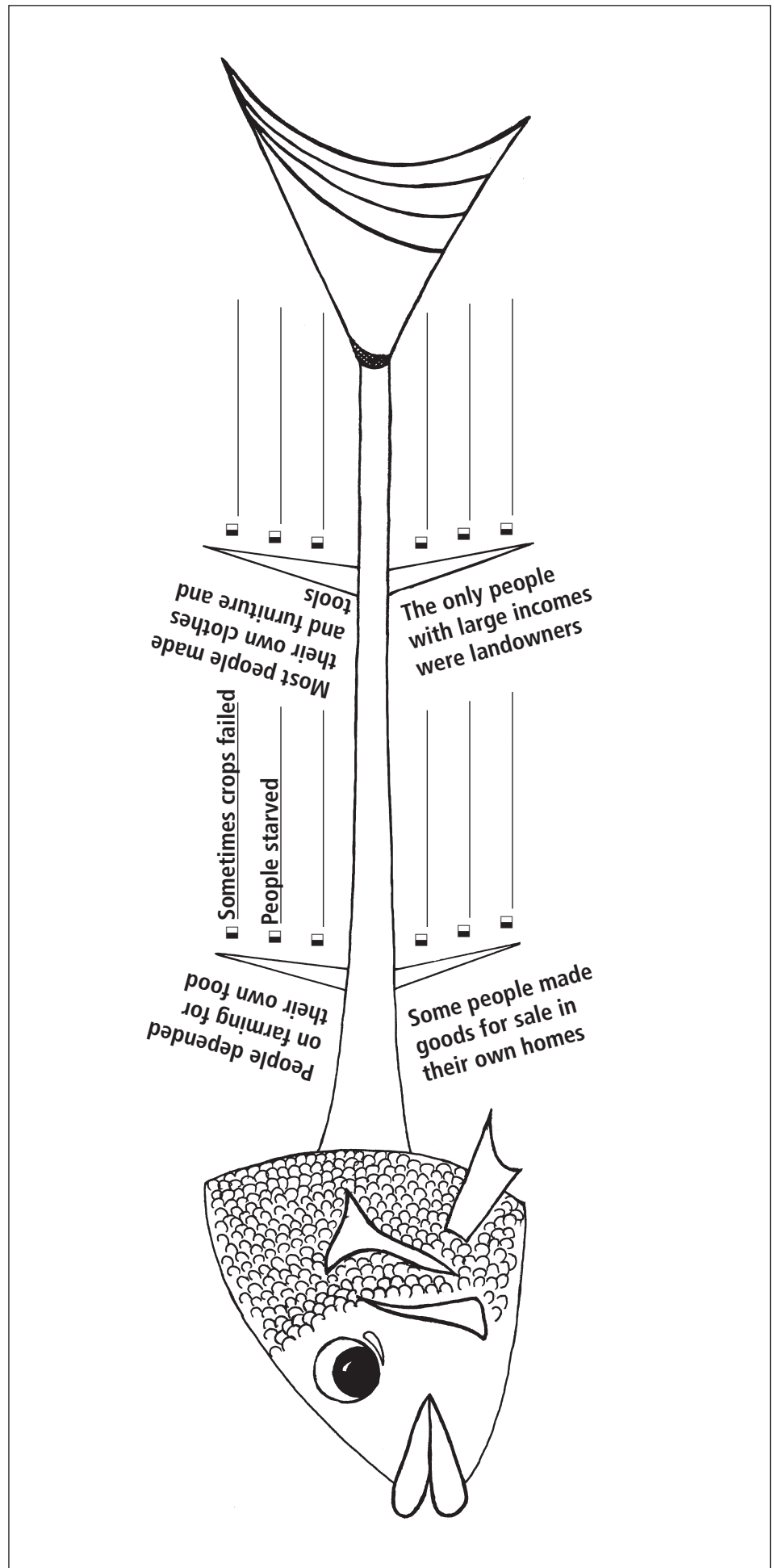
At the beginning of the 18th century, most of the people of England lived in small towns and villages in the countryside or rural areas. The main economic activities were in **agriculture** and **cottage crafts**. Most of the people in the rural areas spent their working lives farming. Most grew enough food to meet their needs. They also made most of their own clothing, furniture and tools, using natural resources on the farms and in the forests. Some farmers grew extra food if they lived close to towns. They would take the extra food they grew (*e.g. Eggs, cheese, vegetables*) to sell.

Some of the families in rural areas did not farm but instead, **manufactured** goods in their homes. Merchants, called entrepreneurs, gave raw materials to workers. The workers would make the goods in their homes. The entrepreneurs would return to collect the finished goods, pay the workers, and take the goods away to sell. Some workers would form a group so they could work together. These groups were called **guilds**. They were more common in towns. Examples of goods that were made in guilds were cloth, simple tools, leather goods, jewellery and weapons. Craft workers in the shops often belonged to the same families. People were **employed** to work in the guilds. They started as **apprentices**, then became craftsmen once they had been trained.

Before The Revolution: Hardship, Hunger And Poor Health

In the late 1700s and early 1800s, life was very hard for those who lived off the land. Most people depended on farming to meet their needs for food, clothing and shelter. There was always the risk that crops would fail, that the harvests would be small and that there would not be enough food. People did not starve but many suffered from **malnutrition**. Because they were not well fed, they caught diseases easily. This had a terrible effect on children. **Infant mortality** rates were very high.

Most workers did not earn very much income because they did not produce very much. A few people had large incomes — these were usually the landowners. Landowners, merchants and some of the religious leaders were the wealthiest groups of people. They also had a lot of political power as they owned land and other assets. In Great Britain, before the Industrial Revolution, the only people who were allowed to vote were male members of the Church of England who paid a certain amount of money for their taxes. Workers and farmers did not have a voice in government.



Activity 2**Cause And Effect: Life Before The Revolution**

Make a copy of this fishbone diagram in your exercise book. You may need at least half a page. Fishbone diagrams can organise information about the causes and effects of something.

Carefully read through the text on page 41. There are four effects written on the fishbone diagram. Each one is written on a rib of the fish. Use the information you have read to write examples of some of the causes of these effects. Write these on the riblets of the fish. An example has been done for you.

The Industrial Revolution: Reasons For The Take-Off

The Industrial Revolution in Great Britain began in England as a sudden burst of technological change. There are many reasons for this ‘take-off’. Together, these features led to the Industrial Revolution taking place in Great Britain at this time.

1. Improvements in agriculture.
2. Forests were decreasing quickly. There was less wood for making charcoal for fuel. Coal was used instead of wood.
3. Great deposits of coal and iron were found close to each other. Iron became important in making the new machines.
4. Steam was made from burning coal to heat water. Steam was used to drive or move machines.
5. Factories were built. The new machines needed more power — so factories were built near coal and iron mines.
6. Great Britain had a long coastline — many ports developed. This was important for shipping products from the factories.
7. Great Britain had many rivers. Ships could sail up the coastline and then up rivers to the new industrial towns close to the coal fields.
8. New roads were built in 1745 — this helped people to move around the country quickly and easily.
9. England as a country, enjoyed peace and stability. There were no wars fought in England at the time of the Industrial Revolution.
10. The British Empire grew as Britain colonised or took over other parts of the world. The colonies were a source of raw materials for the factories and new markets for British-made goods.
11. England had a population that was less than half the size of its neighbour, France. This encouraged the invention of tools and machines that would save labour.
12. The use of labour-saving tools on the farms meant that not as many farm workers were needed. The lack of jobs in agriculture gave a supply of workers for new industries.
13. Land owners were very willing to have the mineral resources found on or under their land (for example iron and coal) exploited.
14. Those who had large incomes (<i>e.g. Landowners</i>) were also very willing to invest their wealth in the new industries.

Figure 2.1
The reasons for the take-off.

Activity 3**Reasons For The Industrial Revolution**

Work in small groups of two or three. Read through the facts grid. The facts grid gives information about the reasons for why the Industrial Revolution happened in Great Britain.

1. Write a list of all the **social** reasons for the Industrial Revolution.
2. Write a list of all the **economic** reasons for the Industrial Revolution.
3. Write a list of all the **technological** reasons for the Industrial Revolution.



Figure 2.2
Map of Great Britain.

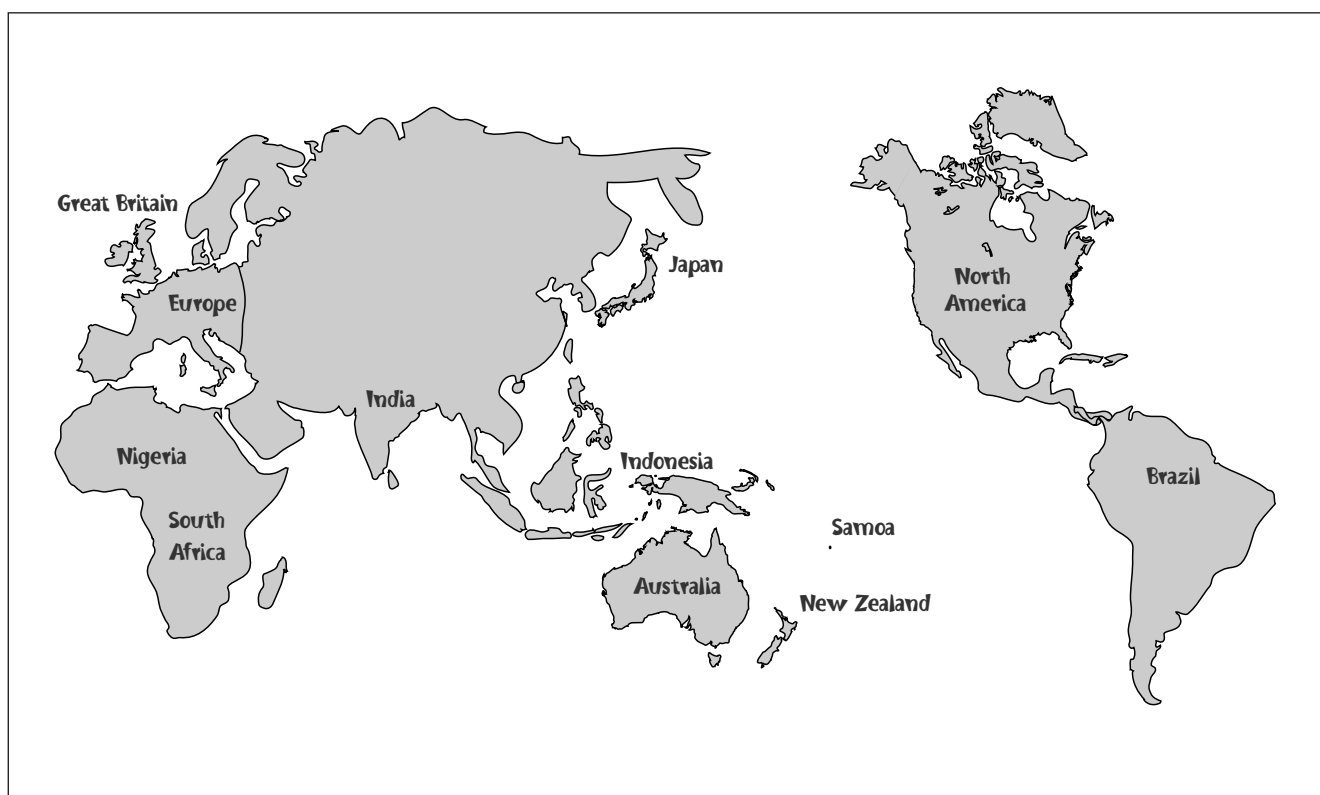


Figure 2.3
Map of the world.

Activity 4

Great Britain

Study Figures 2.2 and 2.3, then answer the following questions.

1. What is the capital city of Great Britain?
2. Great Britain is made up of different countries. Name the countries of Great Britain.
3. What is Great Britain's full name?
4. On which hemisphere is Great Britain located? On which hemisphere is Samoa located?

Activity 5

Division Of Labour

1. How many steps are there in making the bicycle in the diagram on page 46?
2. If a different person was doing the work at each of the steps, how many bicycles would be made in the same amount of time that it takes one person doing all of the steps?




























































One person doing all six steps in manufacturing a product can make one unit					
 ○	○ ○				
Six people, each specialising in one of six steps, can make twelve units in the same time					
					
○ ○	○ ○ ○ ○	 	 	 	 
○ ○	○ ○ ○ ○	 	 	 	 
○ ○	○ ○ ○ ○	 	 	 	 
○ ○	○ ○ ○ ○	 	 	 	 
○ ○	○ ○ ○ ○	 	 	 	 
○ ○	○ ○ ○ ○	 	 	 	 

Figure 2.4
Factories and the division of labour.

3. If the owner of the bicycle factory wants to make as many bicycles as he can, which of these two ways will help the factory to make twice as many bicycles?
 - a. Six workers, each doing each of the six steps to make one bicycle.
 - b. Six workers, each doing only one of the steps to making a bicycle.
4. What are the advantages of workers in a factory learning and then working at just one of the steps of production?
5. What could be a disadvantage of a worker doing the same task (or step) over and over again in a factory?
6. Copy the following sentence into your exercise book. Fill in the gaps, choosing from the words listed below:

One of the most important _____ caused by the _____ Revolution was the change to how many things were made. _____ were built to make many products at a _____ rate, and used less _____. Factories divided the labour into _____.

- labour factories changes faster
 industrial time steps

Mid 1700s	Not many of Great Britain's forest resources were left. They had been used up to make charcoal for fuel. People began to use coal as a source of fuel.
1764	The Spinning Jenny machine was invented. This was used to spin cotton.
1775	The boring machine was invented. This was used to drill precise holes into iron.
1780	The circular saw was invented.
1782	An improved steam engine was invented. Steam engines were used to power machines.
1785	The steam powered loom was invented. This weaved cotton into material.
1786	A nail making machine was invented.
1788	British iron makers made 68 900 metric tonnes of iron.
1800–1825	Sometime during this period of time, the planer was invented. This was a tool that smoothed the surface of the metal parts of steam engines.
1806	British iron makers made three times the amount of iron that was made in 1788.
1830	By this time, nearly all the basic machine tools that were needed for modern industry were invented and used.
1835	By this time, more than 120 000 steam powered looms were in use, and were used to weave cotton.

Figure 2.5
Industrial inventions.

Activity 6 Timeline

1. Use Figure 2.5 to draw a timeline showing when some of the important technological inventions were made. Remember the rules for drawing graphs and diagrams.
2. Copy this statement into your books.

The invention and use of new tools and sources of power was very important for industrialisation.

3. Give an example of an invention that improved the making of tools.
4. Give an example of an invention that improved the source of power for machines.
5. Give an example of how changes in the way machines were powered improved production.

Industrial towns and cities were built and grew larger.	The countryside looked different to what it had been before.
A new law in 1832 gave middle class men the right to vote.	During the 1800s, the population of Great Britain grew because people were healthier and had better food.
Improvements in the living conditions of the working classes began to get better during the 1800s because of laws passed by Parliament.	Manufacturers became wealthy — the middle class grew in size and their level of income.
Many people in the upper and middle class groups had very high levels of income.	Factory chimneys polluted the air, and industrial waste polluted the rivers and land.
People migrated from the country to the towns and cities looking for work in industries.	Society was divided into classes (people grouped by their incomes). The working class grew in the urban areas.
More goods and services were available to buy (lower prices).	There was a need for engineers, clerical workers and professional workers, so new universities, schools and libraries were built.
In 1750, the population of Great Britain was 6 $\frac{1}{2}$ million. By 1830, the population was 14 million.	Towns and cities became over-crowded, with no clean water, and many diseases.
People in the working class groups were very poor, and could not read and write. There was no schooling for them.	

Figure 2.6
Changes to the way of life during the Industrial Revolution.

Activity 7

Changes During The Industrial Revolution

Write lists of the social, economic, and political changes to people’s way of life that happened during the Industrial Revolution. Use Figure 2.6 to help you.

Activity 8

The Industrial System

Study Figure 2.7 carefully and then answer the following questions.

1. What are some examples of activities in Samoa that you think are part of the domestic system?
2. What are some examples of activities in Samoa that you think would be part of the industrial system?

Domestic or cottage system → Industrial system

Great Britain moved from this . . .

. . . to this

Manual work, using hands or simple tools and machines was carried out.

→ Big steam powered machines were used. People operated these machines.

Farming or manufacturing took place in homes and rural areas.

→ Manufacturing in big factories was located in towns or cities.

People worked in small family groups.

→ Work was done in large groups, with unrelated people — most recent migrants to the cities.

Merchants or entrepreneurs had close relationships with workers.

→ There was no relationship between the factory owners and the workers.

People worked long hours (12–14 hours a day, six days a week). Safe comfortable workplace (home). Rest breaks.

→ People worked long hours (12–14 hours a day, six days a week). Work was fast and there was pressure to get it done.

There were different types of jobs, depending on the stage of production. Workers developed a range of skills.

→ Workers specialised in one stage of production. The work was boring and monotonous, often with safety risks and problems.

People earned low incomes.

→ Even lower incomes were earned.

Figure 2.7

Changes to the world of work during the Industrial Revolution.

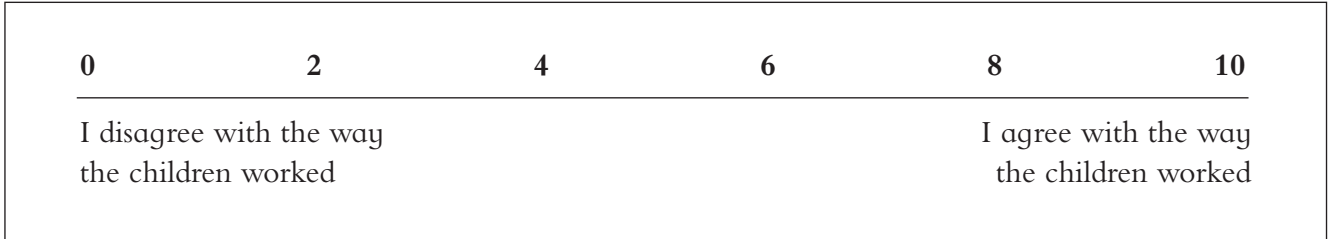
Activity 9

Assets And Liabilities

What is an **economic asset**? (Hint: Check the glossary.) What is an **economic liability**?

1. Draw vocabulary grids for the words 'asset' and 'liability'. (Use the same measurements that you used for the vocabulary box in Activity 1).
 - a. Write the words in square one of each grid (top left).
 - b. Write a sentence to explain what each word means in square two (top right). Use your own words.
 - c. Draw pictures to show what these words mean in square three (bottom left).
 - d. Write a sentence using these words, in square four (bottom right).

2. Read the stories about John and Ellison. Were these children assets or liabilities for their families? Were they assets or liabilities for the owners of the mine?
3. Think about the children’s stories and their working conditions. What is your opinion? Where would you place yourself on this continuum?



4. Write a sentence to give reasons for your answer to question three.

John and Ellison

This is a story about a young girl about her work as a coal bearer in a coal mine in the 1830s. A coal bearer is someone who carries coal from inside the mine to the outside. She carried the coal in big baskets on her back. She carried the baskets up ladders and through small doors.

My name is Ellison Jack. I have been working below three years on my father’s account. He takes me down at two in the morning and I come up at two in the afternoon. I go to bed at six at night to be ready for work next morning. I have to bear my burden up four traps or ladders before I get to the main road which leads to the pit bottom. My task is four to five tubs. I fill five tubs in 20 journeys. I have had the strap when I did not do what I was told.

This is a story about a young boy who worked as a trapper in the coal mine in the 1830s. Trappers opened and closed doors in the mine. They sat in a hole that was cut out of the rock next to the small doorways. When they heard coal wagons coming they had to pull open the doors using a piece of string.

My name is John Saville and I am seven years old. I am a trapper in a coal mine in Sheffield, England. I stand and open and shut the door; I’m generally in the dark, and sit me down against the door; I stop 12 hours in the pit (the part of the coal mine that is deep under the ground); I never see daylight now, except on Sundays; I fell asleep one day, and a corve (a wagon with coal inside it) ran over my leg and made it smart (hurt).

Topic 2

The Reasons For Changes To Participation

Think about this question:

How did industrialisation change the ways that people participated in the economic activities in List A?

List A

Production

Distribution

Exchange

Consumption

List B

This is when goods and services are bought and sold. Money is often used. Money is given for goods and services.

This is when goods and services that have been bought are used up. People consume goods and services.

This is when goods and services are made or manufactured. Manufacturing often happens in factories.

This is the system where goods are taken from where they are made, to the places where they are bought and sold. Transportation helps distribution.

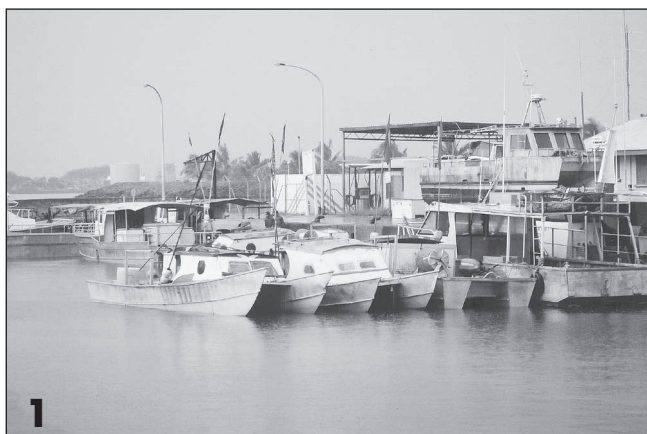


Figure 2.8
Mix and match photos.

Activity 10

Mix And Match

1. Look at the previous page. Match the words in List A with the correct definition in List B. Write out the corrected list in your exercise book.
2. Copy this summary table into your exercise book. You may need a whole page.

Country and era	Production What kinds of goods and services are/were made? How were/are these made?	Distribution How did people move goods from where they were/are made to where they were/are sold? Who was responsible for distribution?	Consumption What goods and services did people use? When did people use them? Did they have enough to meet their needs? Which groups had more? Which had less?	Exchange What methods did people use to get these goods and services that they wanted or needed from the people who had them?
Samoa in the past	<i>Weaving fine mats.</i>	<i>Walk or go by boat to the village where the faalavelave is. Matai decide who the fine mats are to go to.</i>	<i>Fine mats for faalavelave.</i>	<i>Asking family members for help.</i>
Samoa at present	<i>Tins of coconut cream.</i>			
Great Britain before the Industrial Revolution				
Great Britain after the Industrial Revolution				

Figure 2.9
Economic activities summary table.

3. Get into small groups and brainstorm these questions:
 - a. What are examples from Samoa’s past of production, distribution, consumption and exchange?
 - b. What are examples in Samoa today, of production, distribution, consumption and exchange?
 - c. Who did or does the work for these economic activities, and why?

4. After you have talked about your ideas, fill in the summary (Figure 2.11) table with examples from your discussion. Discuss these questions:
 - a. What are examples of production, distribution, consumption and exchange before the Industrial Revolution (see Figure 2.7)?
 - b. What are examples of these economic activities from during the Industrial Revolution?
5. After you have talked about your ideas, fill in the summary table with examples from your discussion.
6. Have a class discussion about the changes in economic activities and the changes in the way people worked caused by industrialisation.
7. As a class, talk about these questions:

Is Samoa industrialised?

Is it becoming industrialised?

What examples do we have of industrialisation in Samoa?

The Consequences Of Industrial Change

What are some of the things that could happen if your village began to industrialise? Would work or employment change? Would the way people live change? Here is a game that will help you to imagine and to think through some of the **possibilities**. Imagine this, about an imaginary village in Samoa:

Vaifou is a village on the north eastern coast of Upolu. It is a one hour drive from Apia. Most of the families in this village depend on the land for food. Men, women and their children spend time each week looking after their small plantations. Some families grow extra taro and bananas as cash crops, that are sold at the Maketi Fou in Apia on Saturdays.

Vaifou is located near a deep, sheltered harbour. There is always a lot of fish in the waters off the coast of the village. The fishermen are very skilled at catching them. Beautiful shells are found on the beaches near the village. Many of the women make earrings and necklaces from the shells that they collect and sell them to a gift shop owner in Apia. The gift shop owner comes to Vaifou once a month to see what the women have made and to buy the best jewellery. Then she sells them to the tourists that come to her shop.

Vaifou is quite isolated — it is far away from the main coastal road. The road to Vaifou is unsealed, as are the roads through and around the village. People do not travel to Apia or from Apia to Vaifou very often because of the roads and the distance. So they use what little money they get to buy the very expensive goods in the small village store.

It's game time! Here are the rules.

- This is a game for two players.
- Each person needs to have a bottle top. Make sure they are different.

1. Start here. The EPC puts power lines through your district. Your village has electricity!	2.	3. Your older brother in New Zealand sends a fridge and an electric jug to boil water for your family. <i>Move forward 2 places.</i>	4. The village shop increases its range of goods to include cold beer, ice-cream and frozen chicken. <i>Move forward 1 place.</i>	5.	6.	7. Your family gets its first electricity bill from EPC. It is very high! <i>Move back 2 places.</i>
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- Each player begins at position number one.
- You must play 'kang-kang-ka-mo' to find out who gets to move first, and how many positions to move.

25. Another shop is built in the village. There are now three shops. Prices come down. <i>Move forward 1 place.</i>	24. The Public Works Department fixes and tar seals all the roads in your district. <i>Move forward 2 places.</i>	23.	22. There is a power cut. There is no electricity for three days. <i>Move back 3 places.</i>	21.	20. Traffic through the village increases. Big trucks transport fish to Apia; people from other villages come to use the services and there is more dust and noise. <i>Move back 1 place.</i>	19.
26.	<ul style="list-style-type: none"> ■ Move your bottle top to your new position on the game board.. Read the information on that position. Follow the instructions — you will move forward or you will move back. 					
27.	28. Fishermen from other districts play billiards and have lunch before they sail away. A fight breaks out. They do not listen to the matai of your village. <i>Move back 1 place.</i>	29. Your older brothers apply for jobs in the village. One now works at the post office. The other is a teller at the bank. <i>Move forward 2 places.</i>	30. Your mother is very happy because your family can give more money to the church. <i>Move forward 1 place.</i>	31.	32.	33. There is no one left to work everyday on the family's plantations. There are weeds growing around the taro. <i>Move back 2 places.</i>

- Your bottle top may move onto a position that does not have information. You do not move away from this position until you win 'kang-kang-ka-mo'.
- The winner of the game is the first person to get to position 40.

	<p>8. A fish refrigeration plant is built at the eastern end of your village. It will buy fish for export.</p> <p><i>Move forward 1 place.</i></p>		<p>9.</p>	<p>10. The fish refrigeration plant needs ten people to process fish. Your father gets a job.</p> <p><i>Move forward 3 places.</i></p>	<p>11. Waste from the fish plant goes straight into the sea. The east end of the village always smells bad.</p> <p><i>Move back 2 places.</i></p>
<p><i>Move forward 2 places.</i></p>					
<p>13.</p>					
	<p>18.</p>	<p>10. New businesses open in the village. There is a post office, a branch of the ANZ bank and a new shop. The shop sells cooked food and has a billiards room.</p> <p><i>Move forward 2 places.</i></p>		<p>16.</p>	<p>15.</p> <p>14. Your mother stops making coconut and shell jewellery by hand at home. The factory makes the same things cheaply and quickly.</p> <p><i>Move back 1 place.</i></p>

How to move

Play *Scissors, paper, rock*; or *Kang-kang-ka-mo*

- When rock beats scissors: move forward 5 places
- When scissors beats paper: move forward 3 places
- When paper beats rock: move forward 1 place

	<p>34.</p>	<p>35. The shells that are used for the handicrafts are becoming harder to find on the beach and in the sea.</p> <p><i>Move back 1 place.</i></p>		<p>36.</p>	<p>37.</p>	<p>38. Your family builds a new house in the west.</p> <p><i>Move forward 2 places.</i></p>	<p>39. There is another power cut for three days.</p> <p><i>Move back 3 places.</i></p>
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40. Finish!

Is your village industrialised now!?!

Activity 11**Problem Solving**

Answer the following questions in your exercise book after you have played the board game.

Before electricity

1. What were the main sources of income in Vaifou before the new wharf and electricity arrived? What did people do for work?
2. What goods were produced in Vaifou? What services were available?
3. What type of system did Vaifou have — a domestic one or an industrial one?
4. What do you think were the main goods and services that the people of Vaifou consumed before the wharf was built and electricity supplied?

After electricity

1. Why were a fish refrigeration plant and a handicrafts factory built in the village?
2. How did electricity change the way the family lived? Give at least two examples.
3. In what ways did consumption change in Vaifou?
4. In what ways did production change?
5. In what ways did the way people's work change? (That is, how did employment change?)
6. Give one example of the negative effects of industrialisation in Vaifou. Write a sentence to explain why you think it is a negative effect or consequence.
7. Give one example of a positive effect or consequence of industrialisation in Vaifou. Write a sentence to explain the reasons for your answer.

Unit summary

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

1. Write short answers to these questions.
 - a. What is industrialisation?
 - b. When did the Industrial Revolution happen?
 - c. Where did the Industrial Revolution occur?
 - d. Why did it happen there?
 - e. Which system created caused the most social and environmental problems — domestic or industrial?
 - f. Who did not benefit from the Industrial Revolution — poor men, poor women or poor children?
 - g. How did industrialisation change the way people worked?

2. Copy this diagram out into your exercise book. You will need a whole page. In the boxes on the left, draw and label pictures that best describe each economic activity before industrialisation, and then after.

Before	After
Production	
Distribution	
Consumption	
Exchange	

3. Imagine:

- a. . . . that someone has invented a machine that can weave mats for sitting on. What changes to production could this cause?
- b. . . . that a new hydro-electric power station was built across the Sili River in Savai'i. What do you think some of the changes in production might be?
- c. . . . that the bank has a new system for using money. People can use a card instead of cash. What changes to exchange could this cause?
- d. . . . that taro has become plentiful and cheap, and that rice is very expensive. What changes to consumption could this cause?

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

I can gather and present information on the factors of the Industrial Revolution that have changed people's participation in economic activities.

I can analyse how industrialisation changed people's participation in production, distribution, consumption and exchange.

I can think of ideas about what the consequences of industrial change might be.

Unit 3: PEOPLE AND PLACES — CHANGE AND CONFLICT

Introduction

Development is about improving people's lives and their standard of living. Sometimes the changes that are made to help development have a negative effect on people and places — sometimes these changes have a positive effect on people and places. Sometimes the effects (positive or negative) of development are felt by some groups of people rather than all people.

This unit is about two things. First, it is about the influence that development and change can have on people and the places that they live in. This part of the unit is organised into three parts — topics one, two and three. They will be using examples from our own country of Samoa. The topics will help you to develop your knowledge and understanding of the unit. The learning activities in each topic will help you to achieve the unit objectives for this part of the unit.

The second thing that this unit is about is how and why people try to resolve the differences they may have about how the environment around them should be used. People live in many different types of natural and cultural environments. Changes to our environment are not always developments that improve the lives and standard of living for everyone. Sometimes, the changes benefit some groups of people, but cause serious problems for others. People have different values — this is sometimes why people have very strong opinions and feelings about the effect or influence that some types of change will have. We explore what can be done when people do not agree. The last part of the unit is not organised into parts or topics. The learning activities have been carefully put together into Topic 4, to help you to achieve the overall objectives of the unit. The example that we will be reading and thinking about is also from our own country of Samoa.

Unit objectives

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

- Classify information about the influence of development and change on people and places.
- Locate on a map, places which have been influenced by development and change.
- Present the possible responses of people towards development and change in places.
- Discuss the conflicts that may happen from the use of the environment.
- Describe some different ways in which people deal with problems that occur from the use of the environment.
- Analyse information on how conflicts over the use of the environment may be resolved.

Topic 1**The Effect Of Development On People And Places**

Development does not just happen. Development is planned and organised. Plans become projects when they are **actioned**. Development projects often have goals that the **planners** hope to achieve after a period of time. A development project will have all or most of these general characteristics.

Characteristic one — A development project focuses on one or two areas of improvement: *e.g. Health, education, infrastructure, employment, agriculture and fisheries, telecommunications, transportation and civil service.*

Characteristic two — A development project will have a **sponsor** or a **funding agent**. This is the source of the money that will pay for the costs of the project. Many countries and communities of people that are developing, do not have enough money to pay for the costs of development projects themselves. In this **situation**, they either borrow the money or accept help from other countries and **organisations**.

Characteristic three — The development project might have an effect on people at different levels. Depending on the project and its goals, it might have an effect on people at a local level (this is sometimes known as the **grassroots** level); or a regional level (this means in a particular area of a country); or at a national level (the whole country).

Characteristic four — Development projects take time — from when they are planned, **approved** and then actioned. The effects of the project may be **immediate** (that is, it happens straight away) or it may take some time before any benefits happen.

Activity 1**Photo Study**

Study the photographs of important buildings in the capital of Samoa — Apia. Read the captions carefully. Have you seen these places before? You will see some if you visit Apia. They are all of **national** importance.



Figure 3.1A
Television station, Mulinu'u.



Figure 3.1B
Government building, Apia.



Figure 3.1C
Central Bank of Samoa, Apia.



Figure 3.1D
Fisheries Department, Apia waterfront.



Figure 3.1E
National Hospital, Moto'otua.



Figure 3.1F
Family Health Association, Apia.



Figure 3.1G
Mobil Petrol Storage Tanks, Maulinu'u.



Figure 3.1H
Ministry of Post and Telecommunications, Savalalo.

1. Read Figure 3.2 carefully. Then copy Figure 3.3 carefully into your own exercise book.

Health	The condition of the human body; of being well and free from illness and injury.
Education	Systems of training and schooling to pass on knowledge and skills in order to earn qualifications.
Infrastructure	The facilities that a country needs to support its economy — for example, electricity or power; road systems, airports and harbours; bridges and sewerage systems; running water (piped water supply).
Agriculture	When land is cultivated to grow food (crops and animals).
Employment	Work that people do to earn a living, to support themselves and their families.
Telecommunications	Systems of communication over a long distance — telephones, telegraphs, radio, television.
Transportation	Moving people and goods from one place to another by road (cars, buses, trucks), air (aeroplanes) or by sea (ships and boats).
Civil Service	People and the departments that work for the government. Government departments and their employees carry out the work of government: <i>e.g. Inland Revenue; the Treasury; Public Works; Education Department; Health Department and so on.</i>

Figure 3.2
Areas of development.

Services	Health	Education	Infrastructure	Agriculture	Employment	Telecommunications	Transportation	Civil service
The sea wall, Apia harbour	✗	✗	✓	✓	✗	✗	✓	✗

Figure 3.3
Development projects from the past.

2. Read the definitions in Figure 3.2 again carefully. You may work in pairs or in small groups of three.
3. Choose five of the places in the photo study. List these in the first column of your copy of Figure 3.3.
4. For each of the services that you have listed in the chart, make decisions about the areas of development these services would have **contributed** to. Write a tick (✓) in the column for those areas that you think it helped in, and a cross (✗) for those areas that it did not. An example has been done to show you — see Figure 3.2.
5. What effects have the services that you selected had on people and the places that they were built? Choose **two** of these from your list and write sentences to describe what you think the effects of these developments are. Remember: think of the effects on people, as well as the places that they are at.

Case Study

Case Studies And Examples

Here are some examples of recent development projects from around Samoa. Some may not be finished yet. Read about them carefully.

Women in Business is a local, Samoa-based non-governmental organisation (NGO). It works to provide women in the urban and in the rural areas of Samoa, **opportunities** to develop their **business** skills and earn extra **income** to support their families. One of its projects is the weaving of fine mats. For example: Sia is Tongan and lives in New Zealand. Samoan *ie toga* are very precious in her culture — in fact in Tonga, our *ie toga* are called *ie hamoa*! She goes to Women in Business and asks for one to be made for her. She will pay Women in Business. Someone from Women in Business will go to one of the weavers in the villages, and **commission** her to weave an *ie toga* for Sia. This person from Women in Business will visit the weaver several times over the next few weeks. She will check on the progress of the mat — and pay the weaver small amounts of money as she goes. By the time the mat is finished, the weaver will get most of the money that Sia paid to Women in Business.

Look at the second page of this textbook. You might want to do the same for your Science, English and Gagana Samoa textbooks as well. At the bottom of the page (after the Acknowledgements) is some information about who produced the textbooks. The textbooks that you are using were made as a part of a development project. What is the name of this Project? Who was this Project for? Who **funded** this Project? In other words, which country provided the money to pay for this Project?

The island of Upolu will soon have an increase in the amount and the distribution of electricity that is made from hydro-electric power (HEP). The Asian Development Bank (ADB) has agreed to loan the Samoan government \$US 6 million for the project. The name of the project is *The Power Sector Improvement Project*. The project will **expand** the Afulilo hydropower scheme. The **reservoir's** storage volume will increase by 50%. A third **generator** will be put into place at the Taelefa power station. A 7.1 kilometre **canal** will be built. The distribution of electricity along the south coast will be improved, and the north coast will be expanded. The project will also build a new water supply system for Ti'avea village and a new bridge from Ta'elefa power station.

Seacology is a non-governmental, international organisation. This is what Seacology has written about its purpose:

Too often, islanders around the world are told that they should make financial sacrifices on behalf of the environment and receive nothing in return. Seacology searches for win-win situations where both the local environment is protected and islanders receive some tangible benefit for doing so.

Here are two examples of what Seacology has done in Samoa. For a more detailed example or case study, go to topic four in this unit.

Translation of Nafanua: Saving the Samoan Rain Forest into Samoan (December 2000).

This book by Paul Alan Cox, Ph.D., is the first book ever written about environmental **conservation** in Samoa. It is about the efforts to save the Falealupo rainforest. This also led to the creation of Seacology. Most people in Samoa do not have **access** to this book, which was originally published in English. Seacology is funding the **translation** of the book into Samoan and the **production** of an **audiotape**. This will be given out to schools and communities throughout Samoa and will air on Samoan radio.

Tafua Fishing Boats (1996).

Seacology funded the purchase of two fishing boats in return for a promise by the village to not allow **cattle** to an area outside of the rainforest preserve. This helped the people of Tafua to **maintain** their economy while protecting their rainforest.

Did you know?

Development projects are organised and funded by different groups and organisations. These groups or organisations may provide money and skills to help make the improvements that are wanted and needed.

The Faleata Sports Complex is located inland, just outside of Apia. It is a project by the Samoa Land Corporation (a government owned **corporation**). Some of the main sporting facilities in the Project are already finished and are being used. There is a golf course; two soccer fields and a cricket pitch. These are all at international standard. There is even a track for horse racing! The Samoa Land Co-operation provided the land and is overseeing the Project. FIFA, the international soccer organisation, funded the soccer fields. Our government funded other parts of the Project. The Sports Complex will also have an olympic-size swimming pool, tennis courts and a softball pitch. The aim of the Project is to develop sport in Samoa as well as support Samoa's bid for the 2007 South Pacific Games.

The World Health Organisation (WHO) has funded many important health projects in Samoa over the years. A recent example was their campaign to protect all Samoans from the disease elephantiasis. They carried out a public awareness **campaign** as well as an **immunisation** programme. The World Health Organisation has announced that it will continue to work in Samoa, with a **pledge** of a very large amount of funding.

Non-governmental organisations (or NGOs, as they are often called) get their funding from non-government sources. They often work with small groups of people in their communities: *e.g. Villages*. That is why most NGOs work at the **grassroots** level — directly with the people, for the people. Some non-governmental organisations can be local — that is, they have been organised by people in that country and community. They work on their own to get the money for their work by fundraising locally, or by applying for funds and help from international NGOs. International NGOs also fundraise but in wealthier countries. They fund projects in different parts of the world, but again, these projects will be at the grassroots level. Examples of international NGOs are: OXFAM, the Christian Children's Fund and World Vision.

Some development projects are funded by loans from special international banks called development banks, such as the World Bank. Developing countries borrow money from these banks, usually for projects that cost a huge amount of money, such as developing an infrastructure.

Some development projects are funded by international and regional organisations, such as the United Nations and its branches: UNICEF, FAO, WHO, and UNDP. (Can you name each of these branches? Try!) Development projects by such organisations are called **multilateral** aid. This is because the money that funds organisations like the United Nations comes from many different countries.

Some development projects are the result of aid or help from one country to another. This is called **bilateral** aid. New Zealand, Australia, Japan and China are countries that have provided bilateral aid to Samoa. The development projects that provided the sea wall in Apia, the roads in Savai'i and the Nafanua police patrol boat were funded by Japan. This textbook was funded by New Zealand.

Some development projects can be organised and funded in full or in part by the government of a developing country. As a country develops and improves economically, its ability to contribute to its own development and growth develops as well.

Activity 2

Classifying Information, Summarising Information

1. Copy the chart, Figure 3.4 (over the page), into your exercise book. Draw the chart lengthwise on the page. You will probably need a whole page in your book for this.
2. Work in pairs or small groups of up to four people. Talk about each development project and make decisions about whether or not the projects match each of the criteria in each column.
3. After you have made your decisions, fill in your charts.
4. The last thing that you must do is to write summary sentences about each of the development projects in the chart. Use the information that you have organised and classified in the charts to help you do this.

Figures 3.4
Classifying and summarising development projects.

Examples of development projects	Type of funding organisation						Targeted areas of improvement (see Fig 3.2 for ideas)	Level of effect of the project			Time before the benefits are felt			Summary sentences
	Local NGO	International NGO	Development bank	International organisation	Bilateral aid	Own government		Local	Regional (Upolu or Savai'i)	National	Weeks	Months	Years	
Afulilo Dam			✓				Infrastructure and water supply.	✓	✓			✓	The Afulilo Dam development project is funded by a development bank. It will improve infrastructure and water supply on Upolu. It will take over a year to be ready.	
Ie Toga Women in Business														
Samoa Secondary Education and Resources														
The Faleata sports complex														
Seacology and rainforests in Savai'i														
WHO (World Health Organisation)														

Topic 2**Locating Places Of Development Around Our Nation**

In this topic we will look at which areas around Samoa these development projects have affected.

Activity 3**Map Drawing**

1. Turn to the skills section of the Social Studies Year 9 Book 2 textbook. Trace an outline of Upolu and Savai'i (our country) into your exercise book.
2. Choose three development projects from the chart Figure 3.4
3. On the map you have outlined, name and locate these four areas or places. Remember to follow the map rules!
4. Think about other development projects that are happening around Samoa that you have heard about or read about. Name and locate two of these on your map as well.

Topic 3**People And Their Points Of View**

The government of Samoa wants to build a hydro-electric power station across the Sili River in Savai'i. Electricity is made when fast-flowing water moves through giant turbines or machines. This helps to make electricity. Hydro-electricity is cheaper to produce than electricity from diesel generators. This is how electricity is produced in Savai'i at the moment.

This is a proposal from our government. There are a range of views and opinions about this idea. Here are some points of view. Read them carefully, and do the learning activity that follows.

Hydro-electric power is much cheaper to produce than diesel generators. We have to import diesel from overseas — the water in our rivers does not cost us money!

I have a question — what will happen to the water supplies to the villages close to the Sili? Will they build a dam across the river upstream for the hydro-electric power station? A dam means that there will always be enough water for the HEP station. In the dry season, they will release extra water. **BUT**, what about the rest of us who live down stream?

I am not sure about this plan. I am worried about how this will affect the supplies of fresh water shrimp. Shrimp is a part of our traditional diet — and its also a good way of earning a little extra money, selling shrimp to the hotels and restaurants in Asau and Salelologa.

What will happen when there is a drought, if the dry season is drier than normal. Little or no river water — no electricity. At least with diesel generators, we do not have to worry about the weather.

If they build a damn or a **reservoir**, for the HEP station, will we be allowed to swim in it? Perhaps we could take tourists for a nature **hike** to the reservoir, and they can swim and boat there. More and more **ecotourists** are visiting our island.



Electricity will really help different industries on the island — for example, fishing. Fish is one of Samoa’s main export earners. Cool stores and freezers for storage could be built in different parts of the island — closer to where fishermen fish, and to where they live.



I don’t think I like the idea of big ugly power lines going through our villages, plantations and forests. Or up and down our roads...



Our way of life will change if there is a **constant, reliable** supply of electricity. We will become dependent on the power, and when there’s a power cut we won’t know what to do.



I like using a hurricane lantern for light at night. I do not need a television, an oven or any other electrical **appliances**. Electricity would just increase my bills and complicate my lifestyle.



I love swimming in the Silisili River. Will the HEP station mean there is less water to swim in?



A new HEP station will mean more electricity for Savai’i — especially those parts of our island that do not have a reliable supply of electricity.



My parents might let me stay up later at night and do my homework if we have cheap electricity to our home.



Tourism is another industry that will be helped if there is a reliable, cheaper supply of electricity. More guest houses and hotels could be built. More tourists means more jobs for local people.



We don’t live near the Silisili River. But if there’s a HEP station, will water be released in the dry season and **channelled** to the drier parts of the island? We have problems with water supply in our village. We have to use water from our storage tanks.



The proposal or plan is still under development. We will make sure that a study is done on the environmental impact of such a station. We also plan to consult or talk to different groups of people before final decisions are made.



I am still not happy about the environmental damage that building a HEP station will make. Trees will be cut down, and areas of land (natural forest) will be flooded. I need to know how much environmental damage a HEP station will make.



Activity 4 Exploring Values

1. Write a list (use the numbers) of the points of view that seem to be in favour of a plan to build a HEP station in Savai'i.
2. Write a list of the points of view that are NOT in favour of such a plan.
3. Write sentences to explain why some people are in favour of this plan, and others are not.
4. What do you think needs to happen in order for people to be more informed about the plan?
5. Do you think that if people were more informed, their points of view may change?
6. Write 3–4 sentences to explain your point of view on this issue.

Topic 4 Change, Conflict And Then Consensus

Because people have different points of view, it is sometimes difficult to reach an agreement about how places and environments should be used. Here is an example or a case study.

In the early 1990s, the people of Falealupo, Savai'i had a very hard decision to make. They needed a school. The education of their children was very important to them. The problem was, the government would provide the teachers — but Falealupo had to provide the school buildings first. The village needed to raise thousands and thousands of tala, but the only way it could raise that money was if it allowed the logging company to cut down its rainforests. The people of Falealupo did not want to do this — the rainforests had been an important part of their lives for generations. When they decided that they would allow the loggers in, it was with a great deal of pain. They felt they had to make this sacrifice for the sake of their children's education.

Dr Nafanua Paul Cox is an American scientist who has visited and lived in Samoa many times. He first came to Samoa as a young missionary. Samoa is like his second home. After he served his mission, he continued to come to our country. He found out about the difficult decision that the people of Falealupo had to make. He tried to come up with a solution that would help protect the rainforests (for a while) and help Falealupo build the school that they needed.

You may already know a lot about what happened at Falealupo. You may have heard news stories on the radio, or even in your own school. But here are some of the historical events that have happened since then.

1990 — Paul Cox raises enough funds overseas for a school to be built in Falealupo. In exchange, the village chiefs make a covenant to protect 50 000 acres of rainforest for the next 50 years.

1993 — Fuiono Senio, one of the leading matai of Falealupo, is awarded a Seacology prize for his efforts in trying to save the rainforest environment of Falealupo. According to Seacology, Fuiono Senio ‘. . . ran six miles to stand in front of the bulldozers and ordered the loggers to stop’. Even after Cyclone Ofa (February 1990), and then Cyclone Val (December 1991) badly damaged the village, Fuiono Senio refused to allow the logging company rights to cut the forest down.

1995 — A gift of \$US 40 000 is given by international company Nu Skin to Dr Nafanua Paul Cox for the Falealupo Rainforest Preserve. This is for the construction of an aerial walkway — the first one ever built in the Pacific. The walkway helps people get to the top of the canopy layer of the rainforest to see what natural life is like there.

1997 — Dr Nafanua Paul Cox and Fuiono Senio win the Goldman Environmental Prize. This is a very important, very **prestigious** award. Nafanua gives the money that came with the award to the Falealupo Rainforest Preserve. Matching donations from American company Nu Skin International are also given at the same time.

1997 — Fuiono Senio passed away in 1997, shortly after receiving the Goldman Environmental Prize with Nafanua Paul Cox.

1997 — The Falealupo Rainforest Canopy Aerial Walkway is dedicated. At the dedication ceremony, it is announced that the village will extend the 50-year covenant. It promises to protect the rainforest forever.

1999 — Falealupo village announces that beginning 1 January 2000 the monthly tourist revenues from the aerial canopy walkway will be used to fund a modest retirement fund for village elders.

Did you know?

The Falealupo walkway, suspended high in the rain forest canopy, is becoming a ‘must see’ for visitors to the island nation of Samoa. Suspended from stainless steel cables, the 1000 meter long, 30 meter high walkway was engineered by Arbonaut Access of Vancouver and funded jointly by Seacology and Nu Skin’s *Force For Good*.

The walkway was generating nearly \$1500 per month for the village, which retains all proceeds, reports Seacology chairman Paul Cox. The village is, in effect, earning far more from the walkway than they were ever offered by the loggers, and many other villages have, as a result, banned all logging activities. I am deeply touched that the village chiefs would decide to use these funds to help elderly men and women within the village live a better quality of life. What a wonderful millennium project!

Source: *Seacology*: www.seacology.org



Unfortunately . . .

In the past few months this walkway has been taken down, because one of the trees was dying.

Figure 3.5
Tree-top walkway.



Figure 3.6
The village council of Falealupo.

Activity 5**Communicating Information**

1. **Drawing timelines:** Organise the historical information and draw it as a graphic timeline. Remember you must draw your timeline to scale. A graphic timeline means that you can use a combination of words and simple pictures to record the different events on the timeline. Study the information from your timeline and use it to answer these questions:
 - a. How has the protection of the rainforest benefited the people of Falealupo?
 - b. How did the conflicts over how to use the environment resolved?
2. **Discussion:** Have a discussion using these questions in small groups. Then, have a class discussion (using the same questions) and share your answers and ideas from your groups with each other.
 - a. Think about the different groups of people who were interested in the rainforests of Falealupo. Logging companies, village council, the government, overseas scientists and environmental groups. Ask and answer: why was there conflict or disagreement between these groups?
 - b. The main problem in the beginning was the need for money to build a school. Describe, in a short paragraph, the logging company's solution and describe, in a short paragraph, Nafanua's solution.

Unit summary

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

1. Answer these questions in your exercise book.
 - a. What are some of the general characteristics of a development project?
 - b. What are some of the areas that development projects try to improve?
 - c. Write about one example of a development project. Describe its general characteristics and the areas that the project is trying to improve.
2. Imagine that there is a plan to build a big new hotel, with lots of overseas tourists, close to where you live. You have been asked to find out how people feel about this plan. How would different people in your community react? What would be the different points of view? Think of examples of positive points of view, and negative points of view. Write these out as two different lists.

Think carefully about these factors.

- Village elders may have little or no control over the behaviour of the overseas visitors.
- Overseas visitors have a lot more money — the prices of food and drink in the village shops may go up.
- Overseas visitors are eager to buy handicrafts. The women of the village are very busy earning money making and selling their crafts.
- The hotel guests do not seem to have lotu in the evening — and they stay up all night partying, even on Sundays.
- There's more traffic on the roads in your community — tour buses, trucks bringing in food supplies in from Apia, buses with workers from outside of the community.

3. Write definitions for these words in your exercise book: conflict; consensus; resolution; change; compromise. Use each of these words in a paragraph to describe the way the people of Falealupo resolved the problem of the use of their rainforests.

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

I can classify information about the influence of development and change on people and places

I can locate on a map, places that have been influenced by development and change

I can talk about the possible responses that people may have towards development and change

Discuss, describe and analyse information about conflicts and the way conflicts can be resolved, over how the environment should be used.

Unit 4: THE ROLE OF TECHNOLOGY

Introduction

The development of industry (industrialisation) is an important part of a country's economic development. This is because a country can earn more money selling manufactured products to other countries, than it can selling raw materials, or the goods that have been processed.

For example, Samoa can export **copra**. But if Samoa used its copra to make coconut oil and then sold that oil to countries such as Australia and New Zealand, then Samoa would earn much more money. How does this work?

The coconut tree is a natural resources in Pacific nations. It is sometimes called 'the Tree of Life' because different parts of the tree are so useful, for example the fruit of the tree — the coconut.



Mature coconuts can be husked, and the white flesh cut out of the shell and dried (either in the sun or in simple wood burning drier). This is copra. Copra has been a way of making extra money in many Pacific nations for a long time.



World prices for copra were low in the 1990s because of: competition from the soya bean industry; many trees in Samoa were old and not bearing as much fruit; the costs of transporting copra to markets in New Zealand and Australia were very high.



In the 1990s, Pacific nations tried to develop **commercial** uses for copra because farmers were not earning enough by exporting copra. One example of a commercial use for copra within Pacific nations is **processing** the copra into more valuable economic goods — coconut oil and coconut meal.



Turning copra into coconut oil is not easy work. It can be done by hand, but small quantities are made. Large quantities needed for exporting are made in a coconut mill. Several different types of machines are used; a great deal of electricity is needed to operate the machines. Coconut oil is manufactured in the mill.



Coconut oil can be used to make soap and cooking oil. Instead of exporting just coconut oil, Pacific nations could build other factories that make soap and cooking oil. This means more processing but it also increases the value of the economic good that is being made. Cooking oil and soap can be sold locally or it can be another way of earning money from overseas countries.

Figure 4.1

Coconuts and value added processing.

In the example in Figure 4.1, the raw material (a natural resource) is coconut. It is processed, using quite simple methods into copra. This is taken to a mill and manufactured into coconut oil.

Industrialisation has an effect on the types of jobs in a country.

My name is Tan. Many people in my country grow their own food to eat. We do not make very much money growing food. We do not have lots of land, and we do all the work by hand. When there are storms or other natural disasters, we lose our food, our money and jobs.



My name is Ivor. My country has become more industrialised because more people work in factories. We earn more money in a factory than working in farms or in mines. Working in industries means that many people have moved to live in towns and cities. There are less people living in farming areas.



My name is Mary. I live in a country where more and more people are working in services such as banking, computing and tourism. This type of work needs lots of skills. My father worked in a car-making factory for years but when it closed down he lost his job. He did not have the skills to work elsewhere.



Figure 4.2
Industrialisation and jobs.

Activity 1**How Does Development Affect Jobs?**

1. According to Tan, where do most people work in his country? What are some of the problems with this?
2. According to Ivor, where do most people work in his country? What effect did this have on the number of people working on the farms?
3. According to Mary, where do many people in her country work? Why are there fewer people working in factories? What are two examples of the industries or activities that many people in her country do?
4. According to these different points of view, which situation is better for people — Tan's or Ivor's or Mary's?

Industrialisation has an important effect on the overall level of development in a country. It can help a country earn money — and this is money that the country needs to get the goods and services that it needs to provide for the people in the country.

The development of industry often means increasing the technology that is used to make goods and services that are needed. Most developing countries are very **eager** to increase their industrial abilities and **capacity**. A big disadvantage for these countries is their lack of technical knowledge and **expertise**. So developing countries often have to depend on developed countries for this technology. But there are advantages and disadvantages to technology.

The pattern shown in Figure 4.2 (that developing countries need to industrialise) may not be the best way to benefit the people, especially the poorer people, of a country. This unit is about **appropriate** and **inappropriate** technology for developing countries. We will be looking at Tanzania, a large country in Africa, as our main case study. The unit is divided into two topics. The learning activities in each topic will help you to achieve the learning objectives of this unit.

Unit objectives

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

- Give examples of technology being used for development.
- Carry out a study of the role of technology in development and change and the consequences of using technology.

Different Types Of Development And Technology

Many developing countries believe that industrialisation is important for their progress. These countries have written development policies that are based on industrialisation. The developing countries have these beliefs about the advantages of industrialisation.

- Manufacturing their own goods will decrease the need for getting manufactured goods from other countries. For example, Fiji does not need to buy sugar from overseas because it manufactures sugar from sugar cane. Exporting sugar earns more money for Fiji than exporting sugar cane.
- Industry will bring more value to the primary products — this will mean that a country can earn more from its exports, for example, coconuts, copra and coconut oil.
- Industry will provide more jobs for people. Developing countries have large populations, and believe that factories will use the supply of cheap labour and will decrease unemployment.
- There will be improvements to technology, especially if big international companies build factories in the country, for example, Pepsi, Coca Cola and Yasaki, which are in Samoa.

In the past, developing countries have **encouraged** large-scale, **prestigious** projects such as oil refineries or highly mechanised factories. These projects are very expensive, and the governments of developing countries have either allowed big overseas countries to come in and cover the costs of the projects or they have received **foreign aid** from developed countries: i.e. Borrowed the money from a big, overseas bank.

The effect of high technology projects is that they are very expensive to establish. If they have been built and managed by overseas companies, they may not train many local people to take more responsible, higher paying work (for example, management jobs). They often use local people for unskilled or semi-skilled work. They bring in their own workers for more skilled, managerial work.

If the government owns the industrial project, it has to be responsible for technological breakdowns. It will need to have employees who have the skills and experience to fix the technology.

Appropriate technology is a way of avoiding the disadvantages of high technology industries. **Appropriate technology** is the term used to describe development projects that are on a much smaller scale. Such projects will suit the resources (raw materials or primary products) of the developing countries. The main aims of appropriate technology are:

- To avoid spending lots of money on expensive, technological producer goods.
- To use as many people who need work as possible.
- To develop traditional industries so that they are more competitive.
- To use local, renewable resources.
- To reduce or to avoid making pollution so that the environment can be **preserved**.

Meeting these aims will increase the chances for employment. The profits from industry will be spread in the country. The jobs are for skilled people and so schools will help to prepare more skilled workers for the new industries. The environment will not be damaged. The resources that the industry needs will be available and cheap. This keeps the costs of production down.

Appropriate technology will be successful if it serves the needs of the people at a price they can afford. Appropriate technology provides simple, cheap, machines that meet needs that people have. It does not create new needs. Examples of appropriate technology are: man-powered water pumps; machines for grinding and threshing; and simple agricultural equipment.

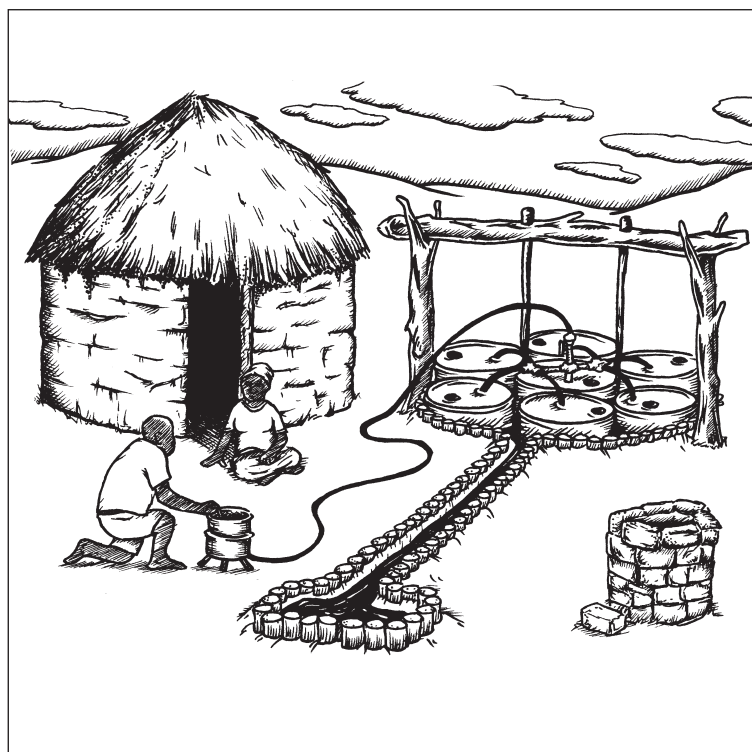
Mahatma Gandhi once said:

. . . men go on saving labour until thousands are without work and thrown on the open streets to die of starvation. Today, machinery helps a few to ride on the backs of millions.

Activity 2 Technology

Answer these questions in your exercise book.

1. Why do developing countries want to industrialise? Draw a star diagram to show the different reasons for industrialisation.
2. Write 1–2 sentences to describe the type of technology that large scale industrial projects will have.
3. What are the advantages of this type of technology? What are the disadvantages?
4. Draw a star diagram to show the main aims of appropriate technology.
5. What are the advantages of appropriate technology?
6. Read the quote by famous Indian politician and activist for social justice, Gandhi.
 - a. What is Gandhi saying about industrialisation and the use of more and more machines? (Think about what he said: . . . *men go on saving **labour** until thousands are without work?*)
 - b. In your opinion, did Gandhi support the kind of industrialisation that uses high technology with lots of big machines? Give reasons for your answer.



Dung (animal manure) is put into the well with equal amount of water

There is a large pit or hole under the tanks. The mixture of dung and water from the well goes into this pit.

*The mixture **ferments**. Gas rises from the pit and gets trapped in the seven oil drums.*

A tube goes from the gas-filled drums straight to a simple cooker.

Simple cooker — made from a big tin, with holes punched into it. The tin fits inside an ordinary charcoal stove.

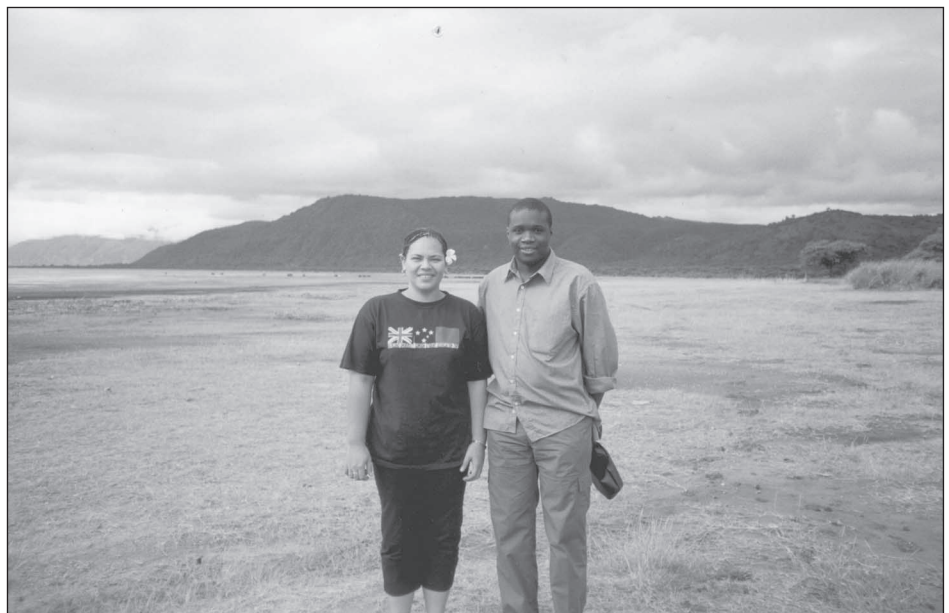
*A **slimy** mixture floats to the top of the pit and moves down the open channel in the middle of the pit. This is used as fertiliser.*

Figure 4.3

Appropriate technology in Tanzania: Biogas machine.

Activity 3**Biogas**

1. What does the biogas machine make for the family in the picture (Figure 4.3)?
2. What natural resource does the biogas machine need before it can produce biogas?
3. Does this resource cost the farmer and his family any money?
4. Imagine that electricity was put in the farmer's village. He is given an electric oven.
 - a. What does the oven need before it can be turned on and used?
 - b. Does it cost the farmer any money to use his oven?
 - c. What can the oven do or make for the farmer and his family?
5. Which source of energy is the cheapest for this family — electricity or biogas?
6. Which example of technology (the biogas machine or the oven) does more things for the family?
7. Which of the two machines or examples of technology would be the easiest to **repair** if it broke down?
8. Think about your village or the community that you live in. Can you think of any examples of appropriate technology being used in homes, on farms and plantations, or on the sea (fishing)? Have a class discussion about possible examples, and be prepared to explain your ideas.

A Samoan In Tanzania!

Dry, central plateau.

Violet Wulf works for our government. She is the Principal Climate Change Officer in the Department of Lands, Survey and Environment. She travelled all the way to Tanzania to represent Samoa at a special meeting about Climate Change. She saw for herself the different environments of this big, beautiful country. She has shared some of her photos with us . . .



Tropical coastal lowlands.



Forested hills, highlands and Mt Kilimanjaro.

Different Types Of Technology And Its Consequences

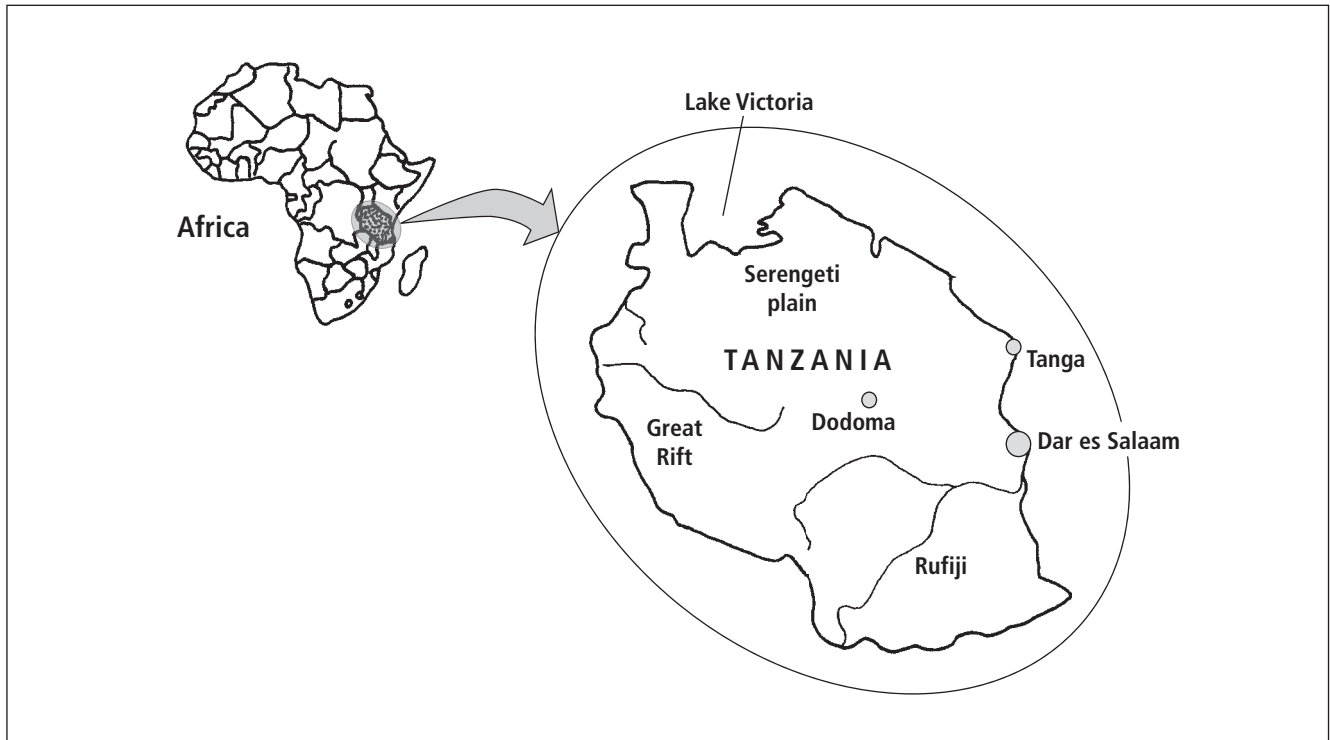


Figure 4.4
Map of Tanzania.

Part of Tanzania used to be called Tanganyika. It was a German colony from 1885–1916. It was controlled by Great Britain from 1919 until its independence in 1961. In 1964, it united with the country of Zanzibar and became the country of Tanzania.

Tanzania is a large country where most of the people live outside of towns and cities in rural areas. Although there are many different cultural groups in Tanzania, it is one of the more peaceful countries in Africa.

Tanzania used to be covered with tropical rainforest and grassland but many of the forests were cut down. This deforestation has influenced the climate in a negative way. Rainfall has become less, and **droughts** have damaged food and water supplies for thousands of people. The land has dried up and become a desert in some areas. The majority of the people who work in agriculture are women, and they do not have the technology they need to increase the amount of food they can grow on their land.

	Samoa	Tanzania
1. Full country name	Independent State of Samoa (formerly Western Samoa).	United Republic of Tanzania.
2. Location	Samoa is located in the South West Pacific. It is south of the equator. It is the first country after the International Dateline.	Tanzania is in eastern Africa. It is between Kenya and Mozambique. The Indian Ocean forms its eastern border.
3. Area	2860 square kilometres.	945 087 square kilometres (this includes the islands of Mafia, Demba and Zanzibar).
4. Capital City	Apia	Dar es Salaam. The government is planning to move the seat of government to another city in the future. It is Dodoma.
5. Population Size	161 000	36 232 074
6. People	93% are Samoan, 7% are European and Asian.	On the mainland: 99% of the people are native African (of these, 95% are from the Bantu tribes), and 1% are Asian, European and Arab.
7. Languages	Samoan is the main language. English is widely spoken as a second language. English is also used in government and business.	The official languages are kiswahili or Swahili and English. There are local languages and Arabic is also spoken.
8. Religion	99.7% are Christian.	On the mainland: 45% are Christian; 35% are Muslim; and 20% follow traditional religions. On Zanzibar: more than 99% of the people are Muslim.
9. Government	Constitutional monarchy.	Republic.
10. Currency	Tala (WST).	Tanzanian shilling (TZS).
11. Main trading partners	New Zealand, Australia, American Samoa, Germany, Japan, China.	India, Britain, Germany, Japan, Netherlands, Belgium.
12. Main products and industries	Agriculture, tourism, food processing, fishing.	Products: Coffee, manufactured goods, cotton, cashew nuts, minerals, tobacco, sisal. Industries: food processing (sugar, beer), cigarettes, sisal twine (string), fertiliser, cement, shoes, textiles, oil refineries, diamond and gold mining, salt.

Fascinating facts about Tanzania

Did you know . . .

- That the climate in Tanzania is different in different parts? The climate is tropical along the coast (similar to Samoa's climate) but up in the highlands it is temperate. It can be quite cold!
- The shape of the land (the relief) is not the same throughout Tanzania. Some parts of this country are low and flat – these areas are along the coast (this is like Samoa – flat areas are on the coastal lowlands e.g. The north-west coast of Upolu). There is a **plateau** in the central part of Tanzania. And there are highlands (hills that become mountains) in the north and south.
- The highest mountain in the whole of Africa is in Tanzania. This is Mount Kilimanjaro. It is 5895 metres high.
- Tanzania's main natural resources are: hydro-electricity; tin; phosphates; iron ore; coal; diamonds; gemstones; gold; natural gas; nickel.
- The most important environmental issues in Tanzania are: soil degradation; deforestation; desertification; the destruction of coral reefs (and the damage to marine life) and droughts.

Activity 4**Interpreting Maps, Tables, Paragraphs,
Photos And Facts Lists**

1. What is the capital of Tanzania?
2. Look at the map of the world on page 45. Which part of Africa is Tanzania — is it the east, west, south or north?
3. What is the population of Tanzania? How many different cultural groups are there?
4. What are Tanzania's main exports?
5. Write a list of the differences between Samoa and Tanzania. Then write a list of similarities.

Case Study 1**Tanzania And Technology**

Figure 4.6A

A rural mountainous valley in Tanzania. Photographer: Elizabeth Serlemitsos.



Figure 4.6B

A boat leaving an industrial harbour in Tanzania. Photographer: Elizabeth Serlemitsos.



Figure 4.6C

Two school girls. Photographer: <http://db.jhuccp.org/mmc/photoshare>



Figure 4.6D

A training session at TaTEDO in Dar es Salaam, Tanzania, in the use of an improved charcoal oven, which can be used for small-scale income-generation.

Photographer: <http://db.jhuccp.org/mmc/photoshare>



Figure 4.6E
Sebastian, a fish farmer, who is now a volunteer motivator and trainer for nearby villages in the art of fish farming. Photographer: Edward Reilly.



Figure 4.6F
Son of a local fisherman named Sebastian pulling a net from a fishpond. Photographer: Edward Reilly.

Activity 5**Photographic Examples Of Appropriate Technologies**

Study photographs 4.6B – 4.6F carefully.

1. What are the advantages of the technology used?
2. In your opinion, what are the main issues or problems with the technology?
3. How will the technology help . . .
 - a. the government of Tanzania?
 - b. big businesses and companies?
 - c. the men, women and children of the community?

Case Study 2**Local Investigation**

There are examples of the development and use of technology in Samoa. In this activity, you are going to **investigate** the use of technology and the results of technology, in our own developing country of Samoa.

These are the steps that you must follow for the **investigation**. You will be working in groups.

Step 1: Choosing roles

Each person in the group must have a role or responsibility. These could be:

- **Participation checker** — he or she makes sure everyone is contributing.
- **Organiser** — this person watches the time and makes sure everyone keeps on task.
- **Recorder** — this person writes down the information that the group finds.

Your group must discuss the **roles** that people have and decide who will do each one. You may decide to take turns or you may decide that there are extra roles that people in your group need to have.

Step 2: Writing questions for the investigation

Here is the main question that your group must investigate.

What types of technology are being used in our community and how are these helping development and change?

Write at least two other questions that you would like to investigate about technology and development in your community or in Samoa as a country. Think about appropriate technology when you decide what questions to ask.

Did you know?

That there are different types of questions? There are two types of questions.

- **Closed questions** will have short, factual answers.

e.g. What examples of technology are in my community?

- **Open questions** will have more than one possible answer. These questions give people the chance to share their views, opinions, and feelings.

e.g. What do you think the advantages of that machine are?

Step 3: Organising the group's questions

Think about your questions and decide what order you will ask them in. Make sure that the order is a logical one — in other words, the order you ask the questions should make sense to the people you ask.

Step 4: Finding sources of information

Make a list of the sources of information that you will use. Think about:

- People — Family, friends, organisations in the community (such as the women's committee).
- Printed information — Newspapers and books, at school or at home.
- The radio — Are there regular programmes by the Agriculture Department for farmers, or by the Fisheries Department for fishermen? These might have information about technology.
- Television — Are there sometimes news items about new tools and machines that are being used?
- Yourself — What can you observe around you? What do you think about what you can see in your own community?

The people in your group may have other ideas or suggestions for sources of information.

Step 5: Collecting and recording information

Discuss and then make decisions (in your groups) about the best way your group can get the information (answers to your questions) and record that information. You may want to design a record chart or table (there are examples in your Social Studies textbooks). After you have made these important decisions, begin your investigation.

Step 6: Processing information

Study the information that your group has collected. Choose what is best and should stay — look for information that may not be useful, and decide whether it should stay or be left out.

In your groups, talk about ways that you can present or show your information. It can be written (sentences and paragraphs) or it can be visual (graphs, flow diagrams, pictures, maps).

Step 7: Communicating information

Choose one or more ways of showing your information. Then, when you have prepared your information, show it to the rest of the class.

Step 8: Thinking about your investigation

As a group, have a meeting and discuss your investigation. Talk about the way you worked together, and what you did for every step of the investigation.

Make a list of the things that you think you did well as a group. Think about some of the problems (if any) your group had. Talk about how you can change the way you worked together so if there is a next time, these problems will be solved.

Write out the problems your group had, and the solutions that you have thought of.

Step 9: This is the very last thing to do!

Choose a partner from your group. Use these points to **assess** each other's group work skills. You must give each other an overall grade for group work skills. Group work skills are the abilities to work together with others.

Did your partner:

- Use people's names?
- Share ideas?
- Ask questions?
- Get involved and do the work they were given?
- Encourage and say positive things to others to help them?
- Help to build a good spirit in the group?
- Treat everyone with the same respect and kindness?

Here are the grades:

3 — Is for excellent. Your partner did all of the above well!

2 — Is for good. Your partner did most of the things in the list above.

1 — Is for tried. Your partner did some of the things in the list.

Unit summary

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

1. Think about the tools, machines and economic activities in this list.
 - a. Which ones could help Samoa to become industrialised very quickly?
 - b. Which ones would help people in village communities with the work that they do now?
 - c. Which ones would change the types of work or employment that are available in Samoa?

Give examples of appropriate technology from this list.

- A big tuna fish cannery factory.
- An alia fishing boat.
- A clothing factory, specialising in aloha shirts.
- A charcoal burning oven.
- A wood burning copra drier.
- A water pump, that uses wind energy instead of diesel.
- A hand operated grinder that can grind dried cocoa beans.
- A tractor that can plough three football size fields in half a day.
- A helicopter that can spray fertiliser over the largest taro plantations in just a few hours.

2. Think about the investigation that you carried out in your groups. Write a list of the three most important things that you learned about the advantages of technology in development and change in Samoa. Write a list of any of the disadvantages of technology in development that you may have learned about.
3. Read each of these statements and ask yourself if you can now do each of these things.

I can give examples of the types of technology that are being used in development.

Working with others in a group, I can plan and carry out an investigation about technology, development and change.

YEAR 10 GLOSSARY

Word/Phrase	Meaning
Ability	To have the knowledge and skills to do something.
Agriculture	Planting crops and raising animals for food and to sell to make money.
Apprentice	A person who is learning a new job by working with the person who is an expert with that job.
Appropriate	Something that is suitable, right and proper.
Capacity	The ability to do something.
Contribute	To give, to donate.
Cost	The price of something – in money or in time.
Cottage crafts	Something that is done or made at home (and not in a factory). This takes a lot of skill e.g. Weaving mats; printing tapa cloth or siapo.
Dramatic	Something that is very exciting and active at the same time.
Drought	When there is not enough rain and the land gets very dry – there is a water shortage.
Eager	To feel very enthusiastic and willing to do something.
Economic asset	Anything (e.g. Property) that has money value.
Economic liability	Anything that costs money or prevents money from being earned – it loses more money than it is worth (e.g. Feeding a herd of cows that no one wants to buy).
Employed	When someone has a job.
Encouraged	When someone gets hope and confidence.
Expertise	Skilled knowledge and judgement.
Ferment	A chemical change that can happen in plant and animal products. Gases are made and given off during the change.
Foreign aid	Help from other countries (with money or with skilled people) – e.g. The New Zealand government helps Samoa by paying for some students to go overseas to study.
Guide	To show others the way.
Help	To make it easier for someone to do something.
Hinder	To make it harder for someone to do something.
Historians	An expert in history; a person with knowledge about events and people of the past.
Inappropriate	When something is not suitable, or not right.
Infant mortality	The babies that die before their first birthday.
Investigate	To study, to research and to find out information.

YEAR 10 GLOSSARY

Word/Phrase	Meaning
Investigation	A study or a research activity.
Labour	To work.
Malnutrition	When people do not eat enough food, or do not eat a balanced diet and become weak and unwell.
Participation	To join in and be involved.
Plateau	This is a relief feature – a special shape of the land. A plateau is shaped like a bowl that has been turned up-side down. It has raised sides (going up) but a very flat top.
Preserved	Something that has been kept safe and protected from change.
Prestigious	Having respect and a very good or high reputation.
Processing	When something is being made, and it is made in a series of steps.
Recognise	To know again; to see something and to remember what it is, or who it is.
Repair	To fix.
Roles	To have a part or a responsibility – each part has a special task or job.
Slimy	Something that is wet, thick and feels like mud. Something that is slimy might look horrible and even smell bad.
Sub-divide, sub-dividing	To separate something into smaller parts.
Subsistence	Growing food, hunting and fishing for food and getting things from the natural environment to meet your own needs for living.
Suitable	Something that is right for the event, activity or occasion.

