

TEACHER'S BOOK



What is Social Studies?

Social Studies is the combined study of human society within four main subjects: history, geography, economics and Politics. It explores the interactions between different peoples and many fundamental aspects of daily life.

Each chapter gives a broad and basic overview of each of the four subjects. By the end of each chapter, students should have formed a general understanding of the key elements of the subject, and how it applies to their general lives. In these short units, practical skills such as map reading or interpreting graphs will also be practiced to contribute to the knowledge they have learned.

An additional chapter called Development is included at the end of this book. This section, while not normally included in standard Social Studies curriculum, is essential for students wishing to understand more about this field and the change it effects in their community. The development chapter goes some way to defining the specifics of international aid and the work these organisations do.

Further study in each of these topics can be continued with other resources available from Curriculum Project including;

A History of Burma from a Multi-Ethnic Perspective

South East Asia Studies

Environmental Issues

Politics

Economics

Project Management

Key to using this book:

Several useful features have been included in this book to help teach each section:

Teacher lead exercise

These exercises are not featured in the student's book, but are essential activities to be lead by the teacher. All necessary instructions are given inside the grey box. These exercises may require additional materials or equipment.

Optional activity

These activities are not a mandatory part of the lesson, but can be used as extra practice or as a further extension exercise. They also provide variety from the exercises commonly featured in the student's book.

Note:

Printed in italics, this is supplementary information that may be useful as background knowledge in case students ask additional questions about the topic.

To teach this module you will also need:

The Curriculum Project World Map - A specially designed A3 map for student use. Available from Curriculum Project or as a pdf from www.curriculumproject.org

Introduction to teaching the History chapter

This chapter introduces students to several key elements of studying history including essential background knowledge and core skills necessary for further study. In this small unit students will briefly examine periods of Burmese and local South East Asian history while applying a broad range of historical analysis skills.

The key practical skills include:

- **An introduction to collecting, analyzing and interpreting historical sources**
- **Identifying a simple sequence of events**
- **Understanding the importance and relevance of history**
- **Understanding dates and systems of measuring time.**

The History chapter links closely with all chapters of the book, specifically with the Development chapter that makes use of analyzing and interpreting data skills.

Resources needed:

Although this chapter can be taught without any additional materials, the following items can be used for some extension activities or to help further understanding of some exercise.

- A selection of sources from a well known historical event. (newspaper articles, photographs, personal accounts, audio recordings). Photocopies of these, enough for each group, would be useful.

1.1 What is History?

preview

This railway in Burma was constructed under British colonial rule in. It opened up the economy of Burma and transport to other parts of the country. It was also the first step in the construction of more railways across Burma.

exercise

Possible answers include: World War 2, Colonization of Burma by Britain, Independence of Burma, Cyclone Nargis.

Teacher lead exercise : Ask the students to look at the famous personalities on the page. Do they recognise any of them? Do they know any of their other achievements?

discussion

Invite the students to brainstorm about any other famous personalities who have affected their country or region. Ask them to think about what impact these personalities have had on history?

Possible answers: General Aung San (negotiated the independence of Burma, founded the national armed forces), U Thant (first Burmese UN Secretary General)

discussion

Stress that the difference between 'events' and 'developments/changes' is that an event takes place quickly, or at least within a defined period of time. For example Burma got its independence at a particular date: That's an event. World War II took place over the course of 6 years, but it had a clear beginning and a clear end, so that's an event too. But, for example, the struggle for the independence of Burma took many years and didn't have a clearly defined beginning. The campaign grew slowly over time and resulted in Independence in 1948. We can call this a 'movement' or 'development'. These developments or changes can be political, economic, social, environmental, etc.

Some examples of developments and changes that the students might be familiar with:

Industrial Revolution, the struggle for independence (in Burma or in any other country), globalisation (a long process that started a long time ago and is now particularly strong), deforestation (in some particular areas), introduction of formal education in traditional societies, the Green Revolution, various scientific discoveries such as electricity, space travel, the internet, etc.

exercise

Write the students suggestions on the board. Invite the students to use the chart to assess if the event had a positive or negative effect (or both) on history. Do one example to show the class. You may wish to draw an empty chart on the board if necessary. Possible examples include:

	Event	Development/Change/Discovery	Famous personality
Positive	Burma - 1920 student protests against British rule	Demonstrated a weakness in British rule and began the start of an independence movement	U Ottama
Negative	Genocide in Cambodia	Human infrastructure of Cambodia largely destroyed, relations with neighbours broken	Pol Pot
Both	Invention of the Atomic bomb	Ended World War II in the Pacific	Harry Truman (U.S President)

extension

Teacher lead exercise: History is also about ordinary people like your students. Ask the students about their life, how would they describe it? Think about what important events, developments and personalities have affected your life? The same chart could be used to make a note of personal history. For example:

Event	Development/Change/Discovery	Famous personality
Learning to ride a Bicycle	Freedom of transport	Parents/family who helped

discussion

Teacher lead exercise: Discuss what a historian would think of the lives of your students. Encourage students to put their lives in a historical context – why are they living here? how did they get here? were there any famous personalities involved? What events and/or developments/changes contributed to their present situation?

This is a very open discussion, but the purpose is to review the information presented in this lesson – to let the students see that their historical position in the world is affected by a variety of events, developments or changes, and famous personalities.

1.2 Sources

preview

All the sources refer to the King of Thailand missing his birthday speech because of illness. Princess Sirindhorn's quote is useful as a source because it gives specific details about his ill health. The BBC news article is also useful as it has a date and gives background information, the Wikipedia article does not give this.

group work

Encourage the students to think of as wide a range of sources as possible. Possible answers include: Radio recordings, diaries, film footage, advertisements, posters, clothes, people, accounting forms, administration records, magazines etc

Types of sources

Students will learn how to identify between primary and secondary sources. They must first read through the text

exercise

Arrange the students in groups and ask them to identify the different sources from the history of Bagan

1. A photograph of a temple (Primary)
2. A statue from a temple (Primary)
3. Writing from the wall of a temple (Primary)
4. A newspaper article about Bagan (Secondary)
5. A book written about Bagan (Secondary)
6. Some Bagan pots (Primary)

extension

Students will look back the sources from 'the King's missed speech' and label them as either primary or secondary.

1. BBC newspaper article (primary)
2. Picture of the King (primary or secondary) - need more information
3. Quote from the Princess (primary)
4. Encyclopedia entry (secondary)

Note: The difference between a primary and a secondary source is not always clear. For example, a newspaper article is usually a secondary source. However, if the article was written very close to the event (for example, an article about the American Civil War - written at the same time) it would be considered a primary source. Also some photographs and pictures also may be considered both.

1.3 Analysing and interpreting

Students read through the text and then continue on to the next page.

Asking questions about history

exercise

Ask the students to choose one event from their country's history. Encourage as wide a range of events as possible, as students will most likely choose a popular event they are comfortable and familiar with. Students can be placed into groups and asked to consider the following questions in the textbook. An example is as follows:

The Independence of Burma

When did the event happen?

1948

What would you like to know about the event?

Why there was so much conflict in the event

What sources will you use to get information?

History textbooks, primary sources (people, first hand accounts) public records, newspaper articles, photographs)

Where will you find your sources?

Websites, local libraries, first-hand accounts (people who experienced the event at the time)

Evaluating

group work

Make sure students are familiar with the concept of 'evaluating' before they begin this exercise. Examples are as follows:

Newspaper article: Made by: BBC journalist. Why: for public knowledge. Who for: the general public. Where from: local or international news centre. When: 2008.

Encyclopedia entry: Made by: unknown. Why: for public reference, Who for: the general public. Where from: unknown. When: unknown.

Answer: The newspaper article represents the most accurate source. It was produced for the general public, and it is clear where and why it was written. The origin and purpose of the other sources are unclear and include no additional information.

Interpreting

exercise

In groups, students plan a historical study of a family using the diagram as a guide. They can use their own family, a family they know, or an imaginary family. Remind them that the three steps to follow are 1. find 2. evaluate 3. interpret.

1. Group discussion. How will they find sources? (fill out the diagram, in groups or on the board). *Possible answers: books in a library, town records, find family photographs, read personal diaries (if possible), find old newspapers that mention the family, talk with family relatives, talk with other families.*
2. Pair exercise. How will they evaluate the sources? (fill out the second part of the diagram). *Possible answers: compare sources, check the credibility of a source, think of events that may have affected the source*
3. Pair or individual work. How will they interpret the sources? (fill out the third part of the diagram). *Possible answers: think- why was it created? what information can I gain from the source? who is it intended for?*

Optional activity

Find a selection of source materials on a historic event - for example the end of the US/Vietnam War, the bombing of the World Trade Centre on 11th September 2001 (9/11), or the 2004 Asian Tsunami. Look for articles and information from different sources, such as different internet websites and newspapers from different countries. Make copies of these materials so that there is a set for each group of students.

In groups, students look at all the source materials for key information (important points). Do different sources have the same information? Why is the information different? For example, information about a war might be different in newspapers published by each of the conflicting sides. The day after the 2004 tsunami, news reports said that only a few thousand people had died. After a few weeks, the figure was over two hundred thousand. This is because it took a long time to discover how many people had died in all the affected countries.

1.4 Dates and timelines

preview

Students put the events into the order which they think they happened (earliest first). You may wish to provide the students with the dates after the exercise has finished or write the dates on the board and invite the students to match them up with the events.

Earliest

Student protests against British rule in Burma	1920
Independence of Burma	1948
Ne Win and the military take power	1962
8888 protests against military rule	1988
Cyclone Nargis	2008

Latest

exercise

The Calendar used in this activity is the Gregorian Calendar (or Western/International/Christian Calendar). It is the standard international calendar.

discussion

The calendar commonly used in mainland South East Asia (and the one many of your students are likely to be familiar with) is the Buddhist calendar (widely used in Thailand and other Buddhist countries). Similar to the Gregorian calendar, each year is split into twelve months. However the starting point is the death of the Buddha, a full 543 years before the birth of Christ. Therefore the Buddhist era calendar is unique in being over five centuries ahead of the Gregorian calendar. Many of the months in the Buddhist calendar may have extra days or a different system of naming for the months.

2000 AD (Gregorian calendar) = 2543 (Buddhist Calendar/Thai lunar Calendar)

Note : Other calendars that students may be familiar with include the Islamic calendar, also called the Hijri calendar that has twelve lunar months and a total of 354/355 days each year. The calendar begins with the date Muslims believe that the prophet Mohammed settled in Medina, a holy city in the Islamic world.

2000AD (Gregorian calendar) = 1420 (Islamic calendar)

The Karen calendar, like the Islamic calendar is lunar and has twelve months. That starting point is that year that many Karen believe the first settlers came to modern day Burma.

2000AD (Gregorian calendar) = 2739 (Karen calendar)

Centuries

Referring to periods of time in history by centuries is common in most history books. Students need to be familiar with the concept of centuries and how to calculate them.

Calculating

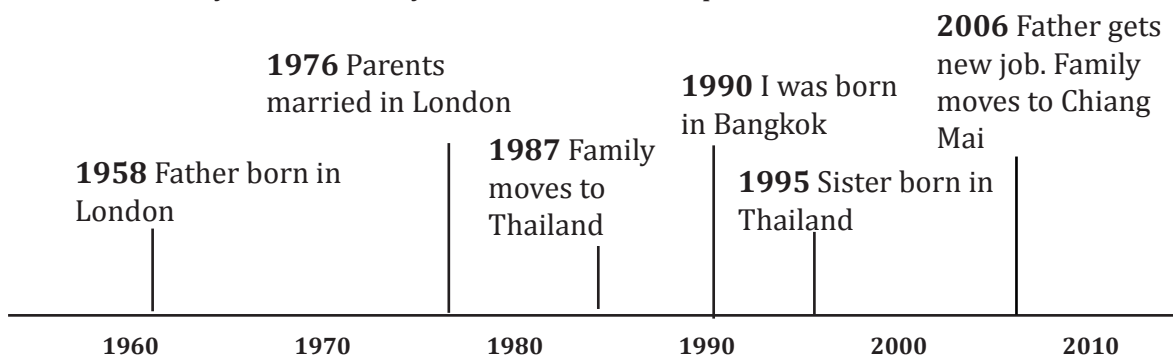
Burma got its independence in 1948, in the 20th century.

exercise

1. Depends on the year
2. 4,500 years ago
3. 1672 - 17th Century
1945 - 20 Century
856 - 9th Century
2001 - 21st Century
1001 - 11th century
4. 21st Century
5. 19th Century

extension

Invite the students to create a time-line of their family in a similar fashion to the one at the bottom of the page. As an example, you could create a timeline on the board using the example below as a guide. Alternatively, as a teacher, you could draw your own family time-line as an example.



Ask the students to list the important events first before constructing the full time-line.

Note : Time-lines are a useful way to show the order of events in history. They can show you which events come first, second, third etc and the amount of time between them. Time-lines are a good way to show a large period of history in a simple diagram. Important events and their dates are shown.

The Vietnam War

case study

Teacher lead exercise: The students should read the passage to identify the key events. The students may have some limited background knowledge about the Vietnam war. It happened in the 20th century (the 1960s and the 1970s). The purpose of this case study is to give the students some general practice with many of the skills they have learnt so far.

group work

Analysing the text as a source:

The text is a summary of the Vietnam war from an online encyclopedia. The source is likely to be reasonably reliable, although the author and date of writing is unknown.

Ask your students if they know any better sources for studying this event.

exercise

Important events

1954	Vietnam divided in half
1960s	Protests against the war begin the US
1964	United States engages in war
1973	The war ends
1975	The communists unify the country

discussion

1. The only effect mentioned directly in the text is that public opinion went against the United States government shortly after the war began (as a result of protests)
2. *Possible answers include: Places to get sources - the internet, library, history books.*

Review

review

This review section can be give as a sit-down test, delivered as separate questions or given as homework.

Answers:

1. d
2. d
3. d
4. a
5. c
6.
 - (a) events
 - (b) historian
 - (c) sources
 - (d) documents
 - (e) clues
 - (f) evaluate
 - (g) cause
 - (h) interpret
7. depends on the year
8. b
9. d
10. 20th century
11. a
12. 20th century (add 1 to the third digit from the right)
13. Possible answers: Sources could be found by visiting the pagoda or church and talking to the monks or pastors that work there. Types of sources could include, building documents, planning documents, newspapers, photographs. They could be evaluated using the techniques mentioned earlier in the book.

Introduction to teaching the Geography chapter

This chapter introduces two primary aspects of geography; the physical (the natural environment) and the social (the human environment). Within these two broad topics, students will gain an understanding of how these two aspects interact with each other, the consequences of change in either and a basic knowledge of the features of both.

The students will also be introduced to key practical skills, essential to their further study of the subject:

- **Interpreting and analyzing maps**
- **Calculating latitude and longitude**
- **Extracting and interpreting information from images**

Geography links closely with both the History and the Development chapters of this book. It is important that students understand the relevance of Geography in helping to expand their knowledge of other subjects.

Resources needed:

- Pictures of various environments (the human: cities, towns, people) and (the physical: natural environments)

2.1 What is Geography?

review exercise

Teacher lead exercise: Brainstorm with the students their ideas about Geography. What do they think it is? What areas does it study?

Read through the introductory text with the students and clarify anything they do not understand. Emphasise the concepts of physical and human geography

On the right hand side of the board, write the list of geographical features below. Leave room in the centre of the board to draw the Physical/Environment chart as seen in the student's book.

*Air, weather, climate, **soil**, mountains, hills, plains, rivers, lakes, oceans, underground water, living things, animals, **agriculture**, hunting, fishing, industry and transport, use of natural resources, population, building, trades and services,*

In groups, invite the students to place the features into one of the columns on the empty chart in their book 'Physical Environment' or 'Human Environment'. Encourage them to think about the words and which part of geography they belong in. Do one example as a class.

e.g. Mountains = physical environment

Answers:

Physical Environment	Human Environment
<i>Atmosphere: air, weather, Climate Land : soil, mountains, hills, plains, etc Water : rivers, lakes, oceans, underground water All living things</i>	<i>Agriculture, hunting and fishing Industry and transport The use of natural resources Population Trade and services</i>

After the exercise, invite the students to add any extra features they may know to the chart.

Note : The human environment includes anything where humans have had an impact on the environment. For example, towns and cities. The physical environment includes aspects of the world that have developed without human interference. For example, mountains, forests, rivers.

discussion

Teacher lead exercise: Ask the students to think where features of the physical environment and the human environment link together. For example, people building a dam would have an impact on a river, and the animals that live in it. Students work in group to brainstorm ideas.

discussion

Look at figures 1 and 2 and discuss the differences between them. What changes have been made? (E.g. farms, roads, buildings, transport, irrigation, etc.)

After students have had some time to think, make class lists on the board.

These pictures represent the interaction between the physical environment and the human environment. As seen in the second picture, people modify their physical environment according to their culture and their needs.

exercise

In groups, students list the physical features of fig.2 , and the human features fig.2 and the changes that have occurred between the environments.

Possible answers:

- 1. Hills, river, forest, trees, etc.*
- 2. Fields, fences, fish farm, roads, buildings, etc.*
- 3. Trees are cut down to make room for buildings and fields, some hills have been flattened. The river has been dammed, and bridges built over it. Some of the land has been dug up to make a fish farm. Some land is covered in concrete to make roads, etc.*

extension

Teacher lead exercise: If you have any relevant pictures (e.g. National Geographic magazine), select some to demonstrate more examples of changing the physical landscape, and discuss what human features have been added to the landscape. Give out pictures to groups of students and get them to list physical and human features of the environments.

2.2 What do geographers do?

exercise

In pairs, students write questions about features in the pictures. They will use the question templates in the book as a guide. They can write several questions for each template if they wish.

Possible answers include:

- 1. Where is the factory ? (Near the river)*
- 2. Why is it there? (So they can draw the water for the machines easily)*
- 3. What are the effects of the factory being there? (It pollutes the river and the air, also a lot of trees had to be cut down to make space for it, but it also gives jobs to lots of people)*
- 4. How is the factory changing over time? (We don't really know, maybe it's getting bigger?)*
- 5. Should the factory be like this? (There are advantages and disadvantages, but the factory owners should make sure they don't dump polluted water into the river!)*

These are only examples. Students might choose to focus on another aspect of the picture, e.g. the road, or the dam or the river.

Teacher lead exercise: After students have finished writing their questions, invite them to answer them in pairs or small groups.

group work

Encourage the students to think of as many questions as possible about **their own environment** using the guide in the book.

Possible questions include:

1. *Why is there a fence between the farm and the road?*
2. *How is it changing over time?*
3. *What's its effect on people?*

1. *Why is there a new video shop in front of my house?*
2. *How does it change my neighbourhood?*
3. *How does it affect my life?*

After, the students can try to answer their own questions in as much detail as possible.

Example answers:

1. *There's a fence between the farm and the road to stop people from coming into the farm and picking the vegetables and fruit, and stealing the chickens.*
2. *The fence used to be made of bamboo but now it's made of concrete poles and barbed wire.*
3. *It makes it difficult for people to walk from the road to the next village, as it's much quicker to cross through the farm. People think the farmer doesn't trust them. It makes a bad relationship between the villagers and the farmer.*

extension

Students study the list of jobs and decide which of the people in the book require knowledge of geography for their work. What they might they use it for? Pre-teach any of the jobs the students may not know.

1. *Possible answers: (all of the jobs require some geography to assist them)*

Journalist – *map reading skills to find locations, general background knowledge of locations for their writing*

Teacher – *basic knowledge to teach geography*

Politicians – *to understand the relationship and politics between regions*

Forest manager – *to know their area of work and the elements that might affect it*

Farmer – *to know the type and quality of land needed for farming*

NGO worker – *to understand the people and places in a particular community*

Engineer – *to know the landscapes and climates in order to build things*

2. *Questions these people may ask about geography:*

Politician - *How should we promote the interaction and economic cooperation between the people in the lowlands and the people in the highlands? What do the highlanders need from the lowland areas? What do the valley people need from the highlands?*

NGO worker - *How can we help the people in the poorest area of the country? Why are they so poor? Is their land too dry? What can we do to improve the situation?*

Engineer - *What sort of soil is this? Can it hold tall buildings? How deep do we need to make the foundations? Are earthquakes likely in this region? Do we need special support structures for the buildings?*

exercise

A globe will be needed for the students to complete this next exercise. If a globe is unavailable, students can use the world map that comes as a separate sheet with this book.

1. 90 2. 90 3. 180 4. 180

5. *There can be many different answers to these questions, these are just examples:*

- a. *Portugal, USA, Mexico*
- b. *China, India, Iram*
- c. *Argentina, Bolivia, Chile*
- d. *East Timor, Australia. New Zealand*

6. *e.g. Indonesia, Brazil, Gabon, Columbia, Congo, Democratic Republic of Congo, Somalia, Uganda, Kiribati, Kenya, Ecuador, Maldives*

7. *e.g. Spain, Algeria, Burkina Faso, Ghana, France, Mali, Togo, UK*

8. *depends on the students' birth place*

9. *(The student's answers may be a few degrees higher or lower than the answers below, if using the Curriculum Project Map)*

- a. *13° N Latitude and 100° E Longitude*
- b. *30° N Latitude, 31° E Longitude*
- c. *23° S Latitude and 46° W Longitude*
- d. *19° N Latitude and 99° W Longitude*
- e. *60° N Latitude and 30° E Longitude*
- f. *41° S Latitude and 174° E Longitude*

2.4 Physical and Human landscapes

Students read through the text and continue with the exercises on the next page.

exercise

Match the words on the left with the definitions on the right.

Answers:

- a. c
- b. e
- c. b
- d. h
- e. g
- f. i
- g. a
- h. d
- i. j
- j. f

exercise

Invite the students to look at the two pictures on the page (the woman washing, and the city). Ask them to compare the two pictures and answer the questions on the page.

Possible answers:

1. Which landscape has been most modified?

The city is clearly the most modified environment. The natural landscape has been destroyed to create buildings, whereas the top picture shows a woman walking in a relatively unchanged region.

2. Look at the buildings, the people, and clothes they are wearing. What can you say about each of these environments?

The women carrying wood along a dusty road suggests they do not have access to transport, or developed infrastructure. The dirt road gives the impression the region has not been highly developed. In contrast, the city environment suggests a wealthy, industrialized region with established public transport (buses) and permanent roads. The city environment is likely to be heavily modified from its original landscape and shows a large amount of human components.

3. For this question, encourage students to make similar comparisons with their own environment as they have done with the first two questions.

4. Compare your own environment to the pictures. Which image is most like your environment?

Ask the students to list all things in the pictures that are similar to their own environment. After, compare the results and decide which pictures is most like their environment.

extension

Teacher lead exercise: Cut some pictures out of newspapers or magazines of different environments with people in them. Students work in groups of three or four. Each group takes 4 or 5 pictures. The groups rank the pictures in order from most modified to least modified. After each group has ranked their pictures, they join with the rest of the class to rank all the pictures.

2.5 Landscapes and climates

preview

Ask the students to study the pictures at the top of the page and follow the instructions below them.

Answers: (student's response will likely vary about how people live and the benefits/problems)

- a. *desert environment*
- b. *urban European environment*
- c. *mountainous environment*
- d. *rural continental environment*
- e. *rural tropical environment*

Read through the text with the students and clarify any vocabulary or concepts they do not understand.

Interaction between physical and built environments

This section is an introduction to the study of observing environment. Start by introducing the idea represented by the diagram. The two components shown are interconnected. Together they create an environment. Everybody lives in an environment. In order to understand people's lifestyles and cultures, it is important to study the environment they live in. Observing the environment is the first step in this.

exercise

Choose the best answer:

Answers:

1. *d*
2. *d*
3. *a*

discussion

In groups, students discuss their own environment, looking carefully at ways people adapt the natural environment. Encourage students to think widely, e.g. people weave bamboo together to make hats, people use wood to cook food, people build houses for protection against the hot sun. Groups prepare answers for each question and present their results to the class. Do most groups have the same ideas, or do they have different findings?

Students discuss various elements of their local landscape and climate.

Possible answers include:

Natural resources available: teak, palm oil, coconuts, pineapples

Things people eat: rice, vegetables, fruit, fish

Clothes people wear: traditional ethnic shirts, longyis/temains, sandals, t-shirts, jeans

Houses made of: bamboo, teak, iron

discussion

Discuss the different ways to observe environments. Look at the points listed. Discuss how you can observe the environment using each of these, e.g. we can study a map of the region and find out information about the landscape, such as mountains, rivers, etc. We can look at photographs and get some information about the weather in this region.

extension

Teacher lead exercise: Choose a particular environment (e.g. Mountainous). If you have access, print or bring a selection of different materials that show the same environment. For example:

- a picture of people who live on a mountain
- a map of a mountain
- a newspaper article about the mountain
- a website about the mountain

Give the selection of materials to the students and ask them what conclusions they can make on the environment, using only these resources. How did they make the conclusions? Which materials were the most useful? Are there any other materials they would like to have had?

preview

Ask the students to close their books. Brainstorm with the students what they think climate is. Get students to contribute any ideas they have. You may wish to take all the ideas and put them into a mind map (see page 9 for an example) on the board. Some relevant things to mention here are weather, seasons, vegetation (all types of plants), rain, wind, landscape, etc. These all have to do with climate. You can note that the difference between weather and climate is that weather is only about a particular moment, but climate is the whole system that repeats every year.

Now, get the students to list all climate types they can think of. If they give wrong answers, just put them on the board – do not correct. You will have a chance to correct together with the students after they have read the text about climates.

After they have completed these two exercises, ask the students to open their books.

exercise

Students have to comment on their climate and then compare their ideas with their partners.

Possible answers:

The climate of most of Burma falls in the 'wet or dry' tropical climate. This is also known as a monsoon climate. A monsoon climate is affected by the seasonal winds that bring rain in the rainy season, approximately between June and October. The natural vegetation in this climate is rainforest.

Two dry seasons (hot and cool) and one wet (rainy season). Many plants grow very easily in this climate because there's a lot of rain and heat. The natural vegetation in this climate is rainforest.

Note : The teacher could also discuss the climate of their own home, if different from that of the students.

discussion

The purpose of this discussion is to go over the case study and check how well the students understand it. Discuss the questions based on the text.

Answers:

1. *Polar*
2. *It is very cold in winter and in summer. Most of the soil is frozen year round, so there's almost no vegetation*
3. *They catch fish and hunt animals for meat - they don't eat a lot of vegetables. They wear warm clothes with many layers. They know how to catch fish under the ice. They make ice houses and use dogs and sleds to travel.*
4. *Example answer: They probably go to schools and have health care provided by the Canadian government. They probably wear warm, mostly Western style clothes. They probably eat all sorts of foods from shops as well as fish and meat.*

exercise

The students must draw an illustration to represent an Inuit community and their environment. Each group must discuss which features of Inuit life are most important to present and how they will be drawn. Encourage creativity and different interpretations from the groups.

extension

The students are not expected to write such a detailed text as the Inuit case study. They should, however cover similar aspects of climate and environment as listed in the book.

This exercise could be set as homework, group or pair work, and/or a written or oral presentation.

Example : Rural continental climate (e.g. English countryside)

Jobs - farming, guesthouse management, park manager

Houses - small, brick homes, self sufficient (can survive on their own)

food - vegetables, live stock (farm animals)

free time - hiking, walking

family - various, small or large. Children may help run the business, for example

2.6 Maps

preview

The map used in the preview exercise is a road map of Burma. It shows all the major towns and cities as well as the transport routes between them (road and rail). This map also have elements of a political map, as you can see the borders between countries.

exercise

Answers:

1. *The main way is north through Bago and Taungoo, and then continuing the road through Thazi to Mandalay.*
2. *About 100 kilometers. (This is a straight line from point to point – the road is a lot longer, as it does not go in a straight line.)*
3. *There are four main towns. Bago, Toungoo, Thazi and Pyinmana.*

discussion

Teacher lead exercise: Ask the students to brainstorm as many different types of map as they can. Think about the what the map is used for? The particular jobs that people might need maps for (tour guide, builder etc). If you have access to any maps, give different ones to the students and ask them identify what its used for.

exercise

1. *Physical - e) mountains, valleys, rivers, lakes, sea, land.*
2. *Political - a) country borders and important cities.*
3. *Population - b) numbers of people that live in different areas.*
4. *Development information maps - c) information such as life expectancy, or GNP, or literacy rates.*
5. *Topographical - f) exact elevations (how high something is) and other technical details of the landscape.*
6. *Vegetation maps- d) what plants grow in different areas*

exercise

1. *Physical - a) It shows the different types of land (grass/desert etc) and other features such as mountains.*
2. *Political - d) The borders between countries, and the names of countries are shown.*
3. *Topographical - b) the numbers and contour lines represent the height or elevation of a mountain*
4. *Population - c) the dark and light areas of the map, combined with the map key in the corner show the population of each specific area.*

Symbols

group work

Answers:

- e. *an airport*
- f. *railway line*
- g. *international border*
- h. *river*
- i. *a major town/city*

Two other symbols not mentioned here are roads (a thick grey line) and International airport (a black square with a white airplane inside). The other airplane symbol represents a local or regional airport. Smaller towns are also shown on the map, but not in bold like major cities are.

Scale

Read through the information on scale with the students, and clarify anything they don't understand.

exercise

Answers:

1. *About 250 km from Yangon to Thaton*
2. *About 180 miles from Mandalay to Sittwe*
3. *About 400 km from Taunggyi to Patheingyi*

exercise

Answers:

1. 5.5 cm
2. about 825 km

exercise

1. Answers:
 - a. Local level - 4.) the map of inner city Yangon. It is a small area, that clearly shows streets and neighborhoods, therefore it is local.
 - b. Regional level- 2.) the map of Shan State and China. It shows part of Shan state and its relationship with China. Although it shows two countries, the map still only focusses on a specific region of a country - so it is regional.
 - c. Global level - 3.) the map of the world is map that shows much of the globe, though not in much detail.
 - d. Contains global and regional elements - 1) this map contains many features of the previous map. It is global, as it shows multiple countries, however it is also regional because it only shows South East Asia in detail.
2. The global map shows the largest scale (less detail)
3. The local map of Yangon shows the smallest scale. (more detail)

exercise

Question answers - multiple choice questions:

1. d
2. a
3. c
4. b

extension

Ask the students to draw a map of their local community. Decide what scale the map should be and what important features will be included. The students should also create symbols for use on the map.

extension

Teacher lead exercise: Ask each student to choose 3 towns from the map of Burma (on page 25). Using a ruler, ask the students to measure the distance between different towns and to write 3 of their own questions like the ones in the book.

Examples:

It is 25km from Pyay to Mandalay. How many km is it from Pyay to Yangon?
What is the difference between Mandalay and Kyaitiyo in centimetres?

Students could swap their questions, or they could be pinned up on the walls of the class. Students must then walk around and answer the questions, using their own textbook as reference for the map.

Optional activity

Bring in a selection of maps into class. Give one to a small group and ask the students to analyze it, and to get as much information from the map as possible. In pairs, or small groups, students should make a presentation about their map.

Review

review

This review section can be given as a sit-down test or can be delivered as separate questions. It practices a range of skills and references information from all of the geography chapter.

Answers:

1. *Lines of latitude and longitude are important because they allow us to identify 'the address' of any place on earth. It is a useful way to mark any point on a round surface.*
2. *This answer may vary from student to student as they may not all be from the same region. Key things to look for when students answer this question are whether they have identified a link between the human and physical environment. e.g a dam being built (human) destroys animals and plant life (natural)*
3. *Problems living in a vertical climate could include*
 - *limited food (or no appropriate land to grow food)*
 - *cold temperatures*
 - *isolation (being very far away from other people or resources)*
 - *difficult to move around*

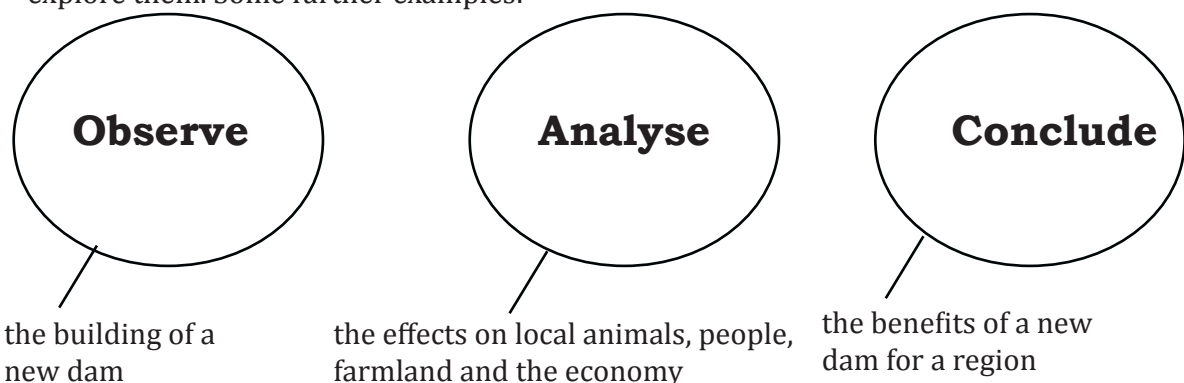
The way these people have adapted could include:

- *conserving (saving) food for later times*
 - *building their houses in a specific way*
 - *keeping large animals for work, and for eating*
 - *making clothes appropriate for cold weather*
4. *The map of Thailand is a political map. It shows the borders between countries and the names of important cities and regions.*
 5. *Symbols :*
 - *The railway line - a thin black line with smaller lines within it.*
 - *Airport - an airplane symbol*
 - *borders - a dotted black line*
 - *capital city - a black star*

Studying geography further

extension

Students must complete the mind maps with their ideas for future study. This can include other aspects of geography that interest them, and the methods they could use to explore them. Some further examples:



Introduction to teaching the Economics chapter

This chapter introduces students to three core parts of economics. Goods and services, supply and demand and monetary systems. Study of these topics is designed to familiarize students with the core concepts of economics, providing a useful bridge to further study.

This chapter has a greater emphasis on comprehension than previous chapters that focused largely on learning skills. Students will gain a limited understanding of the theory of economics, how it operates and its practical application on their daily life.

Skills practiced in this chapter include:

- **Analyzing and interpreting data**
- **Contextualise and applying concepts to the real world**
- **Identifying and interpreting cause and effect relationships**

This chapter connects loosely with the development portion of this book, where basic economics play a role in stimulating developing regions. Further understanding of economics on a more local level will help students to apply their work to the benefit of their community.

3.1 What is Economics?

preview

Ask the students what kind of things they spend money on. Collect the suggestions and write them up on the right hand side of the board for reference.

Students read through the text. The teacher helps the students to understand the difference between goods and services.

exercise

Ask the students to organize the words from the preview exercise into two groups; goods and services. Divide the rest of the board into these two sections and invite the students to put them into the correct category.

Optional activity

Goods and Services : Charades. The class is divided into two teams. (Team 1 : Goods and Team 2 : Services). One person from each team comes and stands at the front of the class. The teacher gives one example of a good and service to each student, depending on their team. The student must then act out that word to their team (using actions only, no talking). The first team to guess their word wins a point.

The activity can be repeated several times.

discussion

Look at this list of professions below; what goods or services do they offer? What goods or services are they likely to receive? It is good to remind the students that some jobs offer and receive both goods and services.

Possible answers:

Farmer

(Goods offered- meat, rice, corn. Services offered- horse riding, transport)

(Goods received - animal food, farm equipment, Services received -deliveries)

Teacher

(Goods offered - textbooks. Services offered – teaching, examining, education)

(Goods received - clean clothes. Services received - cleaning (home), cooking)

Medic

(Goods offered– medicine, bandages. Services offered– first aid, treating illness.)

Clothes shop owner

(Goods – clothes, shoes, accessories. Services – advice, adjusting sizes)

Mechanic

(Services – repairing bikes, cleaning, checking engines. Goods- bike parts, oil)

extension

Ask the students to discuss the questions in the book. They should think about the idea of goods and services in their own community.

3.2 Supply and demand

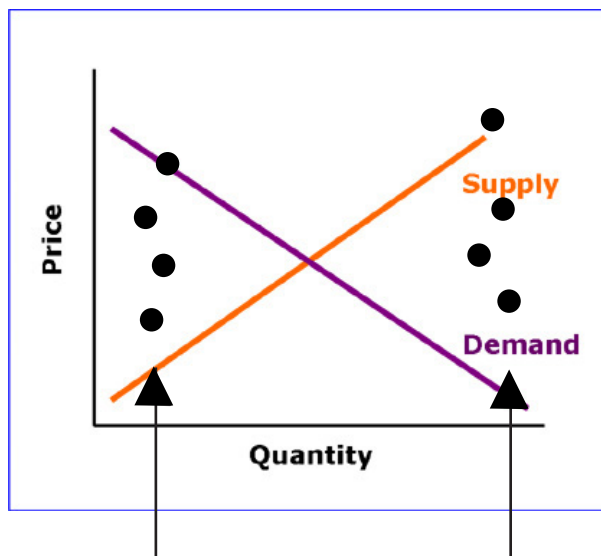
case study

Students read the text. This text illustrates the nature of supply and demand, and how that influences price. Clarify anything they don't understand.

exercise

For this exercise, remind the students that they can mark anywhere on the diagram, not only on the lines.

For a) (low supply, high demand) students could mark anywhere on the left hand side of the diagram (where the supply line is low and the demand line is high)
For b) (high supply, low demand) students could mark anywhere on the right hand side of the diagram (where the demand line is low and the supply line is high)



a. Low supply, high demand b. High supply, low demand

exercise

Answers:

1. *c) – supply is low*
2. *a) – demand is high*

discussion

Students work in groups of four or five and discuss the pineapple story. Can they think of a similar situation in their community? Prompt them – has there ever been a time where there wasn't enough of something? Did prices go up? What about when there was too much of something?

exercise

What can you say about the chilli crop in 2001 and 2002?

Answers:

1. *2002 – there were fewer chillies available*
2. *2002*
3. *2002*
4. *2001*

extension

Think of examples of high supply and low demand. Think of examples of low supply and high demand

Examples could include :

Food shortages. A local demand for more rice, but a low supply of it.

3.3 Money and currency

preview

The Australian dollar is the highest value single unit currency in the group.

Names of currencies and countries:

- a) China - Yuan*
- b) India - Rupee*
- c) Burma - Kyat*
- d) Australia - Dollar*

exercise

Ask the students what currency is used in their country/place they live? What amounts is it divided into? Does it use coins or banknotes or both?

Possible answers could include:

Burma Kyat – 10, 20, 50, 200, 100, 500, 1,000, 5,000 (all banknotes)

Thai Baht – 25,50 (satang- coins) 1, 2, 5, 10, (baht – coins) 20, 50, 100, 500, 1,000 (baht- banknotes)

exercise

Ask the students to draw a diagram similar to the one on this page, for Min Zaw (the medic). Each student will most likely have a different diagram, as they will have different opinions on the goods and services a medic offers.

These could include:

Services: treating illness, checking health, recommending medicine

Goods : medicine, bandages, injections

extension

How have you or your family used money in the last month? Make a list of the things you have used it on.

Answers will depends on the students.

3.4 Bartering

The purpose of this section is to familiarize the students with the economic system of bartering and how it compares to the more widely used system of money.

exercise

Students read through the case study.

This case study is an example of a barter economy – an economy where there is no money. Goods and services are exchanged directly instead.

After, draw students' attention to the idea of bartering on the page

discussion

Although many communities use barter occasionally, there are few societies that use barter as the only means of exchange – most societies have money. Why are barter economies less common these days? Get students' ideas.

Some possible answers are:

Barter only works well if people can exchange items each other wants.

Barter only works well if people can exchange goods of equal value.

Barter is difficult over distances.

Everybody is used to using money for some goods and services.

discussion

Answers will vary.

exercise

Ask the students to match the list of exchanges with the examples around the page.

This exercise is probably best done in small groups (2-3) as it will be useful for the students to discuss and compare their answers.

After the students/groups have finished, go through the answers as a class.

1. *money for services*
2. *goods for goods*
3. *services for services*
4. *money for services*
5. *services for goods*
6. *money for goods*
7. *goods for money*
8. *goods for goods*
9. *services for services*

exercise

Students work in groups and think of advantages and disadvantages for barter and money. You may wish to draw the table on the board and collect ideas from the different groups.

Possible answers could include:

	Advantages	Disadvantages
Money	<ul style="list-style-type: none">• convenient• good system for large populations	<ul style="list-style-type: none">• has no physical value• could be lost easily
Barter	<ul style="list-style-type: none">• convenient in small communities• useful in areas where money is not widely used	<ul style="list-style-type: none">• sometimes inconvenient• sometimes not suitable for quick transactions (if goods being bartered are very large)

3.5 Inflation

preview

The value of the baht decreased. This is because the cost of goods increased and baht bought much less than it did before.

Teacher lead exercise: Ask them to think about how much items cost many years ago? Did things cost more or less? How much can you buy with 100baht/1000kyat now, compared with a few years ago?

case study

Ask the students to read the newspaper article about inflation in Burma.

Note: This article is adapted from a real news article from Reuters news agency. It has been edited and some vocabulary changed to help English language learners.

exercise

Answers:

- 1. Small banknotes have disappeared because the government has stopped making new small notes to replace the old ones. They have not replaced the old notes, because inflation have devalued them- meaning they are no longer worth enough to make large exchanges with.*
- 2. Encourage the students to discuss this. The example mentioned in the text demonstrates two different economies in effect. The monetary based system (money is clearly being used) and a semi-barter based system. The people in the article are still paying money for tea, however they receive their change in goods (tissues and pens for example). It is up to the students to decide whether this constitutes complete bartering, or whether this example is a mixture of both economic systems.*
- 3. The barter economy will continue to grow if inflation continues. The value of the kyat will continue to decrease, meaning it will be worth less money. The government may also have to print larger value notes.*

Review

review

This review section can be given as a sit-down test, delivered as separate questions or given as homework. It practices a range of skills and references information from all of the economics chapter.

Answers:

1. e
2. c
3. a
4. c
5.

1. Nurse	c) Medical care
2. IT technician	b) Computer repair
3. Lawyer	d) Legal help
4. Waiter/waitress	e) Food and drink
5. Bus worker	f) Bus tickets
6. Hotel receptionist	g) Information, room service and keys
7. Stationery shop owner	a) Pens, paper and books
6. a

Introduction to teaching the Society and Politics chapter

This chapter introduces students to the politics within the wider subject of society and the way communities are organised. These sections place a strong emphasis on defining different types of society, and comprehending the relationship between government and the people. Students will be encouraged to question their existing understanding of politics, and the role of power and authority in societies.

Skills practiced in this chapter include:

- **Defining and categorising different types of society**
- **Analysing the effectiveness of different social systems**
- **Identifying the pros and cons of multicultural communities**
- **Recognising systems of government in case studies**

4.1 What is society and politics?

preview

The students must study the pictures to the right of the page and think about where they are from and how they live.

Possible answers:

- a. *Where: Sub-saharan Africa, least developed country,
Descriptive terms: poor, rural, tribal*
- b. *Where : USA/Europe (or any similar industrialised country)
Descriptive terms: urban, developed, modernised,*
- c. *Where: USA/Europe (or any similar multicultural and industrialised society)
Descriptive terms : multicultural, developed, educational*
- d. *Where: a village in Karen state.
Descriptive terms: rural, communal*

Read through the definitions of the different societies and make sure the students understand.

Note: 'Country' is a fairly unspecific term, and can be used to describe any region, with a government, international borders and sovereignty (controlling its own land). There is no universal definition, although 'country' is the most widely known and will be used throughout this book. Other words used in place of country include 'state' (a political region with a government) and 'nation-state' (a country largely controlled by a single ethnic group). These are terms students do not need to be familiar with at this stage, but as a teacher they are useful to be aware of.

exercise

Match the type of society with the examples below

Australia - country : a region with different ethnic groups and people with a government.

The !Kung - a tribal society : they live in small groups, are self-contained and live in one specific place

The Hmong - an ethnic group: they have a clear identity and clothes, and maintain their culture while living in different parts of the world

Note: The !Kung are tribal (in their organisation) but can also be considered an ethnic group as well. The same is true of the Hmong, as they are likely to live within many different societies such as larger cities and tribal-like groups. The name !Kung is pronounced by making a click sound before the 'K'. This is represented by an exclamation mark before the name.

Optional activity

Bring in a selection of articles or pictures that show other countries, tribes or ethnic groups. Ask the students to read/look at the information and place them into the categories.

Teacher lead exercise: Ask the students which one of these groups they think they fit into? Do they fit into more than one group?

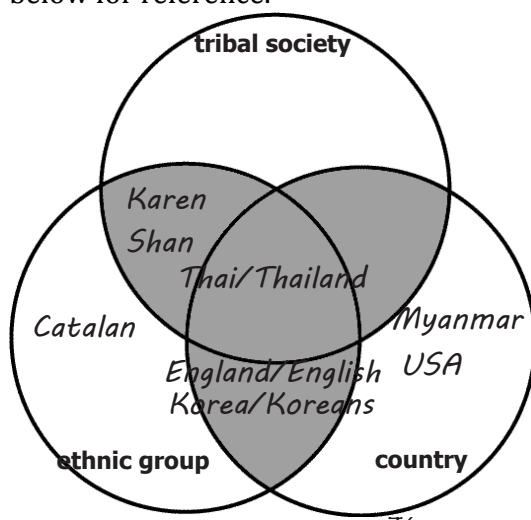
discussion

Deserts or rainforests are isolated places, where you do not usually find large cities or industrialized communities. Tribal societies can keep their traditions and cultures because they are further away from these places. Tribes in rainforests may use trees to build homes and plants for medicine. Tribes in deserts may move from place to place to find new water and food and wear clothes that protect them from the sun, wind and the heat.

exercise

For this exercise students will need to become familiar with the Venn diagram shown on the page. It is a simple diagram used to show the connection and crossover between different categories.

If one item fits into two or more categories, they should be placed inside the grey inner areas. For example, Korea is an ethnicity and a country. The USA however, is only a country (with many different people from many different ethnic groups) so it stays within the white 'country' area. Some more examples have been placed below for reference.



The Catalan are an ethnic group from Spain, Europe. They are their own ethnicity but they do not live in a tribal society.

Thai/Thailand is a country and an ethnicity but also includes many tribes within who would consider themselves Thai.

Almost all tribes would also be considered an ethnic group as well.

group work

1. Advantages/disadvantages of different types of societies. Some **possible** answers include:

	Advantages	Disadvantages
Tribal society	everyone knows each other, shared-community food, easy to maintain order, possibly less internal conflict	lack of social variety, small set of skills, less interaction with other cultures
Ethnic group	strong community, sometimes shared language, similar beliefs and cultural tradition	possible lack of knowledge/tolerance for other cultures, nationalism
Country	infrastructure (defence, education, public health), different people and skills, different employment/social opportunities	less sense of community, government may not represent all peoples, loss of smaller, traditional cultures, fewer personal freedoms

exercise

The writing exercise can be set for homework, or as a timed exercise in class.

exercise

Answers will vary depending on the society that is being discussed. The students should begin to think about the leadership or government of a particular society and how it is structured.

Authority in society

discussion

Answers:

- authority - the teacher has an official position of power in the school
- influence - the student has no official power, but is using his/her popularity or influence to effect change
- authority or influence - as the leader of a religious group they may have official power, however they may also have a strong influence in the community also.
- authority - the head teacher is using his/her official power
- influence - the school parent is using influence, or power of persuasion to affect change in what the students eat.

Optional activity

Group students according to the preferred society they wrote about in their 150 words (as far as possible, while having roughly equal numbers of students in each group). Each group prepares a presentation about their type of society, and why they like it.

Politics

exercise

In this exercise students practice making a study plan. This is another way to organise the same ideas about society into a different format. Students can use the ideas they put in the mind-map above. They can also use some new ideas if they like. They might come up with something that looks like this:

History	<i>famous personalities, developments and changes, important events, causes and effects</i>
Geography	physical environment, human environment, landscapes, climates, interaction, how people adjust, location, place, cultures, people
People	young people, old people, families, children, population
Community	friends and family, community groups, participation, leadership
Government	power, elections, president, military, law, judges
Leadership	elected/un-elected, committee, dictator, president, powers
Religion	beliefs, religious freedom, religious diversity, religious tolerance, festivals
Language	official language, common language, traditional language, script and alphabet
Family	family values, relationships, home, people, commitment

discussion

Ask the students to write down as many different questions as they can about societies, using the results in the table as a guide.

Optional activity

If the students are from different ethnic groups, or regions, invite the students to walk around the classroom, asking their questions to fellow students. This gives the students a chance to compare the differences in the societies and also to understand the similarities as well. As a teacher, you can use your own society/ ethnic group as an example and invite the students to ask you questions to model.

exercise

Elicit answers from students. Don't correct the students' answers, just put them on the board. After the lesson, copy the answers and save them until you study the following section (leaders and government). After you have studied it, as a review, ask the questions again and show the students the original answers – can they answer them better now?

4.2 Leaders and government

preview

Students can complete this preview exercise in groups or on their own.

Encourage the students to think about their answers and to give reasons for them. Group discussion will also help the students to think about their answers more carefully. You may also wish have a class discussion about the results.

For example, students could consider some questions to help them think about their choices:

Teacher: What kind of teacher are they? Are they in a position of responsibility? Do they have authority over other people? What duties are expected of them?

Note: There are no correct or incorrect answers for this exercise. The purpose is to make the students think critically and to question the definition of a 'leader' for the next exercise.

group work

Answers for some of the leaders are included below.

President of a country

- Usually gains position through election/vote of the people
- Followers are the people and/or government/cabinet

School teacher

- Is chosen by a school committee/group for the job of teacher
- Followers would be the students (in the school)

Monk

- Gains the position through joining a monastery and completing studies
- Followers would be members of the religious community

discussion

Students should discuss the responsibilities of leaders and also of other members of the community.

Possible answers:

Leaders: organise the people, encourage people to make decisions together, encourage people to participate, take initiative, show a good example, are fair to all members of the community, help people solve their problems, mediate arguments, find solutions in difficult situations, encourage people to choose the best solutions for them, help people help themselves

Other people: Do their own work thoroughly, participate in community life, help their neighbours and other people in the community whenever they can, choose responsible leaders, take initiative.

4.3 Types of Government

exercise

Answers:

- | | |
|-------------------------|---|
| 1. Military government | <i>The Army acts as the government</i> |
| 2. Monarchy | <i>A King or Queen acts as the government</i> |
| 3. Elected government | <i>The government is voted by the people</i> |
| 4. Religious government | <i>A religious leader or group acts as government</i> |

Optional activity

Ask the students to think of examples of each of the types of government.

Possible answers could include;

Military government: Burma, Libya, Fiji

Monarchy: Brunei, Swaziland, Saudi Arabia, Tonga, Kuwait

Elected government: Thailand, Australia, South Africa

Religious government: Iran, Vatican City

Note : Many countries, like Thailand, the Netherlands and the UK are constitutional monarchies. This means they have a king or a queen, but these monarchs have only limited power. These countries also have an elected government, who run the country.

Note: A religious government is where one or a small group of religious people control the country under strict religious guidelines. Many countries have religious aspects to their rule, but only religious governments use religion in all aspects of government.

group work

Answers:

Jose Ramos Horta was elected.

Sultan Hassanah Bolkiah is a monarch.

The Dalai Lama is a religious leader of a nation.

Prime Minister Najib Tun Razak is an elected leader (Note: in Malaysia there is no direct election – the people of Malaysia don't vote for the Prime Minister, but they do vote for the party that leader comes from. The UK also has the same system).

Dmitry Medvedev is an elected leader.

Commodore Bainimarama is a military leader

exercise

Zembla - It is important to mention to the students that Zembla is not a real country. This is only a written example, designed to give students practice in identifying the type of government, its structure and organisation.

exercise

Possible answers:

- 1. The Zembla Independence Party assumed power because it was largest political party in the country after it gained independence. It was not elected by the people, although the text states that the country will hold elections in the future.*
- 2. Zemblan people did not really have much choice, as there was only one party. They had some choice though in which particular ZIP members they elected to parliament.*
- 3. Only male Zemblans over 21 years old are able to participate in elections. Women and young people do not get a chance to participate.*

discussion

Answers to these questions depend on the students' opinions. However, they might mention that having only one party does not give the people enough choice.

- the Zemblan voting system excludes the opinion of women and young people, so only interests of older men are represented.*
- There is no direct presidential election in Zembla (the president is selected by the members of parliament) so Zemblan citizens' opinions are not included in selecting a president.*
- Only members of one party participated in planning the constitution so not enough opinions were included; we don't know if the interests of all Zemblans were represented.*

exercise

Answers will vary.

4.4 Rules and Law

discussion

The purpose of law is to maintain a balance in society, to create a system of rules that prevents people from doing harm to each other and to maintain peace. Laws punish those people who attempt to harm others or to disrupt the work of the community.

Answers will vary, as this is prediction about possible society without laws.

Note: There are some societies that have no laws, however these communities are usually very small and rely on the trust of a small group of people. 'Anarchist' societies believe in a society without a government or single authority, however the different anarchist groups disagree on whether a system of laws would be present in such a society.

exercise

Answers:

<i>Do not steal</i>	<i>law/rule (both)</i>
<i>Always wash your hands</i>	<i>rule</i>
<i>Pay taxes</i>	<i>law</i>
<i>Do not drink alcohol</i>	<i>law/rule (both)</i>
<i>Always be on time for class</i>	<i>rule</i>

Note: Some communities that use a religious system of laws may include laws against drinking alcohol (e.g. Islam). Others, including 'do not steal' can apply both to a country-wide law as well as to smaller communities.

discussion

Answers will vary depending on the background and/or current situation of your students.

group work

Put the students into groups. Get them to make a list of new rules for the school, and also another list of rules they want to get rid of. After the groups have finished, get all of the students to submit their rules and write them on the board. As a class, the students should agree on a set of rules for the school that is fair for all. You should get the students to give reasons why they have chosen/got rid of their rules.

Note: The purpose of this section is to get the students to think about the application of rules and law in their daily lives. They should be thinking critically about laws that benefit society and laws that restrict it. They should also be able to assess the difference between rules and laws and to understand the purpose they have in modern society.

Review

1. See the definitions of on pg.41.
2. Answers will vary. Many of the students are likely to come from a community where the local leader is appointed, or given the position because of their age or influence. Other students may come from communities where there is no defined 'leader' in the traditional sense, but unofficial leaders with various responsibilities.
3. See the top of pg.44 for a definition of politics
4. Answers will vary. Possible answers include: to represent the views and opinions of the people, to serve the people, to improve and work towards a better society
5. Possible answers include:
 - Religious government. Advantages: ruling the country with the same religious views as (most) of the people. Disadvantages: May not be accepting to other people with different religions.
 - Monarchy: Advantages: the next leader is already decided. No complicated elections. Disadvantages: the people do not choose their leader
6. **Possible problems include:** The Han Chinese may control the local government and discriminate against smaller ethnic groups. Different ethnic groups may live in separate communities and never interact with each other. Tribal societies may find it difficult to live in a larger community with a different organizational structure
 - **Possible solutions include:** More representation of smaller ethnic groups in government. Programs to raise awareness of other ethnic groups.
7. Elected government.

Introduction to teaching the Development chapter

This chapter focuses on two primary elements of the subject. Defining 'development' as a concept the students can apply to their own lives, and providing crucial skills in interpreting data to support this.

Students will gain an understanding of development as a tool for social change, examples of this around the globe and how such changes are measured.

Skills introduced in this chapter include:

- **Reading and interpreting graphs and charts**
- **Drawing conclusions from data**
- **Organising opinions in a large group discussion**
- **Categorising vocabulary and terms into fields**

This chapter links closely with the Economics section of the book. Fields such as microfinance and measuring GDP relate directly to economics and economic improvement. This chapter also links with the geography section, where skills in map reading and knowledge of the human environment will already be familiar to the students.

Resources needed:

The following resources (all available from Curriculum Project) will be needed to complete many of the extension exercises in this chapter:

- World Fact Book CD. Also accessible through the internet at <https://www.cia.gov/library/publications/the-world-factbook/>
- Encyclopaedia Britannica CD. Internet access not required
- Curriculum Project World Map

5.1 What is development?

preview

Students will study the two pictures and think about the differences between them and their grandparents. The students don't need to have knowledge of their grandparents to complete this exercise; they only need to think about what life was like in general 60 years ago and compare it with today. The students should also be able to identify specific changes. Answers will vary with this exercise.

Optional activity

You could draw a simple version of the two pictures in the book on the board. After, you could collect the students' suggestions and write them on the board for all to see.

Students work in groups of three or four. They go through the list of changes, and decide whether each change was good for the community, bad for the community, or has both good and bad points. Discuss the groups' answers. Do most groups agree, or do they have different opinions?

Teacher lead exercise: Each group chooses one major change since their grandparents were young. They think of a list of good and bad points about this change. Students should think about why this change has occurred and analyse whether it has been good or bad for their community. Each group can present their work to the class.

group work

Ask the students to complete the chart with the things they want to see change in their community. Answers will vary, but before starting it is important the students understand the difference between social, political and economic changes.

Possible answers could include:

Economic *economic security, less inflation, greater access to a wider range of food.*

Political *more representation in government, fairer legal systems*

Social *more access to higher quality education, safety from regional conflicts, more women in positions of responsibility*

group work

The purpose of this activity is to give the students the opportunity to share opinions with each other and agree on a common conclusion.

Firstly, the students work in pairs and they must agree on the five most important improvements.

Secondly, two pairs join together to form a new group of four. Again, this group must reach an agreement on five improvements.

Groups then join again to form a group of eight and repeat the process.

At the end of the session the whole class should come together and agree on 5 main improvements. As the teacher, you can help to direct the conversation and write the main points on the board.

exercise

Answers:

Ethiopia is a country in East Africa, one of the few African countries never to have been colonised by a European power. Its main economy is agriculture however drought, poor land conditions and farming practices mean Ethiopia is an extremely poor country and has to receive aid from developed nations. Ethiopia was ruled by a military junta from 1974-1991 until it was overthrown by a combination of rebel forces and armed groups.

case study

Students read the text and answer the questions below.

exercise

Answers:

- 1. The change is the farmers using different seeds.*
- 2. Economic. The farmers want more crops, so they buy seeds that produce more in the short-term. Note: You might also mention that while this change is mostly economic, it will also have some social impact, since saving seeds is part of farming tradition.*

group work

First ask the students what problems this situation could cause. Then students work in groups to make a list of all problems they can think of, and some solutions to these problems. Each group presents their ideas to the class.

Answers:

- 1. Farmers spend all their money each year on new seeds*
 - The new seeds are not good for the soil*
 - Old seeds, which are stronger and reproduce more easily, die out*
 - Farmers become dependent on multinational companies, etc.*
- 2. Answers will vary.*

Optional activity

Can the students think of a similar problem like this that is happening in their own community (it does not need to be about agriculture, but any similar example about social, political or economic change)

5.2 Development in practice

preview

Bangladesh is a country in South Asia with two neighbours, India to the west and Burma to the East. The largely Muslim Bangladesh suffers from over-population and badly managed government services. Although its economy is growing slowly, the country remains poor. It is dependent on rice as its main export. Because of this the UN still classifies Bangladesh as a least developed country. (see page 55)

case study

This case study introduces the concept of microfinance (also called microcredit), a community-based money-lending scheme. Many people like microfinance because it is a sustainable alternative to borrowing money from banks or moneylenders.

Students read the text. Check that they understand the new vocabulary.

exercise

1. The change is Farida (and probably other people in her community) using microcredit instead of expensive bank loans. People are also helping and supporting each other
2. Economic. Mostly like the 'super seeds' case study. Farida will be able to save more money from selling her mats if she uses microcredit, because she will pay much less interest. But there could also be a social change, as people in the community work together to help each other. It will help strengthen the community.
3. Both case studies describe economic changes in people's lives. But often one change leads to another, so it is likely that both changes will not only affect economic aspects in the life of the communities involved. For example, in many communities, sorting and saving seeds is an important part of culture. If people stop saving seeds, their culture will be affected. This will be a social change.
4. The 'super seeds' case study describes a negative change – if people lose their traditional seeds, they will become dependent on international companies. The 'microcredit' case study describes a positive change. People have organised themselves to start a programme to lend each other money within their community. This will allow people like Farida to save more money from her mat-making business and improve her life and the life of her family. The change in the first case study benefits the international companies, while the change in the second case study benefits people in the community, like Farida.

group work

Ask the students to think about a recent change that has occurred in their community. This can be something started by the community, or a development program. Answers will vary group to group, but it's important that the students address all four points in the exercise.

Possible answers include:

1. *Water access in the village improved. New pipes and freshwater access in 10 homes (social change- healthcare)*
2. *The change was introduced by a water and sanitation NGO, but organised and supervised by members of the local community.*
3. *The change benefits all members of the community by improving the quality of their health and ease of access to basic amenities.*
4. *The change may cause problems with members of other villages who do not have clean water. More people than anticipated may come to use the water.*
5. *Similar water programs could be introduced in other villages.*

5.3 Measuring development

preview

Encourage the students to also think about what makes a developed country. Is it only the things they can see in the picture, or are there other things to consider?

Answers

The picture on the left is of a street in London, the capital city of the United Kingdom (England). It is a developed country. You can see public transport, roads, buildings with little or no damage, street lights and shops where goods are available.

The picture on the right is of a street in Addis Ababa, the capital city of Ethiopia. It is a least developed country. From the picture you can see no permanent roads, drainage problems and many of the buildings are also non permanent. No public transport can be seen and the electricity cables appear unstable.

Note: This is a preview exercise to get students to think about what categories they use to define a 'developed' country. Some students may think that modern buildings mean a country is developed, when in fact many countries (such as in Europe) have very old buildings, but are still developed countries. Other things such as 'international airports' or 'football stadiums' may appear as signs of a developed country, but can be found in even the least developed countries.

exercise

Answers:

*Literacy rate (education)
Child mortality rate (health)
School starting age (education)
Public health spending (health)
Life expectancy (health)
Unemployment levels (economics)*

exercise

Possible answers could include:

Education: literacy, skills – literacy (how much of the population can read), access to education, school starting age, number of people in education, time spent in school

Health: life expectancy – infant mortality (death of young children between 0-1 years of age), maternal mortality (death of mothers during or shortly after a pregnancy), physical health, dental care (teeth)

Economic welfare: employment – unemployment levels, products of the country, increase in income, personal savings (personal money), banking support

Participation in affairs: including democracy, choice in government – availability of reasonable choice (in political parties/choice of leaders), completion of social goals, representation of minority groups in government

Technology: access, innovation – knowledge of technology (how to operate/construct systems), fitting technology to a country's needs

exercise

Encourage the students to think of as wide a range of countries as possible (not just regional countries). Ask them to put each country into one of the categories in the table. This can be done in groups or as a class. You may wish to draw up the answers on the board.

Some possible answers include:

<i>Developed</i>	<i>Developing</i>	<i>Least developed</i>
USA Norway Sweden Australia UK Singapore	Thailand Burma India China Mexico Indonesia	Burma Thailand India China Mexico Indonesia

Note: 'Developed', 'Developing' and 'underdeveloped' represent only some of the words used to describe the development of countries. There is no international standard for ways to describe countries (other examples include 3rd world countries). Likewise, the exact definition of each of these terms is flexible.

discussion

Answers will vary.

Possible answers include:

<i>High GDP (per capita)</i>	<i>Low GDP (per capita)</i>
USA (\$47,400) Sweden (\$39,000) Norway (\$59,100) Australia (\$41,300) Japan (\$34,200) Canada (\$39,600) UK (\$35,100)	Burma (\$1,100) Nepal (\$1,200) The Republic of the Congo (\$4,200) Mali (\$1,200) Laos (\$2,400) Afghanistan (\$1,000)

*More statistics on GDP and country's economies can be found in the **World Factbook CD**.*

exercise

Refer back to the case study 'Ethiopia' on page 52 for more information about this country. Using the above definitions and the information on the map, Ethiopia is a least developed country.

exercise

<i>Environmental issues</i>	<i>drought, disasters, pollution</i>
<i>Natural resources</i>	<i>palm oil, water, buffalo, fish, diamond, gems, gas, rice, oil</i>
<i>Standard of living</i>	<i>free time, family size</i>
<i>Distribution of money</i>	<i>personal wealth, extra money</i>

exercise

1. *Students can use the map at the back of the book for this.*
- 2.
- a. 2
- b. 16
- c. 49%
- d. 99%
- e. 73
- f. *Russia*
3. *Singapore, USA, Russia, Brazil, Thailand, China, Iraq, Vietnam, Pakistan, Burma, Mozambique*
4. *Russia-United States, Thailand-Singapore, China, Vietnam, Burma, Brazil, Iraq, Pakistan, Mozambique,*
5. *Mozambique*
6. *Iraq and Pakistan are located in the Northern Hemisphere, but Mozambique is located in the Southern Hemisphere.*
7. *From the data, there is little/no relationship between life expectancy and public health spending. Public spending on health is calculated as a percentage of GDP, rather than a sum of money.*

Note: Although a country such as Singapore only spends 3.4% of its GDP on health, this is likely to be a very large sum of money as its GDP is relatively high. Brazil, on the other hand, spends much more of its GDP on health (8.4%) but its GDP is much lower, so this is likely to be much less money compared to Singapore.

exercise

Possible answers could include: Although Burma does not spend very much money on education, the literacy rate is reasonably high compared with other countries (such as Brazil, that spends 5.2% on education but has a lower literacy rate than Burma)

Note: the statistics on Burma are likely to not be as accurate as those for other countries. The Burmese government releases data that has not been checked by other organizations and is likely to be adjusted in their favor. No reliable information about Burma's population, health and education exists. The statistics listed represent the best estimate from several organizations.

Optional activity

This activity requires access to the internet and can be set as a longer homework exercise if needed.

Put the students in groups. Write a selection of countries on the board (no more than 4 or 5). For example: Albania, Sweden, The Democratic Republic of Congo and Bhutan. Direct the students to the **World Fact book CD** (that comes with this book) or the website (type into Google). Ask the students to collect data on each of these countries, using the same categories as in the development indicators chart. Ask them to organise the information into a chart like the one on the page. When they have finished get the students to draw conclusions from the information.

- Which is the richest country? (high GDP, low unemployment)

Studying charts

preview

Get the students to predict what they think the chart is about. Direct their attention to the information at the side and the bottom (age range, list of countries)

- The chart shows the average life expectancy for different countries
- The purpose of the chart is to compare the life expectancy for different countries, so it is easier to determine which are lower and higher.
- A possible title for the chart could be 'Average life expectancy'

exercise

Make sure students do not look back at the table on page 56 when answering these questions. They must only use the information available in the chart.

Answers:

1. *Singapore*
2. *Mozambique*

preview

- The chart shows the literacy rates and unemployment levels (percentage of population) for 10 different countries.
- The purpose of the chart is to compare literacy rates and unemployment between countries
- A possible title could be 'literacy and unemployment levels across the world'

exercise

Again, the students should only use the chart to answer the questions, not the one on page 56.

Answers:

1. *Mozambique. The light grey line represents unemployment levels. It is on 21%, much higher than any other country on the chart.*
2. *Two. USA and Russia. The dark grey line represents adult literacy rate. Both USA and Russia are at 99%.*
3. *The main comparison the students should note is that Thailand has low unemployment and high literacy. With Mozambique it is the opposite: high unemployment and low literacy.*
4. *From the data on the chart, you can make the general conclusion that countries with good education levels (such as literacy) generally have low unemployment. (e.g. Russia, Singapore, Thailand). Countries that have low adult literacy generally have much higher unemployment (e.g. Mozambique, Pakistan, Iraq)*
5. *If students make the above conclusion, they may notice that the USA has a lot of unemployment even though it has almost 100% literacy.*

Developing countries debt

Students read through the text first and then answers the questions that follow.

exercise

Possible answers include:

1. *Developing countries debt is the money that developing/least developed countries have borrowed from wealthier countries. They have to pay this money back.*
2. *Their debt keeps getting larger because of the large amount of interest.*
3. *Debt in poorer countries can prevent economic improvement. The large interest means that poorer communities cannot improve their standard of living or finances because most of their money goes to pay back debts. As a consequence, there is little or no improvement in these communities. This can also have an effect on health and education.*

discussion

The answer to this discussion is similar to the answer to question 3.

Note :The increase in interest on their loans mean that the underdeveloped countries have no extra money to put into their countries. Large development projects may only help the richest people in the society to get richer, while the poor get poorer. Bad management in government and corruption may also prevent the money from being distributed equally.

Case study : work on the farm

Students read through the case study and answer the questions on the following page.

exercice*Answers*

1. *a. cash crops b. unions c. minimum wage d. strike*

exercice

2. They work for a landowner on a large farm.
3. More money and a fair share of the land.
4. They grow crops for money, and they raise cows.

discussion

It is hard to find easy solutions for Rosa and Miguel's situation, since the land they own is of poor quality. However, they could try to start some income generation projects in their own community, so that they don't have to work for the rich landowners. Maybe they could raise animals, or make handicrafts during the months when they are not working on their land. Another way would be for the workers' union to keep fighting for better working conditions and to pressure the government for a fairer distribution of land. This is a possible long-term solution.

review**Review**

1. *Possible answers include: Different climates could affect the access the clean water/food (in desert regions with few plants). Natural disasters (storms, floods) could affect any improvement, as could extreme cold.*
2. *Possible answers include: Dry, arid regions could have little access to water. It could be difficult to maintain farms and animals. It could be difficult to find resources to build houses or new facilities. These regions could also be further away from other communities with more resources.*
3. *Social. Although it is state-run (by the government) the change is an improvement in health, which is social.*
4. *Answers will vary. Students should write in their own words without looking back at the definition and case study earlier in the book.*
5. *Interest = additional money you must pay back when you borrow something. Loan = something that is borrowed. Debt = the amount/something that you must give back*
6. *Possible answers could include*
 - *ZOA : education, refugee care and assistance*
 - *IOM : migration*
 - *IRC : disaster relief, refugee assistance*
7. *Answers: new buildings, football fields, number of new cars.*
8. *Answers will vary: improvement in literacy could lead to more people being educated. A wider range of people working in government. Access to information could also improve.*
9. *Possible answers could include*
 - *Education: different languages, disagreement over history, separated schools (different ethnic groups in different schools)*
 - *Health: different religions with health requirement, languages,*
 - *Food/water access: different religions with food requirements,*
 - *Local government help: who is responsible? Local government restrictions,*

Unit Tests

This is not a single, complete test, but a collection of exercises for the chapters in the Introduction to Social studies Module. You can choose to use it in any way that suits your teaching plan. This will be too much for any one test, so if you are planning to use these exercises for a test, choose only as many as you need.

We have tried to include a selection of different exercises from easy to difficult, so you have a lot of choice, depending on your students' level. Some of the exercises are similar to the activities in the module, so the students will be familiar with them.

Some of the exercises here might be too difficult or time-consuming to give on a test. Consider using them as independent study or review exercises.

Here are some ways to use these exercises:

1. Final test – choose a few exercises for every chapter.
2. Chapter test – choose as many exercises from the chapter as you want to test, depending on the time and your teaching style.
3. Independent assignments – some of the chapters include longer questions that require a lot of time to complete. Students will be able to practise some of the concepts studied in the module.
4. Review or pre-test – select any exercises to give to the students as in-class or take-home review questions or as extra homework.

A lot of questions in this test exercise selection do not have a single correct answer. This guide provides some example answers – what you might expect the students to write. Students might have different ideas that are also correct. As long as a student answers a question clearly and the answer makes sense, give him or her points.

This is not an English language test! Do not take any points off for mistakes in grammar or spelling. Answers don't have to be complete sentences, as long as the meaning is clear. You can give the students the option of answering in their own language. If they want to take the challenge and answer in English, encourage the students to add some notes in first language to clarify their answers.

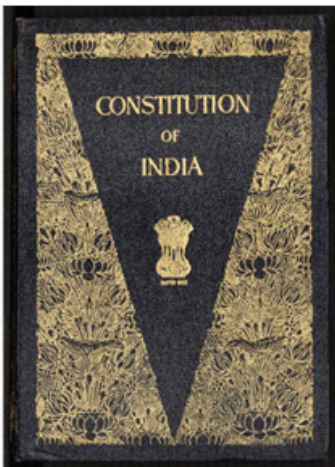
Test 1 - History

Read the text below and answer the questions that follow:

The English language in India

Since the early 1600s, the English language has been used in India. The East India Company first created settlements in India during the end of the 17th century, in Chennai, Mumbai, Kolkata and many other places. Because of this early contact with British traders, India has had a much longer exposure to English than other countries in the area. The language has had a big **impact** on the way Indians communicate inside and out of the country.

India has two national languages for administration: Hindi and English. Hindi is the national and official language of India. English is an associate official language. The Indian Constitution also officially approves twenty-two regional languages for official purposes. There are also many other different languages spoken in India, including 22 official 'regional' languages. Hindi is the language with the most number of speakers. However, in many of the southern states of India people speak many different languages that are very different to Hindi. In these places, English has remained a popular language of communication between families, communities and businesses.



In 1948 India declared independence from Britain. Two years later, the new Indian constitution put Hindi as the official language of the country. Parliament decided that after fifteen years English would stop being used for official purposes. In 1964, many states and ethnic groups protested against the move to Hindi. Many of the ethnic groups had languages that were not close to Hindi. After the **disagreements** inside Indian, the government decided to keep both Hindi and English as official working languages.

Now, in the 21st century, the importance of English in India has increased. Learning English has become popular for business, commerce and cultural reasons. Many people in India believe that if you cannot speak

English, then you can only work in **limited** jobs. Men and women who cannot **comprehend** and interpret instructions in English, even if educated, are unemployable.

1. Match the vocabulary with the definitions

Impact (n)	having a different opinion
Comprehend (v)	only a few
Limited (adj)	the effect of something
Accurate (adj)	to understand
Disagreement (n)	correct, with no mistakes

2. Create a timeline to put these events into the correct order:

- India releases new constitution.
- The East India company colonises many cities in India.
- English starts being used in India.
- Ethnic groups protest against the move to Hindi as the only official language.
- India declares independence.

3. How many official 'regional' languages are there?

4. What was one effect of India's early contact with British traders?

5. What was the cause of the protests in 1964?

6. List the positive and negative aspects of having Hindi as the only official language, and having English as the only official language.

Hindi:

Advantages	Disadvantages

English:

Advantages	Disadvantages

7. Why do you think people from smaller ethnic groups were unhappy when Hindi was to become the official language? Give as many reasons as possible.

8. English in India ;

- a. is going to decrease.
- b. has decreased since independence.
- c. causes disagreement.
- d. is going to have a greater importance.

5. Study the sources below. Which are the most useful sources for studying more about the Indian Constitution? Which source is the least useful? Why?

- The Indian Government website
- 'Indian History' a book written by a British Professor
- A copy of the Indian Constitution
- An old man who was alive when the constitution was released
- A photograph of the Indian Parliament building.
- Official records from the Indian National Library
- A postcard from India in 1950.

Test 2 - Geography

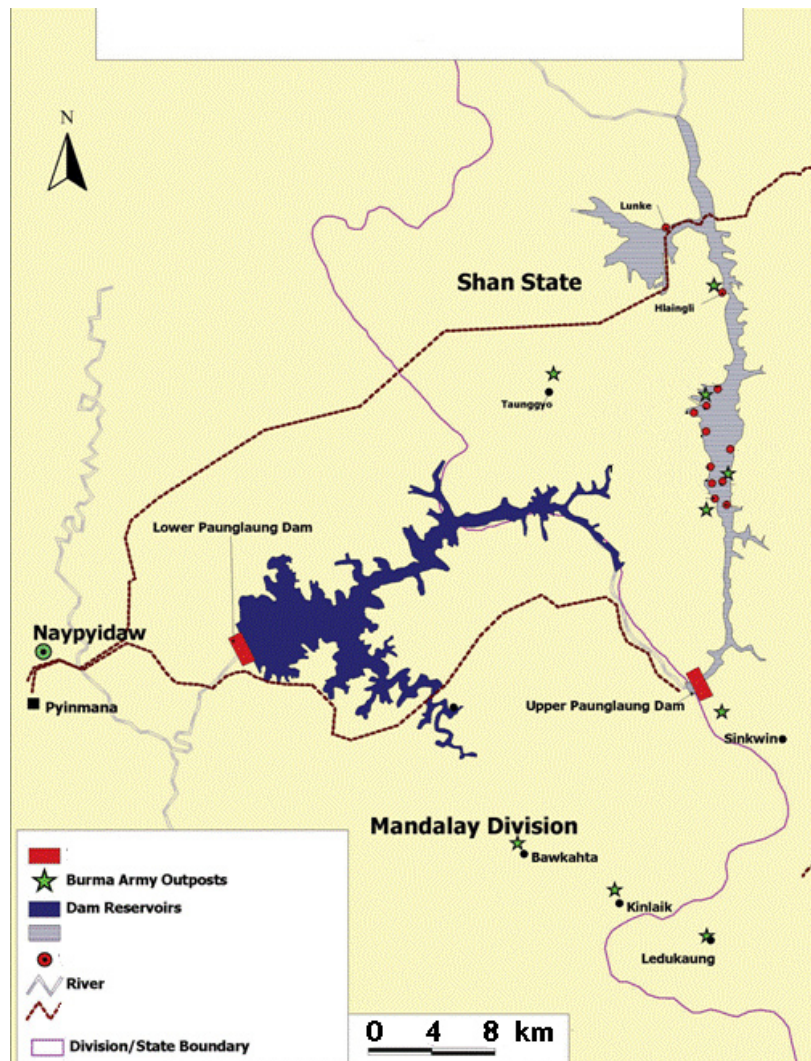
Read the text below and answer the questions that follow:

Paunglaung Dam

A new dam is being built in the Pyinimana hills near Napyidaw. The 99 meter Upper Paunglang Dam will produce 140 megawatts of electricity and store water for its sister dam, the Lower Paunglaung dam which provides power for Napyidaw.

The dam is being built with **investment** from Chinese companies, using Burmese labour. Because the dam is being constructed in the hills, if built, it will **flood** a valley 38 km east of Napyidaw. The valley is already home to over 3,500 people, mostly from the Karen ethnic group. The dam will flood over a dozen towns and communities in the valley, including Zaygon village, 18 km north of the dam and Ywagyi village, 10 km north. It will also **submerge** historical churches, temples, and cultural sites.

The dam is being built in a sub-tropical climate, home to many plants and much wildlife. Many species of rare birds are known to make their nests close to the edge of the river. They need **shallow** water and lots of plants to make their nests and to live.



1. Match the vocabulary on the left with the definitions on the right.

Investment (n)	a large amount of water that covers land
Flood (v)(n)	not deep
Submerge (v)	putting money into a project
Shallow (adj)	underwater

2. Study the map. What does it show? Write a title for the map.
3. Which division/state is the Upper Paunglang dam located in?
4. Mark Zaygon and Ywagyi villages on the map. Use the information in the text to help you find them
5. Use the information in the text to complete the map key. What does the gray area represent?

6. How many villages were flooded by the creation of the Upper Paunglang Dam?
7. What do you think are some of the positive or negative effects of creating a dam like this?
Complete the chart below

Advantages	Disadvantages

8. Look at the list below. Which of these jobs needs geography to do their work? How will it help them?
- *I'm a land surveyor, my job is find a good place to build the dam.*
 - *I'm a Chinese investor. My company is giving the money for the project.*
 - *I'm a hydropower engineer. We build the machines inside the dam that give us electricity.*
 - *I'm a construction worker. My job is to build the dam when a good place is found.*
 - *I'm a transport driver, I take all the materials to the area to build the dam.*
9. In your own words, describe how the physical environment in the region will change because of the dam
10. Which communities will benefit from the construction of the dam? Which will not benefit?
11. What effects on the bird population might there be because of the new dam?

End of test

Test 3 - Economics

Read the text below and answer the questions that follow:

Black market petrol in Iraq



For people in the Iraqi town of Sulaimaniyah, queuing for petrol is a common sight. Every morning, Kamaran Mohammad, a 29 year old taxi driver waits with his friends by the road for up to eight hours to receive petrol. Sometimes the queues stretch for up to two kilometers.

As they wait, Mohammed says he and the other drivers mostly complain about politics and corruption.

“We talk about the **injustice** in this country and how the officials get rich on the backs of people,” said Mohammed.

Mohammed said he can buy petrol on the black market, but it is too expensive. A litre of petrol from an official station costs 2000-3000 Dinars (about 1.5-2.5 USD). On the black market however, a litre will be sold for 4000-6000 Dinars.

Although Iraq has second-largest oil supplies in the world, the country still has a **shortage** of fuel. The country cannot sell its oil because of broken refineries, corruption and poor security after the war. This forces many Iraqis to wait in long lines or rely on the black market.

“Sometimes I buy petrol on the black market” says Mohammed “but because it costs too much, so I **exchange** other things like clothes made by my wife, or spare parts for my car”

The town needs one million litres of fuel a day, however only a fifth of this is provided. Sanctions against Iraq were lifted in 2003. Because of this many people now own more cars and electricity generators and so need more fuel.

The government is planning to increase petrol-supply situation by building two new oil refineries near Sularimaniyah. These are expected to produce 20,000 barrels of oil a day. The government believes the new facilities will solve 90 per cent of the shortage problem.

The Kurdish police are trying to help the difficulties by allowing the black market to continue and allowing private petrol stations to import fuel and **charge** more. Many people believe that the problems don't come from Iraq's poor infrastructure, but from corrupt local officials. They believe these officials control the private petrol stations and the black market.

1. Match the vocabulary with the definitions

Shortage (n)	to give and receive
Exchange (v)	to ask for a price or fee
Injustice (n)	not enough of something
Charge (v)	treated unfairly

2. What two currencies are mentioned in the text?

3. What types of economy can you identify in the text?
4. Mohammad exchanges his wife's clothes and spare car parts for petrol. What type of exchange is this?

Goods for services

Services for goods

Goods for goods

Services for services

5. The text above is an example of:
 - a. Low supply, high demand
 - b. High demand, low supply
6. Why has a black market developed to sell petrol?
7. What are some of the causes of the shortage of fuel?
8. What do you think will happen if there continues to be a shortage of petrol in the region?

End of test

Test 4 - Society & Politics

Read the text below and answer the questions that follow:

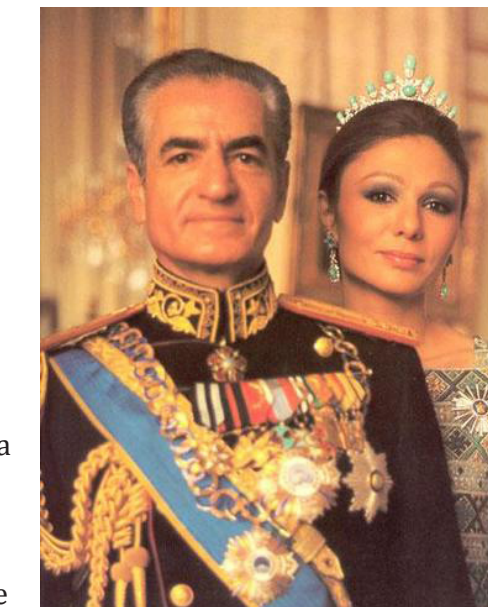
Revolution in Iran

Iran, an important oil producing country in the Middle East, has been ruled by a religious government ever since the Iranian Revolution in 1979. The causes of the event, also called the Islamic Revolution, go back to the mid twentieth century.

At the end of World War 2, Reza Shah Pahlavi became the Shah (or King) of Iran. At the time, the country was a constitutional **monarchy**. It had a King as its leader but also a Prime Minister and Government.

After the difficulties of war, the Shah began creating new **policies** to improve his country. During the next 20 years, the Shah and his government improved agriculture, education and national economics across the nation.

During the 1960's the Shah began to exercise more control over government, and gave himself more power. Although the country was improving, the new wealth and money did not always reach the ordinary people. People were unhappy that the Shah had earlier removed the Prime Minister and took power away from the government. Many different groups of people were unhappy with the style of government. Some religious groups wished for a new country governed by Islamic law, while other groups just wanted a fairer system of government.



In 1978, popular protests occurred in the country. The protests turned into **riots** and became so widespread that the Shah was forced to leave Iran. A new government took control in 1979 and executed many of the Shah's supporters.

In the same year, a popular religious figure, Ayatollah Khomeini returned to Iran and used his **influence** to gain support. Many people believed Khomeini would bring more freedoms

1. Match the vocabulary with the definitions below

Monarchy	to affect someone/something without forcing them
Policies	an officially agreed plan
Riot	power is held with one person/family
Influence	a large group of people being violent

2. Did the Shah of Iran rule the country by authority or influence?

3. How did the Shah of Iran gain his power?
4. How did Ayatollah Khomeini get the popular support of the people?
5. In what ways was the Shah of Iran unsuccessful as a leader?
6. What are the advantages and disadvantages of Iran having a religious government (run by Islamic Law) and having a constitutional monarchy (with a government). Fill in the chart below:

Religious Government :

Advantages	Disadvantages

Constitutional Monarchy:

Advantages	Disadvantages

7. What do you think is the main cause for the people being unhappy with the Shah?
8. Which system of government do you think is best for Iran? Give reasons for your answer.

Test 4 - Development

Read the texts below and answer the questions that follow:

Change in Cambodia

Dara is from a small village in Cambodia, near the border with Thailand. Her parents were farmers. Ten years ago, there was a lot of fighting in the area between the Khmer Rouge and the Cambodian government. Some of Dara's cousins were government soldiers and a few of them were killed in fighting. Dara's village was attacked by the Khmer Rouge many times, and Dara and her family had to hide in the jungle for a long time. At the moment, there is no fighting in Cambodia. The Khmer Rouge stopped fighting when their leader died in 1998.

After high school, Dara studied at the university which opened after the fighting stopped. Dara's family cannot farm any more. The jungle around their village was cut down to sell the wood to a Malaysian logging company and now the soil is not good. They now work in town in a Thai shop. Their village has changed a lot in the past 10 years. There are a lot of shops and factories. There is a lot of business between Cambodia and Thailand. Some business people have opened a **casino** near Dara's village. A lot of people go there to **gamble**. Older people like Dara's parents don't like this. They believe it is against their culture to gamble.



Change in India



In India, the government built many dams in the valley of the Narmada River. Many **indigenous** communities living near the river were **displaced**. A lot of land in the river valley was submerged and this caused many environmental problems like loss of fish, vegetation, and clean water. The government offered some of them **compensation** land, but this land was not good – too stony. People could not grow anything on their new land. When they lived near the river, they used to catch fish. They also used to gather lots of vegetables from the jungle. They had all the basic things they needed for their life. In their new place there is no jungle and nowhere to fish. There

are no resources for their livelihood. The only way people can survive, is to walk to town and look for daily labor. This way they can only make a few rupees a day, not enough to feed their families. These indigenous people of India are not familiar with town life, with money, or with politics. Most of them also don't speak the same language that people speak in town. Their life after the construction of the dam has changed a lot

1. Match the vocabulary with the definitions below

casino (n)

gamble (v)

compensation (n)

displace (v)

indigenous (adj.)

to force people to leave their land and move to another place

to play games, like cards, for money

a people that has originally lived on a piece of land

a place where people gamble

payment you get for something that someone takes away from you

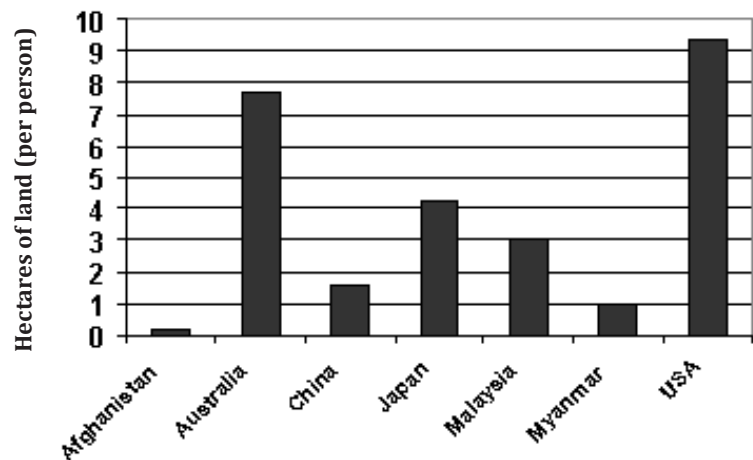
2. Give two examples of economic and social change from the 'Change in Cambodia text'
3. Give two examples of economic and social change from the 'Change in India text'
4. Compare the two different stories about? Would you describe the changes in both as positive, negative or both? Are there any similarities in the type of change?
5. Match the descriptions with the type of development

Social development or Economic development

- a. A country has more goods and services for each person
 - b. People can choose the leaders they want
 - c. Basic education and health care are available to everyone
 - d. There are many opportunities to get a good job
5. GDP of a country can tell you:
 - a. how much free time people have
 - b. how developed a country is
 - c. how the country takes care of its environment
 - d. how much money every person in this country makes

Study the chart and answer the questions that follow:

The Ecological Footprint is a special index that shows how many hectares of land is used for each person in a country. This includes land used to grow food, get fuel, build houses, and get other goods that people use and that affect the environment.



6. Arrange the countries in the order of the size of their ecological footprint, the smallest first.
7. Which country uses the smallest amount of land per person?
8. Which country affects its environment the least?
9. Which country uses the most land per person?
10. How many hectares does Malaysia use per person?
11. What is the relationship between a country's GDP per capita and its Ecological Footprint?

GDP PER CAPITA:

Afghanistan: \$800	Japan: \$33,100	Australia: \$33,300
Malaysia: \$12,900	Burma: \$1,800	USA: \$44,000
China: \$7,700		

Unit test answers

History

- 1.
- | | |
|-------------------------|----------------------------|
| Impact (n) | the effect of something |
| Comprehend (v) | to understand |
| Limited (adj) | only a few |
| Accurate (adj) | correct, with no mistakes |
| Disagreement (n) | having a different opinion |

2. Timeline:

The East India company colonises many cities in India.

English starts being used in India.

India declares independence.

Indian releases new constitution.

Ethnic groups protest against the move to Hindi as the only official language.

3. 22 official languages

4. Early and increased exposure to English language and European cultural traditions

5. The removal of English as an official language and Hindi as the only official language.

6. Possible answers include:

Hindi:

Advantages	Disadvantages
language of the largest ethnic group widely spoken by many people could create a national 'indian' identity	Not representative of all ethnic groups/states/ peoples Many smaller groups prefer English

English

Advantages	Disadvantages
international language Good for business, commerce and creates job opportunities Offers a useful languages for ethnic groups to communicate with each other	Not an 'indian' language Not the first language for any group.

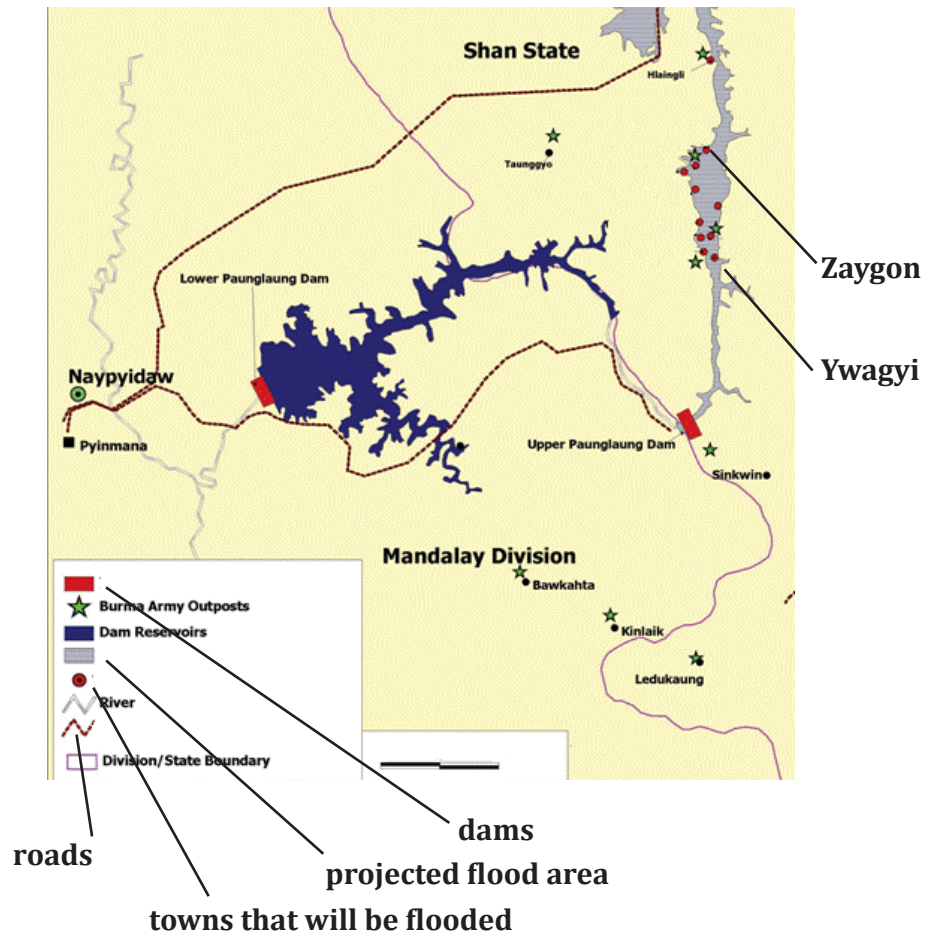
7. Possible answers include: Hindi was not a language they were familiar with. They already spoke English comfortably. The Hindi people could become more of a dominant ethnic group if their language is official.
8. d) is going to have a greater importance
9. Answers will vary.

Unit test answers

Geography

- Investment (n) putting money into a project
Flood (v)(n) a large amount of water that covers land
Submerge (v) underwater
Shallow (adj) not deep

- The projected flood area of the dam and the towns affected. It also shows, roads, rivers and Burma army outposts.
- Upper Paunglaung dam is located in Shan state
- See map (right)
- See map key (right)
- 12 villages will be flooded (red dots in the grey area)



7.

Positive	Negative
<ul style="list-style-type: none"> Renewal power for the capital city More efficient than coal power 	<ul style="list-style-type: none"> Many villages will be flooded, many people will lose their homes Local people do not benefit from the dam Wildlife (birds) will lose their home

8.

Land surveyor (needs geography to identify suitable land, and to project the effects of the dam)
Chinese investor (does not need much knowledge of geography)
Hydropower engineer (needs to know the conditions of the river. How fast the water is, how much water there to build appropriate machines)
Construction worker (needs to know the type of land to build on, the conditions, what local materials will be used)
Transport driver (needs to know maps/transport routes and conditions to transport materials)

- Possible answer includes: A large area north of the dam will be flooded. Grassland and forests will be underwater. A new, large body of water will be created. The sides of the river will be modified to build the dam. New roads will possibly be built and homes around the dam.
- As stated in the text, Naypyidaw benefits from the dam. It will receive a larger and more consistent supply of power. The local population do not seem to benefit from the increase in power. They will also have to leave their homes, their villages will be flooded and many of their cultural monuments destroyed.
- The bird population will most likely be forced to leave the area and find a new place to nest. They can only live near shallow waters, so the dam will most likely destroy their natural environment.

Unit test answers

Economics

1. Match the vocabulary with the definitions

Shortage (n) not enough of something

Exchange (v) to give and receive

Injustice (n) treated unfairly

Charge (v) to ask for a price or fee

2. Iraqi Dinar, USD –United States Dollar

3. Barter, monetary based economy

4. Goods for goods (Mohammed exchanged his wife's clothes and spare car parts for petrol)

5. High Demand, low supply. Lots of people want petrol, but there is little of it.

6. There is a much higher demand for petrol than before, because sanctions have been lifted and people own more equipment that needs petrol. Because there is low supply of petrol, the black market has developed to meet the high demand.

7. Broken refineries, poor infrastructure, corruption and poor security.

8. Possible answers include: The black market will increase, the price of petrol will increase, general goods and services are likely to become more expensive.

Unit test answers

Society & Politics

1.

- Monarchy** power is held with one person/family
Policies an officially agreed plan
Riot a large group of people being violent
Influence to affect someone/something without forcing them

2. Authority

3. The Shah of Iran is a monarch. He got his power from his parents, who were also Kings/Queens.

4. Khomeni gained the support of the people through influence. People believed in his religious policies.

5. Although he improved many conditions in the country, he took too much control over government. He had removed the Prime Minister, showing that he believed more in himself than he did in government. He was also a monarch, unelected by the people.

6.

Religious government in Iran

Advantages	Disadvantages
<ul style="list-style-type: none">Represents the religion of most of the peopleMany people believe that an Islamic Government would be more freedoms and wealth to the country.	<ul style="list-style-type: none">Does not represent all of the country (some people just wanted a fairer government)The 'Supreme Leader' of an Islamic Government is un-elected.

Constitutional Monarchy

Advantages	Disadvantages
<ul style="list-style-type: none">It is the existing system of governmentThe Shah improved agriculture and the economics of the countryKeeps the traditions of the country (a monarchy) but also has a government	<ul style="list-style-type: none">Possibly too much power for one personThe Shah still has most of the powerMonarchy is unelected and does not represent the wishes of the people

7. Possible answers: The Shah removed the Prime Minister. The Shah took too much control away from government. He did not change the system of government, or listen to the wishes of his people.

8. Answers will vary. Students should support their argument with examples.

Unit test answers

Development

1. Possible answers:

Economic: The jungle around their village was cut down to sell the wood.

Social: A lot of people go to the casino to gamble.

Social: The Khmer Rouge stopped fighting.

2. Possible answers:

Economic: People who were displaced became much poorer, as they can not get food from the river or from the jungle as they used to. They have to work in the town as daily labourers

Social: Being exposed to towns and cities can bring a lot of new social problems to the community – drinking or gambling, or change their culture in other ways, since they don't live in an isolated rural area anymore.

3. There are many similarities between the two stories. Both describe many negative changes in the life of a rural community from an isolated area resulting from development projects. In both stories the villagers lose their livelihood that was based on living near the jungle. People suffer as a result of environmental degradation. In both stories people have to look for other ways to make a living – in the city. In both stories this can bring about social problems or changes – loss of traditional values (e.g. casinos). In the second story, the local people are not benefiting from the development project (dam). In the first story they are not benefiting from the logging, but some people might get better economic opportunities because of the increased business activity with Thailand. In the first story, there are other positive changes as well – further education for Dara, no fighting anymore.

4. Answers:

- a. Economic development
- b. Social development
- c. Social development
- d. Economic development

5. b) how developed a country is.

6. Afghanistan, Burma, China, Malaysia, Japan, Australia, the USA

7. Afghanistan

8. Afghanistan

9. The USA

10. Three hectares

11. Countries with higher GDPs generally have a larger carbon footprint.