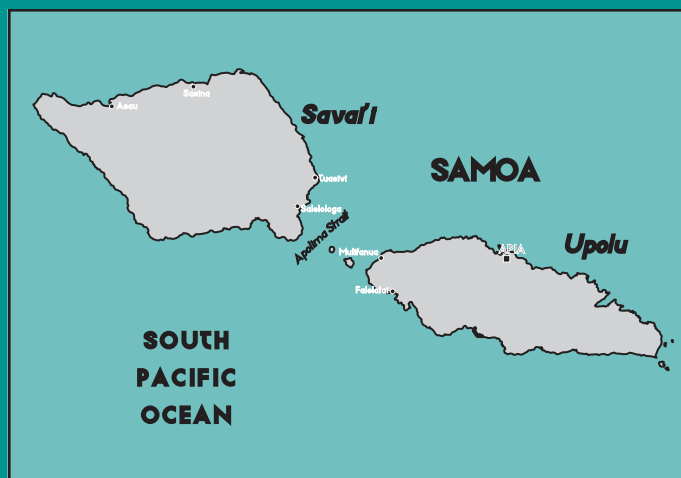


# Book 1

## Year 10



# Social Studies

# Social Studies

Year 10 Book One



GOVERNMENT OF SAMOA  
DEPARTMENT OF EDUCATION

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# Unit 1: GOVERNMENT

## Topic 1

## Government Development And Organisation

### Objectives

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

- Describe how the parliamentary system of Samoa has developed.
- Ask questions and develop answers about how government is organised.

### Introductory questions

1. How did the parliamentary system of Samoa develop?
2. How is our parliament organised?
3. How did Samoa get a parliamentary system of government?

Turn to pages 46 and 47 of this book and study the timeline of the history of Samoa carefully.

Samoa (formerly Western Samoa — until 1997) came under the influence of New Zealand at the start of World War I in 1914. Great Britain was involved in the war in Europe. She asked New Zealand to take over control of German Samoa (German Samoa was what Samoa was called from 1900–1914).

New Zealand willingly accepted the request as a service to Britain. A New Zealand military expedition arrived in Apia on August 1914. German Samoa did not resist the takeover. Germany's military ships throughout the Pacific could not be located. At the same time, the few police officers in Samoa could not match the New Zealand military force.

From 1914 until the end of the war in 1918, New Zealand's role in Samoa was to maintain order during World War I. When the peace settlement to end the war was signed in 1919 and the League of Nations was formed, Samoa became a mandated territory of the League of Nations. New Zealand was asked to take over the responsibility of administering Samoa under the Mandate system of the League of Nations.

World War II erupted in 1939. Another peace settlement was signed when this war ended in 1945. The United Nations Organisation was formed to replace the League of Nations, which many people did not think was very effective. Under the Trusteeship System of the United Nations, Samoa was again to be under the administrative authority of New Zealand. As an administering authority, New Zealand, acting on behalf of the United Nations, had to prepare Samoa for self-government. In 1962, Samoa became the first Pacific Island country to attain independence.

## Activity 1

## Political History Of Samoa

■ Answer the following questions in your exercise book and complete the exercise below.

1. When did New Zealand take control of Samoa?
2. Which country did New Zealand take control from?
3. Why was New Zealand's takeover of Samoa peaceful? In other words, why was there no fighting or conflict when the New Zealand forces, armed with guns, landed in Apia?
4. What happened to Samoa after World War One, in 1919? Which country was asked to administer Samoa at this time?
5. What happened after World War Two, in 1939? Which country was given the responsibility of administering Samoa?
6. Read and think about this statement carefully:

---

Samoa's long association with New Zealand has had a profound influence on Samoa.

---

- a. For how many years was New Zealand responsible for Samoa, before Samoa's independence in 1962?
- b. Use the timeline to write two lists of the things that New Zealand did that had an influence on the people of Samoa, while it held administrative control. Make the heading for one list 'Positive'. Write the things that you think helped the people of Samoa, and were good for Samoa. Make the heading for the second list 'Negative'. These are the things that you think did not help the people of Samoa. Make a third list, and make the heading for this list 'Not Sure'. Write anything that you are not sure about — that is, things that you are not sure about in terms of being helpful (positive) or unhelpful (negative) to the Samoan people.
- c. Even though Samoa is independent, New Zealand still has important relationships with Samoa. Can you think of examples of the ways New Zealand is important to many people in our country? Add these to your lists, and discuss your ideas with your class.

### Parliamentary system

New Zealand had an important role helping Samoa to develop a system of parliament. A parliament is a special grouping of people who have been chosen to assemble (get together) and make the laws of a country, and use these laws to govern.

Samoa's parliamentary system follows closely the Westminster model of parliamentary **democracy**.

### Did you know?

- There are 49 seats of parliament; 47 are for territorial constituencies.
- Territorial constituencies are made up of traditional villages under the rule and directorship of matai. Territorial constituencies are subdivisions of Samoa's 11 traditional districts, which are the political divisions of Samoa that existed before the arrival of Europeans in the late eighteenth and nineteenth centuries.
- The other two seats of parliament are taken by the two representatives of Samoan citizens whose descent can be traced to non-Samoans, for example, Europeans, Melanesians and Chinese migrants. These voters comprise the Individual Voters Roll (IVR).
- In the first meeting of parliament after the general **election**, which is held every five years, parliament elects one of their number to be the speaker of parliament. A deputy speaker and a prime minister are also elected in the same session of parliament. Thereafter, the speaker controls parliamentary debates, amongst other duties.
- The prime minister **appoints** 12 members of parliament (MPs) to his cabinet. Ministers of cabinet link the government to all government departments and corporations. Cabinet forms the Executive arm of government. The other two arms of government include the Legislative arm (which is parliament) and the Judiciary (which includes the Chief Justice and Samoa's court system).
- Samoa has a political party system. Currently, the two main political parties are the Human Rights Protection Party (HRPP) and the Samoa National Development Party (SNDP). A third political party, the Samoa United Independents Party (SUIP), was established at the beginning of 2001 after the first session of parliament in March. The HRPP is the government and the SNDP and SUIP are in **opposition**. The existence of the party system means that the prime minister would select the ministers of cabinet from members of parliament of his/her own party.
- As well as ministers of cabinet, there are other **political appointments** called parliamentary under-secretaries. Every minister of cabinet has an under-secretary working with him/her. Under-secretaries share the workload that is normally the sole responsibility of the minister. There are 13 under-secretaries, one to each of the 12 ministers of cabinet and one to the prime minister.



## Activity 2 Parliamentary Organisation

Read the information about how parliament is organised, and then get into pairs. Use this question matrix, to take turns testing one another's understanding of the reading. You may ask questions in any order that you want.

<b>A1</b> How often are general elections held in Samoa?	<b>A2</b> What is an under-secretary, and how many are there in Samoa?	<b>A3</b> What is the executive arm of the government?
<b>B1</b> What is the name of the legislative arm of government?	<b>B2</b> How many seats are there in the Samoan parliament?	<b>B3</b> How many people are chosen to become a part of the Prime Minister's cabinet?
<b>C1</b> What are the names of the two main political parties?	<b>C2</b> What are the three positions selected in the first meeting of parliament after the general elections?	<b>C3</b> How many seats does the Individual Voters Roll have in parliament?
<b>D1</b> How many territorial constituencies does Samoa have?	<b>D2</b> Which political party is the opposition party?	<b>D3</b> To which arm of the government does the courts system belong?

## Topic 2 Casting Votes And Making Laws

### Objectives

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

- Describe how laws are made in Samoa.
- Visually explain what happens when there are national elections.
- Discuss why and how problems can develop during elections.

### Introductory questions

1. How are laws made at a national level? How is this similar or different to the way laws (or rules and regulations) are made in your own family or community?
2. What happens during a national election?
3. What are some of the problems our country experiences during national elections?

**Activity 3****Making Laws**

Here are the steps that must be followed before certain ideas about the way people should behave or the way the country should operate can become laws.

**CAUTION:** The following steps are not in order.

Read each of the steps carefully. Work in pairs, and decide what order they should be in. Write your answer in your exercise book.

A bill is **submitted** to parliament by cabinet or other members of parliament. In order for a bill to be passed by parliament, it has to be read in parliament three times.

Without the Head of State's signature, the bill will not become law and therefore cannot be enforced.

A **draft** of a **proposal** that needs to be passed by parliament in order to become law is called a bill.

After the third reading, the bill is given to the Head of State to add his signature of approval. The Head of State may **reject** a bill by **refusing** to add his signature — although this has never happened.

**What happens during a national election?**

Samoa's voting system can take place on two levels; first, when electing representatives in parliament of electoral constituencies and the Individual Voters Roll, and secondly, when deciding the next government.

**Election of Members of Parliament**

Forty-seven of parliament's 49 seats are occupied by matai, because only matai can stand as **candidates** in those constituencies. The two MPs for the individual voters are non-matai.

Until the introduction of **universal suffrage** in the 1991 general elections, only matai could vote in the 47 electoral constituencies.

The political party system developed in Samoa after the first **post-independence** political party, the Human Rights Protection Party (HRPP), was formed in 1979. Most candidates stand as members of the political party they support. Some candidates decide not to represent any of the existing parties, and so they enter in the elections as independents. Most candidates join **existing** parties when they win their seats. Others may choose to remain independent throughout the parliamentary term. Others, like members of the SUIP, may decide to form themselves into a separate political party.

Although some parties help their election candidates with their election campaign, most of the costs of election campaigns are paid by the candidates themselves.

**Ideally**, a candidate in the electoral constituencies is someone with a high ranking matai title, someone who has the resources to support his political **campaign**, someone with good education and someone who cares about the people in his or her area.

Six of the 47 electoral constituencies elect *two* MPs. In such cases, every elector can cast two votes. It is the same with the Individual Voters. Because they elect two representatives, every voter has the right to make two votes.

**Rules** and **regulations** that control parliamentary elections are in the Electoral Act, 1963.

A candidate who, for some reason, disagrees with the election of the successful candidate(s) can lodge an election **petition** with the supreme court of Samoa. The court would either reject the election of the successful candidate and call for a by-election or accept the candidate's victory by the voters on election day.

Once the results of the general elections are known, the second level of elections takes place. This is the election of the new government.

**Election in parliament of a new government**

This is the election where the speaker of parliament, a deputy speaker and prime minister are elected by all members of parliament.

## Activity 4 General Elections

- ▣ Construct or draw a flow diagram to show the stages involved with the general elections. Include pictures or drawings to help show what occurs at the different stages.

### Thirteenth National Elections of the Independent State of Samoa

The most recent elections were held on 2 March 2001. In this election, representatives for the thirteenth parliament since Samoa's independence in 1962, were chosen by the people voting. These boxes have some facts about the elections.

- ★ The political parties of Samoa are:  
HRPP: Human Rights Protection Party.  
SNDP: Samoan National Development Party.  
SUPP: Samoa United People's Party.  
SAPP: Samoa All People's Party.

- ★ 153 candidates contested or tried hard to win enough votes for themselves for the 49 parliamentary seats.

- ★ 55 candidates stood for the HRPP:  
33 candidates stood for the SNDP.  
5 candidates stood for the SUPP.  
1 candidate stood for the SAPP.  
58 candidates stood as independents.

- ★ In most of the two-member constituencies, voters or electors do not always cast their two votes. Some cast only one vote for the candidate they prefer because this will increase that candidate's chance of winning. This is a disadvantage to rival candidates. This is called 'bloc-voting'.

- ★ When the new parliament met for their first meeting on 15 March to elect a new government, the HRPP had 28 supporters (down from 36 in the last parliament) and the coalition of SNDP, SUPP, and the United Independents had 21.

★ There were 9 women candidates:  
4 stood for the HRPP.  
5 stood as Independents.

★ The election results were:  
HRPP: 23  
SNDP: 13  
SUPP: 1  
Independents: 12

★ Of the successful candidates, 3 were women:  
HRPP: 1  
Independents: 2

★ In the first session of parliament, Tuila'epa Sa'ilele Malielegaoi, the incumbent prime minister and HRPP leader, was re-elected for another five years.

★ The Speaker of the House from the last parliament, Tole'afoa Fa'afisi, was re-elected as Speaker.

★ The new cabinet, announced on 19 March 2001, included four ministers from the **previous** government and eight new members, of whom five were HRPP members from the last parliament and three are **newcomers** to politics.

★ The HRPP holds the record as the party in power the longest in Samoa and in the Pacific.

★ Of the 92 788 people who registered for the general election, about 62 312 turned out to vote (67.2 %).

★ Of the 49 seats in the new parliament, 30 have been taken by members with previous parliamentary experience.

## Activity 5 Important Terms

- Here are some key words to learn and understand. These are important terms that are used for general elections. The words are hidden in this acrostic word puzzle. To help you find out what the words are, read the clues below. The word ‘parliament’ should enable you to identify whether or not you have completed the puzzle correctly.

1.				P								
			2.	A								
3.				R								
			4.	L								
5.				I								
			6.	A								
			7.	M								
			8.	E								
9.				N								
	10.			T								

- These are the people who stand for elections, but do not represent any of the political parties.
- After a prime minister has been elected, he or she chooses a group of 12 members who are responsible for government departments.
- People who vote in the general elections are known as \_\_\_\_\_.
- This is held every five years in Samoa. It is the general \_\_\_\_\_.
- Forty-seven parliamentary seats are for territorial \_\_\_\_\_.
- A person who wants to be voted in as a member of parliament.
- ‘MP’ means \_\_\_\_\_ of parliament.
- A person who is new to a position.
- The group or organization that governs and leads a country.
- Samoa has four \_\_\_\_\_ parties.

- Answer the following questions in your exercise book.
1. How many seats are there in parliament?
  2. In the last elections, how many seats did the HRPP gain?
  3. How many seats did the SNDP gain? How many seats were won by independents? How many were won by the SUPP party?
  4. Which political party won the majority of seats in parliament? Which political party is now the government, and why?
  5. How many women are members of parliament? Calculate the percentage of the members of parliament who are men, and the percentage that are women.
  6. What is bloc-voting?
  7. People who are old enough to vote in the general elections of Samoa must register their names before they can vote. How many registered voters were there in the 2001 elections? What is the percentage of registered voters who actually did vote in these elections?
  8. What are the full names of these political parties — HRPP; SNDP, SUPP, and SAPP?

## Activity 6

## Constituencies In Samoa

Do you know the names of all the constituencies of Samoa? Brainstorm as a class, and list as many as possible. Ask others outside your class to help you — other teachers, members of your family and so on. Here are a few examples to help start your list:

Palauli

Lefaga

Fa'asaleleaga No 2

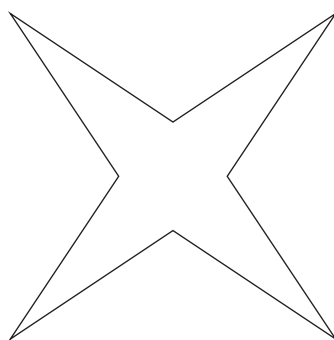
Vaisigano No 2

**Activity 7****Problems Of The Past, Lessons for The Future?**

Many problems in the 2001 general election are problems that seem to occur regularly, when Samoa has its general elections. These problems in the electoral system can provide lessons for improving future elections in Samoa. Some of the problems are:

The last-minute rush in voter registration

Decisions about the **selection** of candidates



The **transfer** of voters from one constituency to another

**Allegations** of bribery, treating and undue influence

**Rush in voter registration**

For the general elections of 2001, the registration of voters began in October 2000. **Compulsory** registration was introduced for the first time. This means that all those who were **eligible** to vote (men and women who are 21 years of age and over) have to register or record their names.

The registration of voters was very difficult for everyone, including the officials. As one officer said, ‘little can be done when you’ve got hundreds of people wanting instant service and only a handful of dedicated but overworked staff’ (so, 16 January 2001).

The 6 months-long process of registering voters and updating **identification cards** ended on 19 January. The *Samoa Observer* said that electoral officers worked through the night until about six in the morning to process the registrations (21 January 2001). A total of 92 788 voters registered, compared to about 75 000 in 1996 (so, 14 Feb 2001).



**The transfer of votes from one constituency to another**

This is when people change where they have registered their names, from one constituency to another. In the general election of 2001, new voters were added to the **rolls** of different constituencies. A number of voters had changed where they lived, or changed where they registered. In one constituency 43.1 percent of those who cast votes were new to the roll of that constituency.

One of the reasons for the transfer of votes is that some candidates may have encouraged people to change where they were registered so that they could get more votes for themselves. Some voters are so supportive of candidates that they are willing to do this. In most cases candidates met the costs for the registration of 'their' voters, including bus fares to and from the registration office, and food and drinks for the voters.

**Allegations of bribery and undue influence**

After the 2001 elections, some of the unsuccessful candidates (the ones that lost) **filed** petitions in court saying that other candidates had either bribed voters, or influenced the voting. Election petitions after general elections in Samoa are not new. The nature of petitions and decisions of the court relating to them highlight some of the problems in this general election.

**Constituency decisions about the selection of candidates**

In the past, some members of parliament were elected unopposed. This means that there was only one candidate for each of those constituencies. This would be a person who was given the full support from the constituency to be their parliamentary representative. Having one candidate meant that electors did not have to make a choice. Once they made such a decision, there was no need for an election for that constituency.

In the last election (2001), most of those villages and constituents that tried to select a member of parliament in this traditional way had problems. Villages and constituencies may have selected and then **endorsed** a candidate, but this did not stop other individuals putting their names forward. Voting became complicated. Votes were spread out amongst the candidates. The person that the constituency favoured, may not get the majority vote needed.

When a constituency had no elections, because of the general **consensus**, the eligible voters either 'emigrated' to other constituencies to vote in the general election or were 'taken' by candidates to be registered in their own constituencies.

### Conclusion

In order to deal with these problems, the government has set up a **Commission**. The commission has the power and authority to look at the way the system operates now, and to study the problems with the electoral system. This special group or commission met for the first time on 28 March 2001.

- Copy and complete the following paragraph, using the list of words below to help you.

There are often problems when the general \_\_\_\_\_ in Samoa occur. The \_\_\_\_\_ of voters was hard because there was not enough time and not enough officials to do the job. There were noticeable changes to the \_\_\_\_\_ and numbers on the registration rolls in some \_\_\_\_\_. These changes were mostly due to the \_\_\_\_\_ of people to other rolls. In some constituencies, people tried to make a \_\_\_\_\_ decision about who their candidate was going to be. After the elections, some of the unsuccessful candidates took others to court for \_\_\_\_\_.

constituencies    names                    registration            elections  
transfer            unanimous            bribery

- How and why are these problems for the election system in Samoa? In other words, what are the negative consequences of each of these problems? List the problems of general elections in your exercise book. Think of the possible negative consequences of each one, and describe them in 1–2 sentences.

**Activity 8****Research Project**

- Find answers to the following:
  1. Who is the member of parliament for your constituency?
  2. Which political party does he/she belong to?
  3. How long have they represented their constituency?
  4. Which village are they from?
  5. When (what year) and where (what constituency), do you think you will vote in the general elections?
  
- You are going to find out how different people feel about *one* of the following topics:
  1. Samoa's Independence in (1962)
  2. Universal Suffrage in Samoa
  3. The Last General Elections

You may want to speak to an older person in your family or community to find out what they experienced. Write a paragraph using the information that you gathered.

- What do you think:
  1. Should Samoans who live overseas be allowed to vote in Samoa's general elections?
  2. Should Samoans who live overseas be allowed to become candidates in the general elections for parliament ?

Have a class discussion and then hold a class debate about Samoans who are resident overseas and their eligibility to vote in the general elections:

---

**Point of View A:** No — Samoans who live and work in other countries **should not** have the right to vote or the right to run for parliament because. . .

---



---

**Point of View B:** Yes — Samoans who live and work in other countries **should** have the right to vote or the right to run for parliament because. . .

---

**Source:** adapted from Dr Asofou So'o — *The Contemporary Pacific: A Journal of Island Affairs*: Samoa Political Review 2000–2001.

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Office of the Legislative Assembly

Records of Registrar of Voters

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## Topic 3

## Japanese Government

### Introduction

Now we will look at the governmental structure of another Pacific nation. Japan has a democratic form of government. All adult **citizens** have the right to vote and to seek office in national and regional elections when they reach the age of 20 and have met a three month **residency** requirement. The Japanese system of government is founded on the Constitution of Japan — sometimes called the Peace Constitution — as it affirms Japan's commitment to peace and its renunciation (giving up) of war. The Peace Constitution also determines the roles of the Emperor, the rights and duties of the people, and the responsibilities of the different branches of government.

### Objectives

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

- Identify key government representatives.
- Describe the roles, rights and responsibilities of the different levels of government.
- Identify the roles and responsibilities associated with different levels of government.

### **The Japanese Government**

The government of Japan is made up of the following sections:

- The Emperor.
- Legislature.
- Prime Minister and his Cabinet (Executive).
- Judicial System.

### **The Emperor**

The role of the Emperor is as the **titular** head of the government. He is also the chief priest in the **indigenous** Japanese religion, Shinto. The Emperor is responsible for **delegating** the effective powers of government to others.

### **Legislature**

The Japanese national **legislature** is called the *Diet*. This is the 'sole law-making organ of the state'. It consists of two houses.

- House of Representatives (Shugiin).
- House of Councillors (Sangiin).

Both of the houses pass laws, and elect the Prime Minister who is also a member of the *Diet*.

### **Executive**

The executive consists of the Prime Minister (selected by the House of the *Diet*) and cabinet ministers. The Prime Minister and his cabinet have important judicial and legislative powers as well as executive responsibilities.

Cabinet consists of the Prime Minister and the 12 heads of the ministries. Another eight ministers of state without portfolios, head other important executive offices and agencies. Cabinet is required to appoint another 14 justices.

### **Judicial System**

This is the unified national structure of courts for the administration of Justice. It houses the Supreme Court, eight high courts, 50 principal courts, 50 family courts, and 452 summary courts.



Photo of Diet Building in Japan

## Activity 9

## Roles Within The Japanese Government

### Vocabulary and concepts

- Match the words and phrases in List A with the descriptions in List B.

#### List A

1. Cabinet.
2. Constitution.
3. Emperor.
4. Parliament/Diet.
5. Shintoism.
6. Political party.

#### List B

- a. A set of rules by which a country or organisation should be governed.
- b. A supreme ruler belonging to a ruling family.
- c. A religion with two traditions — one the reverence for nature, and the other to worship the souls of the family ancestors.
- d. A committee responsible for carrying out the policies of the government in such matters as finance, defence or health.
- e. An elected council which passes laws and collects taxes for such purposes as defence or education.
- f. An organisation which aims to get people elected to parliament to carry out the policies in which the group believes.

- Complete the exercises below and answer the questions that follow:
  1. Draw a flow diagram showing the roles and responsibilities of the Japanese government using your notes (information given).
  2. Draw a similar diagram for your government.
  3. Compare and contrast the two governments' roles and responsibilities.
  4. Are they the same? Give reasons for your answer.

### **Roles and responsibilities of the Japanese government**

The government has many responsibilities. Some of these responsibilities include maintaining safety, and maintaining health and medical facilities. Maintaining safety is the responsibility of the Ministry of Transport, and health and medical facilities are the responsibility of the Ministry of Health and Welfare.

- Select two government ministries from the list below and then answer the questions that follow:
  - a. Ministry of Justice.
  - b. Ministry of Foreign Affairs.
  - c. Ministry of Finance.
  - d. Ministry of Transport.
  - e. Ministry of Education.
  - f. Ministry of Labour.
  - g. Ministry of Construction.
  - h. Ministry of Health and Welfare.
  - i. Ministry of Agriculture, Forestry and Fisheries.
  - j. Ministry of International Trade and Industry.
  - k. Ministry of Posts and Telecommunications.
  - l. Ministry of Home Affairs.
  1. Compare and contrast their roles.
  2. Draw pictures to illustrate their responsibilities.
  3. Write a statement to explain the roles of Government Departments.
  4. How are the roles of the Japanese government similar to the roles of the Samoan government.

# Unit 2: HUMAN RIGHTS

## Topic 1

## What Are Human Rights And What Is Social Justice?

### Objectives

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

- Define the terms ‘human rights’ and ‘social justice’.
- Explain how the belief that human beings share the same basic rights developed.
- Explain when and why the United Nations Organisation was established.
- List examples of human rights that are contained in the United Nations Declaration of Human Rights.
- Collate (sort and put together) information about human rights and social justice.

### Introductory Questions

1. What do the terms human rights and social justice mean?
2. How did these ideas develop over time?
3. What is the United Nations and when and why was it formed?
4. What is the Universal Declaration of Human Rights, and what are the human rights that it has identified?



**What are human rights?**

Human rights are the basic rights of everyone living in our society and throughout the world to be treated fairly and equally by others, to have a reasonable standard of living, and to be able to make their own decisions about their futures. A person’s **race**, religion, **gender**, age and abilities should not mean that they are treated differently and unfairly by others.

**What does social justice mean?**

Social justice is a very important, related idea. It is the idea that people will receive fair and equal treatment, especially in situations where their human rights are not being respected.

**Activity 1 Human Rights**

- Copy the following table into your exercise book. Read each situation carefully. Decide for yourself if the situation is fair or unfair. Write your answer (that is, ‘fair’ or ‘unfair’) in the second column. Give reasons for your answer in the third column. Compare your answers with other students’ answers, and discuss any similarities and differences as a class.

Situation	Judgement: Fair or Unfair?	Reasons
You tell a lie to your teacher to protect a student who stole some money from the office.		
You do not do anything to help another student when she is <b>bullied</b> by other students.		
Your family receives \$100 tala from your older sister who lives and works in Australia.		
You tease and call your own cousin bad names because he has an <b>intellectual disability</b> .		
You have kind, supportive friends and loving parents.		
Your older sister wants to become a car mechanic but you laugh at her and tell her she can’t because she is a girl.		

- Think of rights that you would like to have for yourself as a student in your classroom. In other words, what are the things that everyone in the class needs to do so that everyone would be treated fairly all the time? Think about what would happen if all the students in your class shared these rights. Write a list of the rights that you want for students in your class. Write this into your exercise book. Here are some ideas to consider:
  1. The right to your own opinion.
  2. The right to be safe and protected from harm and danger.
  3. Property will be respected.
  4. The teacher will treat everyone the same.
- Compare your ideas with someone else from your class. Then have a class discussion, comparing your ideas. You may add or change the ideas in your list.
- Over the next few pages are some examples of situations in history where people received very poor treatment. They did not have certain rights in their countries at the time.

## Case Study 1

## New Thoughts And Ideas

**Italy:** 1500–1600 A.D.

One of the most important scientific discoveries of all time was made by a Polish astronomer named Nicolas Copernicus (1473–1543). He was the first person to realise that the earth is just one of the planets in the solar system, moving in an orbit around the sun.

During the 1500s however, the powerful leaders of the Roman Catholic Church still believed that the earth was at the centre of the universe. Copernicus knew that his beliefs would upset the Church, so he did not write about his discovery until just before he died.

Several years later, another scientist, Giordano Bruno, began to teach Copernicus's discovery. He was made an **outcast** by the Church, but refused to stop teaching what he believed was the truth. Eventually, he was arrested in Italy. He refused to say that Copernicus had been wrong, so in 1600 the Roman Catholic Church had him burnt to death at the stake.

**Source:** *Freedom of Belief*, Mike Hirst. Franklin Watts, 2000.

**Case Study 2****The Struggle For Independence**

**United States of America:** 1776 A.D.

In 1776, the 13 British **colonies** on the east coast of North America declared their **independence** from Britain. The colonists were not allowed to elect Members of Parliament in the British Parliament in London, and they believed that Britain had no right to rule over them from thousands of miles across the Atlantic Ocean.

After seven years of war, the colonies succeeded in gaining their freedom from Britain, and in 1787 they wrote a document called a **constitution**. This constitution set out how, from then on, the 13 states of America intended to govern themselves through their own new parliament called the Congress.

**Source:** *Freedom of Belief*, Mike Hirst. Franklin Watts, 2000.

**Case Study 3****Fair And Equal Treatment For All**

**Nigeria:** 1995

Ken Saro-Wiwa was an award-winning Nigerian **novelist** and TV **dramatist**, who for many years spoke out against his country's governments. He became particularly involved in fighting for better treatment for his own community, the Ogoni people, who live in the oilfields in Rivers State in the Niger Delta.

Although their traditional home provides most of Nigeria's oil money, the Ogonis are among the poorest people in the country. Much of their land has been **polluted** by waste from oil wells and refineries, and some of their villages have been demolished. Ken Saro-Wiwa spoke out for his people — acting on his belief that they were being wrongly treated.

After General Sani Abacha seized power in Nigeria in November 1993, there was a clamp-down on political **opposition**. Ken Saro-Wiwa was **imprisoned** several times. In 1995 he was arrested for the last time and was charged with crimes for which he was never fairly tried in an open court. On 10 November 1995, Ken Saro-Wiwa was **executed** by hanging in the Port Harcourt jail.

**Source:** *Freedom of Belief*, Mike Hirst. Franklin Watts, 2000.

**Case Study 4****Freedom Of Religion****Soviet Union:** Early 1980s

Irina Ratushinskaya was born in Ukraine in the Soviet Union in 1954. In 1977 she lost her job as a teacher because she refused to join in **discrimination** against Jewish students.

Additionally, Irina had pursued her interest in the idea of God, whom she had been told by teachers and textbooks did not exist. During her studies she had tried to find out more about religion through the **literature** and books that were available to her. She secretly began to write poetry in which she explored her own religious beliefs and feelings, and her ideas about living in a **totalitarian** country.

In 1982, Irina was arrested for expressing her thoughts that went against the government. She was **sentenced** to seven years hard labour in one of the harshest work camps in the Soviet Union. There she suffered **appalling** living conditions and torture. By this time, her poems had been published abroad, and in 1986 she was released and **expelled** from the Soviet Union after an international **outcry**.

**Source:** *Freedom of Belief*, Mike Hirst. Franklin Watts, 2000.

**Activity 2 Case Studies**

- Carefully read each of the case studies. You may want to take turns reading them out loud to each other, or to the whole class.
- 1. Several words in the case studies have been written in **bold**. Use a dictionary to find out what these words mean.
- 2. The chart below is a summary of the case studies that you have just read. Copy it into your work books. Think about the main issues or problems in each case study. What human right was the person or the people in the case study *not* receiving?

Case Study	Right/Rights Being Violated	Treatment
Case Study 1		
Case Study 2		
Case Study 3		
Case Study 4		

- 3. Here are examples of human rights — choose the best one to complete the second column of the chart.

- Freedom of religion.
- The right to a fair hearing (a fair court case).
- Everyone is equal before the law.
- No one is allowed to be tortured, or treated and punished cruelly.
- The right to a good standard of living.
- The right to freedom of thought.
- Freedom of expression and opinion.
- No one shall be a slave.
- The right to take part in government.
- The right to education.

3. Think about the people in the case studies . How were they treated? What happened to them? Briefly describe what happened to the person or people in the case studies in the last column of the chart.
  4. What are some of the qualities of the people in the case studies? Were they weak or strong? Were they foolish or wise? Were they committed or unreliable? Some were tortured and even lost their lives. Think quietly and on your own about the personal qualities and characteristics of the people in the case studies. Then pair up with someone else in your class, and compare your ideas. Afterwards, share your ideas as a class.
- How did ideas about human rights and social justice develop over time? Beliefs and ideas about treating people fairly have come from a number of different sources, in different parts of the world.

### Religions

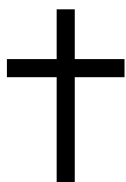
Different religious belief systems have developed important teachings about how human beings must treat each other. Four of the largest religions of the world are:

Buddhism

Christianity

Islam

Judaism



#### Christianity

Christians are followers of Jesus Christ, who lived in Palestine in the Middle East, 2000 years ago. Christians believe that Jesus was the son of God and that he died to release people from their sins. Christians follow the teachings of Jesus, as contained in the Gospels. His teachings included the importance of serving others, loving one another (even enemies) and promoting peace.



#### Islam

The religion of Islam began 1400 years ago in the city of Mecca (now in Saudi Arabia) when Allah (the Muslim name for God) spoke to Muhammed the prophet. Muhammed wrote down Allah's words in a holy book called the Qu'ran. Islam means **submission**, and the followers of Islam believe that they must submit themselves to Allah's will and try to live in a way that is pleasing to him.



#### Judaism

Judaism began around 4000 years ago in the Middle east. The Jewish people are descended from the nomadic Hebrews who finally settled in Canaan (now Israel), the land they believe God promised them. Jews believe in one God, and work towards a just and peaceful life for everyone. They also believe that God will send a Messiah to bring peace and harmony to the world.



### Hinduism

Hinduism began in India around 5000 years ago. It is one of the oldest religions of the world. Hindus believe in a supreme soul or spirit without form, called Brahma. There are many other Hindu gods but they all represent different aspects of Brahma's power and character. Hindus believe that when you die your soul is reborn in another body as a person or an animal. This is called the cycle of rebirth (reincarnation), and your actions in this life will influence what you become in the next life. Every Hindu seeks to live a good life so that their soul can break out of this cycle and join the Brahma.



### Buddhism

Buddhism was founded or started by Siddhartha Gautama, a royal prince born in Nepal in 563 B.C. Unhappy with life, Siddhartha spent many years praying and **meditating** until he gained **enlightenment** and finally understood the truths of life. He was given the title of Buddha, meaning awakening or enlightenment. Buddhists do not believe in a god but live their lives according to the teachings of Buddha.



### Confucianism

Around 5 million people in China and the Far East follow Confucianism. This religion is based on the teachings of Confucius, who was born in 551 B.C. in China and who dedicated his life to teaching people how to live in peace and harmony. Confucius believed that the way to lead a better life was to respect other people and honour your ancestors.

### Did you know?

Sadly, despite the important teachings of these world religions, there are times when religion and religious differences lead to bitter conflict, even war. Some conflicts have started as **disputes** over ownership of sacred sites. For example, the city of Jerusalem lies in the Jewish state of Israel. But this city is also sacred and holy for Muslims (people of the Islamic religion) and Christians. As a result of the disputes, this city has had many violent and dangerous incidents.

Strongly held religious beliefs can also result in **intolerance** of other religions. For example, conflict between Hindus and Muslims led to the division of parts of India to create two additional and new countries, of Pakistan and Bangladesh (both are Muslim, while in India the largest religion is Hinduism).

**Source:** *The Illustrated Encyclopedia*, Parragon, 1999.

**Activity 3****World Religions**

- Answer the following questions in your exercise book.
  1. What are the names of four of the largest religions in the world?
  2. Where and when did Christianity begin?
  3. What is the name of the holy book of Islam? What is the name of the prophet whose teachings are contained in this book?
  4. Where and when did Judaism begin?
  5. What is the name of one of the oldest religions of the world?
  6. Where did Buddhism begin? What does the title 'Buddha' mean?
  7. Where in the world would we find many followers of Confucianism?
- Think about your own beliefs about the way people should be treated. Write 2–3 sentences to describe the influence of your own religion on your beliefs about the way people should be treated.

**National and International Treaties and Agreements**

There have been important treaties and declarations signed within a country (such as Britain, France and the United States) and between countries. These treaties have had a huge influence on the lives of the citizens of those countries. They have also been used as models or examples for other, more recently independent countries.

- The Magna Carta (1215 A.D.). The Magna Carta was signed by King John of England. By signing this, his powers as a king to do whatever he liked were taken away. New rules were given which gave **freedom** to people and **protected** their **property**. The **right** to a **fair trial** was also a part of the Magna Carta.
- Bill of Rights (1689 A.D.). This was a statement or a declaration about the rights of the people. This was also signed in England, after a civil war had ended in that country. The rights that were a part of this bill were: the **right to free speech** (to say what you want to say in public), the right to **elections** (this is when people can vote to choose their own leaders), the right to have a trial (court case) by jury; and the right to have protection against cruel and harsh treatment.
- The Declaration of Independence (1776 A.D.). The people who lived in America when it was a British colony wanted to be independent because they believed they were not being treated fairly by the British government. They 'broke away' and made a special declaration, or formal statement. A very famous part of that declaration says 'all men are **created equal** and have rights such as **life, liberty** and the **pursuit of happiness**'.



- The Declaration of Rights of Man and the Citizen (1789 A.D.). A great civil war had taken place in France. People had been very unhappy about the differences in wealth and power between the very rich, noble people and the ordinary, much poorer and powerless people. The Declaration of Rights of Man and Citizen set out the rights that were to change the situation, and help to bring **equality** to the people of France.

There have been some very special agreements about the rights of people, that groups of countries have signed. Examples of these include:

- The Geneva Convention (1864 A.D.). This was signed by many different countries in Europe. It was an agreement about how people should be treated humanely during times of war.
- Treaties of the League of Nations (1920). After World War I, many of the western nations (for example, the United states, Great Britain, France, and others) formed this organisation. The League of Nations became the United Nations in 1945. In 1950, the United Nations produced a very important declaration known as the Universal Declaration of Human Rights.

### Activity 4 Treaties And Agreements

Read the information about national and international treaties and agreements and then do the following activities.

- Copy this list into your exercise book. Write a couple of sentences to describe the rights that each of these statements and declarations supports. The first one has been done for you.

<b>Magna Carta:</b>	This agreement wanted to make sure that people were given their freedom. It also said that people’s property must be protected. People would have the right to a fair trial.
<b>Bill of Rights:</b>	
<b>Declaration of Independence:</b>	
<b>Declaration of Rights of Man and the Citizen:</b>	

**Special international organisations**

There are international organisations that have concentrated on the rights and conditions of special groups of people. For example, the International Labour Organisation, which was established in 1919, works to advance the rights of workers throughout the world, and tries to make sure that companies and governments are providing safe work conditions and fair systems of pay.

**Source:** *Freedom: Towards Human Rights and Social Justice*, B. and M. Stevenson.

**The United Nations Organisation**

After World War I, the League of Nations was formed. After World War II it became the foundation for the creation of a new organisation of nations — the United Nations Organisation. In 1945, representatives of 50 countries met in San Francisco, in the United States, at a special conference. At this meeting a charter was written, which set out the way the United Nations was to be organised, as well as the rules for membership. This was called the United Nations Charter.

The United Nations became an official international organisation when the Charter had been ratified by China, France, the Soviet Union, the United Kingdom, the United States and a majority of other countries. This occurred on 24 October 1945. This is why there is United Nations Day, which is celebrated on 24 October every year.

The Charter is the constituting instrument of the United Nations — it sets out the rights and obligations of Member States (these are the countries which are members). The Charter has also established the Organisation's different branches and sets out the purposes of the Organisation. The purposes of the United Nations, as set forth in the Charter, are to:

- Maintain international peace and security.
- To develop friendly relations among nations.
- To co-operate in solving international economic, social, cultural and humanitarian problems.
- To promote respect for human rights and fundamental freedoms.
- To be a centre for harmonising the actions of nations in their efforts to achieve these purposes.

- There are six principal organs, or parts, of the United Nations. These are:
  - General Assembly.
  - The Security Council.
  - The Economic and Social Council.
  - The Trusteeship Council.
  - The International Court of Justice.
  - The Secretariat.

But the United Nations family is much larger than this. There are other members or branches of the United Nations Family. For example, there are fifteen agencies and several programmes. And just who are the members of The United Nations Family of Organisations?

They include the United Nations Secretariat, the United Nations programmes and funds — such as the UN Children’s Fund (UNICEF) and the UN Development Programme (UNDP) — and specialised agencies. The programmes, funds and agencies have their own governing bodies and budgets, and set their own standards and guidelines. Together, they provide technical assistance and other forms of practical help in virtually all areas of economic and social endeavour.

### **Did you know?**

In 1946, Samoa was a New Zealand Trust Territory (meaning that New Zealand was responsible for governing Samoa). This was a relationship that was monitored by the United Nations. Peter Fraser, who was the Prime Minister of New Zealand at the time, began health, education and other programmes to help Samoa prepare for self-government. It was several years before Samoa gained its independence. Special delegates of Samoan leaders went to the United Nations Organisation in New York city several times to persuade them to allow Western Samoa (as the country was known then) to be independent.

Western Samoa became a member of the United Nations Organisation in 1973. Ever since then, the leaders of Samoa have attended General Assembly meetings and participated fully as a Member State.

**Activity 5****The United Nations**

- Answer the following questions in your exercise book.
  1. When is United Nations Day, and what does it celebrate?
  2. What is the United Nations Charter?
  3. What are the ‘six principal organs’ of the United Nations Organisation?
  4. Name two examples of ‘the United Nations Family’ of organisations.
  
- Think about the six purposes of the United Nations, as set out in the Charter. Make a learning guide about these. Learning guides are useful summaries. They are made up of two parts. The column on the left lists sentences, while simple graphics or pictures are drawn to match each set of sentences, in the boxes on the right. You will need to draw a box with two columns, and six rows. Use a whole page in your books. Look at this diagram below, copy it out, and draw your own pictures.

Statement	Picture
International peace and security.	
Develop friendly relations among nations.	
Co-operate in solving international economic, social, cultural and humanitarian problems.	
Respect for human rights and fundamental freedoms.	
Harmonising the actions of nations.	

The General Assembly of the United Nations is the meeting where representatives of all the Member States gather and discuss important issues and events. Very early in its history, the General Assembly met to adopt and then declare one of the most important documents about human rights in modern human history. It was called the Universal Declaration of Human Rights.

### **The Universal Declaration of Human Rights**

People have tried to gain and maintain basic human rights for others for many centuries. There are many examples in human history of people treating others unfairly, even cruelly — for example, slavery, torture, unlawful imprisonment, even death. The United Nations Organisation tried to develop a code or a set of guidelines after World War II (1945) that guaranteed basic human rights to all people. When the war ended, people around the world found out about many of the atrocities that had taken place during the war. For example, the Nazis in Germany had tortured and killed six million Jews. This was shocking and horrifying. The newly formed United Nations Organisation worked on writing a code of conduct that was produced by the Commission on Human Rights. This was called The Universal Declaration of Human Rights. It was adopted by the UN General Assembly on 10 December 1948.



In this Declaration there is a list of 30 articles. These articles are to help guide the governments of countries that are members of the United Nations. The articles guide governments and those in authority on how they must behave towards their citizens.

It is important to remember that not all countries in the world are members of the United Nations. In order to join the UN, a country has to accept the aims of the United Nations Charter, which include respect for the equal rights of people. It is also important to remember that countries which are members of the United Nations organisation do not always abide by or follow the Charter (an example being the country of Iraq).

In 1948, most of the countries who were members of the United Nations signed the Universal Declaration of Human Rights. The Declaration is not a law — and therefore it is not legally binding. This means that there are some member countries of the United Nations who do not make sure all the human rights listed in the Declaration are protected in their countries. These are countries which have allowed some human rights to be abused for some groups of their citizens.

Because there were, and continue to be, abuses of human rights in different parts of the world, a special United Nations meeting was held in 1975. This was called the Helsinki Conference, and was held in Helsinki, Finland. Thirty-five countries agreed to co-operate on a number of issues. Human rights were included in these.

Despite the fact that the Declaration of Human Rights is not legally binding, the document has been used to shame countries and their governments into respecting the rights of their citizens. In other words, it has often been used to force or embarrass governments, military leaders, companies, organisations and individual people into respecting the rights of individuals and groups.

However, the United Nations can take military action in those parts of the world where terrible abuses of human rights are taking place, such as Bosnia in the early 1990s. A terrible civil war took place in this country between 1991 and 1996. The worst part of this war was what came to be known as ‘ethnic cleansing’. This was when tens of thousands of people from one ethnic group were rounded up, imprisoned and even killed by the armed forces of another ethnic group.

The United Nations Organisation will only become involved with military action when the majority of the countries in the United Nations’ General Assembly have voted and agreed to send troops to protect people. Such a decision must also be supported by the United Nations’ Security Council.

In the introduction of the Declaration (which is known as the Preamble), the proclamation given at the top of the next page was made:

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The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and nations, to the end that every individual and every organ of society, keeping this Declaration in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

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The 30 articles of the Declaration have been summarised here for you:

1. All human beings are born free and equal in dignity and rights.
2. Everyone is entitled to the rights listed in the Declaration.
3. Everyone has the right to life, liberty and security.
4. No one shall be held in slavery.
5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
6. Everyone has the right to recognition before the law.
7. Everyone is equal before the law.
8. Everyone can use the law.
9. No one shall be subjected to arbitrary arrest, detention or exile.
10. Everyone is entitled to a fair hearing.
11. Everyone is innocent until proven guilty.
12. No one should suffer arbitrary interference.
13. Everyone has the right to freedom of movement.
14. Everyone has the right to seek asylum.
15. Everyone has the right to nationality.
16. Everyone has the right to marry, as well as having a family.
17. Everyone has the right to own property.
18. Everyone has the right to freedom of thought.
19. Everyone has the right to freedom of opinion and expression.
20. Everyone has the right to freedom of assembly and association.
21. Everyone has the right to take part in government.
22. Everyone has the right to full security in society.
23. Everyone has the right to work.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living.
26. Everyone has the right to education.
27. Everyone has the right to participate freely in the cultural life of the community.
28. Everyone is entitled to a social and international order in which these rights and freedoms can be fully realised.
29. Everyone has duties in the community and a duty to respect the rights and freedoms of others.
30. Nothing in the Declaration may be interpreted as giving the right to destroy any of the rights and freedoms set out in it.



**Activity 7****Articles Of The Declaration**

- Divide the thirty Articles equally amongst groups of 2–3 students in the class. For example, if there are enough students to form ten groups, then each group can study three of the Articles. Study the Articles in your groups. You may need to use a dictionary to find out the meanings of any words that are new to you. Write sentences using your own words to explain what each of your Articles mean. Be prepared to report to the rest of the class, to explain what the rights in your Articles are.
- Which of the articles do you think are the most important? Study them carefully, and select the ones that you think are the five most important ones. In your exercise book, make up a learning guide for the five that you have chosen. Use your own words to place a written explanation for each Article in the right column. Draw pictures in the left column that will visually explain what the human rights in your five articles are about.
- Over the next few weeks, carefully listen to the news reports on the radio and television. Listen out for news reports on human rights, especially reports of human rights abuses in the world. Write about them in your books, and share your information with your teacher and the class.

**Topic 2****Fighting For Human Rights And Social Justice****Objectives**

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

- Name and describe an international human rights organisation.
- Write sentences to describe case study examples of individuals and countries that have worked towards human rights and social justice in Samoa and elsewhere in the world.
- List examples of methods that individuals, groups and organisations have used to work towards human rights and social justice.

**Introductory questions**

1. What are the main organisations that are working to support human rights?
2. What are examples of human rights and social justice issues in our own Samoan history? What are examples from elsewhere in the world?
3. What are the actions and methods that different people and groups of people have used in their quest for human rights and social justice?

There are three very well-known international organisations which work to improve human rights. One is within the United Nations. The other is the European Commission of Human Rights. The third is Amnesty International.

Within the United Nations, human rights issues and questions are co-ordinated by the Economic and Social Council. The agencies for this council include the Food and Agriculture Organisation (FAO), the World Health Organisation (WHO), the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO). Their work includes:

Encouraging economic growth in developing countries.

Aid projects.

Promoting human rights.

Ending discrimination.

Helping refugees.

During the European Convention of Human Rights in 1950, the Council of Europe established the European Commission of Human Rights. The headquarters of this commission is Strasbourg, France. This organisation investigates complaints that may have been placed by countries or individuals. Once these have been analysed and carefully considered, the results are studied by the European Court of Human Rights. This court has compulsory **jurisdiction**, which is recognised by a number of different countries.

Perhaps the best known organisation which acts in support of human rights is Amnesty International. This organisation is not funded in the same way as the previous organisations. It was established by an individual, a British lawyer named Peter Benenson, in 1961. It has a much narrower range of goals than those of the United Nations or European bodies. It focuses its activities on the illegal **detention** of political prisoners and the abolition of torture and the death penalty. Amnesty International does not concern itself with social rights such as the right to education, work and leisure.



### Amnesty International

Sadly, there are some places in the world where it is very dangerous for people to try and do the following things:

- Be a woman in a **demonstration** demanding a basic living wage for the ten or twelve hours a day that they work.
- Produce a leaflet on a typewriter that criticises the **brutality** of the **military regime** that controls their lives.
- Belong to an organisation that supports the families of those who have ‘disappeared’, and demand that legal means be used to find the bodies and bring the killers to justice.
- Want a better life for their children.

In such places, people who have done things in the list above have been called enemies of the country or government, and have been **tortured**, have disappeared, been killed or had their families killed. These are the types of situations that Amnesty International works on.

Amnesty International is an independent world-wide movement. It works to release prisoners of **conscience**. These are people who are not allowed to move around freely. They may be imprisoned or under house arrest. To be under house arrest means they are not allowed to leave their homes. They would risk severe punishment if they tried to do so without permission from the authorities. They are not prisoners because they have killed or hurt someone; they are not prisoners because they have stolen anything or damaged other peoples’ property. They are prisoners of conscience because of their beliefs, the colour of their skin, their sex, ethnic origin, language or religion. They are also people who have not used or encouraged violence.

Amnesty International works for fair and prompt trials for all political prisoners. It also opposes the death **penalty**, torture and other cruel, **inhuman** or **degrading** treatment or punishment of all prisoners.

### Who supports Amnesty International?

This organisation has an active world-wide membership of over one million people in over one hundred and fifty countries.

### Is Amnesty International political?

Amnesty is careful and tries to be **impartial**. This means that it does not favour one political view or party over another. It does not support or oppose any government or political system. Nor does it support or oppose the views of the prisoners whose rights it seeks to protect. Amnesty International is only concerned with the protection of human rights.

**Where does Amnesty International get its money?**

It relies on donations from its members and supporters. It is financially independent because of these donations. This helps the organisation to be politically independent because this means it does not rely on government money for its budget.

**How does Amnesty International get its information?**

Amnesty International tries very hard to collect impartial and accurate facts. It carefully researches allegations of human rights' violations. Its office in London is called the International Secretariat. It has a staff of two hundred and fifty people, who are from many different parts of the world. The International Secretariat has a Research Department which collects and analyses information from a wide variety of sources.

**What does Amnesty International actually do to help people?**

Amnesty International never **claims** credit for the release of the prisoners of conscience that it tries to help. It is estimated that approximately half of the cases that Amnesty works on result in freedom for the people involved.

- Here are the general steps that Amnesty follows — but these are not in order:
  - a. Head Office sends the information about the case to the Section Offices in various countries around the world.
  - b. The members of Amnesty International, who are in different groups within a country and around the world, will then write letters. These are posted. They write letters to the governments, and the leaders that are responsible for the human rights abuses.
  - c. The end result: thousands and thousands of letters from around the world begin to arrive for that government official or leader. Each letter tells that government or leader that people know about the situation, and that it violates the United Nations Declaration of Human Rights. Or the letters may ask for a fair trial for that prisoner; or they might encourage the government to investigate the problems.
  - d. The Section Offices organise for the information to be distributed to Amnesty Groups around their country. These are in schools, universities, and other organisations.
  - e. The reports of human rights abuses are investigated carefully in Head Office, London.
  - f. This happens at the same time, so smaller, organised groups of Amnesty International supporters and members receive and handle more than one case, at the same time.

Amnesty International also sends its legal experts to observe trials, to search for prisoners and for people who have ‘disappeared’ and publishes annual reports on human rights’ violations in those countries where it has concerns. These reports are given to the relative governments before being given to the United Nations. For example, Amnesty International produces a global report about the human rights’ violations against men, women and children in all parts of the world.

## Activity 8 Amnesty International

- Read each statement carefully, and then decide whether it is true or false. Copy the true statements into your exercise book. Correct the false statements, before copying them into your exercise book.
1. Amnesty International is a small organisation that is only located in London.
  2. It works to release prisoners of conscience.
  3. It works for fair and prompt trials for all criminals.
  4. It supports the death penalty and torture.
  5. Amnesty International has more than one million members.
  6. It is not a political organisation — it tries to be impartial.
  7. Amnesty International is financially dependent on donations from governments.
  8. It relies on rumours and gossip for information about human rights abuses.
- Study the general steps on the previous page that Amnesty International follows. They are not in order. Work with someone else in your class to decide what the correct order should be, and then re-write them into your exercise book in the correct order. What are examples of human rights and social justice issues in our own Samoan history? What are examples from elsewhere in the world?

- This table contains some of the facts from Amnesty International's 1998 Report (which recorded information about 1997). Copy it into your books. Use the information provided to complete Column 1. Study the list of Articles (from the Universal Declaration on Human Rights) and decide for yourselves which Article or Articles, are being violated.

Category	Data	Related article(s)
<b>Extrajudicial executions:</b>	55 countries.	7, 8
	People disappearing, 31 countries.	22, 19
	Prisoners of conscience, 87 countries.	
<b>Torture or ill treatment:</b>	People tortured or ill-treated, 117 countries.	
	Political prisoners who have had unfair trials, 34 countries.	
	People arbitrarily detained without charge or trial, 53 countries.	

Selection for the first column:

Unfair trials.

Disappearances.

Detention without trial or charge.

Prisoners of conscience.

- What are examples of human rights and social justice issues in our own Samoan history?

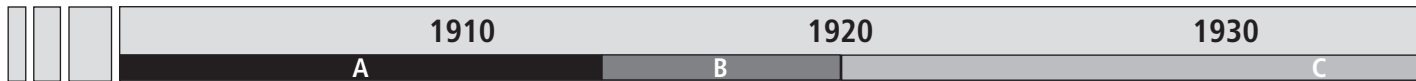
## Samoaan History: Twentieth Century Timeline

**Key**

- A German Control**
- B New Zealand Military Control**
- C New Zealand Mandate**
- D New Zealand Trusteeship**

**The Mau Movement**

Formed in 1926.  
 Wanted peace, equality and good government.  
 Tried to resist New Zealand rule through passive non-violence.  
 Refused to pay taxes, register births or deaths, or send children to government schools.



1926      1929

1914

1918

New Zealand troops arrive in Apia harbour in 1914.

**Spanish Influenza Epidemic**  
 Arrived on board the *Talune* on 7 November 1918.  
 Spread rapidly in Western Samoa.  
 Killed approximately 20–25% of the population of Western Samoa.

*'My blood has been spilt for Samoa. I am proud to give it. Do not dream of avenging it as it was spilt in maintaining peace. If I die peace must be maintained at any price.'*

The dying words of Tupua Tamasese

### Black Saturday

On Saturday, 28 December 1929, about 300 unarmed members of the Mau gathered for a peaceful protest march through the main streets of Apia. New Zealand police opened fire with a machine gun, killing eleven protesters. Tupua Tamasese, then the Mau leader, was one of the victims. Mortally wounded, he died the next day.

Special delegations of the Samoan leaders went to the UN several times to persuade them to allow Western Samoa to be independent because they met all the terms and conditions for self-government, and most Samoans were in favour of independence.

1962

1940

1950

1960

Independence

D

1946

*Just at this crisis, when Samoans are faced with far-reaching political changes, they have lost in one fell blow not only their leading pastors and teachers, but the majority of the more experienced. . . chiefs and with them from 20 percent to 25 percent of the entire population.*

Cited by J Garret, in *Footsteps in the Sea: Christianity in Oceania to WW II*

### Preparing for Self-Government

Peter Fraser, Prime Minister of New Zealand, began a programme to improve health, education and other services in Samoa.

The goal of the programme was to help Samoa towards self-government.

Other steps included setting up a Samoan parliament and sending young people on scholarships to New Zealand to train as teachers, doctors, lawyers and agricultural scientists.



## The Mau Movement, 1926

Many Samoans were unhappy with the way New Zealand managed their country. They were not happy with the way the New Zealand authorities interfered with the *fa'a Samoa* (Samoan culture), banned liquor, forced the people to pay high taxes, and more importantly, did not allow the Samoans to be involved in the governing of their own country.

The Samoans also felt that they were receiving unequal treatment under the New Zealand laws. Europeans received easier sentences than Samoans for crimes. Samoans were more likely to get longer prison sentences, lose family titles and possibly, even get banished from their villages.

The disastrous influenza epidemic also took away their confidence in New Zealand's ability to properly administer the country. It was a national disaster that the Samoans believed the New Zealand administration could have prevented, and should have coped with better.

The Mau movement was organised. It wanted peace, equality and good government. It tried to resist New Zealand rule through passive, non-violent resistance. Members of the Mau movement refused to pay taxes, register births and deaths, or send children to government schools.

**Source:** *Tagata, Tangata: Contact and Change*, T.W. Samu, M. Papali'i, A. Carter; Addison Wesley Longman, 1996.

### Activity 9

### Timeline

Study the timeline, photographs and information on the previous pages carefully. Answer the following questions in your exercise book.

1. When did New Zealand take over Samoa? Which country controlled Samoa before New Zealand?
  2. When and how did Spanish Influenza arrive in Samoa? What percentage of the population of Samoa died as a result of the epidemic?
  3. When was the Mau movement formed and why?
  4. How were the Samoans being treated unfairly?
  5. If the UDHR had existed at the time, which Articles do you think would have been violated or abused?
- Imagine you are a member of Amnesty International. You have travelled back in time to Samoa, 1927. You have decided to write a letter to the New Zealand government about the way they are treating the Samoan people. What actions and methods have people taken in their quests for their rights and for social justice?

## Protest Action

### Tools in the search for Social Justice and Human Rights

For many groups of people, the main method they have used in their search for human rights and social justice is **protest**. When groups of people share the same desire and commitment to work for change, they form a protest movement.

A **protest movement** is a group of people who have joined together to express their concern — even anger — at a particular issue. The goal of most protest movements is to bring about some form of change. Many people believe that a basic human right in a democracy is to have the freedom to protest if they disagree with something. In many non-democratic countries, the right to protest or even question what the government does is restricted. In some countries, criticising the government can lead to imprisonment without trial, and other abuses of human rights such as torture (think of the example of Ken Saro-Wiwa, a prisoner of conscience in Nigeria).

When a government stops a protest movement in its country, it gains extra power over the people. The more power a government or leader has, the more chance there is of political **corruption**. The right to protest is a legal right in most democratic countries. Violent protests, which break the laws (cause damage to property, injury to others and so on) will be restricted. The right to protest brings with it the responsibility of respecting the rights of others to safety, security and their own point of view.

There are four different types of protest:

1. *Physical protests* can involve hundreds or thousands of people demonstrating their point of view by marching together to a place where speeches are made. The crowd of protesters and people who may have come to observe and listen, may carry big signs and banners about their issue and they may sing, chant or shout. Having lots of people participate in a protest march can send a very strong message to others.
2. Many people prefer to show their opposition to something (in other words, to protest) by expressing themselves in writing and sending their writing to be read by others. This is known as *literary protest*. An example of this is writing letters to governments, which is one of Amnesty International's methods. When thousands of people write to a leader about the same thing with the same or similar point of view, it gains attention. Another example of literary protest is writing a letter to the editor of the newspaper to express a point of view. If the letter gets printed in the newspaper then thousands of people will 'hear' the protest and think about the views of the letter writer.
3. Another form of protest takes the form of *visual display*, for example posters and pamphlets that have pictures, symbols and words that gain attention and make people think. Sometimes pictures or symbols communicate messages much more quickly and effectively than lots of words do.
4. *Violent protest* is often not acceptable because of the damage to property and even life that it can cause.

Here are examples of different types of protest action that have occurred in Samoa.

### Case Study 1

### Physical Protest



*The Public Service Association Strike of 1981*

In the late 1970s, the economy of Samoa experienced several serious problems. The government had increased its spending on different development projects, and international oil prices were very high. This made the prices of many of the things Samoa imported, much more expensive. What added to the difficulties was that Samoa's exports declined while its imports increased. In 1978, for example, the value of Samoa's exports had declined by 28%, while the value of its imports had increased by 34%. Samoa was spending much more money than it was earning and prices for basic goods were getting higher.

The Public Service Association (PSA) is Samoa's largest trade union. Its members are people who work for the different government departments. The government is actually the largest employer in the country. At the time of the economic difficulties Samoa was experiencing, the PSA wanted a salary rise of 15% for its members. The prices for goods and services, (especially food) were going up, but there was little or no change in the wages and salaries that people were earning. When the PSA's demands were not met by its members' employer (the government), the PSA went on strike. This lasted from 5 April to 2 July 1978. A strike is when workers

refuse to do work for their employer. Strike action can occur when discussions between the two groups (workers, represented by their union leaders, and the employer) fail because they cannot reach an agreement or compromise. The PSA organised a big protest march through the main streets of Apia. About 10 000 people took part in support of the PSA's cause.

From the PSA's perspective (point of view) the strike was a reaction to a government that did not care about its people. The editor of the newspaper, the *Samoa Times*, said the strike was based on a firmer foundation — the determination to survive. In other words, the strike was about improvements to the cost of living for the people. The PSA believed that its members were struggling financially to provide for the needs their families. They were not earning enough money to manage with the increased costs of living.

The government believed that the strike was a political movement, however. So, for a long while the government would not negotiate or discuss the issue with representatives from the PSA. As the chairman of the Parliament's Public Petition Committee told parliament: 'Your committee finds it hard to remove its suspicion that the Public Service Association was politically inspired [by the HRPP members of parliament] to having caused to choose this method of presenting its grievance before parliament'. Seven months after the strike, in the 1982 general elections, the HRPP party took control of the government — winning by one seat.

**Source:** Asofou So'o. *O le fuata ma lona lona: Indigenous Institutions and Democracy in Western Samoa*, Australian National University, Canberra.

## Activity 10

### PSA Strike

■ Answer the following questions in your exercise book:

1. What type of protest action did the PSA take on 22 May 1981?
2. How many people are estimated to have taken part in the protest march?
3. How long did the strike last for?
4. Study the photo. Was this protest march violent or peaceful?
5. The PSA protesters carried visual protests, for example, one banner said 'Post Office — No negotiation, No communication'. What do you think this meant? Write this out in your books, and try and explain what it means in your own words.

**Case Study 2****Physical Protest**

- Look at the timeline of Samoa's history before and just after Independence. Answer the following questions in your exercise book.
  1. The Mau movement believed that passive resistance and non-violence were the best ways to protest and fight for their rights. What do the words 'passive resistance' and 'non-violence' mean? Discuss your answers in small groups before you write them out in your exercise book.
  2. What did the Mau do to passively resist New Zealand authority?
  3. The Mau organised and went on a protest march down the main streets of Apia. What is a protest march?
  4. When did the Mau go on their protest march?
  5. What happened during the protest march?

*Samoa Observer, Letters, 20 March 2001.*

## In support of human rights

*Finally! We the people of Samoa have a government, leaders that will take us through for the next five years. For a while now, I have looked, listened and learned, for there is a saying that we are never too old to learn.*

*Please, Samoa, always keep that in mind, embrace it. Human Rights Protection Party stands again to govern us, but let us not forget that we still do and always will have our own rights. The right to a better standard of living, better education (education is a right, not a privilege for only those who can afford a good education), better health system, and the right to be treated equally, to be recognised as equal to everyone else, whether you are rich or poor, sick or healthy.*

*Universal suffrage was introduced by HRPP during Tofialu Eti's time. It was a big step forward for Samoa, a positive change.*

*Unfortunately time hasn't changed some attitudes towards what suffrage is. It is our right to vote, and human rights include the right to vote for whomever each individual wants to. In saying this, a little reminder. I do have the right to my own opinion. Savea Sano Malifa has fought long hard for our freedom of speech. Savea and Jean, malo le tau ma le faatuatua.*

*You have my utmost respect and support. Oppression from the palagis is what our ancestors fought long and hard against, and died fighting.*

*Now, history is repeating itself, and the sad thing is we are doing it to our own brothers and sisters. The matais and their families banished from their villages because they voted for who and what they believe in. The Christians who were banished from their villages because of their religion and how they choose to worship.*

**Case Study 3****Literary Protest: Letter To The Editor**

- The person who wrote the letter below has very strong views and opinions about human rights in Samoa. Answer the following questions regarding the letter's content:
1. What type of protest action is this letter?
  2. When was this letter printed in the newspaper?
  3. The writer's letter seems to be a response to a recent national event. What was that national event?
  4. Write a list of all the human rights the writer mentions in this letter.
  5. The writer is concerned about 'unfairness', and gives what he or she believes are examples of this unfairness. What do you think? Would you agree or disagree? Give reasons for your answer?

*Yet, they worship the same God. This is exactly what our ancestors fought and died for, our freedom from oppression, both physically and spiritually.*

*Does the fa'a Samoa really work this way, or is it simply oppression and an exercise of power from the council of matais? Their need to hold onto that power, and their fear of losing it to human rights?*

*These paint a very grim and negative picture of Samoa, and our culture. It does not reflect what we, the people as a whole, are and want.*

*In five years time, a new generation will be voting, my nephews and nieces included, and already I can feel the unrest and frustrations in them. The unfairness in all that is happening. If this happens again in the next elections, can we guarantee that our children will just grin and bear it? I'm definitely teaching mine not*

*to. We must look and learn, and act on what we know and feel is right, for the sake of our children and their children. For the continuing freedom of Samoa, let us take only what is positive in our culture, and pray for peace for the next five years and beyond.*

*Signed,  
Maselina Ah Kuoi*

This should keep you busy! Read this newspaper carefully — it contains examples of different ways that groups in countries overseas have protested and tried to change the way things are done.

# Power to the People

Volume 1 Issue 1

Term One

## 1. Long Walk to Protect Bison

*Native Americans protest killings*  
12 March 1999

For 20 days in February they travelled on foot and on horseback. They made their way across prairies and mountains, much the same way their ancestors journeyed more than 100 years ago. Lakota Sioux and members of other Native American tribes, including Apache, Crow and Navajo, made the 507 mile march from the Black Hills of South Dakota to the entrance of Yellowstone National Park in Montana.

Their long walk, known in the Lakota language as Tatanka Oyate Mani, or the Way of the Buffalo Walk, was a protest against the killing of bison that wander out of Yellowstone.

Bison, also called American buffalo, are native to North America. These animals played a vital role in the lives of the Plains Indians. Their meat and skins provided food, clothing and shelter.

Defending the last free-roaming herd during the winter of 1996–97, the state of Montana killed 1084 Yellowstone bison. So far this winter, 17 of the park's 2400 bison have been destroyed. The bison are killed when they wander out of the park because ranchers fear that the animals will spread a disease called brucellosis to cattle.

There has never been a case of wild bisons spreading brucellosis to cattle, but ranchers believe the risk is real. 'The presence of this disease can't be tolerated,' said Jim Peterson of the Stockgrowers Association.

When the protesters arrived at Yellowstone's entrance, they held a ceremony honoring the bison. Joseph Chasing Horse, a Lakota leader, told the crowd, 'Our prophecy says, if the buffalo disappear, the Lakota will disappear'.

**WHY DO SOME PEOPLE AROUND THE WORLD WANT POLITICAL AND SOCIAL CHANGE?**

**HOW DO THEY TRY AND MAKE THE CHANGES THAT THEY WANT?**

**Here are some answers to those questions. Come on and read all about it!!**

**Do you know what these forms of protest action are?**

Blockades  
Referenda  
Petitions  
Marches  
Conferences  
Lobbying  
Rallies

## 2. Trouble Over Trade

*10 December 1999*

McDonald's. Nike-Town. The Gap. Last week in Seattle, Washington, these businesses were mobbed by angry crowds. Windows were scrawled with graffiti and smashed.

The crowds were not fed-up holiday shoppers. They gathered to protest a meeting of the World Trade Organization (WTO), which represents businesses in 135 nations. When some of the 40 000 protesters became violent, police used force to control them.

The conflicts disrupted the meeting. President Bill Clinton and representatives from member countries were there to discuss how to improve international trade.

The protesters accuse the WTO of protecting big companies at the expense of workers and the environment. They say the WTO should do more to protect workers and natural resources. Some protesters dressed as sea turtles. They want the WTO to enforce rules to protect the turtles, which have been hurt by fishermen in Asia. Poorer nations argue that such rules are too costly.

Seattle leaders had hoped the meeting would showcase their city. Instead, they were left with a major cleanup job.

## 3. A Fight for Tribal Lands

*16 October 2000*

Two women struggle to stop construction of a mine on Aboriginal land in Australia

The ancient wilderness of Kakadu (Cack-a-doo) is Australia's largest national park. It is also the pride of the native Australians, or Aborigines (Ab-uh-ridge-uh-nee-z), who have lived there for more than 40 000 years. Theirs is Australia's

longest known surviving human culture!

Protesters say the existing Ranger uranium mine there pollutes the park and harms living things.

To Aborigines like Jacqui Katona and Yvonne Margarula, these fierce creatures are a treasure in need of protection. The two women have been leading a fight to stop the construction of a uranium mine at Jabiluka, a spot surrounded by Kakadu. Aborigines have opposed the mine for almost 20 years.

Kakadu, which is so rich in wildlife, also has one of the world's largest deposits of uranium, a valuable radioactive mineral. It is used to produce electricity and nuclear weapons. But it can be dangerous to living creatures and toxic to the environment if not handled with care.

### **This Land Is Our Land!**

More than one-third of Kakadu is legally recognized as Aboriginal land. The entire park is protected not only as an Australian national park but also as a United Nations World Heritage Site, or place of 'outstanding universal value'. Kakadu is one of about 20 such sites whose importance is based on both natural and cultural significance. Kakadu includes lands that are sacred to the Aborigines. It contains ancient art etched in stone.

Katona and Margarula say the Aborigines were forced to sign the lease. They've protested the mining plan with legal action and one of the biggest blockades in Australian history. For several months in the late 1990s, Aborigines and members of environmental groups blocked construction on the site. Many were arrested. Katona was thrown in jail.

The UN World Heritage Committee (WHC) became concerned too. It asked Australian authorities for a report on how they planned to keep Aboriginal culture safe.

In 1999 Katona and Margarula were awarded the



Goldman Prize, which is given yearly to six environmentalists for outstanding achievement. The twosome put their \$100 000 prize money toward stopping the mining and gaining full control of Jabiluka for Aborigines, cultural traditions.

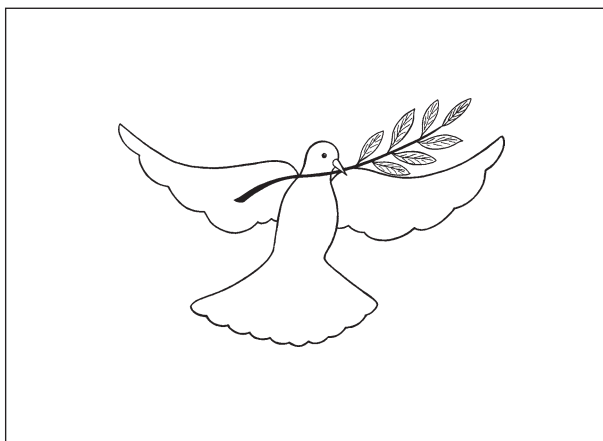
*Jabiluka is about protecting culture for future generations and continuing to live cultural traditions.*

## 4. Looking Back in History 1

1 December 1955

Montgomery, Alabama, USA

Rosa Parks, a black seamstress was asked to give up her bus seat to a white person. She refused and was arrested by police. Black leaders urged black people to boycott, or refuse to use, the buses in Montgomery. A young preacher named Martin Luther King Jr. led the peaceful boycott. Though originally scheduled for only one day, the boycott lasted 382 days. People walked many miles to work or home to avoid using the buses and the bus companies lost around \$3000 each day. The U.S. Supreme Court finally ruled that Montgomery could no longer have a segregated public transportation system because it violated the Constitution.



## 5. A Worldly Meeting

September 2000

After two years of careful planning and preparation, the United Nations Millennium Summit will run from September 6 through September 8. The United Nations, the sponsor of the historic meeting, is an organisation of different countries that work together for peace all over the world.

This summit, or meeting, is the largest gathering of world leaders in one city in history. The Millennium Summit has some big goals: to eliminate poverty, promote education and stop the spread of HIV and AIDS. These goals are included in what is being called the 'Millennium Declaration', a formal announcement world leaders are expected to make on September 8, the final day of the summit.

### A Who's Who of the World

World leaders who will attend the summit include President Clinton, UN Secretary-General Kofi Annan, Israeli Prime Minister Ehud Barak, Palestinian Leader Yasser Arafat, Russian President Vladimir Putin, French President Jacques Chirac, British Prime Minister Tony Blair, and Chinese President Jiang Zemin. Cuban President Fidel Castro is also attending the summit. It is his first trip to the United States since October 1995, when the UN celebrated its 50th anniversary.

## 6. Fired Up Over Fuel Prices

September, 2000

More than half of London's gas stations are out of gas. In Wales, Scotland and France, gas is also in short supply. The gas shortage is causing serious problems for Europeans.

Many gas stations are closed, causing problems for people who get to work and school by car or bus. Hospital and fire departments have had to cut back on services. Supermarket shelves are almost empty because worried customers are buying extra groceries. Lines at gas stations and grocery stores keep getting longer.

### What's Causing the Shortage?

All week long, angry truckers, taxi drivers and farmers have been protesting high fuel taxes by blocking access to oil refineries, the industrial plants responsible for delivering fuel to gas stations. By preventing gas from reaching people, the protesters hope British Prime Minister Tony Blair will pay attention to them. Britain's fuel tax, they say, is just too high.

### A High Price to Pay at the Pump

Gas in Britain costs about \$4.31 a gallon, which is more than any other country in Europe. This price is also more than double the cost of gas in the U.S. That's because more than 70 percent of the price of fuel in Britain goes toward taxes.

---

*We have won a moral victory!*

---

### Road to Recovery?

By Thursday, many of the protesters had called off the roadblocks. That's because they believe they have successfully delivered their message: lower gas taxes. 'We have won a moral victory,' said one protester.

Even though many of the protests are over it will take days before gas stations have enough fuel for everyone. Britain is not the only country with citizens angered by high prices. Demonstrators in Belgium, Germany, Italy, Ireland, Spain and France are also demanding lower gas taxes.

## Did you know?

These are some of the words of a song that is actually protesting against a government system that used to exist in South Africa.

*Well Jo'anna she runs the country,  
She runs in Durban and the Transvaal  
She makes a few of her people happy  
She don't care about the rest of town  
She's got a sister they call Apartheid  
It keeps the brothers in subjection  
But maybe the pressure will make Jo'anna see  
How everybody can live as one.*

**Gimme Hope Jo'anna**, Eddie Grant

## 7. Looking Back in History 2

### Whina Cooper (1895–1994)

Whina Cooper was a Maori woman who worked hard for Maori rights. She was born in northern New Zealand. She listened and learned from the elders of her tribe.

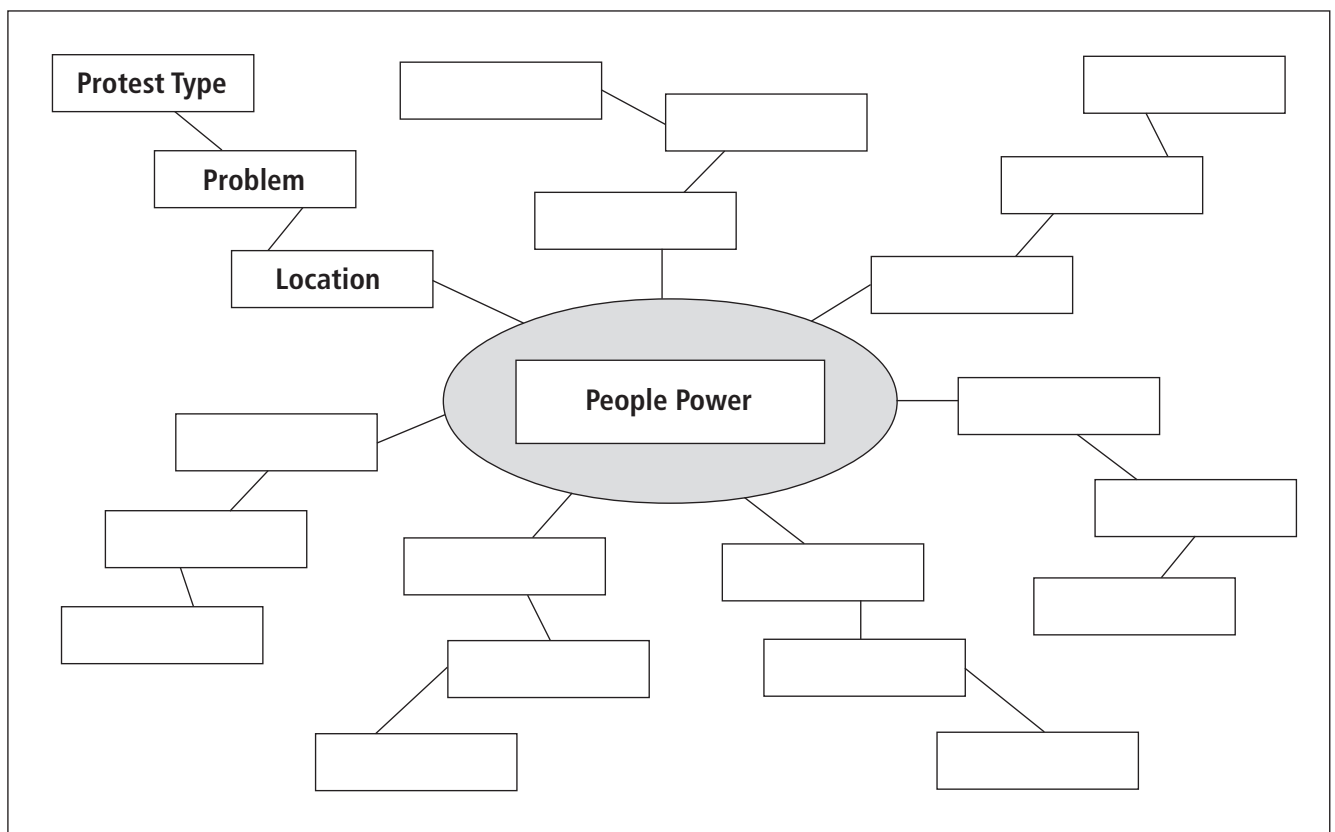
When Whina was 18 years old, a European farmer claimed the mudflats that her village was built on. She organised a protest and won. For the next seventy years she worked on the problems of land ownership.

For example, when she was 79 years old, she and a group of 5000 people walked 700 miles from her home in the North Island to the capital of New Zealand. This became known as a 'land march'. Whina went to Wellington to protest against the fact that Maori people had lost so much of their island since the arrival of the Europeans to New Zealand.

**Activity 12**

**Protests Around The World**

- Trace an outline map of the world into your exercise book. Use a map of the world or an atlas to help you to name and locate the countries that are mentioned in the newspaper articles.
- Read each article in the newspaper carefully. For each article, ask yourselves these questions:
  1. Where is this event happening?
  2. What is the problem? What do people want to change?
  3. How are the people mentioned protesting? Or in other words, what protest action are they taking? Is it violent or non-violent?
- Copy the spider web diagram, 'People Power' (below), into your exercise book. This type of diagram is a graphic organiser. It is helpful for organising written information. Complete this spider diagram by writing the location, problem and type of protest for each of the seven articles in the newsletter.



- Write a paragraph to answer this question in your exercise book: what can people do if they want their rights and social justice?

# Unit 3: SKILLS IN SOCIAL STUDIES: GRAPHING STATISTICAL INFORMATION

## Objectives

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

- Interpret line graphs, bar graphs, percentage bar graphs and pie graphs.
- Draw line graphs, bar graphs, percentage bar graphs, and pie graphs using data that you are given.

## Introduction

There are a number of very important skills that are used in Social Studies, such as the construction and use of graphs and diagrams. You may remember some of the different types of graphs and diagrams from your studies in Year 9. You should develop and practise these skills, because they will help to develop a better knowledge and understanding about the way people live in our society and in the world around us.

*How can graphs and diagrams help you learn?*

Sometimes information is presented as a special graph or diagram. Knowing how to interpret or ‘read’ graphs and diagrams is a skill. If you are able to interpret a graph or diagram you will be able to gain the information that it contains. This will help you to learn more. You can also benefit from developing and practising the skills of graph construction — this is knowing how to change statistical information into graphs and diagrams. Sometimes, important details and patterns are much more obvious and clear when information is presented as a graph or a diagram.

The main purpose of this unit is to help you develop and practise these skills. Another reason to learn these skills is that they are often used in Social Science subjects such as Geography, Economics and History, at the Year 11 and Year 12 levels of secondary education.

### Interpreting graphs and diagrams

To interpret means to explain the meaning of something. Some people are asked to interpret what has been said in one language and explain it in another language. An example of this could be: an English-speaking tourist may ask you to interpret or explain the meaning of a road sign that is written in Samoan. If you have the skill of interpreting graphs, then you have the ability to explain, or put into words, the meaning of the lines, numbers and shapes on a graph.

Here are some suggestions for interpreting graphs and diagrams. Try to remember to use these when you are practising.

- Look for the title of the graph or diagram. If it has been drawn or constructed correctly, it will have a title. The title should give some indication about what it is about.
- Carefully read the labels on the graph or diagram. These are the named parts of the graph or diagram. The labels will help you to know what the different parts represent.
- Look at the different symbols on the graph or diagram. The symbols are the lines, boxes and other shapes that have been drawn. Symbols represent information. The labels will help you to understand what the symbols mean. If the graph or diagram has a key, then this is another important source of information about the meaning of the symbols.
- Ask yourself this question: can I explain what this graph or diagram is about?

## Topic 1

### Interpreting Graphs And Diagrams

What are line graphs? You may have seen line graphs before, from your work in mathematics. Line graphs are made up of an **x-axis** (horizontal axis) and a **y-axis** (vertical axis). The information along the x-axis is often time. This might be shown in years, months, days or any other relevant measurement.

The information along the y-axis could represent a number of different things, such as the population size of a country, or how much taro has been exported.

Look at the examples on the following page:

Line graphs can give us information about changes over time. Each of these examples shows a specific type of change — increasing, decreasing, fluctuating and a lack of change.

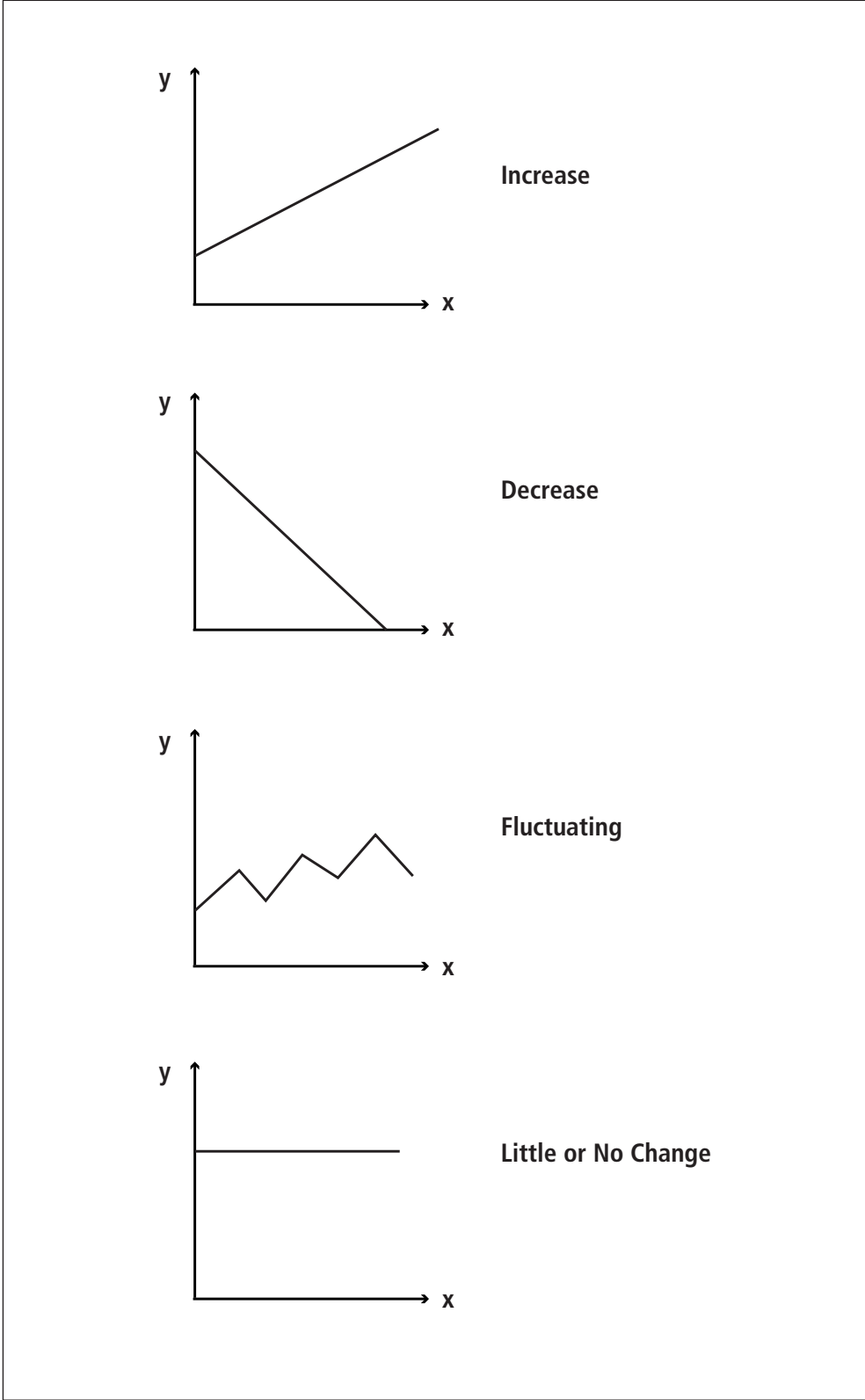


Diagram 3.1  
*Examples of change in line graphs.*

**Activity 1****Line Graphs**

Study each of the line graphs below, and then answer the questions that follow. Try to use the suggestions for interpreting graphs and diagrams at the beginning of this unit.

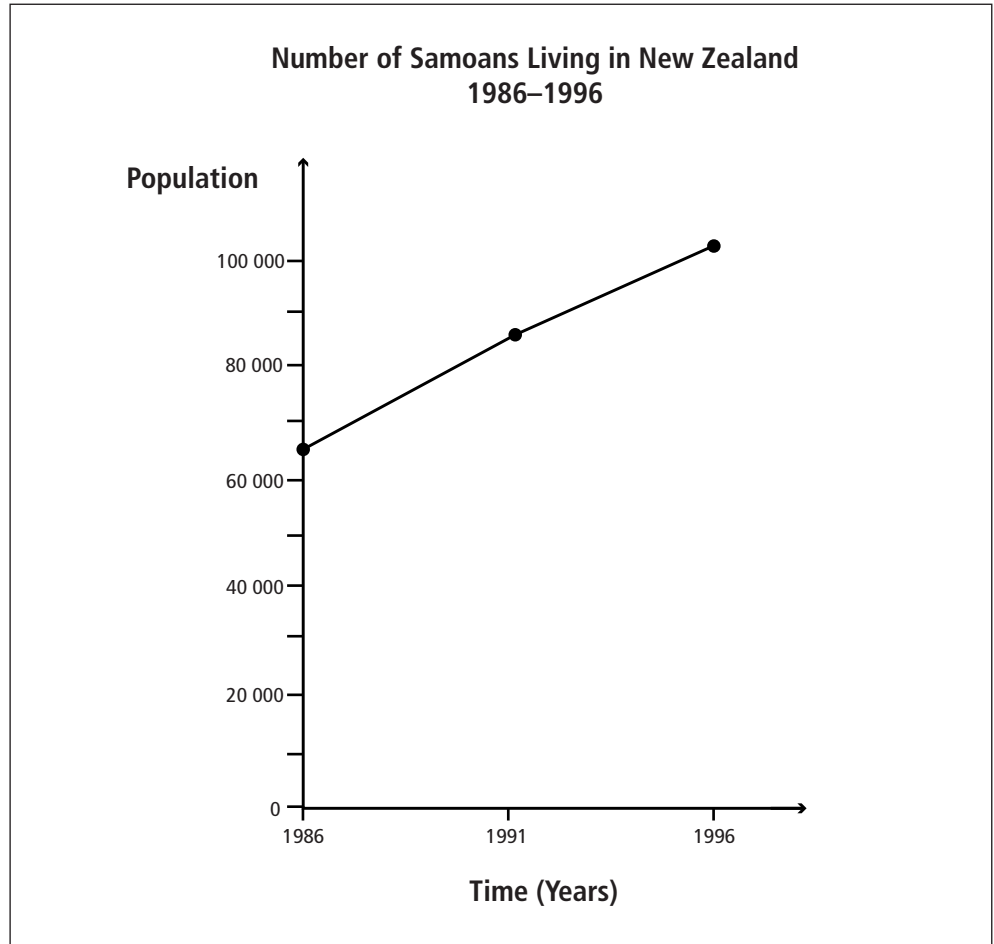


Diagram 3.2

*Population of Samoans Living in New Zealand (1986–1996).*

1. What is the information on this line graph about?
2. What information is shown on the x-axis? What information is shown on the y-axis?
3. Approximately how many Samoans were living in New Zealand in 1986?
4. Approximately how many Samoans were living in New Zealand ten years later, in 1996?
5. Are the numbers of Samoans living in New Zealand increasing, decreasing or fluctuating?

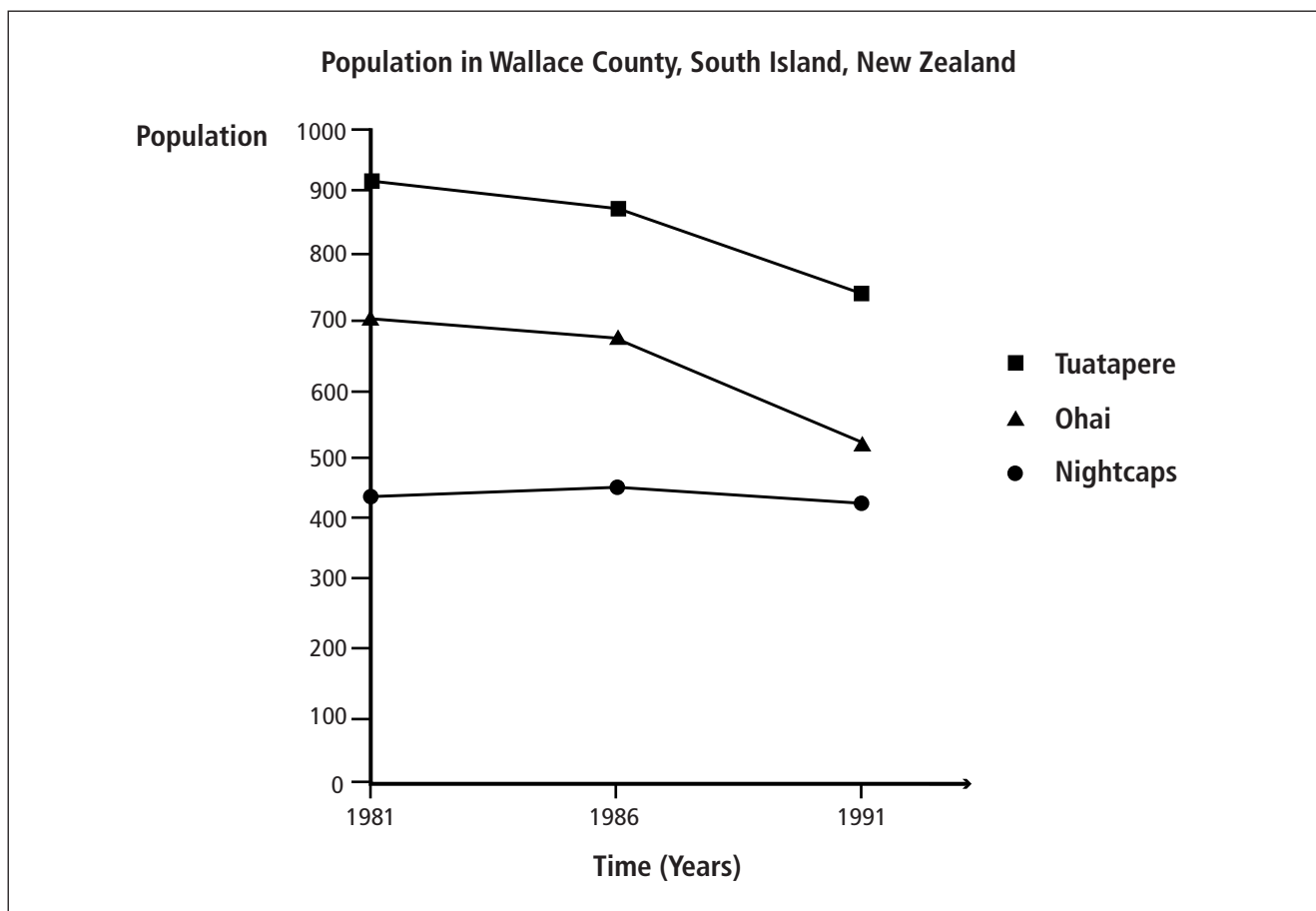


Diagram 3.3

*Population of Wallace County, in the South Island, New Zealand.*

1. What is the information on this graph about?
2. What information is shown on the x-axis? What information is shown on the y-axis?
3. Approximately how many people were living in the town of Ohai in 1981? Approximately how many were living there ten years later?
4. Approximately how many people were living in the town of Nightcaps in 1981? Did the population increase or decrease in 1986?
5. Most of the people who live in Wallace County live in the small towns of Tuatapere, Ohai and Nightcaps. Has the population of Wallace County increased, decreased or fluctuated between the years of 1981 and 1991?



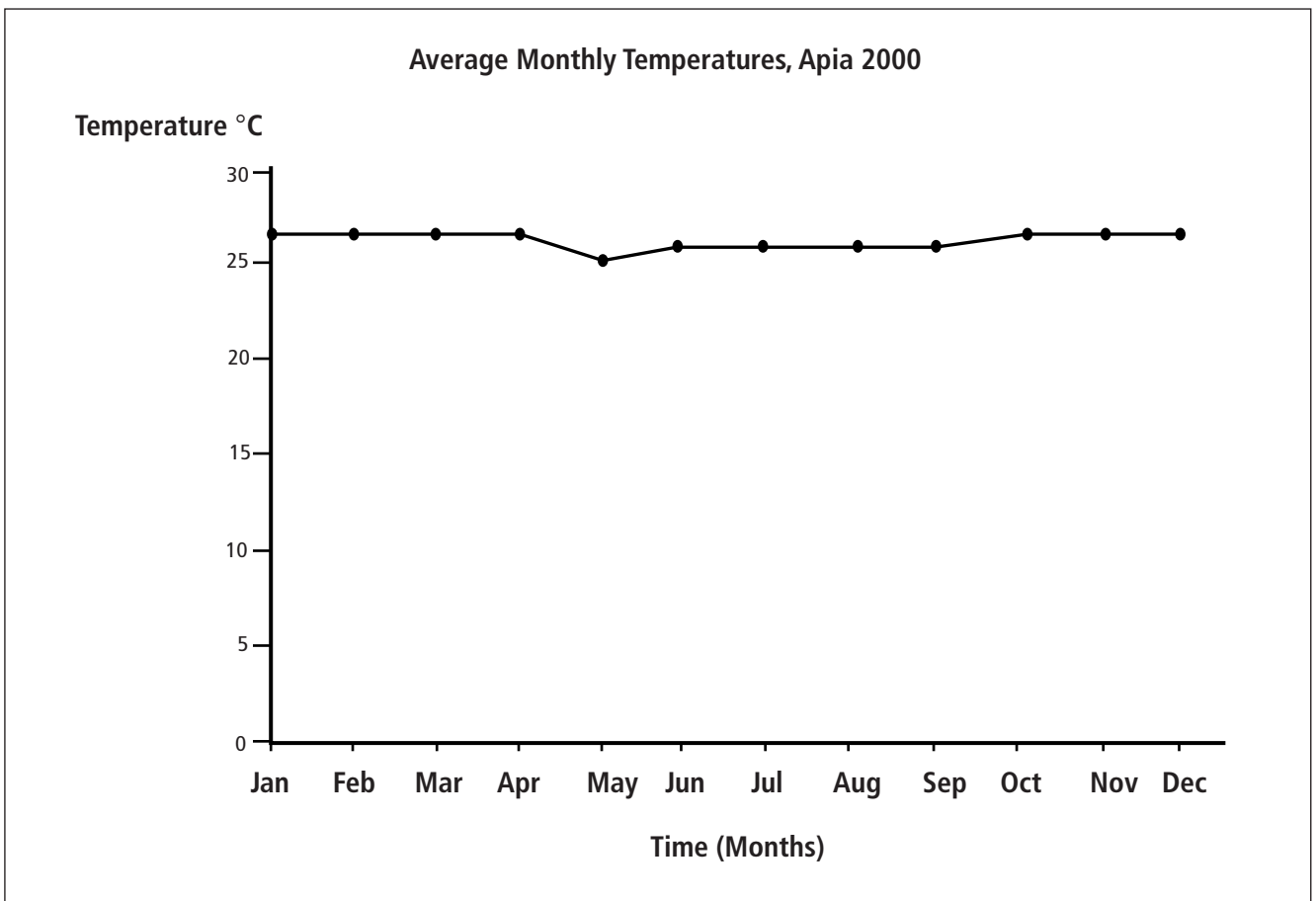


Diagram 3.4

*The average monthly temperature of Apia.*

1. What information does this line graph show?
2. What is the information on the x-axis about? What is the information on the y-axis about?
3. Does this line graph show an increase, decrease, fluctuation, or little or no change in the monthly temperature, over the year?

## Activity 2 Bar Graphs

Bar graphs are also known as column graphs. They are useful for showing data or information about volumes or amounts in a number of different places, and comparing them to each other.

A bar graph will have two sets of axes — a y-axis and an x-axis. However, the x-axis is only used for placing the bars. Each bar (there are at least two) will represent a place or a particular group, such as a town, city, company or a school.

Carefully study the following bar graphs, and then answer the questions that follow.

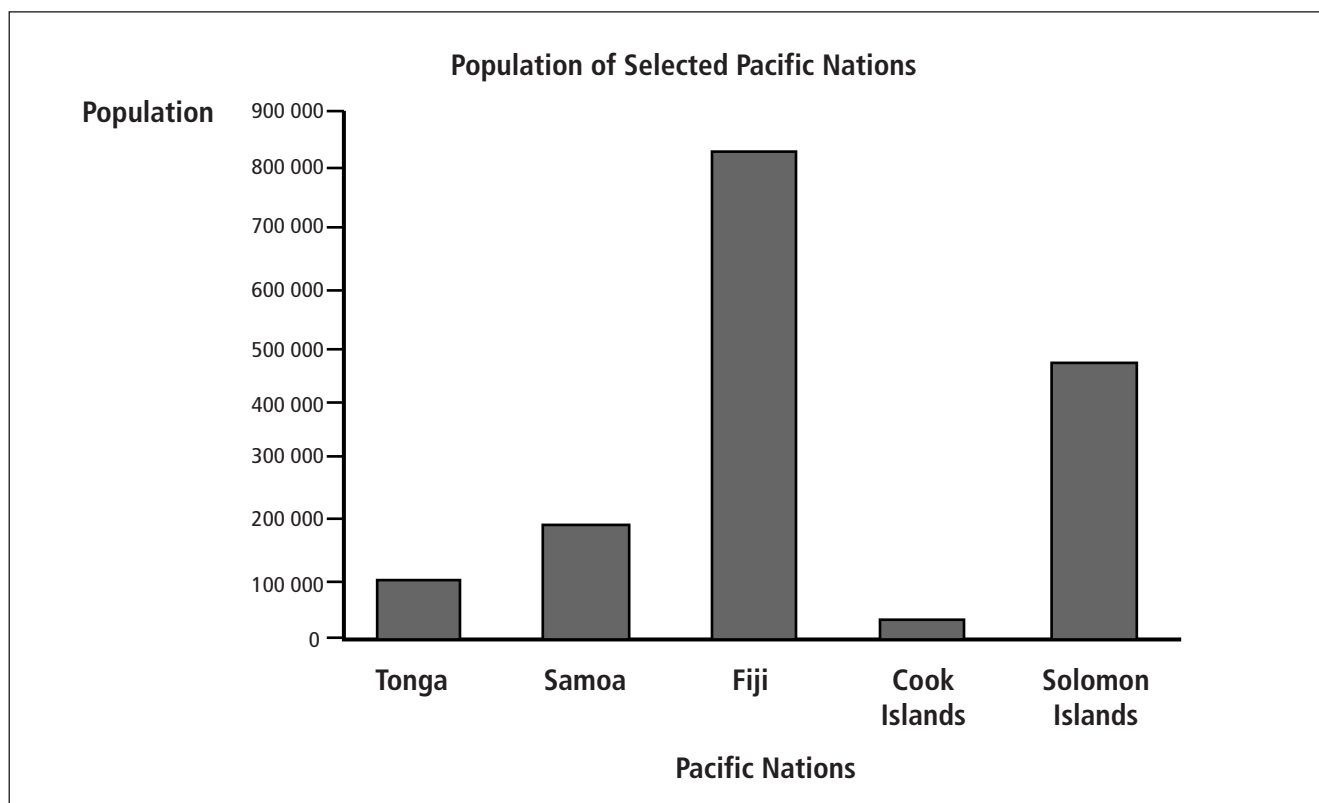


Diagram 3.5

*Population of selected Pacific nations.*

1. What information does this bar graph show?
2. What are the names of the different nations or countries on the graph?
3. Which nation has the largest population? Approximately how many people does this country have?
4. Which nation has the smallest population? What is the approximate population size of this country?

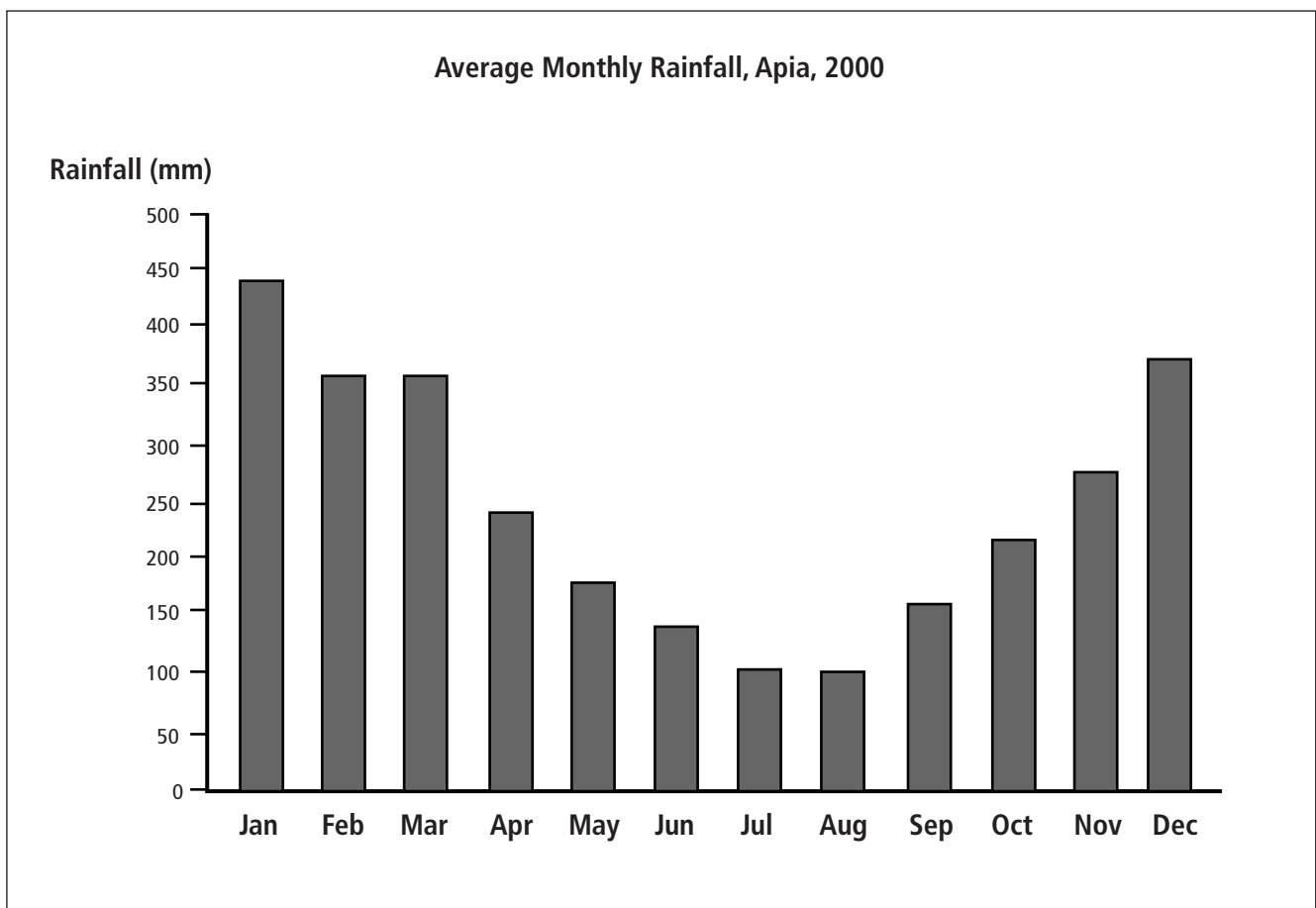


Diagram 3.6  
*Average monthly rainfall on Apia.*

1. What information does this bar graph show?
2. Which month is the wettest month in Apia? In other words, which month has the most rainfall?
3. Which months are the driest months?

### Activity 3 Percentage Bar Graphs

Sometimes you will be given information about the proportions of some data, and be asked to compare these. Proportions can be calculated as percentages. One way of showing percentages and comparing them is in the form of a percentage bar graph.

It is important to remember that percentage bar graphs have a key. A key is made up of small boxes or shapes that indicate what the parts of the graph represent. The different colours and shades on a percentage bar graph will represent something specific. If you are trying to interpret a percentage bar graph, you will need the key to help you to understand what these mean.

Examine the percentage bar graphs below, and then answer the questions that follow each.

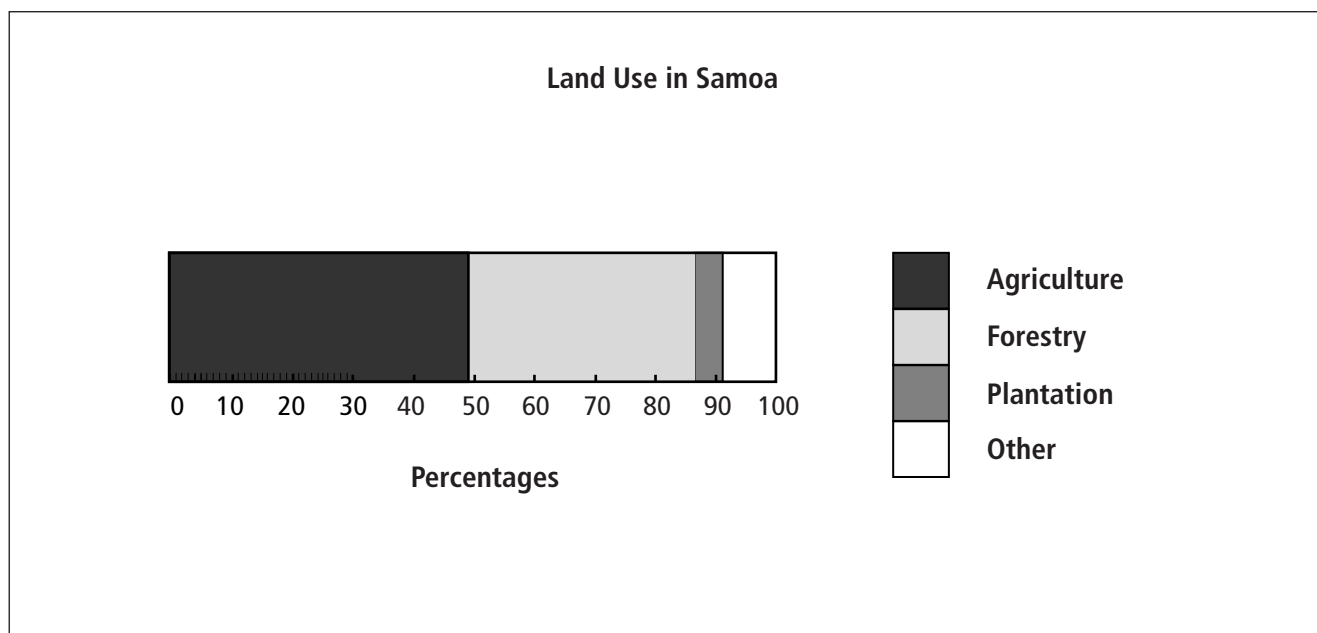


Diagram 3.7  
*Land use in Samoa.*

1. What information does this percentage bar graph show?
2. What percentage of the land in Samoa is used for agriculture?
3. What proportion or percentage of land in Samoa is used as forestry?
4. Approximately 10% of land in Samoa is used for 'other' purposes. What do you think some of these other uses could be? Try and write at least one example in your books. Discuss your answer with others in your class.

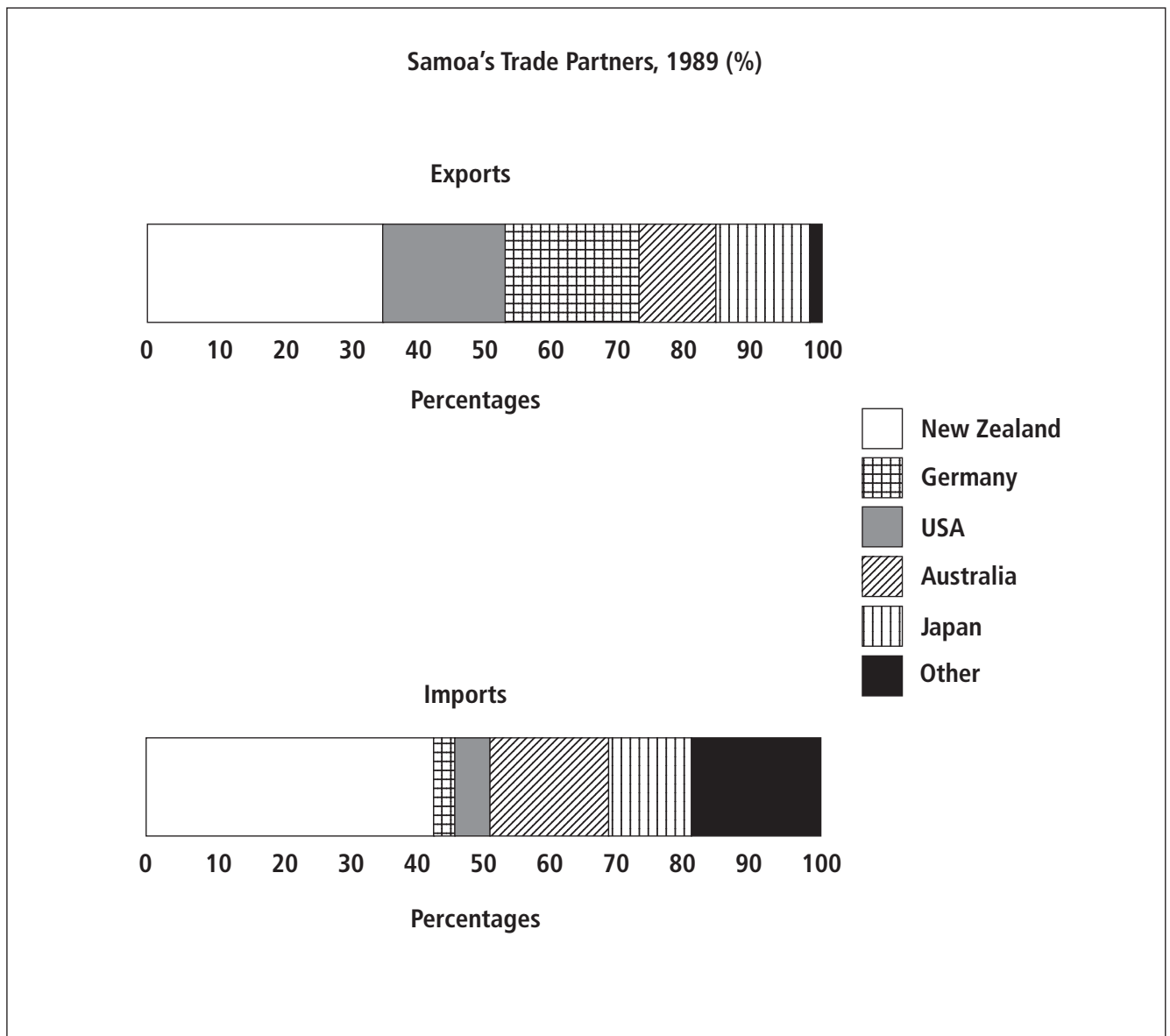


Diagram 3.8  
*Samoa's trade partners in 1989.*

1. What information do these percentage bar graphs show?
2. Which country did Samoa sell and send (export) most of its products to in 1989?
3. Which country did Samoa buy the most goods from (these are known as imports) in 1989?
4. Name an example of a country that Samoa imported many more products from than it exported to in 1989.

## Activity 4 Pie Graphs

Pie graphs are another type of graph used for presenting information about relative proportions or percentages. Pie graphs are circular in shape. You may have come across and used this type of graph before — especially in mathematics, or perhaps in your social studies work in Year 9. A pie graph is a circle that has been divided from the centre into sections — each section represents a percentage. A pie graph will have a key, which is needed for interpreting the meaning of each section or ‘piece’ of the pie graph.

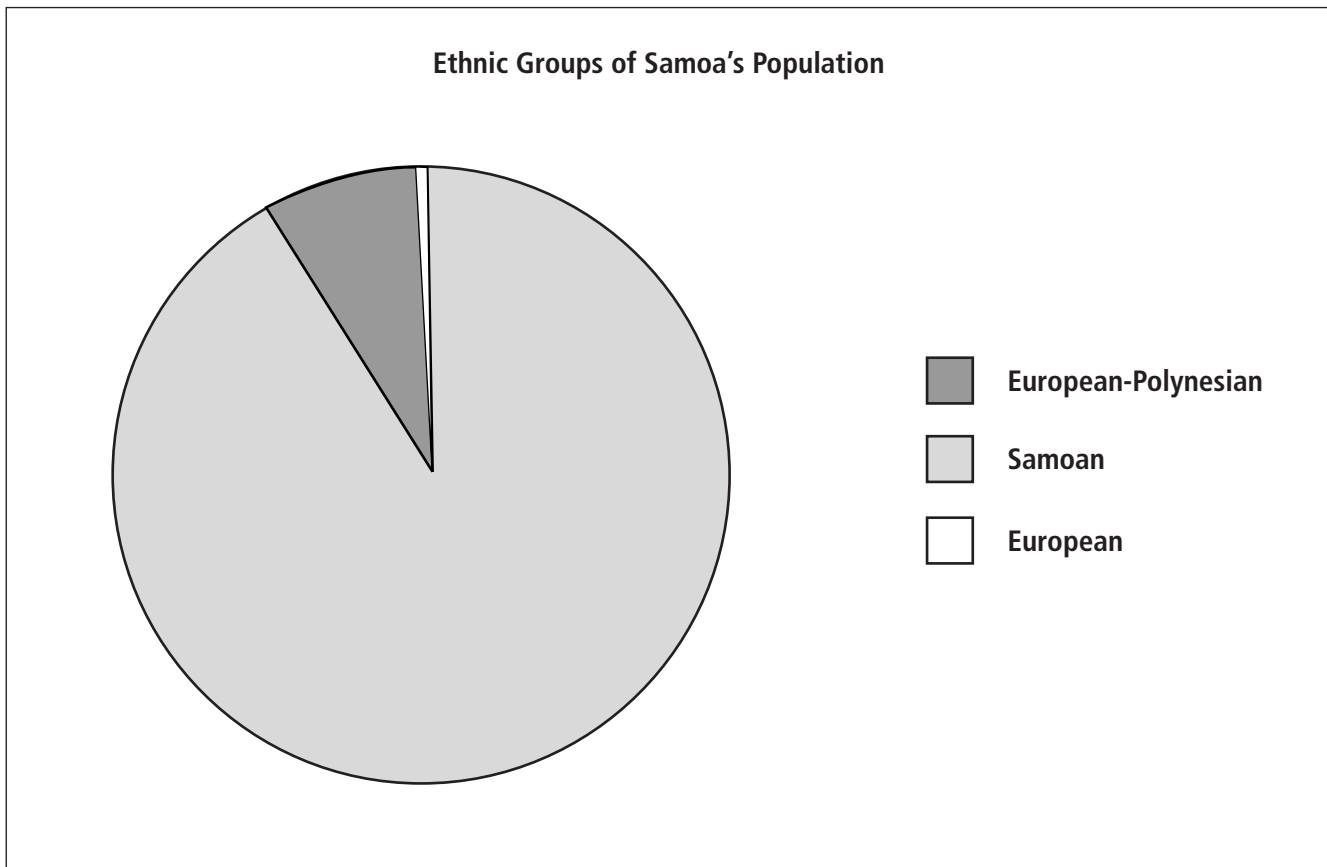


Diagram 3.9  
*Ethnic groups of Samoa.*

1. What information does this pie graph show us?
2. Which ethnic group has the greatest majority in Samoa? What percentage of the population of Samoa is in the majority?
3. Which ethnic group is in the minority? What percentage of Samoa's population are in the minority?

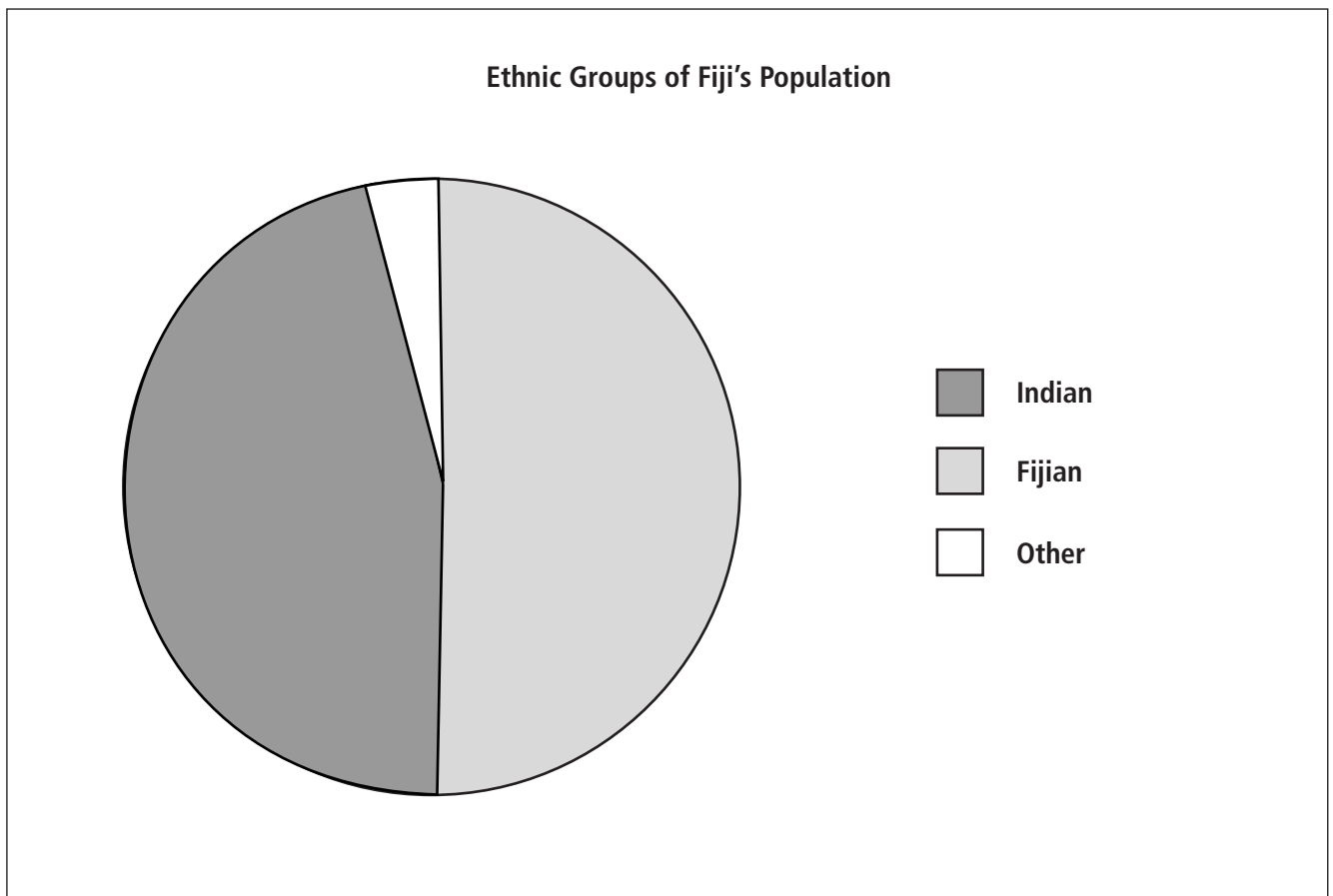


Diagram 3.10  
*Ethnic groups of Fiji.*

1. What information does this pie graph show?
2. What are the two largest ethnic groups in Fiji?
3. Which of these ethnic groups has a slight majority of only about 7%? In other words, which ethnic group is the largest by having an extra 7% of the total population of Fiji?

**Topic 2****Constructing Graphs And Diagrams**

Constructing or drawing different graphs and diagrams is another useful skill to develop in Social Studies. As with all skills, regular practice and challenges will help you become more confident and skillful when applying your knowledge. There are a few general rules to follow when graphs and diagrams are being drawn.

Some general rules for constructing graphs follow. Try to remember to use these when you are practising.

- Be neat.
- Draw each axis to scale.
- Label each axis correctly.
- Give the graph a title.

**Drawing a line graph**

- Choose a scale for the vertical axis, or y-axis. It must be big enough to include the highest as well as the lowest number included on the scale.
- You will need a ruler. When you have ruled the y-axis, you must divide it into evenly spaced sections or divisions. Zero must always be shown at the bottom of the y-axis.
- Use your ruler to draw the horizontal axis, or x-axis. Again, divide the axis into evenly spaced divisions. Remember, each of these divisions must equal or represent the same measurement. This is what is meant by 'draw to scale'. Write the first year at the intersection of the y and x axis.
- Now take the information that you want to show on the line graph, (this information is also known as data) and plot or mark it on the axes. Make sure that you co-ordinate or correctly match the data on each axis. Mark the positions with a point, or an 'x' or even a '+' symbol.
- When you have plotted the symbols, join them all up together with a line.



## Activity 5 Constructing A Line Graph

Study these simple examples carefully. One is an example of a correctly drawn set of axes — the other has mistakes. These have been labelled to help you understand the difference between a correctly drawn line graph and an incorrectly drawn one.

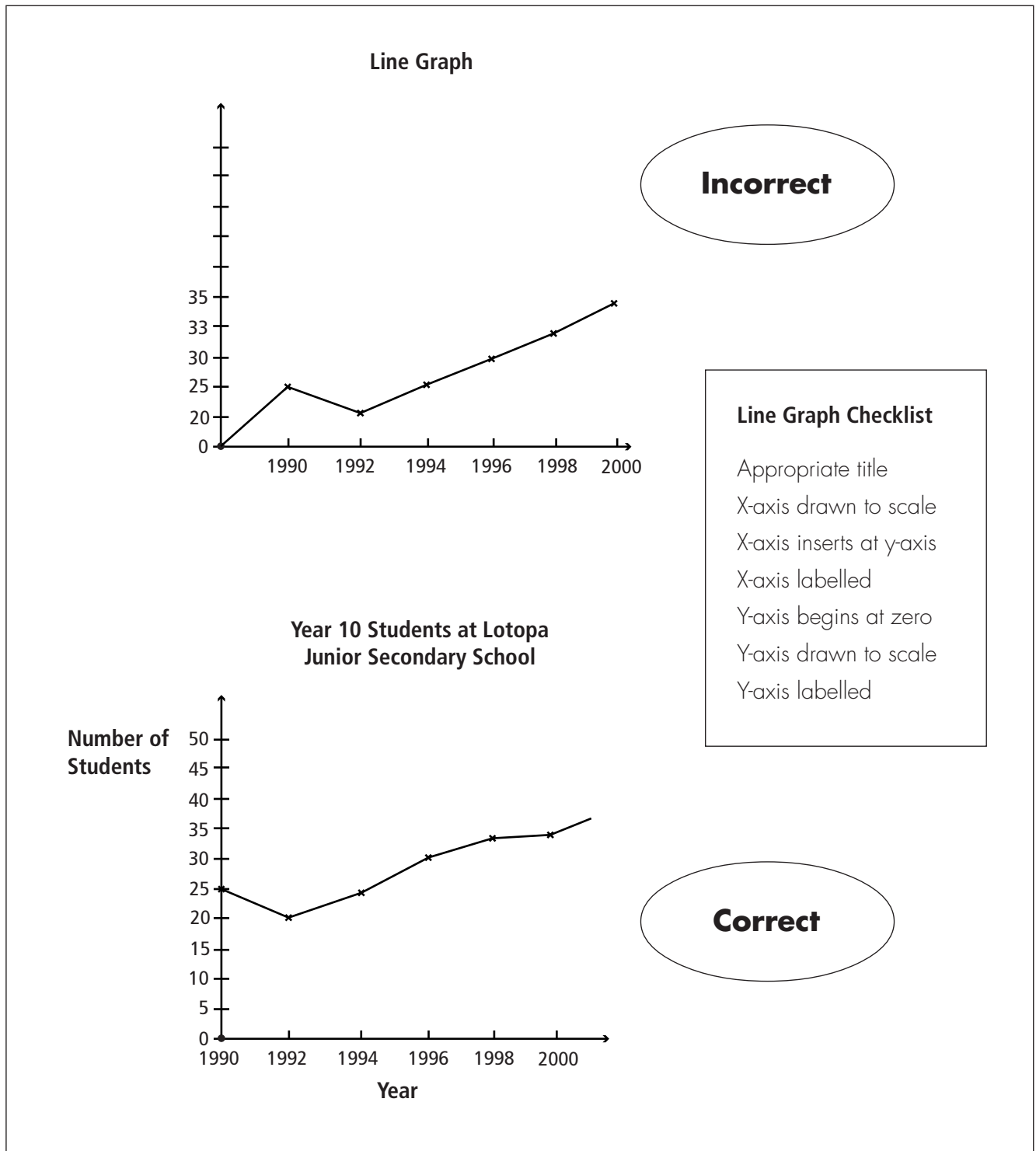


Diagram 3.11  
*Correctly drawn, and incorrectly drawn line graphs.*

- Use the following data to construct a line graph about the number of Chinese living in Samoa who originally came as indentured labourers.

Year	Population
1903	289
1906	1082
1914	2184
1919	838
1920	783
1921	1291
1922	1591
1930	912
1932	712
1933	650
1937	326
1945	293

### Did you know?

In the late 1800s, Europeans came to Samoa and settled. Some helped to set up large plantations for rubber (from rubber trees), copra (coconut trees) and cocoa (cocoa trees). During the years when Samoa was controlled by Germany (and called German Samoa), men were brought from China to work on the plantations. They were indentured labourers. This means that they came on work contracts — often these were for three years, after which they could return home to China. The Germans were not strict about this, so many Chinese workers stayed on in Samoa. Some married Samoan women, and had children.

However, things changed when New Zealand took over Samoa at the beginning of World War I. New Zealand ordered many of the Chinese to return to China between 1915 and 1919. They soon realised that they needed the workers for the plantations that the New Zealand government had taken from the Germans. So the indentured labour scheme was restarted. Unlike the Germans, the New Zealanders were very strict about the workers returning to China after their contracts had finished. They were also very strict about Chinese men marrying Samoan women. If they were already married, families were forced to split up. Many Chinese men left for China, never to see their wives again.

By the end of World War II, most of the Chinese indentured labourers had returned to China. Some, however, were able to stay in Samoa, continue to work and to be with their families.

Source: *Tagata Tangata Contact and Change*:  
T. Samu, M. Papali'i, A. Carter, 1996.

### Drawing A Bar Graph

- This type of graph needs a set of axes — an x-axis, and a y-axis.
- The y-axis must be drawn to scale — so study the data you are given and make a decision about the best scale to use. You may need to calculate this.
- Remember that zero (0) must be shown at the bottom of the y-axis.
- The x-axis will show information about either the places or things that have varying amounts, and to which the data refers. This is where the bars are drawn. A good measurement for these is a 10 mm width, with a 5 mm gap between each.
- Make sure that the bars are spaced evenly across the x-axis.
- Remember the graphing rules — your bar graph will need a title, and each axis will need to be labelled carefully.

## Activity 6 Constructing A Bar Graph

Study these simple examples carefully. One is an example of a correctly drawn set of axes — the other has mistakes. These have been labelled to help you understand the difference between a correctly drawn bar graph and an incorrectly drawn one.

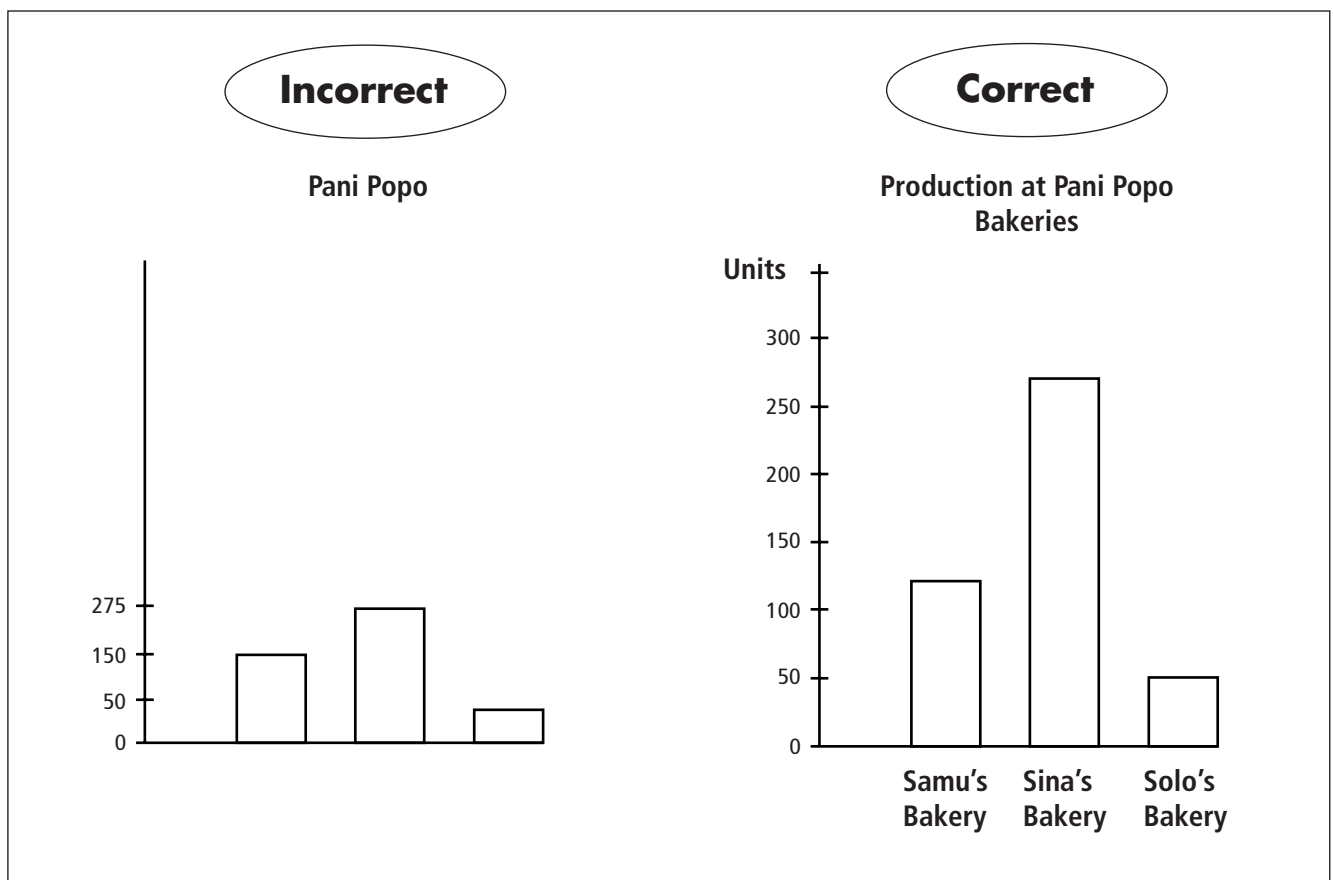


Diagram 3.12  
Correctly drawn and incorrectly drawn bar graphs.

- Use the data in this table to construct a bar graph that will compare the Gross Domestic Product (GDP) of these Pacific Nations.

Pacific Nation	GDP Per Capita (US Dollars)	Year
Cook Islands	4510.00	1999
Fiji	2286.00	1996
Tonga	1630.00	1995
Samoa	1020.00	1996
Nauru	4640.00	1996

Source: *Cook Islands Development Investment Board*  
[www.cookislands.invest.com](http://www.cookislands.invest.com)

### Did you know?

Gross Domestic Product (or GDP) is a calculation. Economists try and add up the total amount of money that is made in a country in a year. Then they divide that amount (on paper, not in real life) by the number of people living in that country. This is what 'per capita' means — 'per person'.

Another way of describing GDP per capita is — the total wealth of a country divided equally amongst all the people living in that country. Of course this is not what happens in real life, but countries and international organisations like to use this information to get a general idea of people's access to resources, goods and services. This information (GDP per capita) is also useful when comparing different countries with each other.

As an example, compare the GDP per capita of the following countries:

New Zealand	Japan
USA	Afghanistan
Ethiopia	India

**Activity 7**      **Constructing A Percentage Bar Graph**

Carefully study this simple plan or map of Leone’s Year 10 classroom. She attends a co-educational school on the outskirts of Apia. You will need information about the number of boys and the number of girls in her class in order to construct a percentage bar graph in your work books.

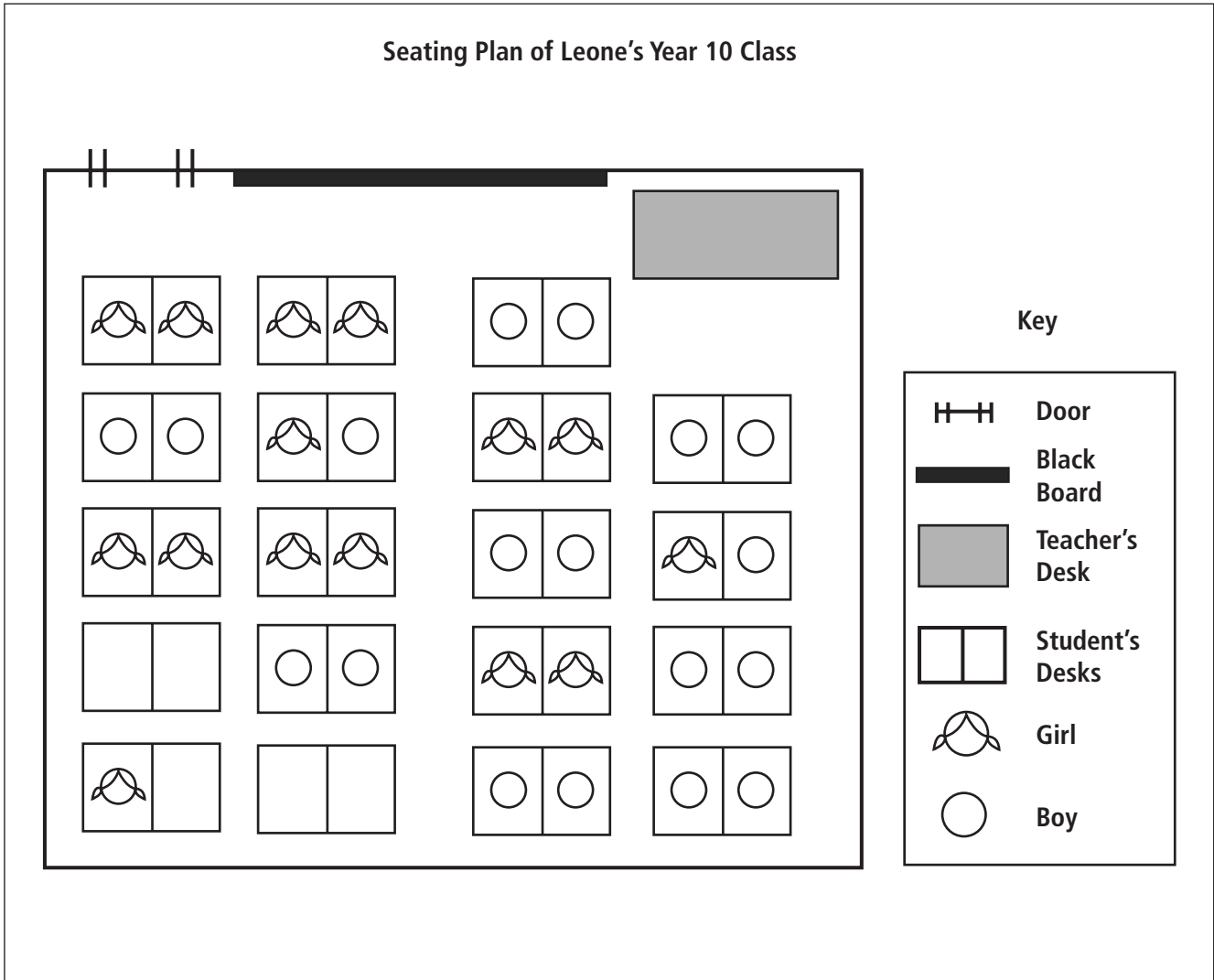


Diagram 3.13  
*Map of Leone’s Year 10 classroom.*

**Drawing a percentage bar graph**

- Count the number of girls, then count the number of boys in this class.
- Calculate the percentage of the class who are boys, by dividing the number of boys in the class with the total number of students in the class. Multiply this figure by 100 to get a percentage.
- Calculate the percentage of the class who are girls, by dividing the number of girls in the class with the total number of students in the class. Multiply this figure by 100 to get a percentage.
- Now, draw a bar in your exercise book that is 100 mm long, and 10 mm wide.
- Use your ruler to mark 10 equally spaced divisions along the bottom of the bar that you have drawn (study the example that has been drawn for you previously). Each of these will represent 10 percent.
- Now, mark the percentage of the class who are boys on the bar graph. You do this by reading along the bottom of the percentage bar graph, finding where the percentage for your data would be, and then marking this point by drawing a line. Fill in this space with the colour or pattern you will use in your key to represent the percentage of boys in the class. The rest of the area in the percentage bar graph should be equivalent to the percentage of girls in the class. Colour in this remaining portion as appropriate for your key.

**Drawing pie graphs**

Use a compass to draw a circle with a 10 cm diameter in your exercise book. If you do not have a compass, then carefully trace the outline of the circle below into your exercise book.

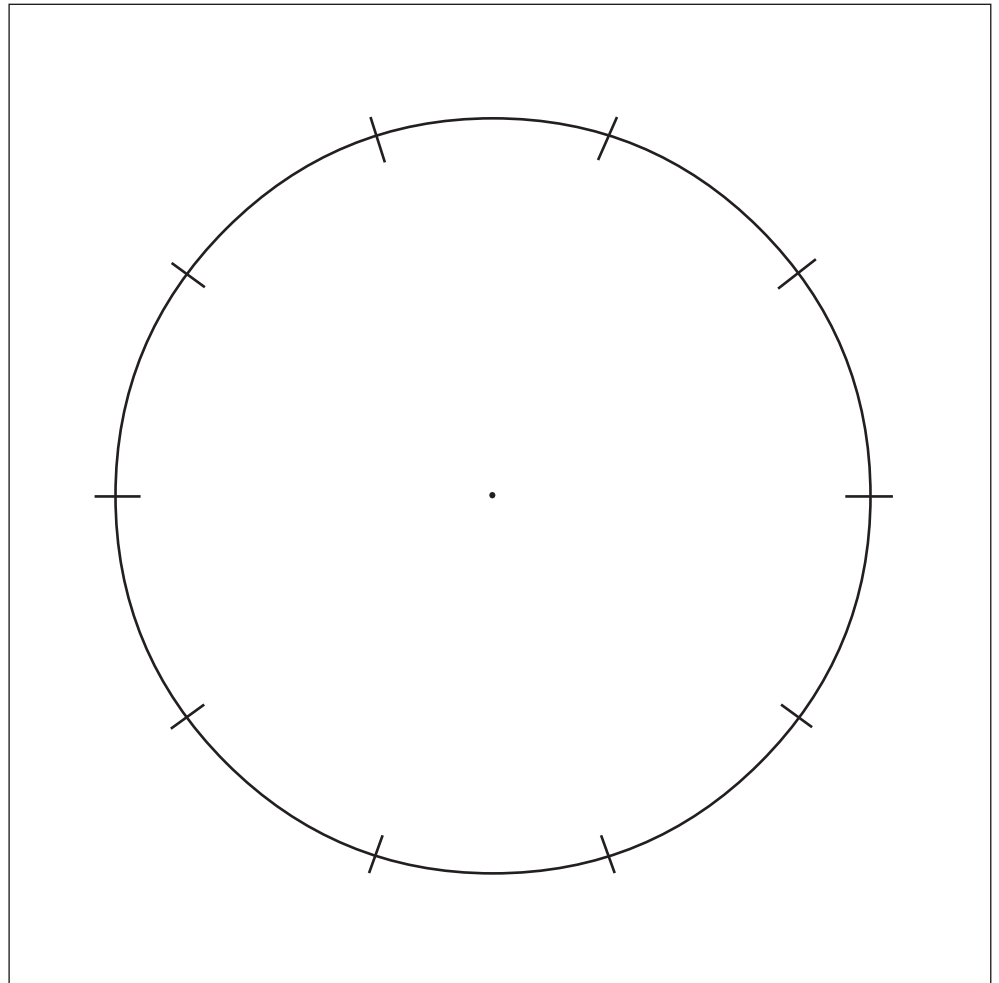


Diagram 3.14

*Tracing circle.*

- The information that is to be shown on a pie graph must be in percentage form. If it is not, then you will have to calculate the percentages.

### The Precise Method

- Each percentage must be converted into an angle. This is done by multiplying it by 3.6. This calculation will give you the number of degrees on the circle, for each segment or piece of pie on the graph. In other words, each percentage will become a segment or piece of the pie. Round the decimals to the nearest whole number.
- Use a protractor. Place it carefully at the centre of the circle you have already drawn in your books. Measure the angles of each segment, starting with the largest through to the smallest.
- Label each segment or shade it carefully, and use a key to show what each shading represents.

### The Careful Estimation Method

- If you do not have a protractor (and a compass), there is a way of marking in the segments of the pie graph without calculating the angles for each percentage. The rim of the circle of Figure 3.14 in your textbook (you may have already used it to trace your circle) has been marked into ten equal sections. Each one represents 10 percent.
- Take your percentage figures, and try to use the rim to draw in the segments of your pie graph.

## Activity 8

### Constructing A Pie Graph

Remember the graph construction rules: your graph must have a title, labelled axes, and should be neat.

- Use the information in this table to construct a pie graph to show the main occupations of the labour force of Samoa. The percentages have been calculated for you.

<b>Labour Force of Samoa</b>	
<b>Occupation</b>	<b>Percentage</b>
Agriculture	65%
Services	30%
Industry	5%



- Copy and complete the table below. You will need to calculate the percentages yourself. Then use the information in this table to construct a pie graph for the location of the Samoan population of New Zealand.

<b>Location of the Samoan Population of New Zealand (1996)</b>		
<b>Area/City</b>	<b>Numbers</b>	<b>Percentage</b>
Auckland	66 927	
Wellington	18 309	
Canterbury (Christchurch)	4866	
Waikato (Hamilton)	2829	
Rest of New Zealand	3957	
Total	101 754	

**Drawing a climate graph**

Climate graphs are also known as climographs. These graphs show and compare the average monthly rainfall and temperatures of a given place, over the year. What makes climographs so interesting is that they are made from combining two other types of graphs that you now know very well — line graphs and bar graphs.

This is an example of a climate graph — it is for Auckland, the largest city in New Zealand. Study it carefully. Look at the statistics table below, showing the temperature and rainfall data for each month of the year. Read the note boxes carefully, because these explain the different unique features or parts of the climograph.

Auckland Climate Statistics 2000												
Months	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Rainfall (mm)	79	94	81	97	127	137	145	117	102	102	89	79
Temp (°C)	23	23	22	19	17	14	13	14	16	17	19	21

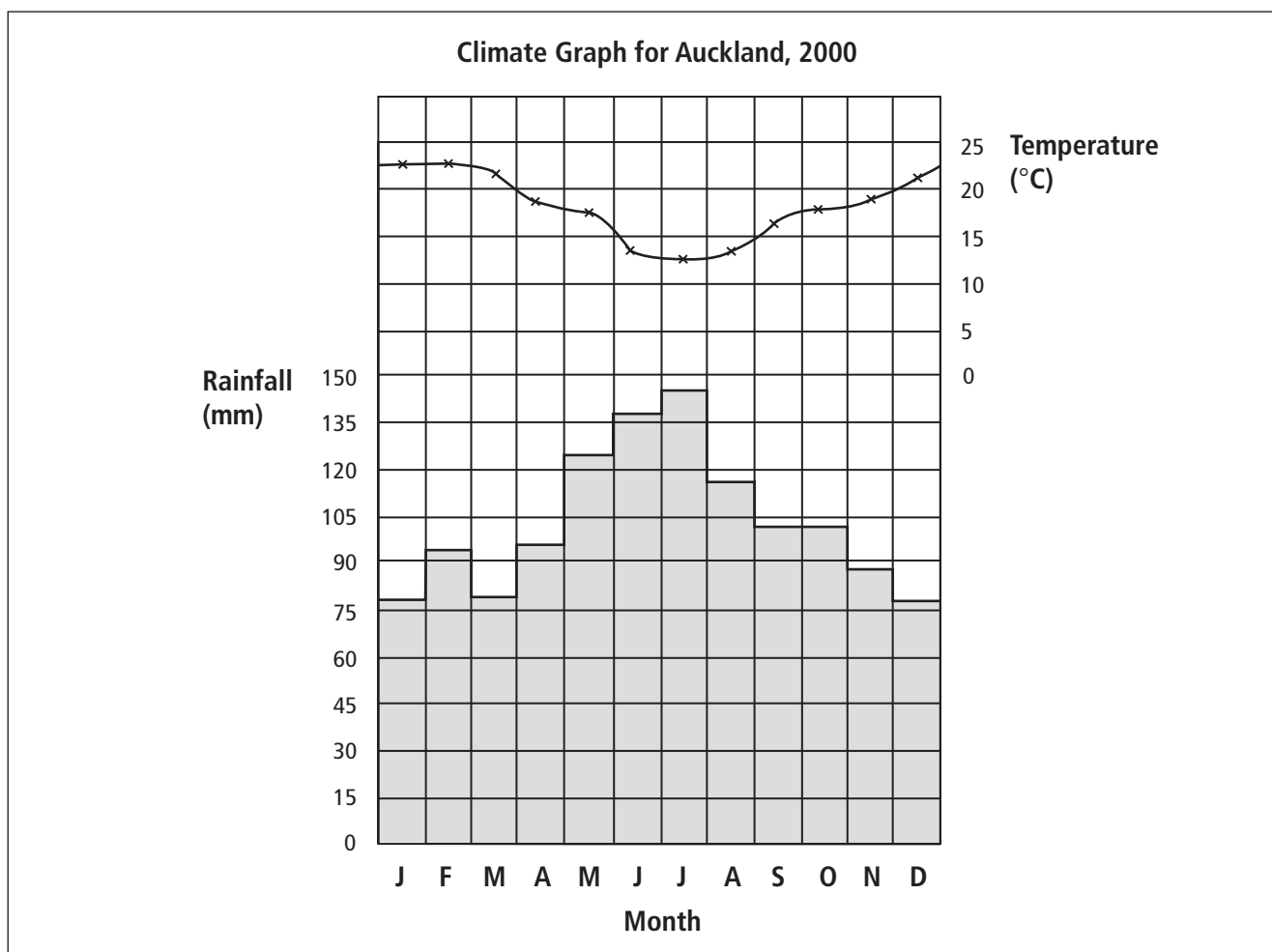


Diagram 3.15  
Climate graph for Auckland, New Zealand.

**Activity 9**      **Constructing A Climograph**

Here is some climate data for Apia in 2000. The first row shows the months of the year, the second row lists the monthly rainfall in millimetres, and the third row shows the average monthly temperatures (°C).

J	F	M	A	M	J	J	A	S	O	N	D
440	360	360	240	170	130	100	100	150	210	270	360
27	27	27	27	27	26	26	26	26	27	27	27

Copy the climograph frame below into your books. Use the climate data for Apia to construct a climate graph.

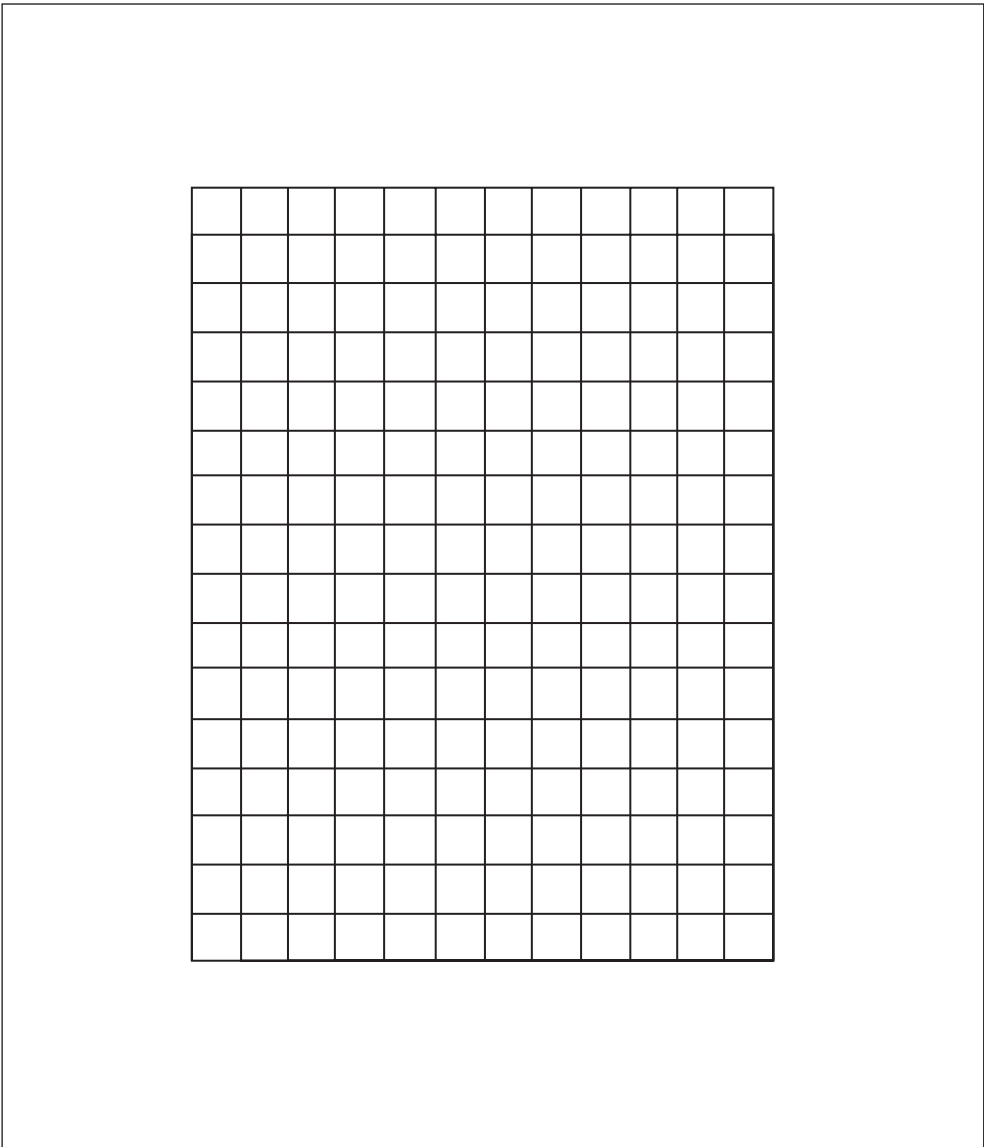


Diagram 3.16  
*Climograph frame.*

# Unit 4: SKILLS IN ACTION: THE NATIONAL CENSUS

## Objectives

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

- Define the words ‘survey’ and ‘census’.
- Explain the reasons for having a census, and list examples of those groups that use census information.
- Construct a timeline to show when and why censuses have been carried out in New Zealand, and worldwide.
- Collect, sort and interpret information from your own survey of students in your school.

## Focusing Questions

1. What is a survey? What is a census?
2. Why do we have a census? Who uses census information?
3. When did census taking begin worldwide? When did they begin in New Zealand? When did they begin in Samoa?

## What is a survey?

A survey is a way of getting information about groups of people. The main source of information are the people themselves. Instead of asking all the people questions, a sample of the group is taken. This means that a small proportion of people from the target group are asked a series of carefully designed questions. In a survey, it is expected that the people who participate are good representatives of the population as a whole. Surveys are sometimes known as *sample surveys*.

**What is a census?**

A census involves gathering information from the total population of a country. It is the largest survey in a country, because everyone is meant to be involved. Information is gathered once every five years. The first official census for Samoa after independence took place in 1976. The most recent census took place from 29 October to 5 November 2001.

**Why do we have a census?**

The results of the census provides information to the government about our population. Our population is constantly changing. Some of these changes involve the growing number of young people in our country. Other changes include the movement of people within our country — for example, the movement or migration of people to Apia, or even to live overseas in another country. Census information helps the government of Samoa measure the development of our society, and to make decisions about what our country needs in the future. As an example, a growing number of children in the country would mean we need to prepare more teachers and schools.

The census provides a snapshot of our country, and of the different communities within Samoa, every five years. By comparing the information from the most recent census with the last census, we are able to measure what has changed over time, and also to predict what may happen in the future.

There are two sections or parts to the census. The first section is called the 'Population Interview Schedule'. You may remember this section if you filled in a census form before 5 November 2001. Some of the questions each person in Samoa answered from this section were about:

- Whether or not he or she was Samoan.
- To which country he or she had full rights.
- To which church he or she belonged.
- Whether or not his or her parents were alive.
- Whether or not he or she was disabled.
- His or her place of birth.
- The place he or she usually lived.

In the same section there were also questions that everyone over the age of five had to answer. These questions were about:

- Where he or she had lived 12 months before the census.
- Where he or she had lived five years before the census.
- His or her highest completed level of education.
- If he or she attended school, and if so, whether this was full-time or part-time.
- If attending school, what type of school he or she attended.

Then there were questions that all those 10 years of age and over were asked. These questions were about:

- The highest level of qualification reached after secondary school.
- Marital status — whether or not he or she was single, married, divorced or separated, or widowed.
- Employment and income levels.

An interesting set of questions was asked of all the women between the ages of 15 and 49 years. These questions asked whether or not they had had live births, and if so, how many. The women were also asked if the children they had given birth to were still alive.

The second section of the census was called the ‘Housing Schedule’. One person from each household was required to answer these questions (a household includes all the occupants or people living inside a house, often as a family). These questions were about the actual house or building that people lived in, the land the house was on, some of the utilities or services that were used, and the main sources of income for the household. Some of these questions asked:

- What material the floor of the house was built from: *e.g. Wood, stone, concrete.*
- What material the outer walls of the house were built from: *e.g. Open walled (posts), wood, brick or concrete, metal sheets.*
- What material the roof of the house was built from

There were also questions about the tenure of the land the house was on, and of the house itself. This refers to the type of control or ownership of the house or land. Houses can be owned by those who live in them, or houses can be rented. As for land tenure, in Samoa there are five main types: customary; freehold; government; church and leased.

Then there were questions about the household’s sources of general water, drinking water, lighting and cooking fuel, as well as waste disposal and toilet facilities.

The last set of questions in this section asked where the people in the household got their income from — such as, salary or wages, from a business, from farming or fishing, from producing and selling handicrafts, from money sent from relations overseas (these are called remittances), from old age pensions, from gifts and donations, from traditional ceremonies or other sources, such as lotteries.

**Activity 1**      **An Acrostic Puzzle**

**Part A**

Copy the set of acrostic squares into your exercise book and complete the puzzle by answering the questions that follow.

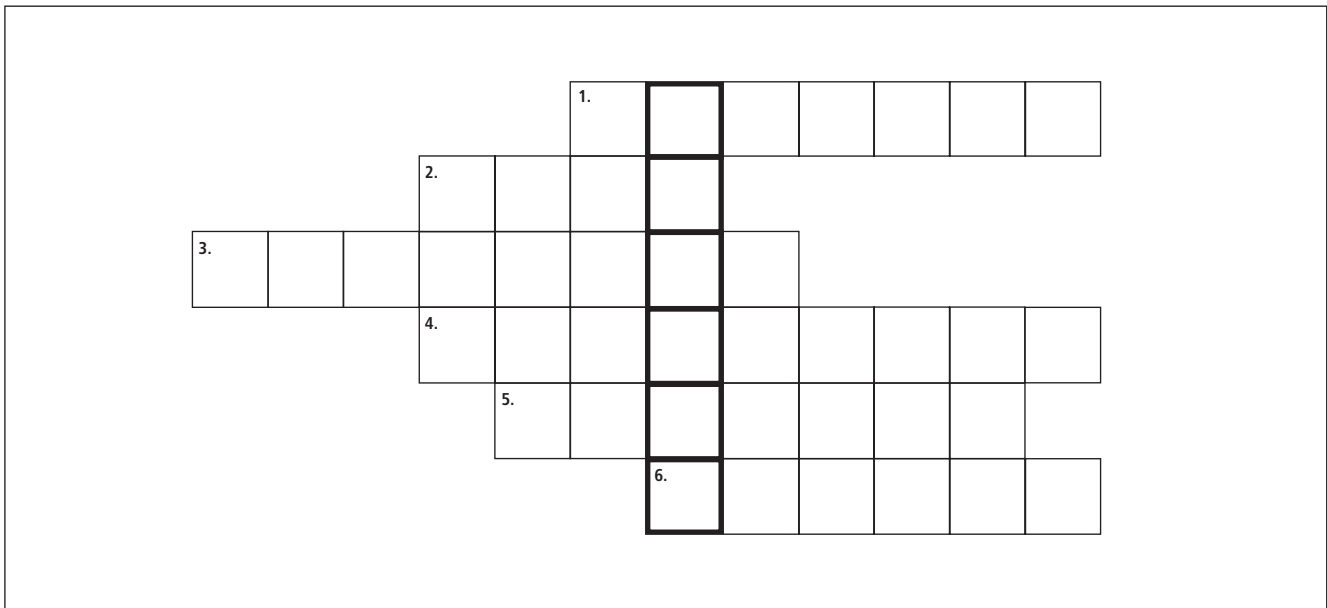


Diagram 4.1  
*Acrostic puzzle.*

**Note:** An acrostic puzzle is a word-puzzle in which one letter in each word makes up the special word.

1. The census in Samoa begins at the end of this month.
  2. The number of years between censuses.
  3. Who has to fill out a census form?
  4. The census collects information from everyone in the whole country by asking \_\_\_\_\_.
  5. There are two sections in the census. One is the Personal Interview Schedule and the other is the \_\_\_\_\_ Schedule.
  6. A census involves the total population, while a \_\_\_\_\_ involves a sample of the population.
- What is the special word from the acrostic puzzle?

**Part B**

- On your own, think quietly for awhile about the different types of questions that are asked in the census. Think of reasons why the government of Samoa would want the different types of information gained by asking these questions. Write these out in your exercise book.
- Pair up with someone else in your class. Share the ideas that you have written out with each other. You may want to add more ideas to your list, or even change some of the ones that you have already.
- Share your ideas with the rest of the class in a class discussion.

**Who uses census information?**

Census information provides facts on groups of people, where they live, their economic position, ages, education, family structure, activities and housing. This is very important information for planning. The government is the main user of this information. It needs this information to make careful decisions about programmes in education, health, employment, energy, transport, and so on.

Census information is also important for preparing for elections because the census information can be organised in areas — in this case, electoral districts. Knowing how many people are living in the different electoral districts allows parliament to plan for the next elections as well as make decisions about whether or not the electoral boundaries need to be changed or not.

Some businesses may find census information important. Managers can use census information to select new sites for shops or supermarkets, or to market new products.

Countries which help in the development of Samoa such as New Zealand, Australia and Japan would find census information very helpful in their planning of aid projects. Other regional organisations, such as the South Pacific Forum, international agencies such as UNESCO and non-governmental organisations such as O le Siosiomaga Society would find census information useful for similar reasons too.



**Activity 2****Mix And Match****Part A**

Below are two lists. The list on the left contains some of the subjects that the census collects information on, through the questions that are asked. The list on the right are government departments and overseas agencies that will have a strong interest in some of these subjects.

- Match the subject on the left with the government department or organisation that would be the most interested in it, on the right. Some subjects may have more than one answer from the right.

Religious denomination	Department of Labour
Date of birth	Electric Power Corporation (EPC)
Disability	New Zealand High Commission
Occupation	Department of Education
Number of live births	Department of Public Works (PWD)
Citizenship	Televise Samoa
Source of lighting	Department of Health
Source of drinking water	

**Part B**

Below is a list of businesses and other organisations which may also have a strong interest in some parts of the census.

- Copy this list out into your exercise book, and write out which parts of the census you think they would be interested in.

Samoa Building Supplies  
 UNESCO (United Nations Education, Science and Cultural Organisation)  
 National University of Samoa  
 WHO (World Health Organisation)  
 O Le Si'osi'omaga Society

- When did censuses begin worldwide?

**Activity 3****Census Information**

Information about one of the most famous censuses in the history of the world can be found in the following scriptural reference in the New Testament, of the Bible: Luke; Chapter 2, verses 1–7.

■ Answer the following questions in your exercise book.

1. What was the name of the Emperor of the Roman Empire, about 2000 years ago?
2. The Emperor commanded that everyone in the Empire had to be taxed. This means that everyone had to give money to the Empire. But where did people have to go to pay their taxes?
3. Who were Joseph and Mary? Where were they living? And where did they have to go to pay their taxes and to be counted during the census?
4. Why is this census, which took place two thousand years ago, so famous?

Carefully read the information boxes below and over the page. Use the information in the boxes to copy and complete the timelines that follow into your exercise book. You will not need to write out all the information from each information box. You will need each date, and a few words to describe the key events

**Timeline one: early history of the census, world wide**

- 3800 B.C. The earliest recorded census was in the Babylonian Empire.
- 3000–300 B.C. Censuses were held in China, Persia, Greece, Egypt and India. Censuses were important ways of getting taxes from the people, as well as for recruiting men for armies.
- 600 B.C.–72 A.D. Censuses were very important in the Roman Empire. The Romans used censuses to raise funds (through taxes), recruit men for their armies, and to get information about the countries and people within their Empire.

Censuses were introduced by the countries which colonised Samoa. Samoa was a colony of Germany from 1900 to 1915. Then it was administered by New Zealand until Independence was gained in 1962. This means that for almost five decades, or fifty years, New Zealand had a very strong influence over the way Samoa was organised. It was the New Zealand administration that introduced census taking in our country and set the pattern for when and how our country gathers information about its people.

**Timeline two: history of the census in New Zealand**

- 1840 A.D. The Treaty of Waitangi was signed. This was an agreement between many Maori tribal chiefs and representatives of Queen Victoria, of Great Britain. This Treaty marked the beginning of New Zealand becoming a colony of the British Empire.
- 1860s. People from Britain began to migrate and settle in New Zealand in increasing numbers after this Treaty was signed. Records of the numbers of palagi or European people were kept in each town by the judges of the courts, called magistrates. These records were called the Blue Books.
- 1851 A.D. The first New Zealand census was held. Maori people were not included. in the census. The census was held every three years.
- 1858 A.D. The first census of Maori people was held. These stopped for a few years until 1878 because of the wars between the mainly British settlers and certain Maori tribes.
- 1881 A.D. Censuses began to be held every five years, instead of every three.
- 1931. The census was not held in this year because of very serious problems in the New Zealand economy, called the Depression. Many people were unemployed and the government struggled to help people to find work.
- 1941. A census was supposed to take place in this year but it had to be postponed until 1945 because of World War II.
- 1951. The separate Maori census was included with the New Zealand non-Maori census. There is now one national census in New Zealand.
- 2001. The 31<sup>st</sup> Census of Population and Dwellings in New Zealand.

■ Copy the following timelines into your books and complete them using the information given on the last two pages.

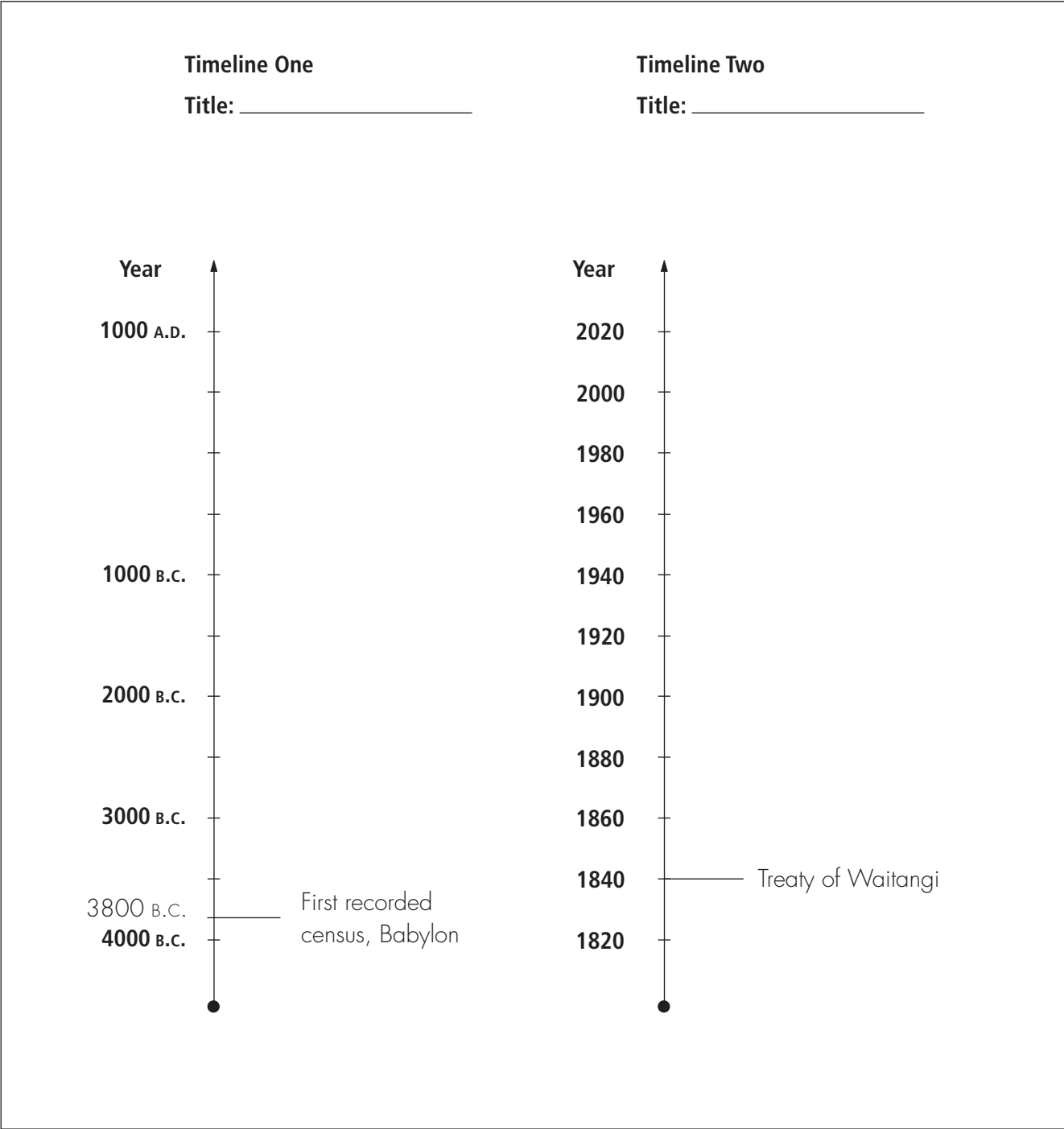


Diagram 4.2  
*Timelines one and two.*

**Special instructions**

Each of your timelines must have a heading. You must make sure that your timelines are drawn to scale in your books. You must also make sure that they are large enough to fit in your books and to show all the information that is needed.

**Activity 4****Pacific Islanders In New Zealand**

Information from the New Zealand census can provide us with information about the number of Samoans and other Pacific Islands people living in New Zealand.

- Study the statistics below about the numbers of Pacific Islands people living in New Zealand since the 1945 census.
- Construct a line graph to show how the population of Pacific people in New Zealand has changed over time.

1945	2159
1956	8103
1966	26 271
1976	65 694
1986	127 906
1996	202 233

- Carefully read the information about ‘Trends and Patterns’ and ‘Population Growth’ below. Then use the line graph that you have drawn to answer the following questions.
1. Has the number of Pacific people living in New Zealand increased or decreased over time?
  2. When did the numbers of Pacific people living in New Zealand increase sharply? What do you think was the main reason for this change? Give reasons for your answer.

**Trends and Patterns**

Statistical information is very useful when we are able to compare one set of statistics with another. When we study census information, we often compare the results of one census with that of the most recent one. When we do this, we are looking back and looking forward. We try to identify patterns. This is called looking for the trends, and when we can find some, we try and use these to make predictions for the future. Certain types of graphs and diagrams can help us to look for patterns and trends.

**Population Growth**

There are two ways a population can either become larger in number (population growth) or smaller in number (population decrease). The population will change because of the numbers of births and deaths (births minus deaths is called natural increase). It will also change through migration — that is, the movement of people from one place to another, to live.

- The table below shows the number of Samoans, Cook Islanders, Niueans and Tongans who were living in New Zealand at the time of New Zealand's 1936 census, and at the time of the 1996 census. Answer the questions that follow.

<b>Pacific Nations</b>	<b>1936</b>	<b>%</b>	<b>1996</b>	<b>%</b>
Samoa	147	35.9%	101 754	51%
Cook Islands	70		47 019	
Tonga	170		31 389	
Niue	23		18 474	
Total		100%		100%

1. What was the total number of people from the four different Pacific Islands living in New Zealand in 1936? What was the total number in 1996?
2. Calculate the percentages and complete the percentage columns for 1936 and 1996. The first ones have been done for you.
3. What percentage of New Zealand's total Pacific population were Samoan in 1936? What percentage were Samoan in 1996? How has this changed over time — in other words, what is the trend or pattern? Describe this in 1–2 sentences.
4. Construct two percentage bar graphs to show the information for 1936 and 1996.

Remember, good graphs must do the following:

- Correctly show the facts or the statistics
- Gain the reader's attention quickly
- Show trends or changes
- Is easy for the reader to understand

5. Describe some of the changes in the proportional size of the different Pacific nation groups from 1936 to 1996. What prediction would you make about the trend or pattern of the future?

**Activity 5****Collecting Statistics: Carrying Out Your Own Survey**

As a class, you will conduct a survey amongst yourselves in order to learn how to carry out a survey and to practice your graphing skills.

- Work in small groups to survey the class on two topics:
  1. The number of people who live in our homes.
  2. Favourite radio stations.
- You will need to question each student in your class. Ask your teacher for permission to include students in other classes of your school in the survey.
- Make sure you record people's answers carefully. Rule up and use a record table to record your information (see the example given).

Student Name	Number of People Who Live in His/Her Home	Favourite Radio Station

- Total the results of your group's survey.
- Make a decision about the type of graph or diagram that will best show the results of your survey. Discuss this with the members of your group. The information that you have gathered may best be displayed as a bar graph, or a percentage bar graph.
- As a class, share the results of your work (the graphs and diagrams) with each other.

## YEAR 10 GLOSSARY

<b>Word/Phrase</b>	<b>Meaning</b>
<b>Allegation</b>	This is usually a statement or accusation that is made about someone, or about a group of people, without any proof.
<b>Appoint</b>	To choose a person to do a special job or take on a particular role.
<b>Brutality</b>	Savage, cruel, merciless treatment.
<b>Bully/bullied</b>	A person who uses their greater strength or power to hurt or frighten others.
<b>Campaign</b>	A series of planned activities.
<b>Candidate</b>	A person who wants to be a representative, and puts his or her name forward for others to vote and decide if they want him or her to be their representative.
<b>Citizens</b>	The people of a country, who have all the rights and responsibilities as members of that country. A person is a citizen because he or she was born in that country, or applied to the government for permission to become a citizen of that country. If the government approved and gave permission, the person who applied for citizenship would then become naturalised.
<b>Commission</b>	When a group of people have been organised into a special group that has the authority and support of the government to investigate a problem or issue.
<b>Compulsory</b>	When something must be done, often by law.
<b>Conscience</b>	A person's sense of what is right and wrong.
<b>Consensus</b>	When there is a general agreement about something.
<b>Corruption</b>	Dishonest, immoral activities such as accepting bribes or fraud (deceiving or tricking people out of their money).
<b>Credit</b>	The honour or acknowledgment that is given for an achievement or something that has been done successfully.
<b>Degrading</b>	Shaming, humiliating.
<b>Delegating</b>	When authority to act and make decisions is passed or given to others, as representatives.
<b>Democracy</b>	Government by the people of a country through representatives that have been elected by the people.
<b>Demonstration</b>	An organised public gathering of people who are expressing their views and opinions.
<b>Disability</b>	Something that disables a person, and limits their physical and/or intellectual abilities. It could have been caused by an accident, or been there since birth.
<b>Disputes</b>	Disagreements, arguments.



## YEAR 10 GLOSSARY

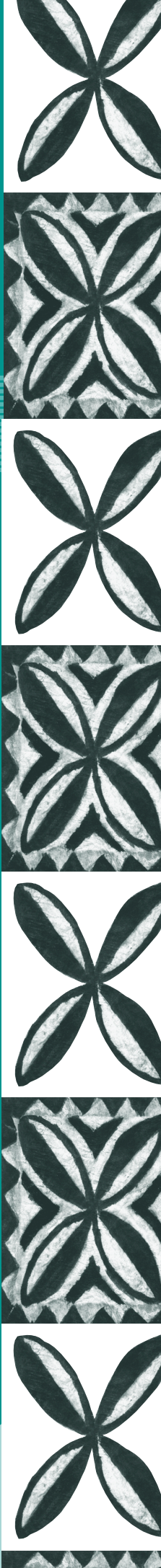
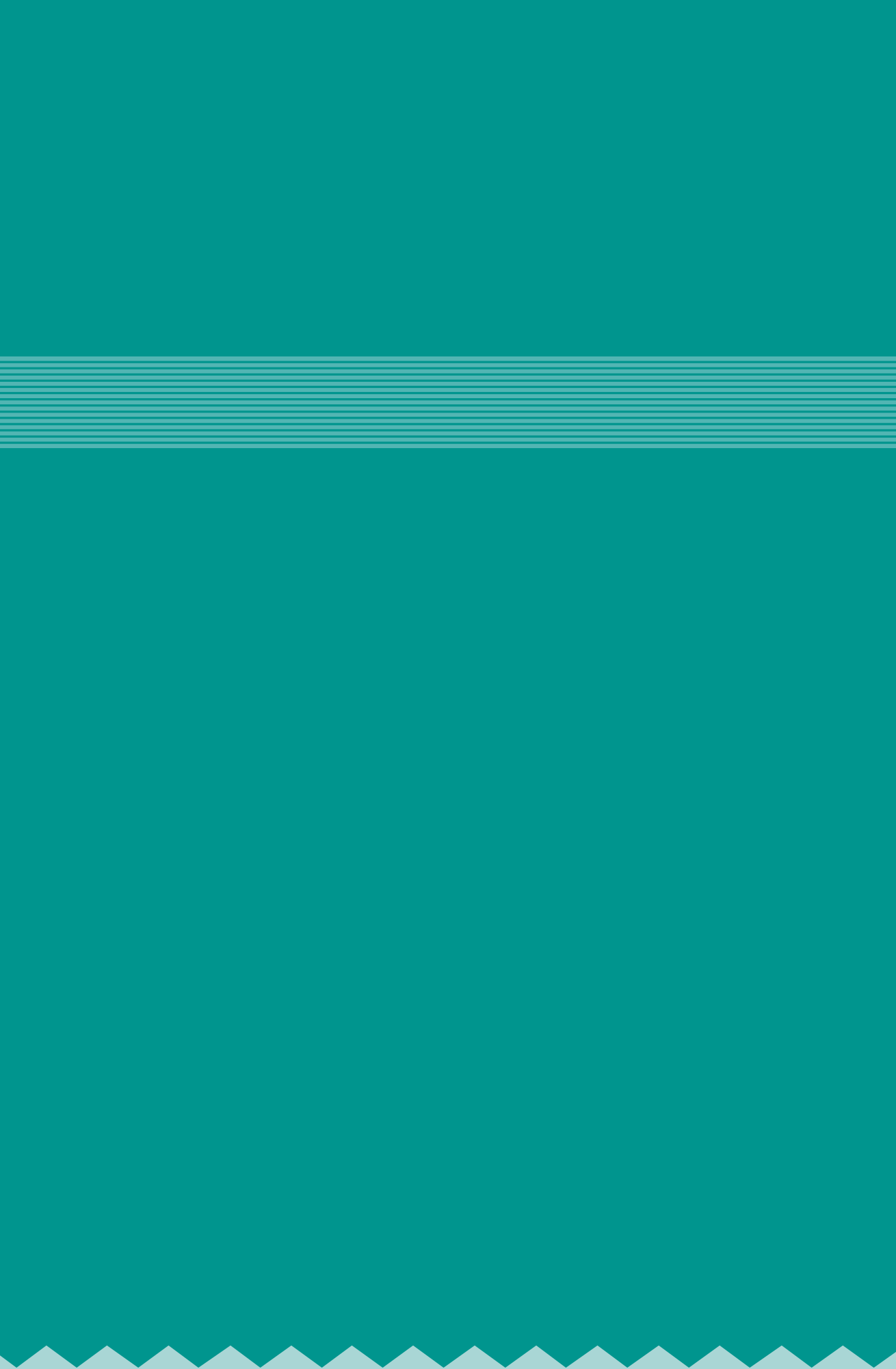
<b>Word/Phrase</b>	<b>Meaning</b>
<b>Draft</b>	The rough, first version of a speech or a policy or a law.
<b>Election</b>	Choosing people or representatives by voting, for example, Members of Parliament (MPs).
<b>Eligible</b>	When someone has all the qualifications to be chosen for a role or position.
<b>Endorsed</b>	Selected and approved.
<b>Enlightenment</b>	To be freed from ignorance or prejudice; gaining new knowledge that frees a person from ignorance and prejudice.
<b>Existing</b>	Something that is already there; to be found.
<b>Filed</b>	When someone has placed a written complaint with the authorities.
<b>Gender</b>	A person's sex — that is, either male or female.
<b>Ideally</b>	Having a particular standard that is almost perfect.
<b>Identification card</b>	A special piece of paper that has enough personal information and even a photograph, about the person who owns the card. It is used to help that person prove who he or she is to others.
<b>Illegal detention</b>	Holding someone against their will illegally. The laws of the country may give citizens the right to move around freely from place to place unless a person has committed a crime. When people are detained by the police or by the government's representatives ( <i>e.g. The military</i> ) but there is no evidence to prove they have broken any laws.
<b>Impartial</b>	Not favouring one over another.
<b>Incumbent</b>	The person who holds an office, role or position.
<b>Indigenous</b>	Native or belonging naturally to a place. For example, the indigenous people of a country are the ones who have either always been there or were the first to migrate and settle in a country or place.
<b>Inhuman</b>	Brutal and cruel; without human qualities such as kindness, mercy.
<b>Intellectual</b>	The intellect is a person's mind power — his or her ability to reason and obtain knowledge. To be intellectual means having a well-developed intellect, and a strong desire for more knowledge and understanding.
<b>Intolerance</b>	The lack of tolerance. Intolerance is the unwillingness or ability to be patient with those who have opinions, beliefs which are very different to one's own.
<b>Jurisdiction</b>	The extent of the official power, authority and influence that a branch of the government has.
<b>Legislature</b>	The level of parliament that makes laws.

## YEAR 10 GLOSSARY

<b>Word/Phrase</b>	<b>Meaning</b>
<b>Mediate</b>	To act as a peacemaker, or a negotiator between two opposing groups of people.
<b>Military</b>	Soldiers of the army or armed forces (such as navy, airforce or army).
<b>Newcomer</b>	A person who is very new to a place, organisation or community; a new arrival.
<b>Opposition</b>	The political parties in parliament that resist or go against the party that is in government.
<b>Petition</b>	A formal piece of paper, signed by many people, that is about peoples' opinions and views.
<b>Political appointment</b>	When someone is chosen for a job or role because it will help the government balance its power.
<b>Post-independence</b>	The time after independence has been received.
<b>Previous</b>	Coming before-hand in time or in order (or both).
<b>Prisoner of conscience</b>	A person who has been put in prison because of his or her political or religious views and beliefs.
<b>Proposal</b>	A written suggestion or plan, for people to think about or consider.
<b>Race</b>	A group or division of people with similar physical characteristics that they have inherited from common ancestors.
<b>Refusing</b>	To be unwilling to do something, or accept a decision or something.
<b>Regime</b>	A particular kind of government, one that controls the freedoms of many of the citizens.
<b>Regulations</b>	Rules or restrictions which influence the way people behave.
<b>Reject</b>	To refuse to accept; to firmly put aside.
<b>Residency</b>	Living and working in a place or country.
<b>Roll</b>	This is a list of all the people that are eligible to vote in an area.
<b>Rules</b>	Statements which say what people can or cannot do. Rules are meant to be respected and followed.
<b>Selection</b>	When something or someone is chosen.
<b>Submission</b>	Giving information (usually in written form) for a group to carefully think about when they have to make a decision.
<b>Submit</b>	To give in to the authority or control of another.
<b>Titular</b>	Existing title or position that is highly respected, but the title does not have much real decision-making power or authority, <i>e.g. The titular Head of State.</i>

**YEAR 10 GLOSSARY**

<b>Word/Phrase</b>	<b>Meaning</b>
<b>Tortured</b>	When someone has been given severe physical and mental pain. Torture is used to punish people or force people to do things such as give information.
<b>Transfer</b>	To move or change something.
<b>Universal suffrage</b>	When everyone over a certain age is allowed to vote for their political representatives or government.



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