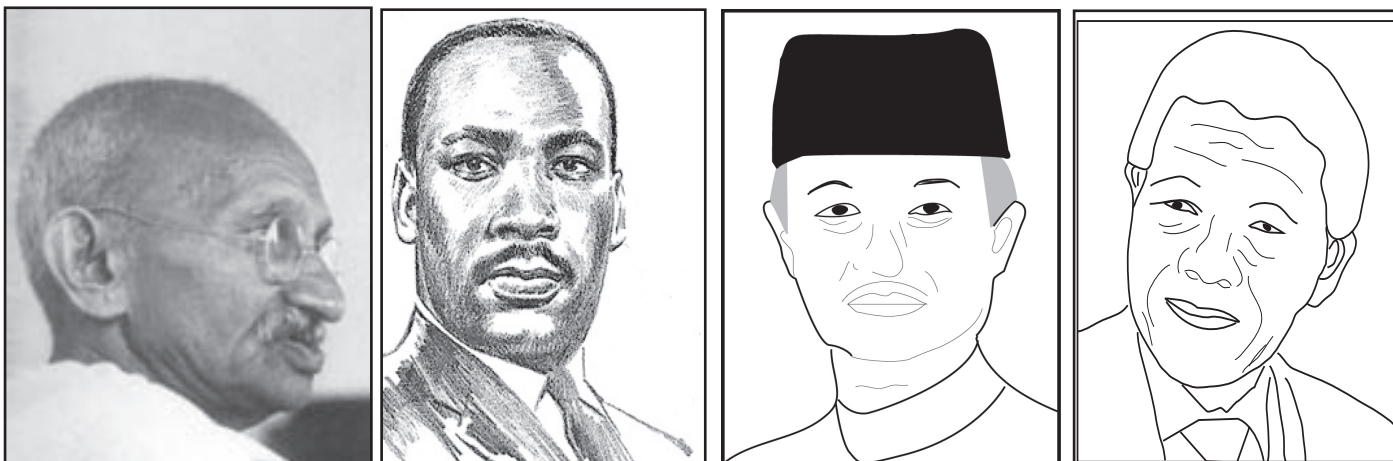


2nd edition



Introduction to Social Studies Teachers Guide



The Curriculum Project

Introduction to Social studies

This unit introduces students to the main subjects in an introductory social studies curriculum: development, history, geography, economics and politics. As this is only an introductory unit, students will not study any of these subjects in depth. This unit focuses on the basic methods, skills and ideas students will need to proceed further with these subjects.

The unit has the following features:

- A detailed *Teacher's Guide* with answers to all activities and exercises in the unit. The Teacher's Guide can be used in a variety of ways by teachers of all levels of experience. Different options are suggested for many of the activities in the module depending on the level of the students and the time available.
- *Tests* at the back of the Teacher's Guide to check students' understanding of the concepts and skills taught in the unit. There is also an answer key.
- *Skills boxes*. These are special keys located next to the various activity headings that summarise the critical thinking and information processing skills targeted by each particular activity or exercise.

Language

The English language in this unit is quite difficult for students who have less than intermediate level English. It is very hard to explain some of these ideas in simple English. You may need to translate a lot of the texts, ideas and exercises into the students' language.

What is Social Studies?

What do students think social studies is? The term 'social studies' is very general; it is an 'umbrella subject' for all subjects dealing with *society*.

Read the introduction, and discuss any new vocabulary.

Extra Activity

Get students to give their ideas about what subjects could be studied in 'social studies'. (You may want to use the students' first language for this.)

Possible answers: *history, geography, economics, politics, development, religion, environment, gender, sociology, anthropology, etc. Some people think psychology and philosophy are part of social studies too.*

Exercise

Answers:

History - *Everything that people have ever done, and the story of these things.*

Geography - *The earth's land, water and air. It includes how and where plants and animals live on the earth and how people interact with them.*

Economics - *How goods and services are produced, distributed and used.*

Politics - *How power relationships work on a local, national and international level.*

Development - *Change and growth in societies and countries.*

Exercise

Answers:

Environment - *The study of nature, how people interact with it, influence it and are influenced by it.*

Sociology - *The study of human society, how people live together as a group and how they interact with each other, what rules they follow.*

Community Development - *How to organise projects in your community that will benefit community members and your environment.*

Chapter 1. Development

This section looks at development – what it is, what it does, the effects it has on people’s lives. It focuses on the language of development: some key words and phrases, and development indicators (ways to measure development). There are many reflective activities which encourage students to think of how development has affected their lives, their communities, and their region.

1.1 WHAT IS DEVELOPMENT?

Discussion

Students think about life in their communities 50 years ago.

Get the students to think about each question one by one and discuss them.

You can put the questions on the board and then put some answers next to them.

Encourage the students to think creatively – they don't need to know exactly what their grandparents' life was like. They can just imagine, or think about how other people of their grandparents' age lived in their culture.

Now get the students to compare this information to their life today.

You can organise the information on the board in a chart like this example. There is no right or wrong answer. The purpose of this exercise is just to encourage the students to think about the past and compare it with the present in order to identify specific changes.

Example:

	grandparents	you
every day	<i>worked on a small farm</i>	<i>work in a shop and study at night</i>
wear	<i>longyi and woven tops</i>	<i>sometimes longyi, sometimes jeans and T-shirts</i>
eat	<i>rice and vegetables from the fields</i>	<i>rice and curries from a shop</i>
work	<i>on the farm</i>	<i>in a shop</i>
free time	<i>talked, told stories, sang</i>	<i>listen to music, study English</i>
house	<i>bamboo</i>	<i>small concrete apartment</i>
country	<i>World War 2, independence struggle</i>	<i>civil war, exile in Thailand</i>

Group Work

Students work in groups of four or five. 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?

Extra Activity

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 present this to the class. Ensure that each group member participates in the presentation!

Discussion

Brainstorm a list of improvements that students would like to happen within their communities.

Decide whether these are social or economic improvements.

e.g. *All families should have a piece of land to grow rice - **economic***
*More women in leadership roles, Free education for all - **social***
*More women in leadership roles - **political***

Group Work

This activity has four steps. Its purpose is to show the students how to negotiate with each other. They start with only their individual opinions, and in the process of the activity they will have to compare them with the opinions of their classmates. They will learn to *prioritise* – choose the most important points.

1. Students work in pairs. Each pair decides on the five most important improvements.
2. Pairs join with one other pair. These groups of four decide on the five most important improvements.
3. Groups of four join with another group, so students are working in groups of eight. These groups of four decide on the five most important improvements.
4. Now, the whole class decides on the five most important improvements.
Are these mostly social, political or economic improvements?

Case Study

This case study is set in Ethiopia, but similar things are happening all over the world – multinational agricultural companies are persuading farmers to buy new seeds that produce more food, but are not very strong, and cannot reproduce. The advantage for the companies is that farmers have to buy new seeds every year, instead of using seeds from last year's crop.

Exercise

Students locate Ethiopia on the world map on page 60 (it's in East Africa).

Check that students understand the new vocabulary.

Students read the text. Clarify anything they don't understand.

Students answer the questions.

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.*

You might also mention that while this change is mostly economic, it will also have some social impact, since saving seeds is part of their traditions.

Group Work

First ask the students what problems this situation can 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.

Some possible problems:

- *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.*

Case Study

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

Students read the text. Clarify anything they don't understand.
Check that students understand the new vocabulary.

Exercise

If possible, start by getting students to find Bangladesh on the map. You can have a brief discussion to find out what students know about Bangladesh.

Students answer the questions.

Answers:

- 1. Bangladesh is in Asia, mostly surrounded by India. It also has a border with Burma.*
- 2. The change is Farida (and probably other people in her community) using microcredit instead of expensive bank loans.*
- 3. Economic, mostly, like the 'super seeds' case study. Farida will be able to save more money from 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. This will help to strengthen the community.*

Group Work

In groups, students compare the two case studies.

Possible answers:

1. 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 affect not only 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.

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.

2. 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

Each group thinks of one example of change in their community, and makes a small presentation. Make sure students answer the questions: *who introduced it? who does it benefit? what are some problems? what are some solutions? etc.*

Some examples:

- 1. A new airport is built, and the local authorities order the people in the area to move to a new location they have made available. This change might or might not benefit the community - people in the area don't have any choice over the new location so it might be better or worse than the old one. People are likely to want to stay in the old place though, as maybe they have lived there all their lives. This is an example of an economic change, as people might lose some of their income generation opportunities in the old place, their houses, or their gardens. This is also a social change, as people might end up living next to different neighbours, and the work and school year might be interrupted during the move.*
- 2. Another example of change could be a new school opening in a village. It is a social change, as it will provide education opportunities for more children. It will affect families, as they can send their children to this school rather than one further away. More children in the village will get an education, and in the long term have more skills to develop their communities. Possible problems are that the village may have to pay to support the teachers. Also, perhaps some families rely on their children to help make a living. These are economic changes. One solution to this might be for the school to involve the community in deciding how they can support the teachers, and how to make education accessible to all village children.*

1.2 THE LANGUAGE OF DEVELOPMENT

Preview

Students discuss the terms – which ones do they know? What do they mean? You may like to explain the problems with each of these terms.

Development has a lot of 'jargon' - specialist words and phrases that are used by development experts, NGOs, politicians, academics and activists working on development issues. Many of these words change, and for some words there are many different ways to express the same idea. One of the most difficult ideas to express in English is how to differentiate between richer and poorer countries. People often use geography - 'Eastern countries' and 'Western countries', or 'North' and 'South' - but these are not very accurate; Australia, for example, is in the South and East but it is quite a rich country. 'Developing' and 'Developed' countries can sound patronising - as if some countries have achieved 'development', and others have not. As students study development, they will encounter all these terms, so it is useful to spend some time looking at these words and their meanings.

Group Work

In groups, students think of some countries which are rich, some which are poor, and some which are in the middle. They write them in the table. Get groups' ideas, and make a class list on the board.

The map in the Student's Book is a rough division into rich, poor, and in the middle. We have classified rich countries as those with a GDP of more than 10,000 US dollars per person per year, middle countries as those with a GDP of \$2500 to \$10,000 dollars, and poor countries as those with a GDP of less than \$2500 dollars.

GDP

GDP means *Gross Domestic Product*. This is all the money that the country makes per year – both government and private business. **Be careful** - the GDP is an indicator of how rich a country is, rather than how rich its citizens are - it is not the same as the average income.

GDP per capita or *GDP per person* is how much each person in the country makes on average. It is calculated by dividing the GDP by the population of the country.

There are many problems with using GDP and GDP per capita as indicators of quality of life in a country. For example, it does not take distribution into account. People may make about the same amount of money, or there may be some people who are very rich and some who are very poor - GDP does not tell us this. Also, GDP only counts the amount of money made and spent in a country in one year. It does not include what the money is spent on; it could be on healthcare and education, or on less useful things.

There is more about GDP on pages 9 and 10 of the Student's Book.

Group Work Students answer the questions in groups of four or five.

Answers:

1. *Groups compare their opinions of rich and poor countries from their list with the GDP information on the map. Did they guess correctly?*
2. *Some of the 'poor' countries in the Northern Hemisphere are Mongolia, Afghanistan, Moldova, Uzbekistan, Pakistan.*
3. *Australia, South Africa, New Zealand, Argentina, Chile*

Exercise

Students can do this as homework, or in class. Encourage students to use any language they like for this exercise. If they are writing in English, they don't need to worry about grammar or spelling. They can write anything they like about the topic 'Development: change for better or worse.' They might discuss any example from their life, or they can just write more generally, or they could also write about what they would like to see happen. This is just a brainstorming exercise for students to practise expressing their thoughts.

1.3 DEVELOPMENT INDICATORS

Development indicators are measurements we use to show how developed a country is.

The table shows some development indicators for 15 countries for 2001-2003.

These figures may not be accurate as different sources have different figures.

Some of the figures are from before 2001. It is difficult to get exact data for some countries.

At the back of this module there is a chart with more development indicators and a larger selection of countries, as well as some information about these indicators.

Exercise

Students look at figure 1 and answer the questions.

Answers:

2. **a.** 3 **b.** 31 **c.** 51.5% **d.** 97% **e.** 69.1 **f.** Russia
3. USA, Singapore, Russia, Brazil, Thailand, China, Vietnam, Pakistan, Burma, Iraq, Mozambique
4. Russia, United States, Thailand, Singapore, Vietnam, China, Brazil, Burma, Pakistan, Mozambique, Iraq
5. Mozambique
6. Pakistan, Mozambique, Iraq; these countries are part of the global South. Iraq and Pakistan are located in the Northern Hemisphere, but Mozambique is located in the Southern Hemisphere.
7. There doesn't really seem to be any relationship between life expectancy and public expenditure on health. This is probably because public expenditure on health is calculated as a percentage of GDP, rather than an absolute sum of money.

Exercise

Make sure students do not look back at the table on page 10 when answering these questions.

Answers:

1. *Singapore*
2. *Mozambique*
3. *about 57 years*

Exercise

Again, make sure students do not look back at the table when answering these questions.

Answers:

1. *Singapore and US*
2. *The worst water situation: Iraq; second worst: Mozambique*
3. *None. The closest to 100% is Russia at 99%. The next, at 96%, is Singapore*
4. *Mozambique (60%) and Pakistan (35%)*
5. *Iraq*

Discussion

Have a discussion with the students.

Possible answers:

- 1. Countries with lower GDPs would have less money available for healthcare. The governments would have less money to spend on hospitals and medicines, and people would have less money to pay for private hospitals. Therefore, in these countries, children would get less health care than in richer countries. Also, in countries with lower GDP, there are more poor people, who might not be able to feed their children properly. Children might become malnourished and get sick. In poor countries, some people might not have access to clean water - this might also cause sickness in children. There might be other less direct reasons. For example, many countries with low GDP have wars (civil wars or invasions by other countries) – that’s why they become poorer and poorer. During wars, women and children become very vulnerable because of fighting, displacement, and lack of food and medical facilities. The students might bring up some of these reasons, or some other ones. Don’t expect them to give all these answers, but you might want to talk to them about these factors after they have had a chance to express their opinions.*
- 2. Life expectancy for the countries in the chart closely corresponds to the percentage of the population with access to clean water. Another pattern is the adult literacy rate corresponding somewhat to the GDP. This is not a 100% correspondence though. For example, Russia’s GDP is about in the middle, compared to the other countries on this list, while its literacy rate is 99%.*

Exercise

This is mostly a free writing activity. Students write their observations about Burma’s economic indicators, and any relationships between these indicators they might infer. Generally, some countries in Africa, like Mozambique, and in Asia, like Pakistan, are doing much worse than Burma according to a number of indicators (life expectancy, child mortality rate, primary school enrolment).

Exercise

Students can answer these questions on their own, in groups, or as a class.

Possible answers:

- 1. Third World debt is the money that the countries of the South have borrowed from the countries of the North. They have to pay this money back.*
- 2. Their debt keeps getting bigger because of the interest. When you borrow money from a bank, you have to pay back the money you borrowed, plus extra money as a percentage of the money you borrowed (interest).*
- 3. Debt mostly affects economic aspects of life in debtor countries – they remain poor, as they have to pay most of their GDP for their debts and interest, which is very high. This prevents the countries from developing economically, as they don’t have any surplus. However, ‘Third World debt’ also affects the countries socially, as the government often cuts the money spent on health and education in order to use the money for debt payments. This means that health care remains very poor, and the education level very low.*

Discussion**Possible answers:**

Large development projects undertaken on money borrowed from the rich countries’ banks often did not help to improve things in the poor countries, because of poor planning and corruption. Large development projects such as roads, airports, and large buildings in cities, such as hotels mostly benefit the elite of the country, although sometimes there are more jobs available in construction and services as a result of these projects. Other projects, such as large-scale dams and mines, often don’t really benefit the local people and contribute to displacement, which makes people even poorer. They are also harmful for the environment.

Exercise

This case study describes the situation of a migrant worker family from South America. This is a typical situation for many poor landowners around the world – they have only a small plot of land, they can't grow enough to feed their families, so they have to work for large landowners. Many of these landowners treat their workers very badly. Students read and discuss the case study.

Answers:

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

As a class, discuss the questions and **elicit** students' ideas. Students guess where Rosa and Miguel come from, and what part of the world it is in. Is it part of the 'North' or the 'South'? What problems is this country facing?

Answers:

1. *Mexico, in Central America.*
2. *This is part of the 'South'.*
3. *A big problem in this country is the gap between rich and poor – a few rich people own all the land and resources, whilst the majority of people have very little.*

Group Work

In groups, students discuss Miguel and Rosa's situation. Groups come up with a list of ideas to help Rosa and Miguel. Groups present their ideas to the class.

Possible answers:

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.

Exercise

Students write about the differences between their lives and their grandparents' lives. They should give opinions on positive and negative changes. You might choose to let students write in their own language as the English they need for this is quite complex. If they do write in English, mark for content and ideas; don't worry about grammar, vocabulary or spelling.

Chapter 2. History

This chapter focuses on historical methodology - finding, evaluating and interpreting sources of information about the past. Many students have previously studied history using a limited range of sources, such as one textbook. For these students, this section will be an introduction to historical analysis. The section also looks at how people measure time, a fundamental concept in history.

2.1 WHAT IS HISTORY?

Brainstorm

Students read part **A** of the text.

As a class, brainstorm important historical events that affected Burma, another country or the whole world. These can be from the recent past or the distant past. Make a class list of events the board.

Brainstorm

Students read part **B** of the text.

As a class, brainstorm important developments and changes. 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.

Brainstorm

Students brainstorm some famous personalities. They might start with the ones in the pictures and then add some more from different countries.

Group Work

Ask the students to separate these into positive and negative. Each group should have at least one example of each (event, development, personality) in positive and negative. After students have had some time to think, make a chart on the board and ask the groups to contribute answers.

Example chart:

Remember that the students might give very different responses depending on their opinions. There are no right or wrong answers here - the answers in this chart are given here only as examples, you or the students might not agree with them.

	Event	Development / Change / Discovery	Famous Personality
Positive	<i>Independence</i>	<i>Wider access to education</i>	<i>Nelson Mandela</i>
Negative	<i>Holocaust</i>	<i>deforestation</i>	<i>Pol Pot</i>
Positive and Negative	<i>Russian revolution</i>	<i>globalisation</i>	<i>Fidel Castro</i>

Discussion

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 historic position in the world is affected by a variety of events, developments or changes, and famous personalities.

2.2 HISTORICAL SOURCES

Brainstorm

Elicit examples of historical events from students. Discuss with them what might have caused these events.

Examples:

- *World War II – militaristic policy of Hitler’s regime in Germany in the 1930’s, etc.*
- *Tsunami of December 26, 2004 – an earthquake under the Indian Ocean, near the coast of Sumatra, Indonesia.*
- *Attack of Iraq by the US – US and most Iraqi people wanted to get rid of Saddam Hussein; US government and oil companies were interested in oil they can get from Iraq; the Iraqi government did not allow the UN to check freely for weapons, etc.*

Group Work

It is up to the students what events and sources they choose here - this is just a sample exercise; they are not going to study these events in detail in this activity. They could use any event from Burma or world history.

After the students have had a chance to answer the questions in their groups, ask groups to present their answers.

Discuss different ways of evaluating the sources, or deciding if the information you have is reliable or not.

Discussion

Possible answers:

- Compare many different sources of information about the same event – do they all agree?
- Think about who created this source (who wrote this document, letter, or book) – did they have any special interest in changing the information?
- Think about when the source was created (when was the book written, or the article published?) Did anything happen since then that would make this information less useful?
- For newspapers and other publications, you might think about who controls the media. Is there a free press, or does the government control it?

Extra 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 9/11/2001, 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.

Exercise

Answers:

1. *d* 2. *d* 3. *d* 4. *a* 5. *c*

Exercise

Answers:

1. *events*
2. *historian*
3. *sources*
4. *documents*
5. *clues*
6. *evaluate*
7. *cause*
8. *interpret*

Brainstorm

Students write lists of historical sources.
After a few minutes elicit their sources, and make a class list on the board.

Group Work

In groups, students plan a historical study of a family. They can use their own family, a family they know, or an imaginary family. Remind them that the three steps to follow are *observe*, *evaluate*, and *interpret*.

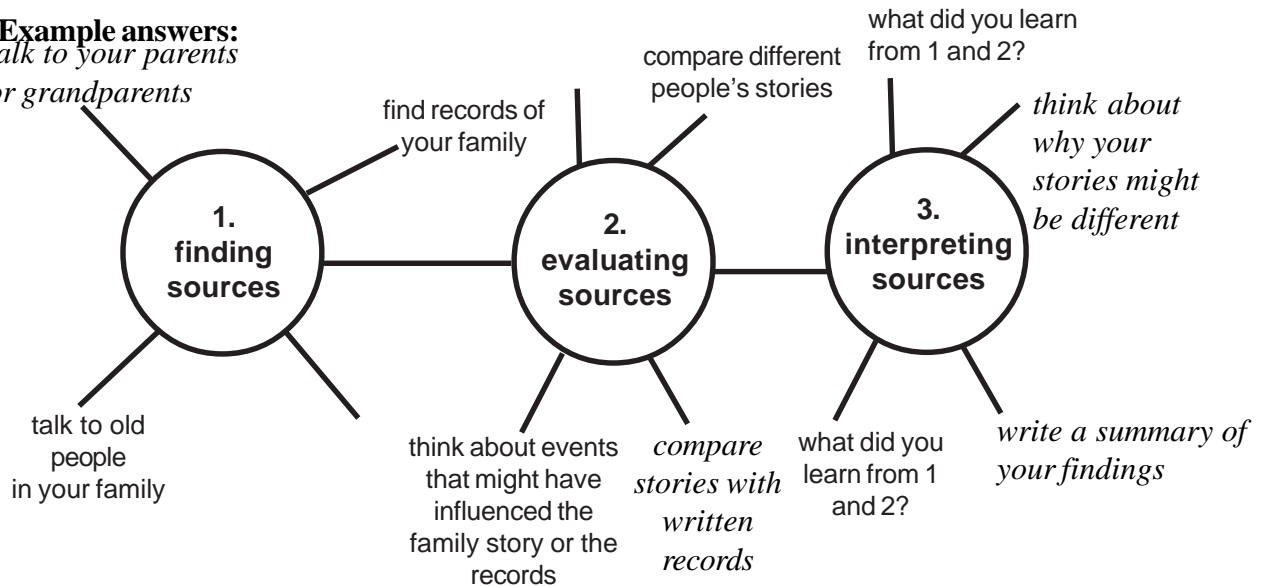
Discuss what sources they could use. Encourage students to be creative! (e.g. perhaps they could go to Britain to look at old colonial records in libraries...)

How could they evaluate these sources? How can they check if these sources are accurate and truthful? What interpretations could they make?

In groups, students look at the diagram and add more ideas. Put the diagram on the board. Groups add their ideas to it.

Example answers:

*talk to your parents
or grandparents*



Exercise

Students can do parts of this as homework, and parts of it in groups or with a partner. This is a review assignment to let the students practise on their own everything they have learned about historical sources.

They will start with what they have planned to do in group work activity before. They can use the diagram above as their plan of action.

They can do number 1 (finding sources) at home and then bring all the sources they have to class. Perhaps do number 2 in class in small groups so that they can help each other. If students prefer working on their own, they could do that.

For number 3, get the students to present all the information they have learned to each a

2.3 DIVIDING TIME: AD AND BC

partner. Then they write a summary of their interpretation. Encourage the students to write in any language they like.

This section looks at time, and how time is measured. Many cultures have their own ways to measure time, usually starting from an important event in the history of that culture. However, as the world has become more and more connected, it has proved necessary for there to be one global way of dividing time. The Christian calendar has been adopted as the international measurement, for the same reasons as English has become the international means of communication. Many cultures continue to use their own time measurement systems within their own areas.

Students read the text. Clarify anything they don't understand.

Exercise

The answers to questions 1-3 depend on what year it is now.

Answers:

1. *e.g. 2009 AD*
2. *e.g. 1009 BC*
3. *e.g. 491 BC*
4. *b*
5. *d*
6. *b*

Nowadays, many people prefer to use the terms BCE and CE instead of AD and BC. These will become more and more common in the future, as they are popular with people of all religions. At the moment, only some very recent sources use CE and BCE, but students will encounter them much more frequently in the future.

The chart of calendars presented here is just for the students' general information. They don't really need to learn everything in it, but there are some exercises to practise, just to make sure the students understand the information.

Note that the Buddhist calendar has different versions as used in different Buddhist countries. The one in the chart is the calendar used in Burma.

Exercise

Answers:

1. *Jewish*
2. *Islamic*
3. *mostly religious events such as the birth of a religious figure. The Chinese use the invention of the calendar.*
4. *1,165 years*

Exercise

Answers:

1. *twenty-first*
2. *twentieth*
3. *c*
4. *d*

Exercise**Answers:**

1. 20^{th} century. 1989: $19+1=20$
2. 21^{st} century. 2004: $20+1=21$
3. b
4. 1700
5. All the other years start with 16..., the last year starts with 17...

Exercise**Answers:**

1. 18^{th}
2. 19^{th}
3. 16^{th}
4. 17^{th}

Group Work

This exercise introduces students to timelines and presenting information in chronological order. Ask students what they know about Thailand. Do they know any important events in Thai history? Write these on the board, in chronological order (in order of when they happened). Look at the timeline in the book. This also shows some important events in Thailand. This timeline does not have exact dates, only approximate ones. In groups, students decide what important events have happened to their communities. They put these events in chronological order, and make a timeline.

Note: Students will need to decide what units of time to use on their timelines. This will depend on whether the events are all from the last 5 years, 50 years, or 500 years. The timelines will cover different periods and amounts of time. For example, if all the events they use happened after 1948, they should use units of ten years, rather than start in 1500 and have all events crowded into one end of the timeline!

Chapter 3. Geography

This chapter introduces physical and social (human) geography. It looks at physical and human landscapes, and how people adapt their environment to their needs. It introduces the idea that physical surroundings have an effect on societies and cultures.

There is also a strong focus on map-work, as students will need this skill as they continue to study geography.

3.1 WHAT IS GEOGRAPHY?

Brainstorm

Brainstorm with the students their ideas about geography and what it studies.

Read through the introductory text with the students, and clarify anything they don't understand. Emphasise the fact that physical geography and human geography are closely linked.

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.

Group Work

In groups, students list the physical features of picture one, and the human features of picture two and the changes that have occurred between the pictures.

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 made flat. 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.

Extra Activity

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 in the pictures. Also get them to note the changes that have been made to the physical environment by the addition of the human features.

3.2 WHAT DO GEOGRAPHERS DO?

Exercise**Possible answers:**

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!)

6. *What action is appropriate in order to prevent the factory from damaging the environment?* (environmental regulations that the factory owners will have to follow)

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

Group Work

Here the students don't need to ask every question from the list. They can just choose a few, and ask about several different things.

Example questions:

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?*

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.*
1. *The neighbours in our section of our refugee camp bought a DVD player and a lot of DVDs, and now they have opened a video shop. We can go and watch a movie for 5 baht.*
2. *In order to play movies without power cuts they had to buy a generator, so now the generator is running a lot and it is very noisy and makes a lot of smoke.*
3. *Everyone is really excited about the video shop. We can watch a lot of movies when we have free time, so we are not as bored now. Some kids often run away from school and watch movies. But some neighbours complain that there is a lot of noise and the air is polluted because of the generator.*

Brainstorm

Answers: *All of these people need to know geography:*

teacher – to explain to students journalist – to know the places he/she is writing about
politician – to make good decisions about development and political issues of the country
forest manager - to know about the forest NGO worker – to know about the community
engineer – to know how to build proper buildings in different environments, etc.

Exercise**Possible answers:**

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?

Brainstorm

This is just to encourage the students to contribute any ideas they have or ask any questions. There is no special answer for this question. If the students have nothing to say, get them to make questions about anything they have trouble understanding so far about geography. Give out strips of paper and ask each student to contribute one question. When students are ready collect their questions and mix them up. Give them out again to different students. The students then need to try and answer their classmates' questions.

3.3 THE EARTH

Exercise

Answers:

1. 90
2. 90
3. 180
4. 180
5. There can be many different answers to these questions, these are just examples:
 - a. Portugal
 - b. China
 - c. Ghana
 - d. East Timor
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.
 - 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*
10. *The place with the biggest number of degrees North is the closest to the North Pole: St. Petersburg*
11. *The place with the highest biggest number of degrees South, is the closest to the South Pole: Wellington*
12. *The place with the smallest number of degrees North or South is the closest to the Equator: Bangkok*

3.4 PHYSICAL AND HUMAN LANDSCAPES

Read through the text. Clarify anything students don't understand.

Discussion

Discuss the area where you are now.

What are its physical features? What are its human features?

Elicit students' ideas, and build up class lists on the board.

Example answers:

Physical features: lake, trees, hill...

Human features: road, houses, factories, university...

Discussion

Look at figures 4 and 5 and at the questions in the Student's Book.

Elicit students' ideas, and put their answers on board.

Possible answers:

Figure 4: We see only one woman drawing water from a river or a lake. There are no houses or other buildings or roads around, but there are lots of trees. The woman is getting water so this means she probably doesn't have running water in her house. Maybe she lives in a traditional style house. She is wearing traditional clothes.

Figure 5: We see big concrete buildings. The road is paved. The street is very crowded, it looks like the centre of a big city. There are plenty of cars and buses, but there aren't any trees. A lot of people seem to be in a hurry; they must be going to work in offices.

Note: Review. It is a good idea to refer back to the Development section of this module at this point. Remind the students about the *developed (North) / developing (South)* world distinction. Ask the students which picture in their opinion belongs to which world. Ask them what makes them think so?

Group Work

Students work in groups of four or five.

Groups discuss their own environment, and how it has been modified.

Make lists of changes. Is their environment closer to Figure 4 or figure 5?

Extra Activity

Cut some pictures out of newspapers or magazines of different environments with people in them. Students work in groups of four or five. Give each group 4 or 5 pictures. 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.

Exercise

Answers:

1. *c*
2. *e*
3. *b*
4. *h*
5. *g*
6. *i*
7. *a*
8. *d*
9. *j*
10. *f*

3.5 LANDSCAPES AND CLIMATES

Exercise

Answers:

1. *d*

2. *d*

3. *a*

Group Work

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?

Note: This section is an introduction to the study of observing environment. Start by introducing the idea represented by the diagram. The three components shown are all 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.

Discussion

Brainstorm ways students can 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.*

Brainstorm

First, brainstorm with the students what they think climate is. Get students to contribute any ideas they have. 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 board – do not correct. You will have a chance to correct together with the students after they have read the text about climates.

This is a sample mind-map. It is based on the text in the Students' Book. If the answers the students give before they read the text are wrong, you can get them to correct the information on their mind-maps after they read the text.

In the text about the climates in this module is very introductory and simplified. It does not study the different climates of the world in too much detail. In later modules, students will study some of the climate types in more detail.

Exercise

This is one more exercise to do before reading the text. However, you can change this and do this exercise after the students read the text if you believe that is better. Students have to comment on their climate and then compare their ideas with their partners.

Possible answer:

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. This climate has three seasons – two dry seasons (hot and not very hot) 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.

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 – only some grasses and mosses in some places in summer.*

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.

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

This is an optional activity if your students like drawing. If they don't like drawing, they can just have a detailed discussion in their groups about the Inuit way of life.

Group Work

The case study above is a good example for this. However, the students are not expected to write such comprehensive descriptions as this.

3.6 MAPS

Preview

Elicit students' ideas and write them on the board.

Now discuss with the class how students could use the regional road map of Central Burma.

- *You can find the general direction you need to go from place to place.*
- *You can compare distances from place to place.*
- *You can see what places are near you.*
- *You can see the main roads and rivers in Central Burma.*
- *You can see what main roads go between towns.*
- *You can see which places are in which state.*

Exercise

Answers:

1. *The main way is north through Bago (Pegu) and Taungoo, then follow the Sittaung River through Pyinmana and Meiktila, into Mandalay Division and on to Mandalay.*
2. *About 100 kilometres. (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. *4 - Bago (Pegu), Taungoo, Pyinmana and Meiktila.*

Brainstorm

1. Students might say that maps are easier to carry around. Also, we can make maps that show places in detail, for example a map of a country, or a city map. We can't have a globe that will show streets in every city!

A globe is a very accurate way to depict the Earth since it is the same shape as the Earth. Globes always use very small scale (students will learn about scale in the next section). A globe is a good way to see where exactly countries and continents are in relation to each other.

2. Students discuss different ways to represent the Earth on a flat surface. They may have seen maps that are oval shaped, or the Interrupted Projection map below.

Brainstorm

Some examples of different types of maps are: *physical, political, topographical, population, development information maps, vegetation maps, etc.*

If students don't have any ideas, give them some of these examples.

Discussion

The map in the Development chapter was a development information map. It provided information about the distribution of rich and poor countries in the world.

Exercise

Answers:

Physical - *mountains, valleys, rivers, lakes, sea, land*

Political - *country borders and important cities*

Population - *numbers of people that live in different areas*

Development information maps - *information such as life expectancy, or GNP, or literacy rates*

Topographical - *exact elevations (how high something is) and other technical details of the landscape*

Vegetation maps - *what plants grow in different areas*

Maps could show distribution of land use for agriculture and industries, income distribution within countries, the languages people speak in different areas, military bases of foreign countries, etc.

Exercise

Answers:

- a. *c*
- b. *b*
- c. *a*
- d. *d*

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

Exercise

The answer to this exercise, as to all the other exercises on scale, is approximate, not exact.

Answer:

approximately 54.3 km

Exercise

Answer:

1. *5.5 cm*

2. *about 825 km*

Exercise

Answers:

1. *10 cm*

2. *10 km*

Discussion

Answers:

Figure 16 shows a regional map of Central and Southern Burma. It covers quite a large area and does not show much detail. Figure 18 shows a map of downtown Rangoon. It is a small area and street details are shown.

scale: 16 - 1: 15,000,000

18 - 1: 50,000

Figure 16 shows a map with a much smaller scale - the number on the right is much larger than in figure 18. The Downtown Rangoon map is a map with a relatively large scale - the number on the right is not as large as in other maps. This is a local map.

Exercise

Answers:

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

Group Work

In groups, students look at the maps and answer the questions.

Answers:

1. **a.** *b* **b.** *a* and *c* **c.** *d*
2. *b*
3. *d*

Discussion

Elicit answers from students for each map separately.

Possible answers:

Map a shows some towns, borders with other states and other countries, and rivers

Map b gives information about streets, a railway station, and places in town

Map c shows shapes of islands, land and water, and country names

Map d shows shapes of continents and oceans.

Exercise

This can be either an individual or a group project for students.

Students make a map of their area. They can choose whether to make a smaller scale map of the whole area, or a larger scale map of the class surroundings.

Groups present their maps to the class. If you had students work on this individually, just get them to sign their maps and post them around the class and get the students to go around and look at each other's maps for 10-15 minutes. Encourage them to ask each other questions about their maps.

3.7 CONCLUSION

Brainstorm The purpose of this brainstorm activity is to briefly review this chapter.

Possible answers:

from maps, by looking around, by studying the climate, by asking 'geographical' questions, by thinking about culture, etc.

Discussion

Possible answers:

1. to find the way from A to B, to find out what the climate is in a particular region (climate map), to find out how many children die before the age of 1 in a country (population and development information maps), to find out how high a mountain is (topographical map) comparing locations of countries, etc.

2. observe the environment, examine and analyse what we observe, and make conclusions from these observations and research.

Group Work

In groups, students try to fill in this mind-map using what they have learned in this module. The Student's Book provides one example for each stage. If students are having trouble, you can help them by giving these examples for each category:

A - *look at the vegetation (what grows), the climate, what physical features there are, look at maps, read reports, talk to local organisations, etc.*

B - *discuss advantages and disadvantages, summarise your findings, etc.*

C - *discuss your ideas with people around you, think critically, classify your ideas*

Exercise

Students write a paragraph or two describing the environment they live in (or another environment they know well). They should start by describing the physical features of the landscape, and include information about the changes made to make up the human landscape. Encourage the students to use any language they like for this.

Chapter 4. Economics

This chapter introduces basic concepts in economics: what are goods and services, value, and the law of supply and demand.

There is a section looking at money - what it is, and why we use it. It also looks at barter systems, and the differences between barter and money.

4.1 WHAT IS ECONOMICS?

Brainstorm

Brainstorm examples of goods and services with students.
Add them to the chart.

Group Work

Students work in groups of four or five. One member of each group is the writer.
Groups brainstorm two lists: one of goods, one services.
Give students three minutes, and then see which group has the biggest lists.
Make class lists on the board.

1. In their groups, students choose five common goods used in their communities.

They identify where each comes from, and who produces it, e.g.

Rice – comes from the countryside. Farmers produce it.

2. In their groups, students choose five common services used in their communities.

They identify who performs these services, and who pays these people, e.g.

Teachers – come from the community. The Education Department or NGOs or donors pay them to teach.

Extra Activity

Play this game to practise goods and services with the students.

1. Divide the board into two parts: GOODS and SERVICES

2. Divide the class into two teams. For each round of the game the teams choose one representative. For the first round, the teams will choose an example of goods. The two representatives leave the room while each team chooses one example of goods.

Alternatively, the teacher can give a word to each team.

3. Representatives return and stand in front of the class. The teams take turns acting out their example of goods. The representatives compete to guess the word. If they guess correctly, their team gets a point.

4. Choose new representatives for the next round. Representatives leave the room, and the team members choose an example of a service (or get one from the teacher) and prepare to act it out. Representatives return and try to guess the service by looking at the acting.

5. Repeat the rounds several times. Players are not allowed to use words in their acting! Only the representatives in the front are allowed to speak. If the players break rules, you can take points off their team.

4.2 THE LAW OF SUPPLY AND DEMAND

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

Here's another example you might like to explain:

In 2003, the Thai government declared a 'War on Drugs'. They arrested or killed many ya ba dealers, and many fled the country. Few dealers wanted to risk selling ya ba in Thailand, as it was so dangerous. As a result, there was very little ya ba available. Ya ba users and addicts had to pay very high prices to get it, as few people wanted to risk selling it. This is a case of low supply, high demand.

Group Work

1. 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?
2. In their groups, students think of an example of high supply, and low demand.
This can be real – something that has actually happened - or imaginary.
Groups explain their examples to the class.
3. In their groups, students think of an example of low supply, and high demand.
This can be real or imaginary. Groups explain their examples to the class.

Exercise

Answers:

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

4.3 BARTER

Case Study This case study is an example of a barter economy – an economy where there is no money, and goods and services are exchanged directly.
Students read the text, and look at the diagrams. Clarify anything they don't understand.

Discussion Although there is some barter in all communities, 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.

Make or **elicit** these points:

- *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.*

Group Work

In groups, students think of examples of barter in their community.

Here's another example you might like to explain:

A family needs to get permission to build a new house. This usually takes a long time as the local authorities are quite slow. So the family takes a basket of a bottle of whisky, some fruit and some flowers to an influential local official. The official takes the gift basket, and signs the permission document for the family to build the house.

This is a type of barter – some goods (the basket) are exchanged for a service (permission to build a house).

Extra Activity

Students represent their examples of barter as diagrams, like *Figure 3* and *Figure 4*. Then they explain their diagrams to the class.

4.4 MONEY

Read the information and clarify anything that students don't understand.

Discussion

Discuss the use of money in the community – what are its main uses?

What do people buy?

What do people sell?

Make lists on the board – don't be too specific and list examples of everything that is in shops – just important things such as rice, school fees, bamboo, etc.

Exercise

Students list the times they have used money recently – either bought or sold something.

They list the times they have used barter.

Get a couple of students to tell the class.

Read the text and diagrams, and clarify anything that students don't understand.

Emphasise the point that money permits people to specialise – to do only one thing or a small number of things. With a barter system, people often need a variety of goods and services in order to get the things they need.

Exercise

Answers:

1. *i*
2. *g*
3. *a*
4. *h*
5. *b*
6. *d*
7. *c* or *e*
8. *f*
9. *c* or *e*

Discussion

Draw the table on the board.

Brainstorm the advantages and disadvantages of money and barter.

Write the points on the table.

Group Work

In groups, students draw diagrams, similar to *figure 3* and *figure 4*, for a teacher in their community. They should show in their picture what the teacher does to get goods and services, and the type of goods and services the teacher uses.

Exercise**Answers:**

1. *c*
2. *c*
3. *a*
4. *a*

Chapter 5. Politics

This section introduces politics and what politics studies. It introduces different forms of society, and their needs. It talks about authority, influence and leaders. Activities in this section will help the students think about the society they live in and how it is organised. They will also get more ideas about other societies, and how they work.

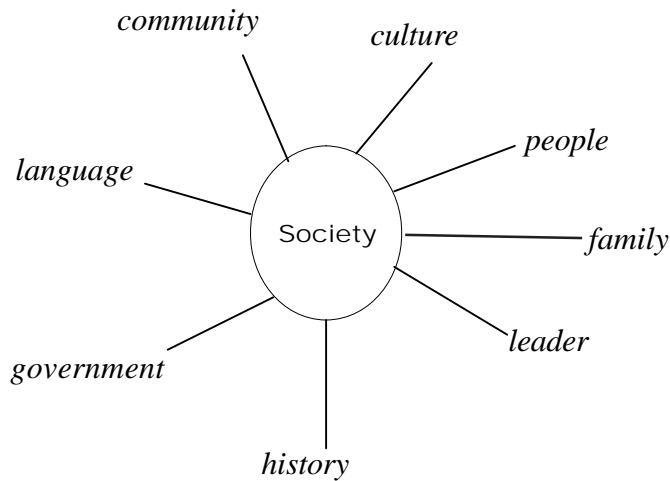
5.1 WHAT IS POLITICS?

Preview

Draw the mind-map on the board, and brainstorm the students' ideas about society. Encourage students to come up to the board and add words. There are example ideas below. But before you give them to students get them to make their own examples. It is good to see what ideas the students can come up with on their own. It will help them open up their minds.

Try to elicit as much vocabulary from students as possible, and add your own ideas to encourage them after they have started contributing their ideas.

Example mind-map:

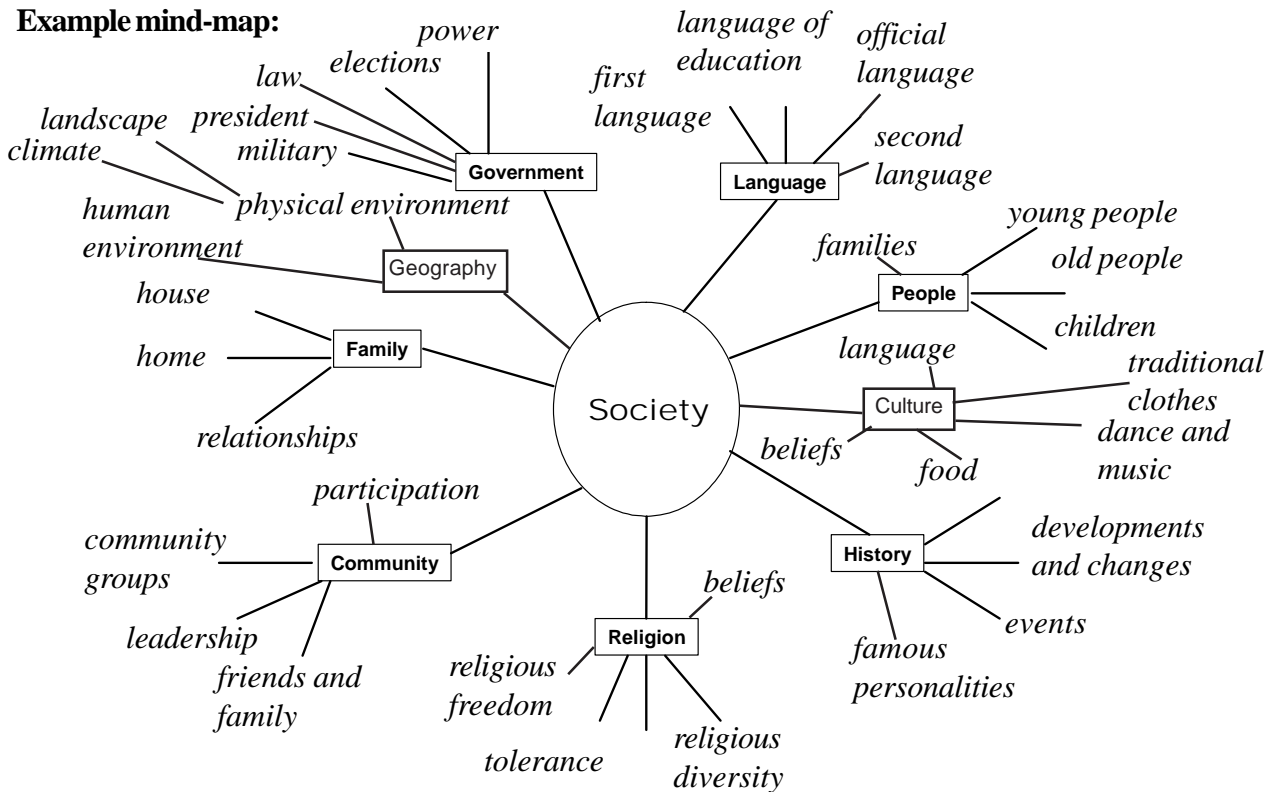


In this exercise it is important to let the students put any words they want on the mind-map. Don't correct their answers!

Group Work

Check if they have used any words from the *key words* box. Point them out. Students develop their mind-map further in groups. Students use the categories on the diagram to add more ideas. The example mind-map below is pretty comprehensive, but the students might have different ideas.

Example mind-map:



Exercise

In this exercise students practise 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>Events, developments and changes, famous personalities, And more specifically: history of Myanmar, local history, history of Southeast Asia, WWII, etc.</i>
Geography:	<i>Physical environment, human environment, landscapes, climates, interaction, how people adjust, location, place, cultures, people, etc.</i>
People:	<i>Young people, old people, families, children</i>
Community:	<i>Friends and family, community groups, participation, leadership</i>
Government:	<i>Power, elections, president, military, law, judges, etc.</i>
Religion:	<i>Beliefs, religious freedom, religious diversity, religious tolerance, etc.</i>
Culture:	<i>Language, food, traditional clothes, music & dance, beliefs, behaviour, etc.</i>
Language:	<i>First language, second language, language of education, official language, common language, etc.</i>
Family:	<i>Family values, relationships, home, people, commitment, etc.</i>
_____:	
_____:	

Group Work

Students in groups make sentences based on the words they put into the mind-map. Put a couple of sentences from each group on the board. Discuss the sentences with the class.

Example sentences:

- *Society is made up of people, culture, common history, and leaders or government*
- *People have their interests in each society*
- *The government makes laws*
- *The leaders have influence over people*
- *The government has authority*
- *People hold elections to choose their government*

Read the text, and clarify anything students don't understand.

Discussion

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?

5.2 LEADERS AND GOVERNMENTS

Group Work

Elicit types of political leader as well as the three mentioned,

e.g. *a religious state leader (Ayotollah Khomeini of Iran, Dalai Lama of Tibet).*

Leader chosen by elite group (most communist countries)

Leader of a successful revolution (Fidel Castro of Cuba)

Some of these leaders fall into more than one category – most religious leaders are chosen by an elite group, some leaders of successful revolutions are military, and some are later elected.

The purpose of this exercise is to get the students to discuss and start thinking about what leadership in society means. There are no 'correct' answers to this exercise – it just tests the students' ideas and assumptions. Are the students more likely to think that older people are leaders? Are they likely to think that men are leaders rather than women? For example, they might say that a university professor is a leader because he or she is old and wears formal clothes. Are the students likely to think that a person with education is a leader? How many people chose a medic and a teacher as a leader? What about a farmer?

Discussion

Discuss with the students why they made the choices they made. Did most students agree? Or did they have different opinions? Encourage the students to argue with each other. In this group work the students are supposed to first work in a smaller group, and then join with another group to negotiate their answers. The purpose is to compare different students' ideas. Have a discussion of students' ideas. Make lists on board: leaders/other community members.

Possible answers: (keep in mind that these are only examples, students might have very different ideas!)

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*

Group Work

Students look at the pictures again and think about what each profession's responsibilities are. Which ones are the closest to the responsibilities of leaders? The answers depend on the students' opinions. For example, they might say that a teacher educates young people in the community and in this way encourages the people. So a teacher is a leader. Or they might say that a women's group worker helps the women in the community solve their problems, so a women's group worker is a leader, etc.

Students have to organise the people in the pictures in order of how important they are to their society, depending on their responsibilities. They choose three 'most important' and three 'least important' people and write down why they chose them.

Groups present their ideas to the class.

Group Work

In groups students think of examples of different types of governments.

Possible answers:

military: *Burma, Libya, Sudan*

monarchy: *Brunei, Swaziland, Saudi Arabia, Tonga, Kuwait*

elected government: *Thailand, Australia, South Africa*

theocracy: *Iran, Vatican*

Many countries, like Thailand, the Netherlands and the UK, are constitutional monarchies. This means they have a king or a queen, but these monarchs do not directly participate in government, which is elected.

Group Work

Students read the case studies.

Get the students to compare their society to one of the examples in the case studies. Which one is it most similar to?

Students decide who was elected, who is military, and who is a monarch.

Answers:

Xanana Gusmao was elected. General Pervez Musharraf is a military leader. Sultan Hassanal Bolkiah is a monarch. The Dalai Lama is a religious leader of a nation. Abdullah Ahmad Badawi is an elected leader (it is important to note though, that in Malaysia there's no direct election – the people of Malaysia don't vote for the Prime Minister, only the members of government can vote for the PM). Vladimir Putin is an elected leader.

Group Work

Students read the case study about Zembla and answer the questions in groups. Stress to the students that Zembla does not really exist. It is an imaginary country, not a real one.

Possible answers:

1. *The Zembla Independence Party assumed power after independence. Once independence was achieved, 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. Only male Zemblans over 35 years old are able to participate in elections. Women and young people did not get a chance to participate.*

2. *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 are included; we don't know if the interests of all Zemblans were represented in this constitution

3. *Students should discuss in groups and decide if they will advise the government of Zembla to make any changes. For example, they can recommend giving women and young people voting rights. They might suggest developing more political parties that will represent the interests of different groups of the Zemblan population. They can suggest changing the presidential election system to make it more direct. If there are more political parties, they can all participate in writing a constitution – this way the interests of more people will be represented.*

There is no strict distinction between laws and rules. Some things are clearly laws, and others

Extra Activity

This activity is recommended as a discussion or group work, but feel free to skip it if you feel it is not appropriate for your students.

Who governs your society? How do the leaders come to power? (elected, appointed, etc.)

Who makes rules and laws in your society?

What areas of life do they influence? (moving around, family life, education, behaviour, work, ownership, etc.)

What are some of the rules or laws they make?

Who enforces these rules and laws?

Students discuss the questions in groups and compare their answers with other groups. Pair up the groups so they can compare their answers.

(There may be more than one 'government' or authority, for example people might be governed by the local authority and the national government.)

Discussion

are clearly rules, but sometimes it is not clear; it depends on the interpretation. Students might agree with these opinions or they might have other ideas.

Possible answers:**Rules:**

1. *this is only a school rule - it only affects school students*
2. *this is a rule in many cultures - it mostly affects young people, and there is no specific punishment for disobeying this rule*
3. *this is a rule for dormitory students - it doesn't affect other people*
6. *this is another example of a rule in a culture; some cultures might say this is a law for them - they must follow it, and can be punished if they don't.*
7. *this is a rule, it not an official law, but if you don't follow it, you might get arrested by the police*
8. *this rule only affects students in English class*

Laws:

4. *this is a very strict law for all Muslim people who follow their religion*
5. *this is a law in all countries and a rule in all cultures*

Brainstorm

Put students' ideas on the board in columns - cultural rules, religious rules, class rules, work rules, and any other categories students think of.

Discussion

Discuss the questions in the Student's Book with the students. One result of this discussion might be that people generally like or agree with rules that were made with their participation or by someone they trust. If a rule is made by someone you don't trust, and without asking your opinion, you are less likely to like this rule. We usually tend to like the rules that are part of our culture, because we grew up with these rules and are used to them. We often don't like it when other cultures impose their rules on us. Encourage the students to speak their opinions.

5.3 SOCIETIES

Case Study Ask students if they know anything about Australian, Hmong or !Kung (*pronounced with a click of the tongue*) peoples. Elicit students' knowledge or ideas about any of these people. Read the texts, and clarify anything students don't understand.

Group Work In groups, students read and discuss the case studies and find the answers. Groups present their answers to class and explain why they have decided this way, i.e. which features of band/tribe/nation state is shown in each example.

Answers:

Australia is a nation-state, as it is a country with a government, and has many different cultures living there.

!Kung live in bands. They live in small groups, and move from place to place to find food. They live in an area with few natural resources.

The Hmong are a tribe. They share the same language and culture, and have kept this despite living in many different parts of the world.

Discussion Discuss this with the class.

Possible answers:

Band-level societies are likely to exist in very isolated areas and areas with not many natural resources. Rainforests are isolated, and deserts are poor in natural resources.

Band-level societies live in mostly unchanged physical environments.

They might build temporary shelters, but they rarely develop farms or roads, and they never build industries. They might adapt to their natural environment by making clothes that would be useful to protect them from wind, sand and sun in the desert.

Group Work There is no one correct answer to this question. Students discuss this in groups, and explain their ideas to the class.

Possible answers:

Some advantages of keeping peace and order in a band-level society are that internal threats are easier to manage because of the closer relationships between all society members - everyone knows each other's strengths and weaknesses. With external threats, a smaller group can escape from threats more easily, and they are likely to have fewer enemies. However they probably can't raise a strong defence force if faced by a large external threat. The advantages of a nation-state are that their size makes it easier to have a police force (for internal threats) and a military (for external threats). However they are more likely to face both internal and external threats.

Exercise

In groups, students answer the questions and then negotiate with the other groups.

Authority is when you are forced to obey a certain rule or law – you will be punished if you don't obey.

Influence is when you choose to obey because you respect the people who made the law, or because the opinion of the people in your community is important to you.

Answers:

- a. *authority*
- b. *influence*
- c. *influence* (if people are forced to attend, it is an example of *authority*)
- d. *authority*

Group Work

1. In groups, students discuss this issue and write their ideas on their charts.

Write the chart on board. Groups write their ideas on it.

Possible answers:

Problems - *ethnic misunderstanding and racism, religious differences, language difficulties, language for education, conflict over land, power sharing conflicts*

Good points - *people can speak many languages, ethnic awareness, learn respect for other cultures, share knowledge, food variety*

2. In groups, students discuss this issue and write their ideas on their charts.

Write the chart on board. Groups write their ideas on it.

Let students come up with their ideas before you suggest any answers!

Possible answers:

	advantages	disadvantages
band	<i>everyone knows each other, easy to find enough food for everyone, easy to keep order, less conflict</i>	<i>difficult to defend themselves from outside danger, lack of variety, lack of skills to interact with other cultures, intolerance of individual differences</i>
tribe	<i>everyone speaks the same language, same beliefs and values, sense of community, traditional skills</i>	<i>lack of knowledge and/or tolerance for other cultures, possible lack of modern skills, difficult to protect themselves, intolerance of individual differences</i>
nation-state	<i>strong defence system, no lack of human resources, modern skills and education opportunities</i>	<i>loss of traditional way of life, government might be not representative of all people, more misunderstandings, minority groups might be disadvantaged</i>

Exercise

Students write a paragraph for homework.

Remind them that they have to give reasons for their answer.

Extra Activity

Group students according to their preferred society (as far as possible, while having roughly equal numbers of students in each group). Divide students into **bands**, **tribes**, and **nation-states**. Each group prepares a presentation about their type of society, and why they like it.

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 I - DEVELOPMENT

EXERCISE 1

A. What examples of social and economic changes can you see in this story?

KEY WORDS

casino (*n*) – a place where people gamble

gamble (*v*) – to play games, like cards, for money

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.

Give at least two examples of each. Number 1 has been done for you as an example.

1. *Economic:* *Some business people have opened a casino near Dara's village..*

2. *Economic:*

3. *Social:*

4. *Social:*

B. What examples of social and economic changes can you see in this story?

KEY WORDS

compensation (*n*) – payment you get for something that someone takes away from you

displace (*v*) – to force people to leave their land and move to another place

indigenous (*adj.*) – a people (an ethnic or religious group) that has originally lived on this land

resources (*n*) – things you can use

submerge (*v*) – put under water, cover with water

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!

Give at least two examples of each. Number 1 has been done for you as an example.

1. *Economic:* *There are no resources for their livelihood.*

2. *Economic:*

3. *Social:*

4. *Social:*

C. Compare the changes in story A with the ones in story B.

What is similar? What is different? Are the changes mostly positive or mostly negative? Explain.

D. Read the story and suggest some solutions for May Lwin and her friends.

KEY WORDS

blind (*adj.*) – cannot see

mask (*n*) – you can put it over your face to protect it from smoke or chemicals or disease

pesticides (*n*) – chemicals that kill insects and small animals in the fields

protective clothes (*n*) – special clothes that cover your body to stop dangerous things

May Lwin is a farm labourer in the countryside. She lives in a dormitory with many other women. The work is very hard and she gets very little money. But May Lwin wants to keep working so she can save some money. Every few months she sends money to her family, so that her younger brother and sister can go to school.

As part of their job, May Lwin and her friends spray the crops with **pesticides**. This is very dangerous work because pesticides are very bad for people's health. The employer does not give the workers any **protective clothes** or special **masks** for this work. May Lwin and other workers suffer a lot of health problems because of this. Their eyes are always painful and they often have bad headaches. Some people who have been working at the farm for a long time are going **blind**.

May Lwin's eyes are getting more and more painful. There is a clinic in town, but May Lwin cannot get there because she has no transportation. The farm workers have discussed their problem many times, but they cannot think of what they can do. They are afraid to complain to the employer because they don't want to lose their pay.

What advice can you give to May Lwin?

EXERCISE 2

Which terms in the box define the same types of countries? Put the terms in the chart.

global South industrialised countries global North
Western countries Third World countries poor countries

developed countries	developing countries

EXERCISE 3

Match descriptions on the left with the type of Development on the right.

1. *A country has more goods and services for each person*

2. *People can choose the leaders they want*

3. *Basic education and health care are available to everyone*

4. *There are many opportunities to get a good job*

a. Social Development

b. Economic Development

EXERCISE 4

Circle the correct answer:

1) GDP of a country can tell you:

- a. how much free time people have
- b. how rich the country is
- c. how the country takes care of its environment
- d. how much money every person in this country makes

2) Which indicator will give you the most accurate information about how long people live in a country?

- a. adult literacy
- b. life expectancy
- c. child mortality rate
- d. public expenditure on health

3) Which country is located in the Southern Hemisphere?

- a. Burma
- b. Pakistan
- c. Australia
- d. Japan

4) Which country is likely to have the lowest child mortality rate?

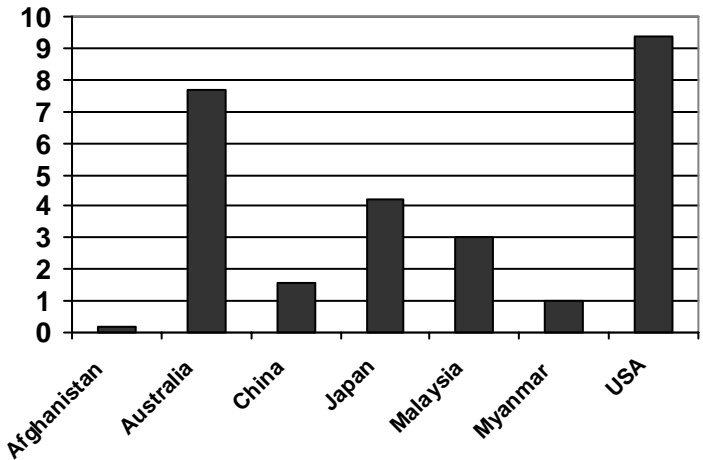
- a. Burma
- b. India
- c. Singapore
- d. Mozambique

EXERCISE 5

This is a chart of **Ecological Footprint** indicators for seven countries. Answer the questions below based on the chart.

ECOLOGICAL FOOTPRINT

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.



- a. Arrange the countries in the order of the size of their ecological footprint, the smallest first.
- b. Which country uses the smallest amount of land per person?
- c. Which country affects its environment the least?
- d. Which country uses the most land per person?
- e. How many hectares does Malaysia use per person?
- f. 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		

- 1) No relationship at all
 - 2) Sometimes bigger and sometimes smaller
 - 3) The bigger the GDP the smaller Ecological Footprint
 - 4) The bigger the GDP the bigger the Ecological Footprint
- g. Which country on the chart has an unusual Ecological Footprint for its GDP?

TEST 2 - HISTORY

EXERCISE 1

Answer the questions:

1. List at least five examples of historical sources. *Example: newspapers*
2. Name at least 3 different calendars. *Example: Jewish calendar*
3. What is each of them based on? *Example: Jewish calendar is based on the year the world was created according to the Torah (Jewish sacred book).*

EXERCISE 2

- History is:
- A. Important events
 - B. Discoveries, developments and changes
 - C. Famous personalities

Give two examples of each of these. Choose your example from something important for your life or the life of your community.

*Example: B. Discoveries, developments and changes:
Discovery of electricity and The struggle for independence.*

A.

B.

C.

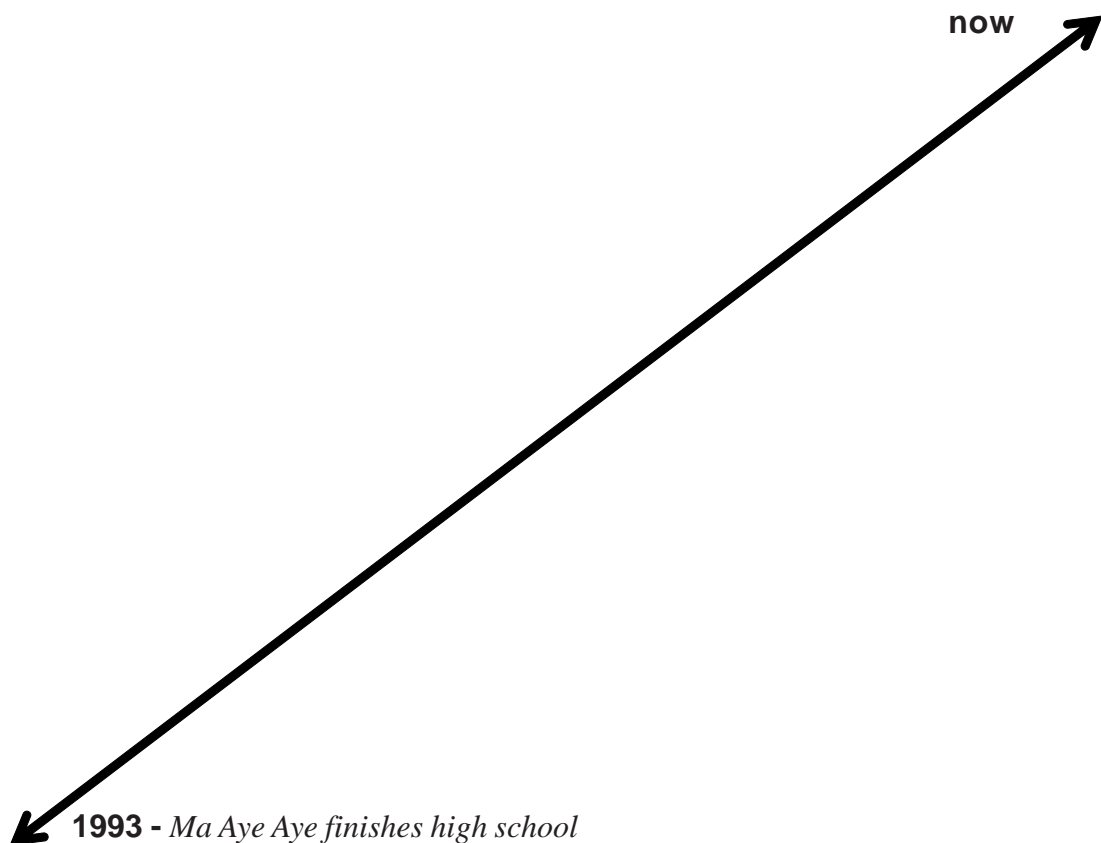
EXERCISE 3

You are researching the life of a former prime minister. You find an old newspaper article that says that he stole a lot of the country's money. When you interview his wife, she says that he didn't steal the money, it was the deputy prime minister. What should you do?

EXERCISE 4

Put events in Ma Aye Aye's life on the timeline. Use all the information you can get from this paragraph:

Ma Aye Aye is a village leader. She is young, but she gets a lot of respect from people in her community. She became village leader two years ago, a year after her third child was born. She finished high school in 1993, then she joined the Women's Development League. She studied at university from 1995 to 1997. She got married the year she graduated. After Ma Aye Aye finished university she became very active in the WDL, working with women in her region to improve their standards of living. The next year she started a project to improve literacy for people in rural areas. A few years later people in her village elected her as village leader.



TEST 3 - GEOGRAPHY

EXERCISE 1

a. List human and physical components of your environment.

physical components	human components

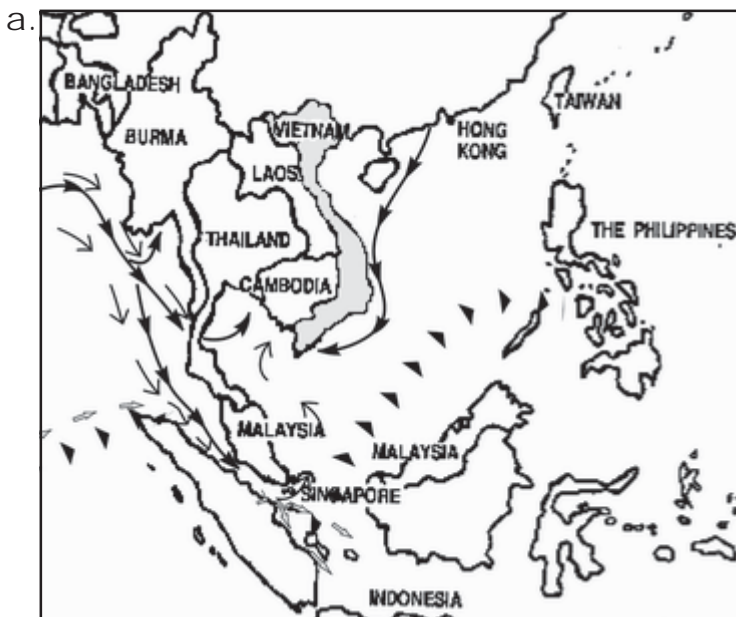
b. How do they interact with each other? Make three examples.

- 1.
- 2.
- 3.

EXERCISE 2

Look at maps a and b.

Which one do you think is a larger scale? Explain your answer.



EXERCISE 3

Answer the questions briefly:

1. Name three cities in the Southern Hemisphere

2. Name three cities in the Northern Hemisphere

3. What are 'parallels' parallel to?

4. List three different types of maps. What information do they show?
Example: vegetation map – shows what plants grow in particular areas
 - a)

 - b)

 - c)

5. What are the differences between the human and physical environments?

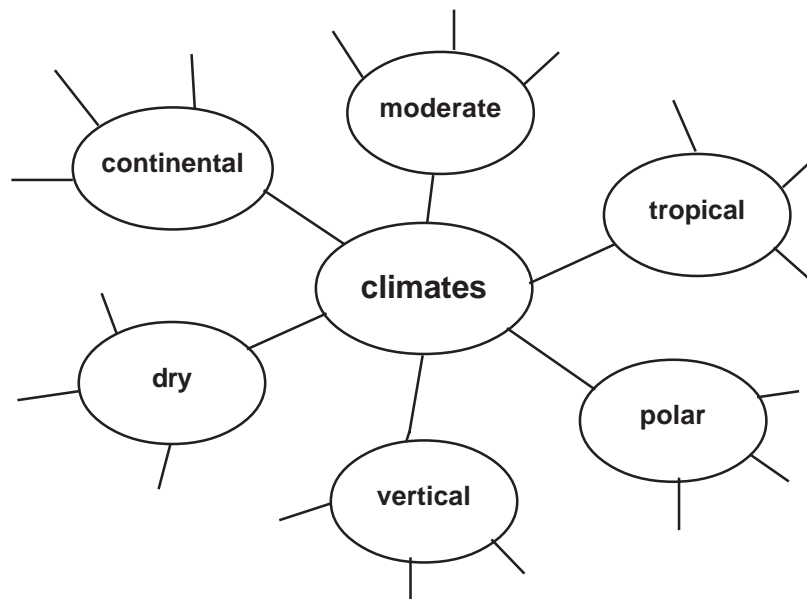
6. What are the differences between the built and social environments?

EXERCISE 4

Choose ONE type of climate (e.g. Continental). Describe that climate. Describe the landscape in places with that type of climate. And explain how you think the climate and landscape affects the way people live. Write about 10 sentences.

EXERCISE 5

Fill in as much information as you can about each climate type on this mind-map:



EXERCISE 6

Look at the pictures and answer the questions.

1. Which environment has been modified more?

a.



2. How have people adapted their physical environment in picture a?

3. What about in picture b?

b.



4. List the human components of environments in picture a and in picture b.

5. What do you think the climates are in picture a and in picture b? Explain your answer.

TEST 4 - ECONOMICS

EXERCISE 1

Read this story and explain it using the law of supply and demand:

U Lwin is an umbrella seller. He does very good business in the rainy season. Everybody wants to buy umbrellas, and he can get a good price for his goods. But in the cold season, he can't sell any umbrellas. Nobody needs them. So he sells coats instead.

EXERCISE 2

Answer the questions briefly:

1. Give three examples of goods and three examples of services.

Goods:

Services:

2. Give three examples of barter that are commonly used in your community.
3. Give three examples of how money is used in your community.
4. Which type of economy do you think is better for your community - money, barter or a mixture of the two? Give reasons for your answer.

EXERCISE 3

Read the story and make a diagram of the exchange of goods, services and money that takes place.

Tin Tin works in a factory. She gets 2000 kyat a day. With the money she makes, she buys some vegetables or fish for her family. Sometimes she buys some meat. She is also trying to save for a school uniform for her daughter.

TEST 5 - POLITICS

EXERCISE 1

Answer the questions:

1. List at least three different types of government. Give at least one example country for each.
 - a)
 - b)
 - c)
2. What do leaders do in your community?
3. What are the different ways a government can get its authority?
4. What does politics study?
5. If you want to study society, what topics should be included? List at least five topics:
Example: family
6. What is the difference between a monarch and a president or a prime minister?
7. How do the leaders in your society get their power?

EXERCISE 2

1. Match descriptions on the left with the types of societies on the right.

A. A few families who hunt together and share their resources. They often move from place to place in search of food.

Nation-state

B. A group of people who share the same language and culture. They live in a wide area, and share a common ancestor.

Band

C. These are countries which often have many different cultures, religions and ethnic groups living in them. The people in them are ruled by a government.

Tribe

2. Give at least one example of each:

Band:

Tribe:

Nation-state:

ANSWERS TO TESTS

TEST 1. DEVELOPMENT

EXERCISE 1

A.

Possible answers:

2. **Economic:** *The jungle around their village was cut down to sell the wood.*
3. **Social:** *A lot of people go to the casino to gamble.*
4. **Social:** *The Khmer Rouge stopped fighting.*

B.

Possible answers:

2. **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*
3. **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.*
4. **Social:** *People have to work in a culture and language they are not familiar with.*

C.

Possible answer:

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.

D.

Possible answer:

May Lwin and the other workers are facing a serious problem that is very hard to solve. Here are just a few ideas that might be of help: The clinic in town might have an outreach programme, where medics might be able to visit the workers on the farms. The workers need to decide together and send one or two people to contact the clinic and describe their problem. Perhaps the workers can think of a strategy to persuade their employer to buy protective clothing and masks.

EXERCISE 2

Answers:

developed countries	developing countries
<i>industrialised countries</i>	<i>global South</i>
<i>global North</i>	<i>Third World countries</i>
<i>western countries</i>	<i>poor countries</i>

EXERCISE 3

Answers:

1. *Economic development*
2. *Social development*
3. *Social development*
4. *Economic development*

EXERCISE 4

Answers:

1. *b*
2. *b*
3. *c*
4. *c*

EXERCISE 5

- a. *Afghanistan, Burma, China, Malaysia, Japan, Australia, the USA*
- b. *Afghanistan*
- c. *Afghanistan*
- d. *The USA*
- e. *Three hectares*
- f. *4*
- g. *Japan – it's GDP is almost as high as Australia's GDP, but its Ecological Footprint is much lower than Australia's: only 4.3 hectares, slightly bigger than Malaysia's.*

TEST 2. HISTORY

EXERCISE 1

Possible answers:

1. newspapers, TV, records, letters, encyclopaedias, archives, old buildings, photos, etc.
2. Christian, Muslim, Buddhist, Jewish, Chinese
3. **Christian** - birth of Jesus Christ, **Buddhist** - birth of Buddha, **Islamic** - year Prophet Mohammed moved to Medina, **Chinese** - the year the calendar was invented, **Jewish** - the creation of the world

EXERCISE 2

Possible answers:

- A. In 1947 General Aung San was assassinated. In 1939 World War 2 started.
- B. In the past 20 years HIV/AIDS has become a major global problem. In the first part of the 20th century air flight was invented.
- C. Mao Tse Tung, Bo Let Ya

EXERCISE 3

Possible answer:

Evaluate these sources. How reliable are they? Did the newspaper often print things against the prime minister? Was it run by people who opposed him? Is his wife honest? Did she make a lot of money herself when he was prime minister?

Check other sources too. Try to find someone who knows about the life of the deputy prime minister. Do other people say that the PM stole the money, or only this newspaper? Do other people say the deputy PM stole it? Look for more information on this.

EXERCISE 4

Answers:

1993 - joined the WDL

1995-1997 - studies at university

1998 - got married

1997 or 1998 + - worked for WDL to improve situation for women in her region

1999 - started literacy project

(three years ago - the date depends on what year it is now) - had third child

(two years ago - the date depends on what year it is now) - became village leader

TEST 3. GEOGRAPHY

EXERCISE 1

a. Possible answers:

Human components: school, shops, houses, water pump, road, people, fence, smoke from generator, music, religion, education, electricity, family, etc.

Physical components: air, stream, trees, lake, mountain, jungle flowers, snake, rocks, etc.

b. Possible answers:

1. People cut down the trees
2. The generator smoke makes the air dirty
3. People can fish in the river

EXERCISE 2

Possible answer:

Map B is larger scale. The size of maps A and B on paper is about the same, but map A covers a much larger area – the whole of Southeast Asia. Map B only covers a few countries.

EXERCISE 3

Possible answers:

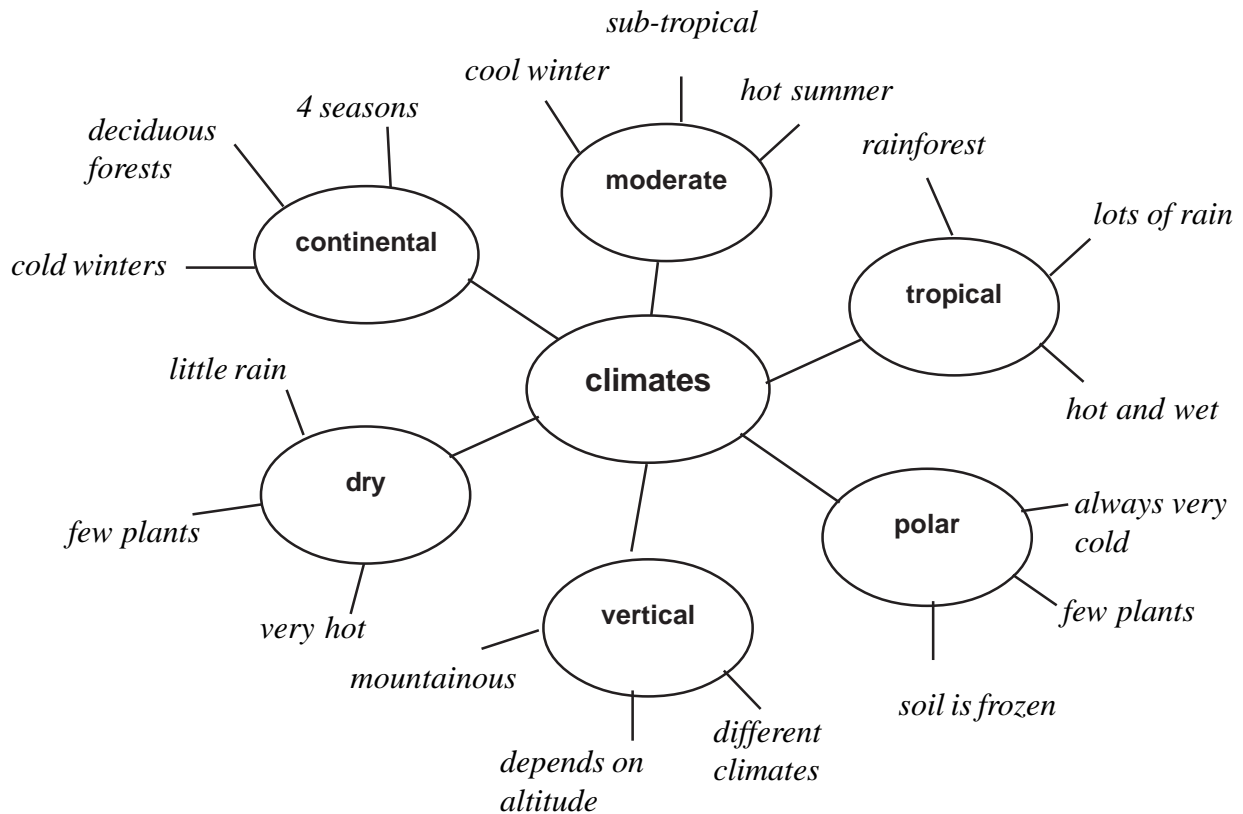
1. Buenos Aires, Cape Town, Sydney
2. Paris, Rangoon, Tokyo
3. They are parallel to each other.
4. vegetation map – shows what plants grow in particular areas
political map – shows countries' borders
physical map – shows physical features, such as mountains, rivers, oceans, continents
5. Human environments include people and everything made and caused by people, physical environment includes everything that is part of nature and was not made by people (this also includes people, as they are part of nature)
6. The built environment includes all objects created by people, like roads, machines, and buildings. The social environment is how people organise their life, but you can't always see or touch it. This includes culture, education, religion, family, friends, etc.

EXERCISE 4

Students choose one from the climates they have studied: Tropical, Dry, Moderate, Continental, Polar and Vertical. Their answers must include three kinds of information: They must describe the climate's features, such as temperature, rainfall and humidity. They must describe the landscape, such as the type of vegetation and whether there are mountains or flat grasslands. And they must explain how they think the climate and landscape affects the lives of the people living there. For this last part, they can use real examples and/or make reasoned guesses.

EXERCISE 5

Possible answers:



EXERCISE 6

Possible answers:

1. *Picture B*
2. *They wear very light clothes suitable for their climate, they use local resources to build their houses.*
3. *They have mostly changed their environment to suit their needs, rather than adapting to it. They have built big roads, buildings and lots of cars and trucks. They have cut down lots of trees to build all this. But they also have to wear warm clothes since they live in a cold climate. They also have to build solid houses and buildings to protect them from the cold.*
4. **A:** *people, a house, plastic sheeting*
B: *people, roads, cars, big buildings, paved streets in the city, traffic lights, shops, street signs, etc.*
5. **A:** *It looks like a hot dry climate, as people are wearing very light clothes*
B: *It looks like a cold climate, as people are wearing warm clothes.*

TEST 4. ECONOMICS

EXERCISE 1

Possible answer:

In the rainy season there is high demand for umbrellas, so the price goes up. In the cold season, demand for umbrellas goes down. When there is high supply and low demand the price goes down. However, in the cold season, demand for coats goes up, so the price does too.

EXERCISE 2

Possible answers:

- 1. Goods:** *a book, a papaya, a motorcycle*
Services: *someone giving you a haircut, a teacher teaching you, someone cooking dinner for you*
- 2. Someone swaps a bottle of honey for some pork**
You help someone with their English and they fix your bicycle
Your family allows the village teacher to live in an empty house on your land, and she doesn't ask for school fees.
- 3. Buying vegetables at the market, paying to watching a video, paying for a visit to the doctor.**
- 4. Students say which they prefer, and why. They should explain the advantages of their chosen system, and the disadvantages of the other ones.**

EXERCISE 3

Possible answer:

A diagram similar to the ones in the Student's Book (page 44) could be used.

TEST 5. POLITICS

EXERCISE 1

Possible answers:

1. a) *An elected government (presidential system – people vote for a president) - Russia*
b) *Constitutional monarchy with an elected government - Sweden*
c) *Military dictatorship - Sudan*
2. *The answer depends on the community.*
3. *A government can get elected, it can seize power by military force, a monarch can get it by inheriting it from their relatives.*
4. *Politics is the study of power - who has it, and how they use it. One important part of this is governments and the people they govern.*
5. *History, geography, people, community, religion, culture, language, etc.*
6. *A king/queen inherits his/her power. A president or prime minister is elected by the people, by the government, or nominated by the political party that won elections.*
7. *The answer depends on which leaders the students write about.*
8. *In our society there's a law against the use of alcohol. This rule was made by the religious leaders. The members of the community do not have a chance to participate in this, although they accept by being part of this religion.*

EXERCISE 2

Answers:

1. A. *Band*
B. *Tribe*
C. *Nation-state*

Possible answers:

2. *Band: !Kung people of southern Africa*
Tribe: Hmong
Nation-state: China