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## Introduction

Social science examines many aspects of human society and social relationships. It is key to understanding and changing the world around us.

This course introduces the basic knowledge, skills and ideas of some of the main social science subjects. The first three chapters look at history, geography and economics. Chapter 4 covers some key topics in sociology, anthropology and political science. The final chapter uses ideas from the other subjects to explore how communities and countries can be developed.



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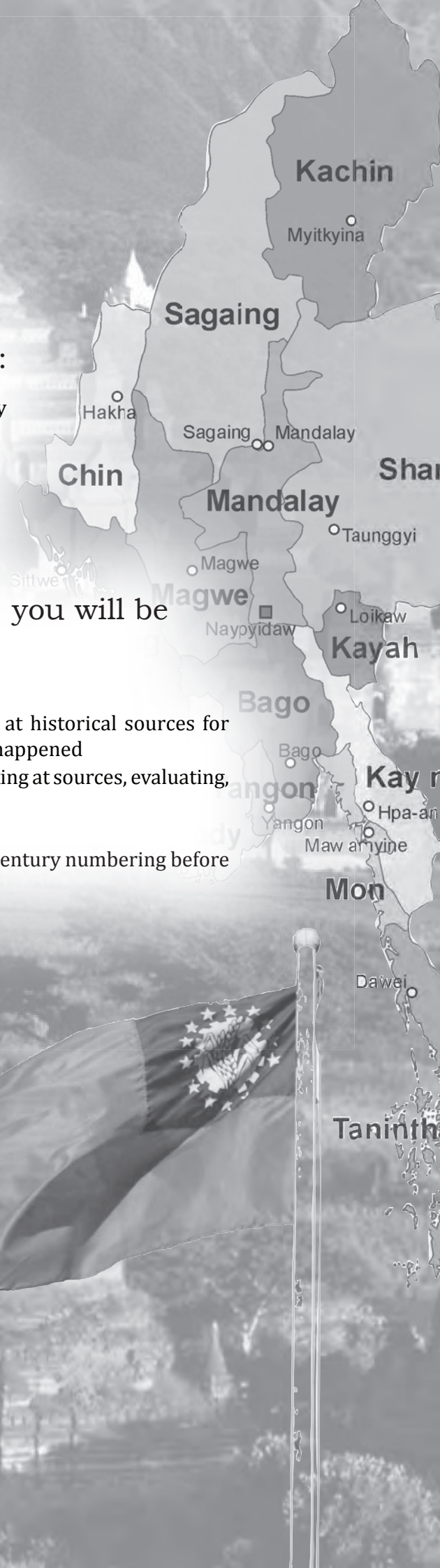
# 1 History

In this chapter you will study:

- The definition and importance of history
- The use of historical sources
- How to study history
- The division and measurement of time
- Timelines

After completing this chapter, you will be able to:

- Identify history in basic terms
- Understand the importance of looking at historical sources for evidence and explanations of what has happened
- Identify aspects of studying history (looking at sources, evaluating, interpreting) and what they mean
- Tell the difference between BCE and CE
- Count years in both eras and recognise century numbering before and after CE
- Read and make timelines





# 1.1 What is History?

## preview

knowledge:  
prediction

In 1877 the first railway in Myanmar was opened from Yangon to Pyay.

What do you know about this period of Myanmar's history? Why is the building of a railway important? What effects did this have on the country?

History is the study of past and how it affects our lives today. Historians, or people that study history, use information and **documents** from the past to decide what happened and why. This is useful for understanding how a country or group of people behave and to know the **impact** of certain events on the history that follows.

## History is:

- **Important events.** History looks at important events and activities that happen around the world. These events can be revolutions, elections or disasters that happen within a country, or they can be events that happen between countries like wars or international agreements. These events can also be the result of individual efforts such as scientific achievements or other discoveries.

## exercise

Make a list of other important **events** that have influenced your country's history. Sometimes events from another part of the world can change the history of your country.

- **Changes and continuities.** Change is very important in the study of history. Understanding the causes and effects of social, political and economic change is one of most important lessons that we can learn from history. However, history also looks at conditions that stay the same, or continuities. Looking at what things change and what things stay the same gives us valuable information about how the world works.

## discussion

knowledge

Think of developments or changes that have happened in your country. Was the change positive or negative? Why?

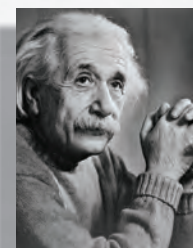
- **Important people and groups.** When we think about the most important changes and events in history, we often think about the people who made them happen. People like Gandhi, Hitler and Bin Laden all played important roles in the events that they were a part of. But history also looks at powerful groups and movements – even if they didn't have a famous leader – such as environmental groups or civil rights movements.



Thakin Kodaw Hmaing: a poet and an early leader of Myanmar's independence movement.



Queen Victoria: The ruler of the British Empire who oversaw a great period of growth and wealth for Britain.



Albert Einstein: a physicist who used maths and science to change the way people understand the world

## Vocabulary

**document (n):** a piece of paper with information on it

**impact (n):** the effect of something

**event (n):** something that happens

## discussion

knowledge

Can you name any other famous personalities who have influenced history? What did they do?



exercise

Can you think of any events, developments or personalities that have been positive, negative or both? Organise your answers into a chart:

	Event	Development/Change/Discovery	Famous personality
Positive			
Negative			
Both			

## 1.2 Sources

preview

analysis

Look at these documents about the King of Thailand's birthday speech. What information can you get about this event? Which documents are the most useful and why?

### Thai King misses Birthday speech

BBC News - 4 December 2008

Thailand's King Bhumibol Adulyadej has not been able to give his traditional speech to the nation on the eve of his 81st birthday. Thais had been looking forward to hearing from their much-loved monarch, who has long been looked to for guidance in times of difficulty.



*"...his condition is not serious. He has a blockage in his throat and a poor appetite..."*

Princess Maha Chakri Sirindhorn



### The King of Thailand

From Wikipedia, the free Encyclopedia

**Bhumibol Adulyadej**, also known as Rama IX is the current King of Thailand. In late 2008 the King missed his birthday speech for the first time, during the political crisis in the nation's capital.

A historical source is something that tells us about History. It can be anything from the past that gives us information about that time. We can use many different sources together to make a picture of history.

group work

application:  
listing

Make a list of all the different things you could use for sources. For example: newspaper articles, radio recordings, paintings.



## Types of sources

There are two types of sources: primary sources and secondary sources.

- A **primary source** is something that comes from the past that you are studying.
- A **secondary source** is something that was made after the event or time you are studying.

A British coin that was made by the British is a primary source, but a recent newspaper article about old British coins would be a secondary source.

Primary sources are good because they come directly from that time, however sometimes they are difficult to study because they only give a little information about a small part of an event. Secondary sources are good because often they give more information about the whole event however, because they were created after the event, they are not always **accurate**.



### Vocabulary

**source (n):** something that gives information  
**accurate (adj):** correct, with no errors

### exercise

analysis:  
differentiating

Look at these sources below. They are about the Bagan civilisation that existed in Myanmar about 800-1000 years ago. Which are primary sources and which are secondary sources?

some Bagan pots  
a photograph of a temple  
a book written about Bagan  
writing from the wall of a temple  
a newspaper article about Bagan  
a statue from a temple

### extension

analysis

Look back at the sources from the King's missed speech. Which are primary and which are secondary?

## 1.3 Analysing and interpreting

Historians know that all events have causes. In history, one event can cause another event to happen. An example is Indian Independence. Many Indian people were unhappy with the British colonial system. This unhappiness was one cause of the Indian Independence movement.

Historians are like **detectives** looking for **clues**. When they find clues, they put them together. They study and interpret these clues – they try to find an explanation, they often ask 'Why did things happen like this?' They can also get ideas about what might happen in the future.

### Vocabulary

**cause (n):** why something happens  
**detective (n):** a person who solves crimes  
**clue (n):** some information that helps you get the answer



# Asking questions about history

## exercise

analysis:  
questioning

Asking questions about historical events helps to analyse the information and find out the truth. Choose an event from your country's history to study. Think about these questions:

add image

**WHEN...**  
...did the event happen?

**WHAT...**  
...would you like to know about the event?

**WHAT...**  
...sources will you use to get information?

**WHERE...**  
...will you find your sources?

The work of a historian has three parts:

1. Historians find sources with information about the event they are studying. Historians find clues in newspapers, letters, government records, village records, books, and political documents. Some sources are not written down. Buildings, roads, pictures and furniture might have clues to past events. Historians find many clues

by talking to people who are very useful sources.

2. Historians **evaluate** the sources, decide whether the sources are good and then analyse them. Was the letter really written in 1948, or was it written ten years later? Does the old woman remember the date her grandfather was killed? Is she sure? Historians must make sure this information is correct.
3. Historians **interpret** the clues and decides what they mean. Historians put together all the clues from different sources. Historians must be good at finding sources, and evaluating them. Historians have to imagine people's life in the past. Historians have to understand other people in the past, and why they acted the way they did.

## Vocabulary

**evaluate (v):**to decide if something is good or not

**interpret (v):** to explain why something happens, make a conclusion

**reliable (adj):** something/someone you can trust

## Evaluating

How can you decide if your sources are good or not? You must evaluate your sources and check. Historians ask questions about sources. *Who? What? Where? When? Why? How?*

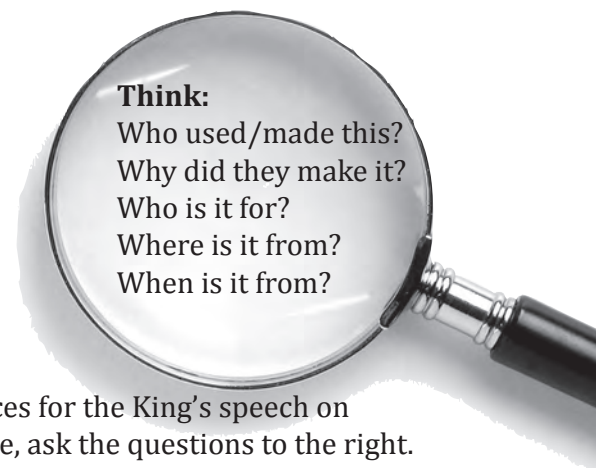
## group work

analysis

Look back at the sources for the King's speech on page 6. For each source, ask the questions to the right. Which source do you think is the most reliable?

## Think:

Who used/made this?  
Why did they make it?  
Who is it for?  
Where is it from?  
When is it from?





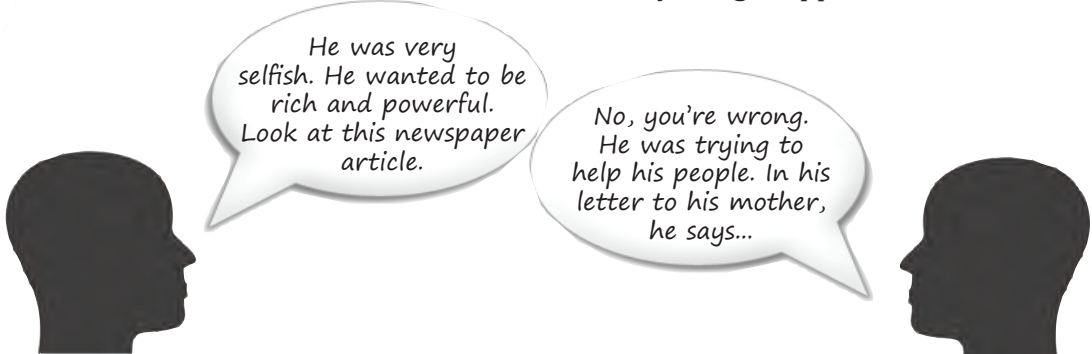


## Interpreting

Often history does not have clear answers to all questions.

Different historians have different interpretations of events. This depends on the sources they have studied and how they evaluate those sources. Historians are always finding new and different source material – these new sources add new information, which can change the meaning of past events. Also, two different historians can look at the same clues, and have different interpretations of events.

The way we look at history is always changing. Different ways of looking at history can change how we understand the past. When you study history, remember that there are many reasons why events took place. By studying history, you can interpret events and decide why things happened.



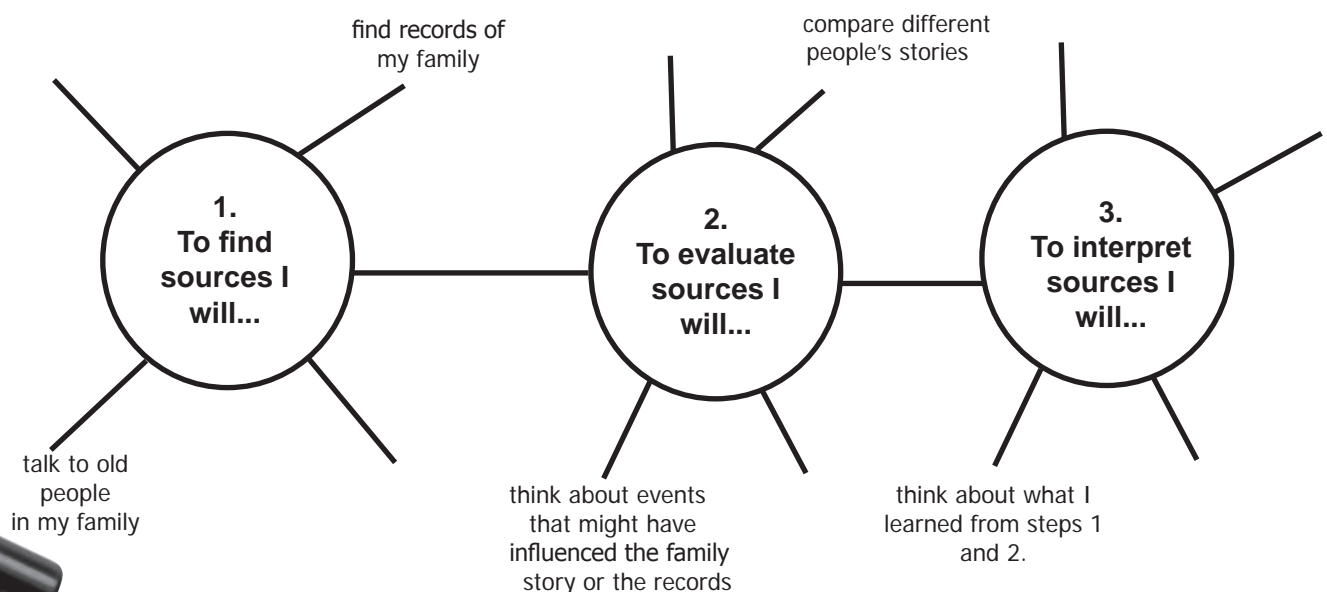
He was very selfish. He wanted to be rich and powerful. Look at this newspaper article.

No, you're wrong. He was trying to help his people. In his letter to his mother, he says...

### exercise

If you want to write the history of your family what do you do first? Complete the diagram below and share your ideas with your group.

- What are the three steps you need to follow?
- What kind of sources can you use?
- How can you evaluate them?
- What interpretations can you make?
- Share your ideas with your group.





1885  
1948  
2001  
1945  
1877  
1066  
2010  
1215  
1991  
1781  
1939  
2007

# 1.4 Dates and timelines



The Independence of Myanmar



Myanmar joins ASEAN



H1N1 outbreak in Asia



The capital city moves to Naypyidaw

**preview**  
ordering

Look at the historical events below. Put them in the order you think they happened. The earliest even should be first, and the most recent event should be last.

Understanding dates and time are important for knowing when events took place and in what order they took place in. Different religions and countries use different calendars to measure time

**exercise**  
knowledge

Which calendar did you use to mark the dates on the events above? Do you know what it is called?

## Calendars

The most common calendar used in the world today is the Gregorian Calendar, which was originally used by Christians. Over time, it has become the calendar used for international business, politics and for recording history.



This calendar begins with the date that Christians believe Jesus was born on. It divides time into two main periods: the period before the birth of Christ, called BC (Before Christ) and the period after he was born, called AD "Anno Domini", which means "in the Year of Our Lord" in Latin, a language used by the early Christians.

Recently, "BC" and "AD" are being replaced by "BCE" (before the common era) and CE (common era) to use a marking system which isn't specific to one religion only. This is the system that will be used in this book.

### A timeline of Thailand (AD):

**discussion**

Does your country/religion use a different calendar? If so, how is it different? What is the starting point and how are the years measured?

**1782** - Beginning of the Chakri dynasty under King Rama I. The country is now known as Siam. New capital of Bangkok founded.

**1868** - Reign of King Chulalongkorn begins. Western advisers invited to modernise Siam's administration and commerce Railways also developed.

**1917**- Siam becomes ally of Great Britain in World War I.

**1939**- Siam changes its name to Thailand ("Land of the Free").

the 18th Century

the 19th Century

the 20th Century





## Centuries

Historians often measure history in centuries. Every one hundred years of history = one century. The starting point is the same as in the Gregorian calendar- CE1.

CE1-AD99 = The 1st Century.

CE100-199 = The 2nd Century

CE200-299 = The 3rd Century

...

...

CE1800-1899 = The 19th Century

CE1900-1999 = The 20th Century

## Calculating years

To find out what century a year is you can add 1 to the third digit from the right of the year.

It works like this:

Look at year 1885. Add 1 to the third digit from the right (8). 1885:  $18+1=19$ .

This means that year 1885 is in the 19th century.

Myanmar got its independence in year 1948. What century was that?

1. What year is it now?

2. Malay people came to Southeast Asia around 2500 BC. Approximately how many years ago was that?

- a. 2,500 years ago
- b. 4,500 years ago
- c. 500 years ago
- d. 2,000 years ago

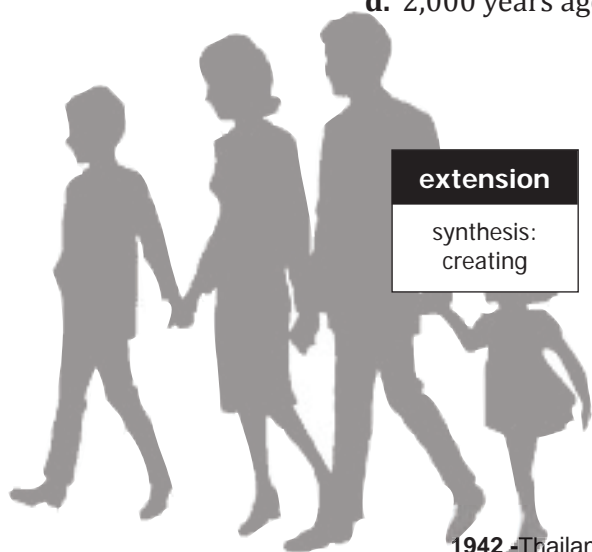
3. Look at the dates below. What century are they in?

1672    1945    856    2001    1001

4. What century is it now?

5. Central Myanmar became a British colony in 1885. What century was that?

- a. 17th    b. 18th    c. 19th    d. 20th



### extension

synthesis:  
creating

Create a timeline of your own family using the techniques you have learned. Include:

- the dates and descriptions of important events
- the different centuries
- pictures or illustrations

**1941** -Japanese forces land in Thailand. Thailand allows Japanese to pass through to the British-controlled Malay Peninsula, Singapore and Myanmar.

**1942** -Thailand declares war on Britain and US, but Thai ambassador in Washington refuses to deliver declaration to US government.

**1992** - People protest against General Suchinda, who took power of the country after a military coup.

**2008** -Anti-government protests begin in support of exiled former Prime Minister Thaksin Shinawatra

**2004** - Thousands of people are killed when massive waves, caused by a powerful undersea earthquake off the Indonesian coast, devastate communities on the western coast of southern Thailand.

the 20th Century

the 21st Century



### case study

## The Vietnam War

The Vietnam War was fought in the 1960s and 1970s. In 1954 the country was divided in half. The Communist Democratic Republic of Vietnam was in the northern part and the non-communist Republic of Vietnam was in the southern part.

In 1964 the United States **engaged** in war to stop the Republic of Vietnam from becoming communist. China and the Soviet Union helped the communists in the north. The war in Vietnam occurred during the Cold War, and is generally viewed as an **indirect** conflict between the United States and Soviet Union, with each nation and its allies supporting one side or the other.

In the 1960s protests began in the United States against the war. A large amount of the American people believed the war was a bad idea.

The war ended in 1973 with a ceasefire and by 1975 the communists had unified the whole country.

### group work

analyzing:  
critiquing

Analyse the text as a source. Think about the following questions:

- Where do you think the source is from?
- How reliable is it?
- Who do you think wrote this source and why?

### exercise

synthesis

Make a note of the dates of important events in the Vietnam War. Create a timeline like the one on the previous page.

### discussion

evaluation

1. From reading the text, what is one effect of the United States entering the war? Discuss in your group.
2. List other information that you would like to know about this war. Where and how will you find this information?

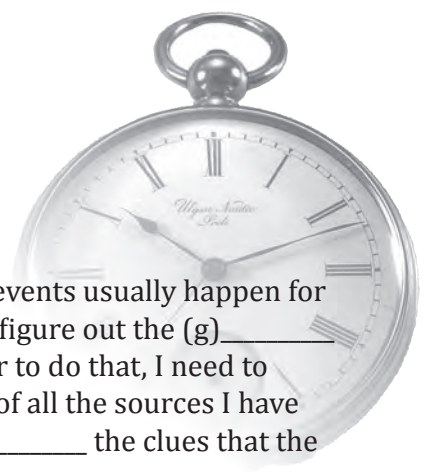
### Vocabulary

**engage (v):** (military use) to bring military troops into a conflict

**indirect (adj):** not straight or direct



# Review



1. The historian's job is to
  - a. know names, dates and events
  - b. interpret events and their causes
  - c. imagine how people lived in the past
  - d. all of the above
2. Sources of information about the past
  - a. have all been studied
  - b. are usually useful
  - c. are usually not useful
  - d. must always be checked
3. A man says he was born in 1930, but his birth certificate says 1935. A historian should:
  - a. believe the man
  - b. believe the birth certificate
  - c. find out why the man is lying
  - d. find out why the dates are different
4. Every event
  - a. has a cause
  - b. will happen again
  - c. has been studied
  - d. has a different cause than other events
5. Historians' interpretations of the past
  - a. are all the same
  - b. never change
  - c. change because of new information
  - d. are all different
6. Fill in the gaps below using words below:  
**interpret, evaluate, historian, document, events, sources, clues, causes**

My job is to write about (a) \_\_\_\_\_ that happened and explain their meaning. I am a (b) \_\_\_\_\_. I study (c) \_\_\_\_\_. Some of them are (d) \_\_\_\_\_s, like letters, people's records like birth and death certificates or government papers. Sometimes I need to collect many documents in order to get some (e) \_\_\_\_\_s to what has really happened. Next, I need to (f) \_\_\_\_\_ the sources that I have collected.

Historians know that events usually happen for a reason. So I need to figure out the (g) \_\_\_\_\_ of each event. In order to do that, I need to find the real meaning of all the sources I have found. I need to (h) \_\_\_\_\_ the clues that the documents have given me.

7. What year was it 2,500 years ago?
8. Zeya was 17 years older than Jesus Christ. What year was he born in?
  - a. 17 CE
  - b. 17 BCE
  - c. 83 CE
  - d. 83 BCE
9. China colonised Vietnam in 111 BC. When did AD years begin?
  - a. 89 years earlier
  - b. 89 years later
  - c. 111 years earlier
  - d. 111 years later
10. What century was it 100 years ago?
11. The Qing dynasty in China took over in 1644. What century was that?
  - a. 17th
  - b. 16th
  - c. 15th
  - d. 14th
12. Ko Ko was born in 1989. What century was that? How do you know that?
13. You want to study about the pagoda/ church or religious building in your town. You want to study more about the history of its construction.
  - Where do you look for sources?
  - What kind of sources will you use?
  - How will you evaluate their how useful they are?

# 2

# Geography

In this chapter you will study:

- The definition and importance of geography
- How to study geography
- Physical and human environments
- Landscapes, climates and people
- Maps and scales

After completing this chapter, you will be able to:

- Identify basic geographical terms
- Identify differences between the physical and human environment
- Compare and contrast different environments and/or climates
- Give examples from your own environment
- Explain in basic terms how environments interact and explain cause and effect relationships
- Identify climate types and how they affect life
- Identify and read different types of maps
- Read and calculate scale and estimate distance on maps
- Make basic maps



## 2.1 What is Geography?



Hopetown Falls, Australia



Beijing, China

Geography is the study of the Earth's land, water and air, and how living things interact with them. It includes how and where plants, animals and people live on the Earth.

There are two important parts of geography: the study of the physical environment and of the human environment. The environment is everything around us. The physical environment includes all living and non-living things that are part of nature. As living things, people are also originally part of a physical environment, but over thousands of years, people have built their own environment around themselves. This is the human environment. It has two parts: built and social. The built environment includes everything people have made. The social environment includes culture, organisations, political structures and rules.

The human environment and physical environment are closely connected in many ways. Our **lifestyles** depend on the physical features of the land we live on. Also, the way we live affects our physical environment and makes it change.

### exercise

Put the geographical features given by your teacher into the chart below.

Physical Environment	Human Environment

### Vocabulary

**soil (n):** the top layer of earth which plants grow in  
**agriculture (n):** the practice of farming  
**interact (v):** affect each other; have a two-way relationship

When we study geography, it is very important to study the two areas of geography together. We cannot look only at the physical environment or only at the human environment because they almost always affect each other. This physical-human relationship is essential to our understanding of geography.





## 2.2 What do geographers do?

When we study geography, we start by asking questions about the environment:

**What is there? Where is it?**

**Why is it there?**

**What are the effects of it being there?**

**How is it changing over time?**

**Should it be like this?**

**What action is appropriate?**

fig. 1 A physical environment



fig. 2 A human environment



### exercise

analysis:  
compare and  
contrast

Look at the pictures above and answer these questions in groups.

1. What aspects of physical environment can you name in figure 1? Make a list.
2. What aspects of human environment can you name in figure 2? Make a list.
3. Compare figures 1 and 2. What changes have been made to the physical environment?

### extension

analysis:  
categorising

1. Study the list of jobs below. Which of these jobs need knowledge of geography? How will it help them?

journalist farmer teacher engineer  
NGO worker  
forest manager politician

2. Choose one job from the list above. What questions do you think the person in this job might ask about geography. For example, a journalist might ask "Why did the logging companies cut down the forests in this area?"

## 2.3 The Earth

Latitude and longitude are imaginary lines around the earth. They do not really exist, but scientists have calculated where they should be. We can use them to locate any place on Earth.

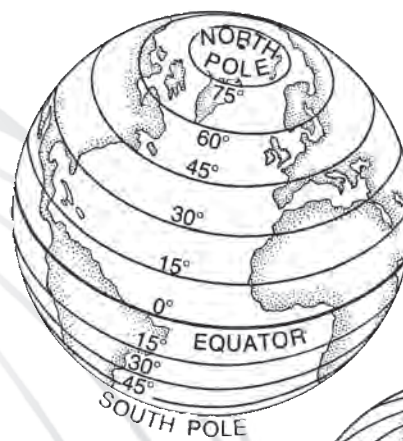
The lines of latitude are east-west circles around the globe parallel to each other. The lines of latitude go north to south and divide the globe into degrees. In the middle of the globe is a line called the Equator. It is 0 degrees latitude.

Degrees go north and south of the equator from 0° to 90°. 90 degrees north is the North Pole. 90 degrees south is the South Pole.

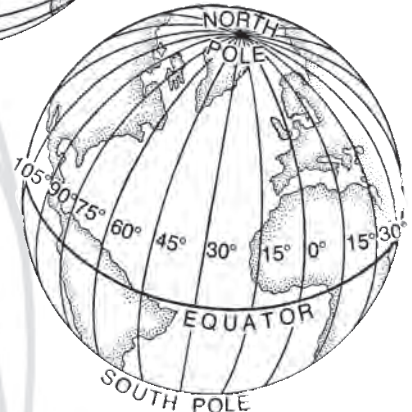
The Equator divides the Earth into Northern and Southern Hemispheres. Everything north of the Equator is in the Northern Hemisphere. Everything south of the Equator is in the Southern Hemisphere.

The longitude lines run north to south. All lines of longitude meet at the **North Pole** and at the **South Pole**. Each longitude line crosses a latitude line. Longitude begins with the Prime Meridian. It goes north to south, through Greenwich, a place in London, England. We call it the Greenwich Meridian. It is 0 degrees longitude.

Meridians go east from the Prime Meridian from 0° to 180°. They also go west from the Prime Meridian from 0° to 180°. Everything east of 0° up to 180° is called the Eastern Hemisphere. Everything west of 0° up to 180° is called the Western Hemisphere.



Lines of latitude



Lines of longitude



North/south and east/west meridians

### Vocabulary

**North Pole and South Pole (n):** the northernmost and southernmost points of the Earth

#### exercise

#### application

Use the map that comes with this book (or a globe if you have one) and answer the following questions:

- How many degrees of latitude are there in the Northern Hemisphere?
- How many are there in the Southern Hemisphere?
- How many degrees of longitude are there in the Western Hemisphere?
- How many degrees of longitude are there in the Eastern Hemisphere?
- Find one country located in both
  - the Northern and Western Hemispheres
  - the Northern and Eastern Hemispheres
  - the Southern and Western Hemispheres
- Find two countries that are divided between the Northern and Southern Hemispheres.
- Find two countries that are divided between the Eastern and Western Hemispheres.
- Find the latitude and longitude of the place where you were born.
- Find the latitude and longitude of the following places:
  - Bangkok (Thailand)
  - Cairo (Egypt)
  - Sao Paulo (Brazil)
  - Mexico City (Mexico)
  - St. Petersburg (Russia)





## 2.4 Landscapes and climates



### preview

knowledge:  
identifying

Look at the pictures above. What words could you use to describe them? How do you think people live in these different places? What problems or benefits could there be?

There is a wide **variety** of physical landscapes on the Earth's land surface. They include mountains and valleys, rivers and lakes, deserts, jungle, rainforests, coastal cliffs and beaches. These are part of the whole physical environment.

Some cultures live in physical environments similar to those early humans lived. They don't change their natural environment much. In many cultures people add human-made features to their environment, such as fences, shelters, tracks, fields and farms. When they do this, they modify their physical environment.

Other cultures modify their natural environment much more. They build cities, factories, big roads, cut down forests, etc. Human landscapes have both physical **components** and human components. People use the physical components of their environment and add the human components to it.

When we study differences in **landscape** and climate, we can understand why people in the

desert can't keep water buffalo, and why people on snowy mountains can't cultivate rice.

An area's **climate** and landscape affect what the land can produce. It affects the type of houses people build. It also affects how people travel, and the work they do.

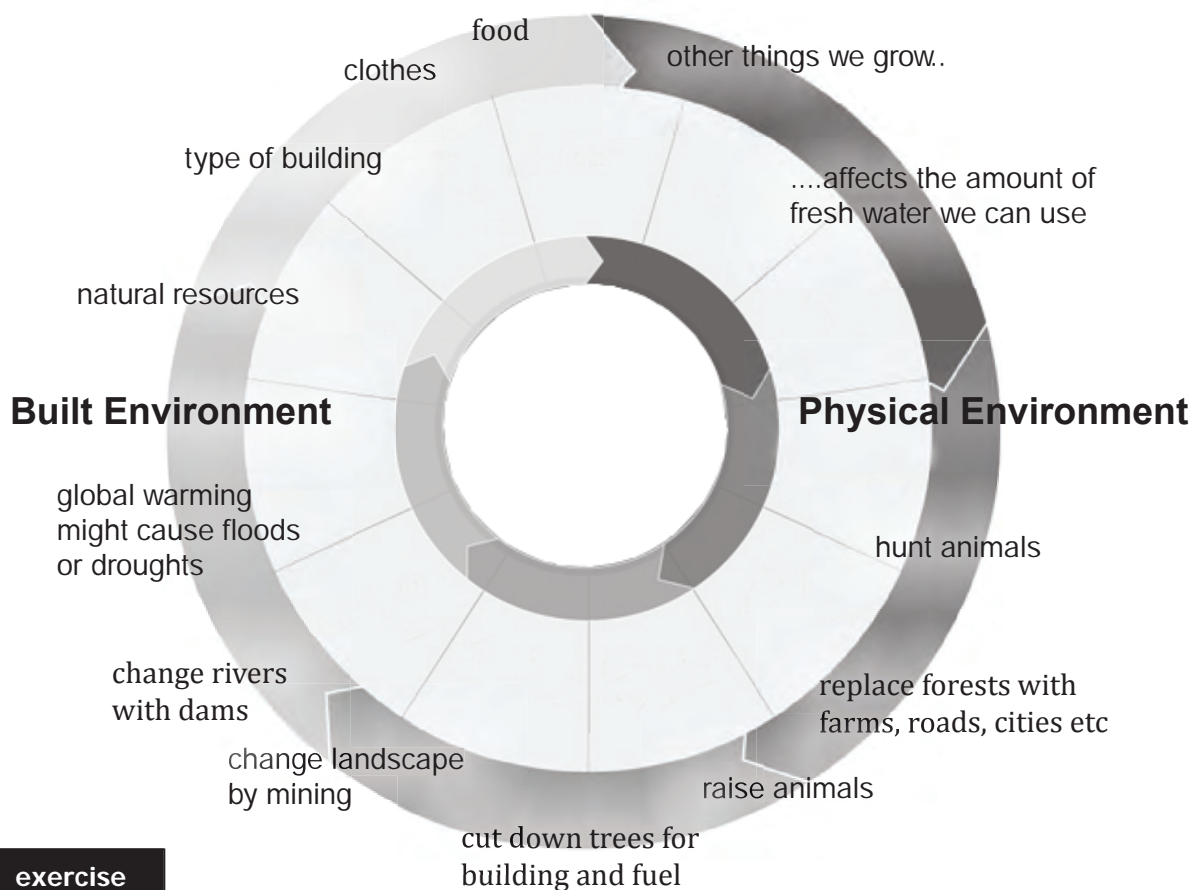
Natural resources is another group of things that affect people's lives. Natural resources are the products of nature. They are the forests and water, minerals in the soil and the metals in the ground. Natural resources are valuable to people. Natural resources influence what we eat, what clothes we wear and what buildings we live in. The natural resources in different areas affect relationships between areas.

The desert, like this picture, is usually a hot, dry region with little rain and few plants





## Interaction between physical and built environments



### exercise

#### comprehension

Complete the answers with the best sentences:

1. Geography studies...
  - a. people who live in jungles, in cities and on mountains.
  - b. how different people interact with each other.
  - c. groups of people with the same culture and lifestyles.
  - d. the relationship between people and the earth.
2. This text says that...
  - a. all societies are the same.
  - b. people should move to a better climate.
  - c. natural resources affect people's lives
  - d. people should share natural resources.

### discussion

#### Identifying

Think about the landscape and climate of your area.

- What natural resources are available?
- What do people eat?
- What clothes do people wear?
- What are houses made of?

### discussion

We can observe any environment we want to study through:

- maps
- photographs
- real-life experiences (travel)
- mass media (television, newspapers)
- the Internet

Can you add anything else to this list? What different physical environments do you know?

### Vocabulary

**landscape (n):** surface of the land

**climate (n):** the average weather conditions for a place

**variety (n):** a group containing many different types of things



# Climates

## preview

What is climate? Brainstorm all different climate types you can think of. What do you know about them? Organise your information into a mind-map.

## exercise

comprehension:  
illustration

Describe your climate. Write down anything that comes to your mind about your climate.

Share what you wrote with a partner. Compare your information.

Climate is the average weather of a place over many years. Two important parts of a climate are temperature and humidity (the amount of moisture in the air). There are many factors that influence the weather and climate in any place. Some of them are:

- How far the place is from the Equator and the Poles
- How far the place is from the sea
- What ocean currents (warm or cold) are near it
- How high above sea level the place is

## 1. Continental climates

Some continental climates have more rain than others. Where there is more rain, there are large **deciduous** forests. Where there is less rain, there are grasslands - huge flat areas with tall or short grasses and some bushes, but hardly any trees. Colder continental climates have very cold winters. In these places there are **coniferous** forests. This helps them survive cold winters with lots of snow. Continental climates usually have four seasons and there is a big temperature difference between winter and summer. Summers are short and warm or cool, and winters are very cold.



## Vocabulary

**deciduous (adj.):** trees that lose their leaves in winter

**coniferous (adj.):** trees with leaves shaped as needles (e.g. pine trees). They do not lose their leaves in winter

## 2. Moderate climates

These are Mediterranean and sub-tropical climates. These places get enough rain, but not too much. It is colder in winter and warmer in summer, but it is never very cold. Most of the rain comes in winter. Summers are usually dry. In moderate climates most plants lose their leaves in winter. These places usually have 3 or 4 seasons.





### 3. Polar climates



Places near the North or South Poles have polar climates. These climates are cold all year around. Summers are cold and winters are **extremely** cold and very long. Most of the soil is frozen all year around. Only a very thin layer **thaws** in summer. It is too cold for most plants. Only some grasses, low shrubs, and a few flowers can grow.

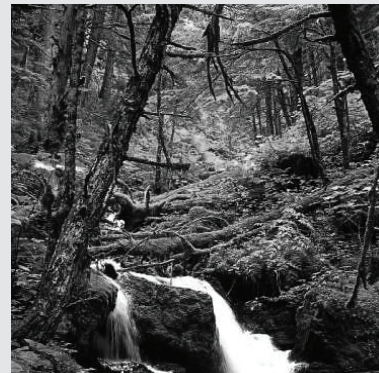
### 4. Dry climates



These climates are very hot but have very little rain. Few plants can grow, since there is not enough water. The soil usually has a lot of sand. The plants in these places have to adapt. For example they have very small leaves in order to keep **moisture**. They also have **shallow** roots, to quickly absorb any rainwater. These are mostly desert climates.

### 5. Tropical climates

There are two types of tropical climate. One is hot and wet all year around, and the other has wet and dry seasons. Places with tropical climates usually have rainforests. Tropical climates have a lot of light, heat, and rain. This makes it very easy for thousands of different plants to grow very quickly.



### 6. Vertical climates

These are mountain climates. In the mountains the climate depends on altitude (how high you are above the sea level). As you go higher and higher up the mountain, you will see that the types of plants and the weather around you will change. With very high mountains, you can change 4-5 climates, until you get to the snow at the top.



#### Vocabulary

**extremely (adv.):** very strongly

**thaw (v):** to become unfrozen

**moisture (n):** water or steam

**shallow (adj.):** opposite of deep





### case study

## The Inuit people of Canada

The Inuit people are one of the indigenous groups in Canada and Greenland. They live near the Arctic Ocean, where rivers meet the ocean, and on islands. The climate of the Inuit's land is extremely cold all year around. It is a polar climate. Life in a climate like this is sometimes difficult. Inuits have lived in Canada for about 4000 years. They know their land very well and use their knowledge to adapt to it.

The land is covered with ice and snow all year around, so the Inuit people cannot grow any plants. They rely on hunting and fishing for most of their needs. They traditionally catch fish and hunt sea animals such as seals and whales. They hunt deer and ox on land. Animal skins, whale bones, and other animal products are sometimes used for clothing, fishing and hunting tools and many other needs. In traditional Inuit culture, they wear many-layered clothing and boots made of skins and furs to protect them from the cold. This clothing covers the whole body very thoroughly.

Inuit people have special skills for fishing under the ice. They mostly use sleds pulled by dogs to travel over snow and ice. They also use special boats called kayaks for traveling on sea. Many Inuits live in towns and cities with other ethnic groups, although some build homes with blocks of ice.

Inuit people have always lived in balance with their environment. They have very strict traditions about hunting and fishing. For example, they only kill as many animals as they can eat. And they never kill any animal or fish in its mating season.

In the past 50 years or so Inuit life has changed a lot. Their traditional way of life has come into contact with a lot of Western influences. Many of them have access to motorboats, snowmobiles, telephones and computers. Most people live in permanent houses. They sell their catch and can make some income. But Inuits are still trying to preserve their culture and live in balance with their environment.

### exercise

comprehension:  
analysis

1. What type of climate do Inuit people live in?
2. What difficulties do you think Inuit people experience?
3. How do Inuits adjust to their environment?
4. Try to imagine what other changes have taken place in Inuit society over the past 50 years.

### exercise

Draw an illustration for the case study. In your group, discuss what are the main aspects of Inuit life that you will show on your picture. Will you show the houses? The animals Inuits hunt? Their clothes? Their activities? Select an artist (or several) for your group and make a drawing.

### extension

synthesis

In your group, choose one climate type you are not familiar with. Imagine what it would be like to live in. Think about :

- what jobs people might do in this climate
- what houses they may live in
- what food they could grow/eat
- what they might do in their free time
- what kind of family might develop

## 2.5 Maps

### preview

Study the map below. What geographic features do you see? What is this map used for?



### What is a map?

A map is a drawing or picture of a landscape or location. It shows us a view from above, as if looking down on a particular area. As well as showing the landscape of an area, maps will often show other features such as roads, rivers, buildings, trees and lakes.

There are many different types of maps, used for different purposes. The map to the left is a road map. It is used to help people travel between different places. It helps us understand the distances between places, as well the specific roads needed to travel to them.

### Vocabulary

**elevation (n):** the height above the level of the sea

Different maps can show:

**Location** – where things are (cities, mountains, towns, roads)

**Place** – the physical parts of an area (it's **elevation**, how much vegetation there is and other geographic characteristics)

**Relationships** – how different parts of geography interact with each other (the borders between countries, the movement of people, population sizes etc)

### exercise

comprehension:  
application

Study the map above and answer the following questions:

1. You need to get from Yangon to Mandalay. What is the best way to get there?
2. It is 660 kms from Yangon to Mandalay. How far do you think it is from Yangon to Pegu?
3. How many towns does this map show between Yangon and Mandalay?

## exercise

matching

### Type of map

1. Physical
2. Political
3. Population
4. Development information maps
5. Topographical
6. Vegetation maps

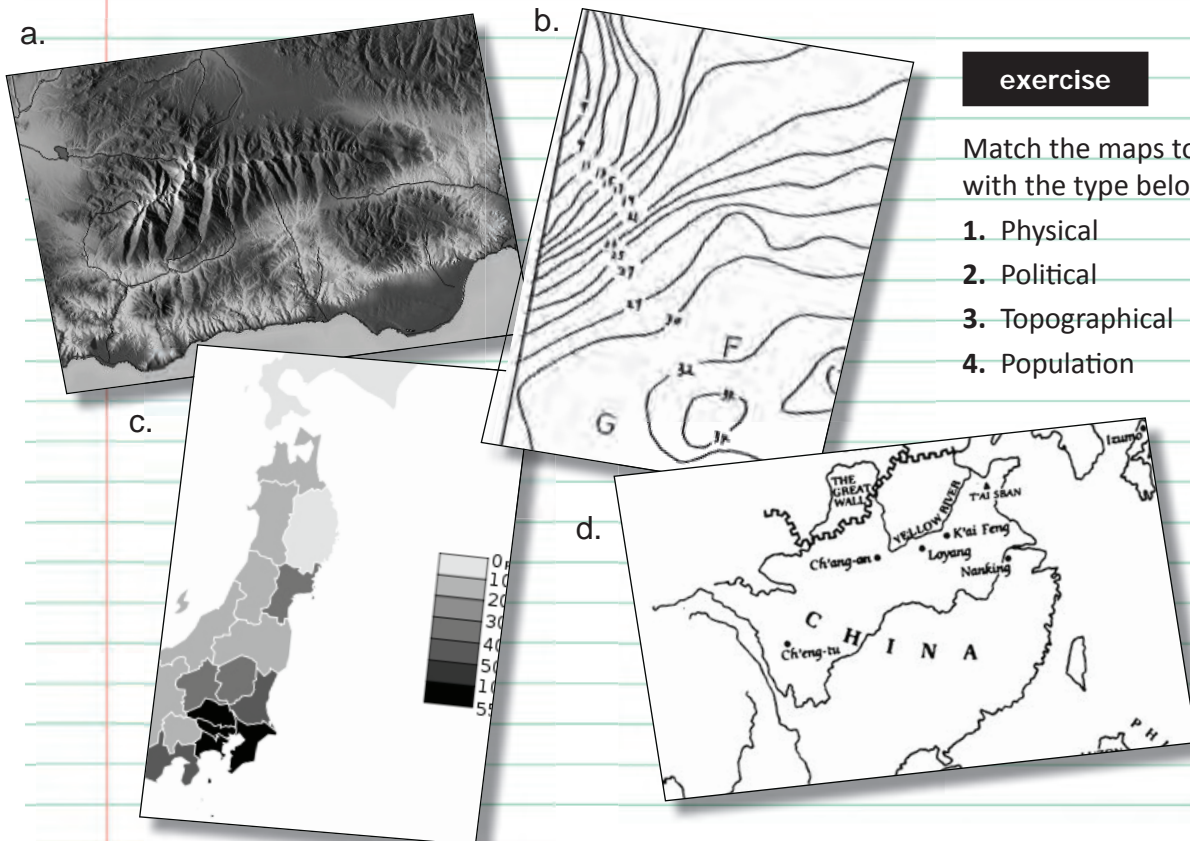
### Information that map provides:

- a. country borders and important cities
- b. numbers of people that live in different areas
- c. information such as life expectancy or literacy rates
- d. what plants grow in different areas
- e. mountains, valleys, rivers, lakes, sea, land
- f. exact elevations and other technical details of the landscape

## exercise

Match the maps to the left with the type below:

1. Physical
2. Political
3. Topographical
4. Population



## Symbols

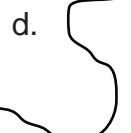
Maps use symbols or small pictures to represent useful items on a map. Most maps include a key, a small box in the corner of the map to show you what different symbols mean.

### group work

Look at the symbols below. What do you think they represent?  
Look back at the map on the previous page to help you



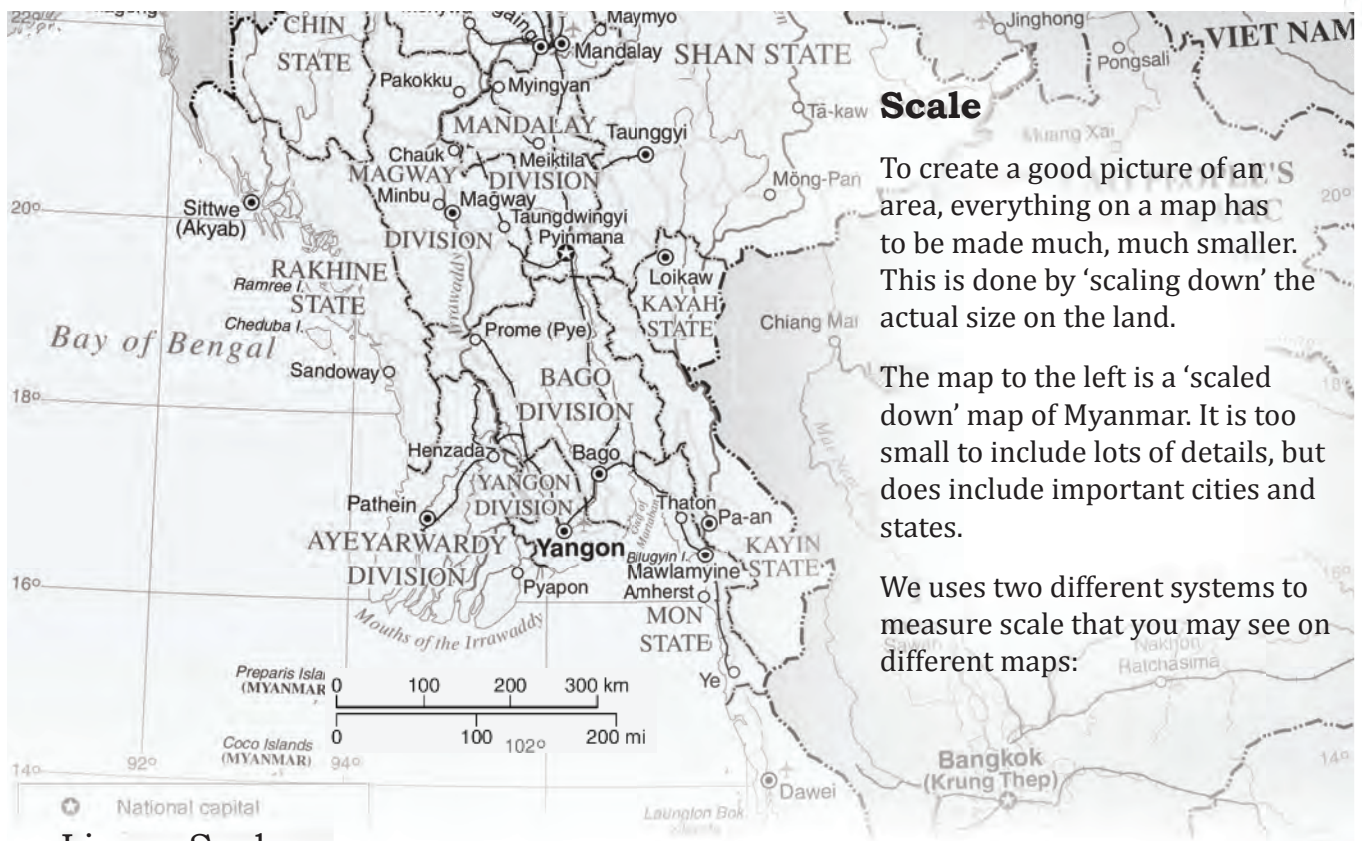
c.



e. Ngapali







## Linear Scale

This type of scale uses a scale bar in the corner of the map to help you calculate distances. Look at the scale bar above. 1 centimetre on this map represents 100 km in the real world. You can use a ruler to help you measure distances in any part of this map.

### exercise

Use the map and the scale above.

1. In km, how far is it from Yangon to Thaton?
2. In miles, how far is it from Mandalay to Sittwe?
3. In km, how far is it from Taunggyi to Patheingyi?

## Ratio Scale

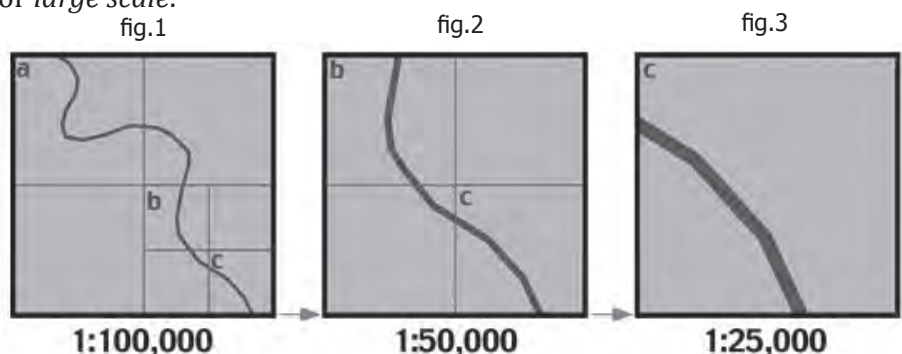
The ratio scale uses a different guide to help you understand distances. For example in the corner of some maps you may see scale shown as this:

1:100 000

This tells us that 1 centimetre on the map = 100,000 centimetres in the real world, or in other words, your map is 100,000 times smaller than in real life. When we talk about maps we often refer to them as either *small scale* or *large scale*.

Figure a. is at 1:100,000 ratio. It is *small scale*, it is viewed from a long distance and does not include much detail

Figure c. is at 1:25,000. This is *large scale*. We get a much closer picture of the landscape, usually in much more detail.





## exercise



Study the map to the left. Use a ruler to help you answer the questions below

1. What is the distance between Myeik and Pegu on the map in centimetres?
2. What is the distance between Myeik and Pegu in real distance?

In ratio scales, maps that show a small number on the right usually show a local area, such as a village or a neighbourhood. We call these large scale maps. They often include detailed information such as street names and important buildings.

Maps with large numbers on the right usually show large areas: a country, a continent or the world. We call these small scale maps. They do not usually give detailed information such as street names. Instead, they give general geographical information such as the location of countries, mountain ranges, rivers, deserts and cities.

## exercise

1. Look at the maps to the right. Which one represents
  - a. local level?
  - b. regional level?
  - c. global level?
  - d. contains both global and regional elements?
2. Which has the largest scale?
3. Which has the smallest scale?



## exercise

1. 1cm on a map represents 50km on the ground. What's the scale of the map?
  - a. 1:50
  - b. 1:5,000
  - c. 1:50,000
  - d. 1:5,000,000
2. A scale of 1:12,000 means that 1cm on the map represents:
  - a. 12000cm on the ground
  - b. 12000 m on the ground
  - c. 12000km on the ground
  - d. none of the above

## extension

synthesis and evaluation

Draw a map of your community using the information and techniques you have learned about maps. (symbols, scale, measurements)

3. Which map has the largest scale?
  - a. a map of Southeast Asia
  - b. a map of Europe
  - c. a map of the world
  - d. a map of Sittwe
4. Which map is local level?
  - a. a map of Myanmar
  - b. a map of May Myo
  - c. a map of Asia
  - d. a map of North America



# Review



1. Why are the lines of latitude and longitude important in geography? What do we use them for?
2. What impact has the *human environment* had on the *natural environment* in your local area. Give examples.
3. What problems do you think people might have living in a *dry climate*? How do you think people have changed their life to help them live in this climate? Give examples.
4. How do you think different climates affect the world of development?
5. Why do maps need a scale? Can you explain what *small* and *large* scales mean?

Study the map of Northern and central Thailand to the right.

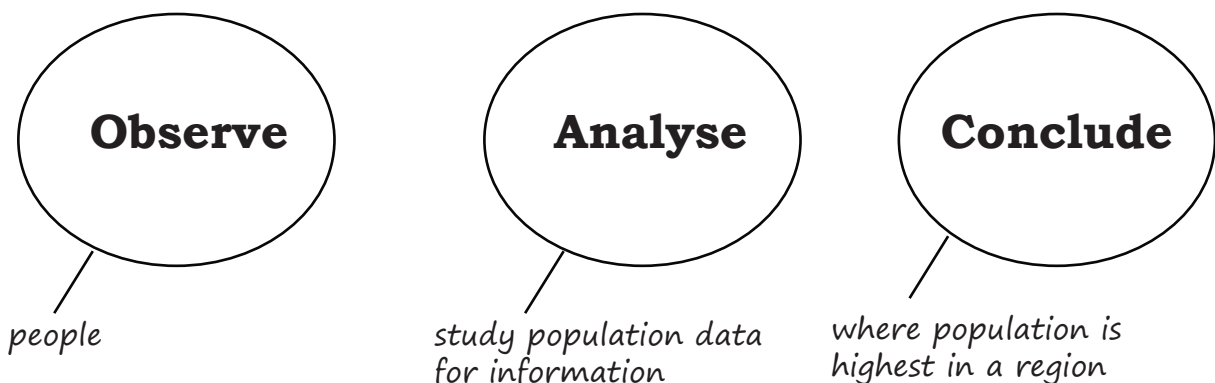
1. What type of map is this? (environmental, political, population, etc.)
2. How many symbols on the map can you see? What do they represent?

What other aspects of Geography are there?  
Is there anything more about Geography you would like to know?



## Studying geography further

To study geography in more detail, we need to first think about the ways it will be studied. Fill in the chart below with possible ideas for what to study. One example, for 'people', has been done for you.



### extension

What interesting aspects of geography do you want to study further? What methods would you use to study them?



# 3 Economics

In this chapter you will study:

- What economics is and how it affects our lives
- Goods and services
- Supply and demand
- Economic systems (barter and money)
- Inflation

After completing this chapter, you will be able to:

- Understand the key concepts of essential economics
- Recognise important trends in economics
- Apply key skills and knowledge to your own environment
- Understand the concept of supply and demand
- Assess the advantages and disadvantages of simple economic systems
- Interpret and understand the effects and causes of inflation



## 3.1 What is Economics?

### preview

What kinds of things do you spend money on (e.g. rice, haircut, bike repairs)? List the three most important things you spend money on in a month. Compare your list with a partner.

Economics is about the things that people need and want. It is about the production (making), distribution (dividing up and transporting) and consumption (using) of these things. It is also the study of the value of different goods and services, and how those values change.

Economists think there are basic laws which explain how economic activities work.

Goods are physical objects (food, clothes, computers). A service is a job or activity that somebody does for you (e.g. gives you a haircut, fixes a computer, cleans a house).



### exercise

analysis:  
categorising

Which of the items on your list from the preview are goods and which are services?

### discussion

analysis

Look at the list of professions below. What goods or services do they offer? What goods or services are they likely to receive?

teacher  
clothes shop owner  
medic mechanic  
farmer

Most things we spend money on include both goods and services. For example, when you have a cup of tea at a tea shop, the cup of tea is a good. But someone also made the cup of tea for you; they made the fire, boiled the water, washed the cup, and poured the tea. These activities are all part of the service. Similarly, when you go to school, the teachers teach you, the library lends you books, some students stay in the dormitory, etc. All of these are services. But schools can also provide goods, like textbooks and stationery. Sometimes we are **charged** for goods and services; sometimes we get them for free.

### Vocabulary

**value (n):** how much people will pay for something; how much something is worth  
**charge (v):** to ask for money for goods or services

### extension

evaluation

1. Which goods are used in your community? What do you think are the five most common goods?
2. Where do these goods come from? Who produces these goods?
3. Which services are used in your community? What are the five most common services?
4. Who performs these services?
5. Who pays these people?



## 3.2 Supply and demand

### case study

In 1997 in Weyad, the weather was very cold. As a result, the pineapple crop was very small. Fruit shops and markets could not get enough pineapples. The price of pineapples went up - in some places people paid 2000 kyat for a pineapple.

The next year, in 1998, the weather was excellent. The pineapple crop was very large, and there were many pineapples. Fruit shops and markets had too many pineapples - they could not sell all of them. The price of pineapples went down in some places people got two pineapples for 500 kyat.

### Vocabulary

**crop (n):** a plant that is grown and used for food  
**currency (n):** something that is used for exchange (e.g. money)



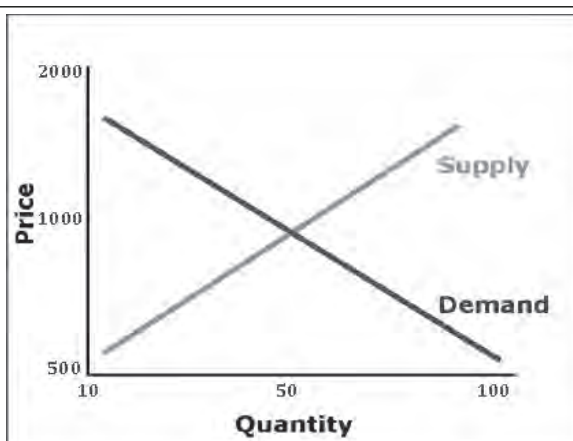
**Supply** is how much of an item there is. For instance, if a shop has 10 toy cars to sell, their supply is 10. When there is not much of something, we say the **supply is low**. When there is a lot of something, we say the **supply is high**.

**Demand** is how many people want to buy something. If 10 people go to that shop to buy one of those toy cars, everyone will get one. When lots of people want to buy the same thing, we say the **demand is high**, when few people want to buy the same thing, we say that **demand is low**.

### exercise

Comprehension

1. What is the relationship between the supply of a good or service and its price?
2. What is the relationship between the demand for a good or service and its price?



### exercise

analysis:  
interpreting data

- A The horizontal line and the light grey line show the **supply** of pineapples.
- B The dark grey line shows the **demand** for pineapples
- C The vertical line shows the price that the seller can charge.

How much will a seller be able to charge if there are 50 pineapples?



### exercise

#### comprehension

1. You go to the shop to buy bananas for a cake. You need 6 bananas for the cake, but the shop only has 3 left. Which statement is true?
  - a. Supply is high
  - b. Demand is low
  - c. Supply is low
2. A music concert has room for 200 people. There are 100 people in line to buy tickets. Which statement is true?
  - a. Demand is high
  - b. Supply is high
  - c. Demand is low

## Daily News

### Chilli crop in Cancun down from last year

In 2001, in Cancun, Mexico, the people of San Jose village had a very good crop of chillies. But all the other villages in the area also grew a lot of chillies and had a very good crop to sell. Also, most people ate chillies that they grew themselves.

In 2002, there was not enough rain in the whole area, so the chilli crop was very low. However, the villagers in Cancun used water from the river to grow their chillies, and they had a good crop. Most people could not grow their own chillies.

### discussion

analysis:  
compare and  
contrast

Think about the pineapple story, and why prices went up and down. Think of a similar situation in your community. What caused it?

### exercise

#### comprehension

Read the newspaper story to the left.

1. In which year was the demand for chillies higher?
2. When was the supply higher?
3. When do you think the price of chillies was higher – in 2001 or 2002?
4. Why?

### extension

comprehension:  
describing and  
classifying

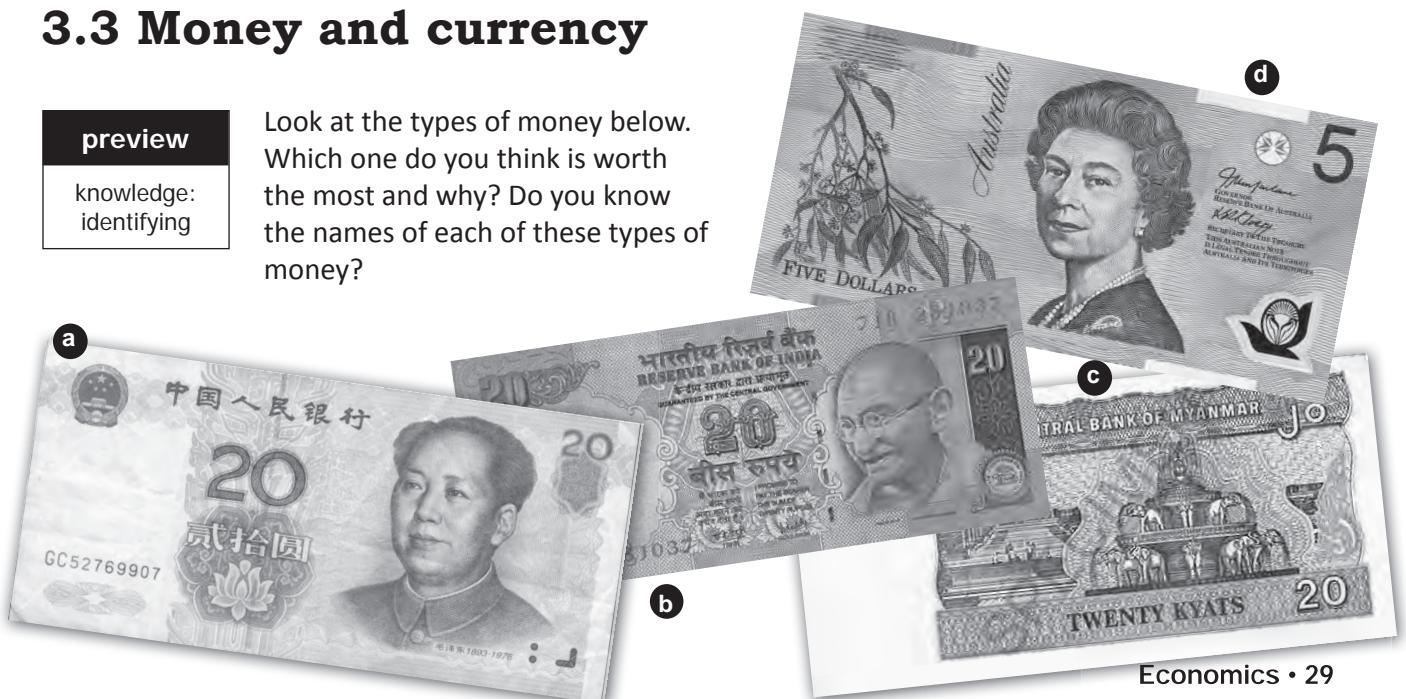
Think of examples of high supply and low demand in your community. Think of examples of low supply and high demand.

## 3.3 Money and currency

### preview

knowledge:  
identifying

Look at the types of money below. Which one do you think is worth the most and why? Do you know the names of each of these types of money?



Money usually comes in the form of coins and bank notes of different **values**. Instead of exchanging items and services, money gives a society an easy, shared form of **currency** that can be used to buy things.

### exercise

analysis:  
interpreting data

What is the currency used in your country? What amounts is it divided into? Does it use coins or bank notes or both?

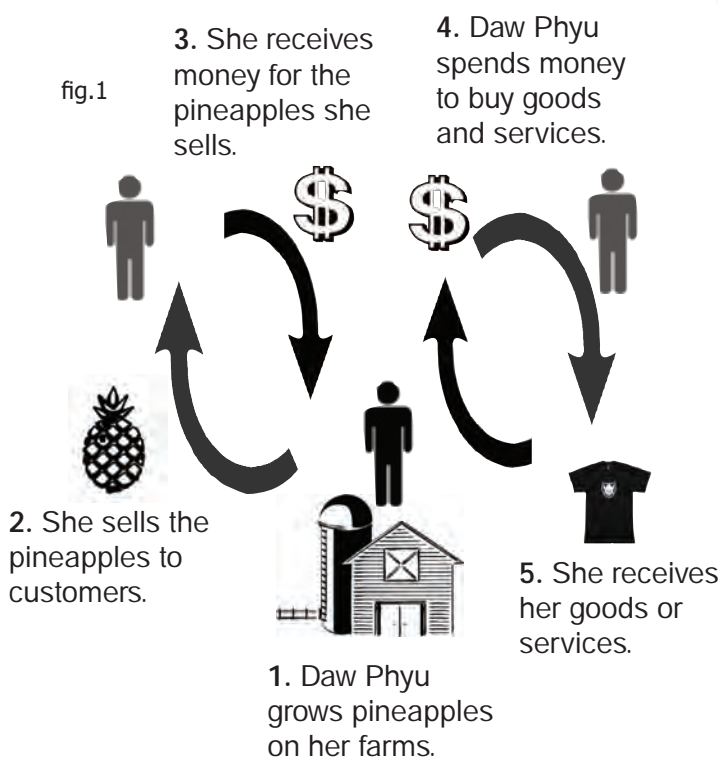
### Vocabulary

**exchange (v):** to give something and then receive something

**specialise (v):** do only one kind of work

Without money, **exchanges** can only happen if both people have the exact thing the other person wants. Money makes exchange simple. People can **specialise**. For example, Daw Phyu can spend her time growing and selling pineapples. With the money she makes from selling pineapples, she can buy clothes and food, pay rent on her house, and pay someone to fix her bicycle (see fig. 1).

fig.1



Min Zaw is a medic. He spends his working day in a clinic, making people healthy. In exchange for this labour, he receives money. He uses the money to buy goods and services.

### exercise

synthesis,  
application

Can you draw a similar diagram to the fig.1 for Min Zaw?

### extension

synthesis

How have you used money in the last month? Make a list of the goods or services you have bought, and the goods and services you have offered to other people.

Goods you bought	Services you bought	Goods you offered	Services you offered
rice	travel on a bus	betel nut	bicycle repair

## 3.4 Barter



### case study

#### Daw Phyu's exchange

Daw Phyu has a pineapple farm. In 1997, Daw Phyu took her pineapples into town, and set them up in the market area. An orange seller exchanged a kilo of oranges for a pineapple. Then Daw Phyu exchanged six pineapples for some new shoes for her son. She then exchanged twenty pineapples for a cooker. This was easy, because there were not enough pineapples, and everyone wanted them.

The next year, in 1998, there were a lot of pineapples. Daw Phyu needed a sack of rice. She went to the rice shop, and offered ten pineapples for a large sack of rice. The shopkeeper said, 'No thanks. I have enough pineapples. I need some oranges.' So Daw Phyu went to the orange seller. Unfortunately, the orange seller didn't want pineapples, he wanted a fish. So she found a fish seller. The fish seller wanted twenty pineapples for the fish. Daw Phyu was tired, so she exchanged the fish for twenty pineapples. She then went back to the orange seller, and exchanged the oranges for one fish. Then she took the oranges to the rice shop, and exchanged the rice for the oranges.

### exercise

comprehension

Is the type of economy in the story above different from the economies you have learned about? What is used instead of money?

**Barter** is a form of economy where goods and services are exchanged without using money.

**For example: A friend helps to fix your motorbike: in exchange you cook your friend food.**

Although many communities use barter occasionally, there are few societies that use barter as the only means of exchange – most societies have money.

### discussion

application

Why do you think barter economies are less common nowadays?

Many societies use money for some exchanges, and barter for others. Small exchanges between close friends or community members may be in barter, whereas larger exchanges (as in a business) may use money. However, large exchanges can also be in barter. For example, a land owner may exchange a plot of his farming land for a group of animals.

### discussion

analysis

Think about your community. Do you use, or have you in the past used, both barter and money? Which one do you think was more useful for that situation?





1 You take a bus to Pegu and pay 2000 kyat

2 You have some papayas growing in your back yard. You have too many for your family. Your neighbour has some chickens. You can exchange some papayas for some eggs, so that both you and your neighbour can have both eggs and papayas



3 Your teacher's neighbour asks her to teach his daughter some English in the evenings. He doesn't have any money to pay for this, but in the next dry season, he will help the teacher make a new roof for her house.

4 You work in a factory and receive a salary.

5 High school students helped to build a community hall. After the work they were invited for a nice dinner, cooked by the community.



6 You buy some shoes at the market.

### exercise

comprehension

Match the type of exchange (below) with the examples around the page.

services for services

services for goods

goods for goods

money for goods

money for services

7 In our town, when it is harvest time, everybody helps each other. Different families' rice paddies are ready at different times. At the end of each harvest, all the crops are sold and the money is shared among the group.



8 My neighbour's son often goes fishing. When he catches a lot of fish, he brings some to our house. Last month, I went hunting and killed a wild pig. We had a lot of meat, so I cooked some and gave it to his family.

9 I helped my cousins carry bamboo and fix their house this year. When time came for school, they sewed my ripped school uniform for me.





### exercise

evaluation

What are some advantages and disadvantages of barter and money?  
Discuss and write more ideas on the chart.

	Advantages	Disadvantages
Money		
Barter		

#### What is money for?

Money is used as a medium of exchange, measure of value, and store of value.

#### “Medium of exchange” means:

People accept money in exchange for goods and services because they know they can use the same money to buy other goods and services. Money is easy to carry, and easy to divide. Money can be used for exchange at any time.

#### “Store of value” means:

Once you make money (value), you can store it until you need it. You can use it for future exchanges. This means you store the value you have.

#### “Measure of value” and “measure of debt” means:

You can measure things using money. When everybody knows what one unit of money (kyat, baht, dollar, etc.) is worth, it is easy for people to:

- borrow and repay money
- sign contracts for their future labour or future supplies

## 3.5 Inflation

### preview

analysis:  
prediction

In 2003, 1 bag of rice cost 1,000 baht  
In 2006, 1 bag of rice cost 1,500 baht

When the cost of rice went up, what do you think happened to the value of the baht?

Inflation is the general rise of the cost of goods over time. When the goods cost more, the same amount of money buys less of those goods. Because of this the value of a country's currency is reduced. For example, if the inflation rate is 2% per year, then a 100 Kyat bottle of water will cost 102 Kyat a year later.

Inflation can happen for a variety of reasons. These reasons include:

**1. If the government of a country prints too much money** then the value of all the money goes down. This means that buying goods is much more difficult because they cost more.

**2. If a good is running out** for example if there is not much oil left, then the oil companies will raise their prices.





# Zimbabwe's health care, paid with peanuts

## Rural hospitals find a novel solution to a rising problem

"We are providing medical services for peanuts!" said Kathy McCarty, a nurse from America, who has worked in Zimbabwe since 1981.

This is a common sight in many rural hospitals across Zimbabwe, where hyperinflation has caused many to lose their savings and left them unable to pay for hospital care.

Since 2008 Chidamoyo Hospital has allowed its patients to exchange their own items for medical services. The patients provide the crops they grow and the animals they raise. This enables the staff to feed the thousands of patients who use the hospital. In exchange, the hospital tends to their wounds, treats their illnesses and delivers their babies.

Even during the hyperinflation of 2008, when government hospitals could not afford to pay their staff, the Chidamoyo Hospital stayed open by giving its staff members food that patients had bartered.

In that year, inflation reached 500 billion percent in the poverty stricken African country. Since



then, a new government has formed after years of decline under President Robert Mugabe, and the economy has become more stable. Last year, Zimbabwe replaced its currency with the U.S. dollar.

The hospital charges \$1 to see the doctor – or a quarter bucket of peanuts – while a government hospital typically charges \$4, in cash only.

### exercise

comprehension,  
analysis

1. How would you describe this type of economy?
2. Why have people started to pay for hospital care in this way? What is the cause?
3. What do you think will happen if the same thing happens in other services across the country (shops, travel, etc.). What effect might this have on the economy?

### Vocabulary

**Hyperinflation (n):** is inflation which happens so fast that it is "out of control". Hyperinflation causes money to lose its value so quickly that it can become almost worthless and cause the economy to break down.



# Review



1. Economics studies:
  - a. how prices go up
  - b. the problem of inflation
  - c. the value of money
  - d. all of the above
2. If good drinking water is difficult to get, its price usually:
  - a. goes up
  - b. stays the same
  - c. goes down
  - d. is free
3. A taxi driver is most likely to raise their prices in which of these situations:
  - a. at 7 a.m. when there are lots of free taxis and few customers
  - b. at 5 p.m. when there are some free taxis and lots of customers
  - c. at 3 a.m. when there are very few free taxis and very few customers
  - d. at 1 p.m. when there are lots of free taxis and some customers.
4. An example of barter would be:
  - a. exchanging an old car for 500, 000 Kyat
  - b. driving a friend home as a favour
  - c. cleaning someone's car for 2000 Kyat
  - d. fixing someone's car for 2 bags of rice
5. It would be most difficult to use barter in which of the following exchanges:
  - a. buying a house
  - b. paying for a meal
  - c. taking care of someone's baby for a day
  - d. getting a new pair of shoes
6. Inflation can happen because:
  - a. more and more people buy gold
  - b. people can't get jobs
  - c. too much money is printed
  - d. the country buys food from another country
7. which of the following are possible effects of inflation
  - a. people lose their savings
  - b. employer's can't pay their employees
  - c. families cannot buy enough food
  - d. all of the above
8. Understanding economics is important because it can help us:
  - a. decrease the demand for popular goods
  - b. avoid economic problems
  - c. print more money
  - d. all of the above
9. Match the jobs below with the goods or services they offer.

## Jobs:

- 1 Nurse
- 2 IT technician
- 3 Lawyer
- 4 Waiter/waitress
- 5 Bus worker
- 6 Hotel receptionist
- 7 Stationery shop owner

## Goods and services:

- a Pens, paper and books
- b Computer repair
- c Medical care
- d Legal help
- e Food and drink
- f Bus tickets
- g Information, room service and keys

Note: This chapter has many flaws and will be replaced by one about civic education

# 4 Society & Politics

In this chapter you will study:

- Different types of society
- The organisation of simple and complex communities
- Leadership roles and responsibilities
- Basic systems of government
- Rules and law in practice

After completing this chapter, you will be able to:

- Identify different types of society
- Recognise the power structure and organisation of communities
- Assess the advantages and disadvantages of types of society
- Determine the responsibilities of leaders
- Understand the use of rules and law





## 4.1 What is society and politics?

### preview

knowledge:  
prediction

Look at the pictures to the right of different societies. Where do you think they are from? How would you describe their society? Do you think any of them are similar to your community?

**Society:** Any group of people that live together in an organised community. There are many different types of societies around the world:

**Ethnic group:** is a group of people who **identify** with the same culture, history, community and language. They are not always in the same place, but still share many of the features above. Ethnic groups do not always have a formal structure as the link between people is largely cultural.

**Tribal society:** is a group of people who usually share a common language, culture and **ancestry**. Tribes usually live separate from other, larger communities and are organised by families, usually led by a chief. Some chiefs rule by **influence** - people follow the chief because they trust or respect them. Other chiefs rule by **authority** - people must follow the chief because he has more power.

**Country:** An area of land controlled by its own government, with internationally recognised borders. A country also has **sovereignty**, which means that no other country or people control its land. A country can include many different ethnic groups, tribes, languages and cultures.

### Vocabulary

**identify (v)** - to see something as similar to yourself

**ancestry (n)** - members of your family from a long time ago

**influence (v)** - the power to affect people or things without using direct force or orders.

**authority (n)** - power you have because of an official position

**sovereignty (n)** - freedom and power to govern your own land

a



b



c



d







## exercise

comprehension

Match the type of society with the examples (below).

- a) Tribal society
- b) Ethnic Group
- c) Country

### Australia

Australia was first **settled** by Aboriginal people many thousands of years ago. The British began **colonising** Australia in the 17th century and sent many people to live there. As more and more British arrived on the island, problems occurred between them and the Aboriginals. were forced off their land by British settlers, and many of the Aboriginals were killed as a result of this colonisation. Today, white-Australians are the largest group, and the Aboriginals remain a minority. Now, Australia is a very **multicultural** society with many different people living there.



### The !Kung

The !Kung people live in the dry desert areas of southern Africa - Botswana, Angola and Namibia. They do not grow food or have permanent settlements – they go from place to place collecting food from their environment. There is little water in this area, so the !Kung live in small groups, usually between twenty and fifty people. There is not enough water in any one place for more people.



### The Hmong

The Hmong people came from China and many of them settled in Thailand, Laos and Myanmar where they have kept their unique cultural identity. They live mostly in the mountains, growing crops and raising animals. During the Vietnam war in the 1960s and 70s, many Hmong people from Laos fled to refugee camps in Thailand. Because of such movement, there are now Hmong in many different countries around the world.



## discussion

analysis

Most tribal societies in the world today live in deserts or deep rainforests. Why do you think this is? How do you think these societies have adapted to their physical environment?

## Vocabulary

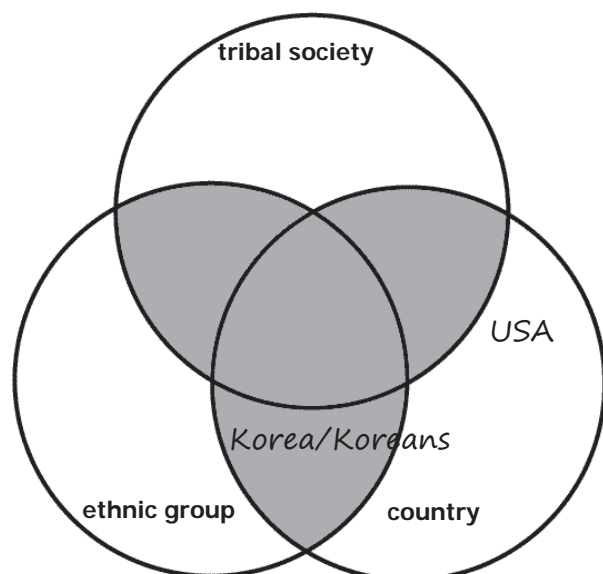
**settle** (v) – to go and live in a new place  
**colonise** (v) – to send people to go and live and to get political control of an area  
**multicultural** (adj) – having many different peoples and cultures

## exercise

application  
and analysis

Many societies can fit into more than one category. For example, Korea is a country and also an ethnicity (koreans)

1. Could any of the above examples fit into more than one category?
2. Think of more examples of different societies. Place them in the diagram to the right.





### group work

analysis:  
compare and  
contrast

Think about the advantages and disadvantages of each type of society. Complete the chart below

	Advantages	Disadvantages
Tribal society		
Ethnic group		
Country		

### exercise

synthesis:  
writing

Think about which society you would most like to live in. Write 150 words discussing your choice, giving reasons why you prefer that type of society.



### exercise

analysis

Think about the different societies you have looked at so far.  
Who makes decisions about education, health and organisation?  
Are those decided as a group, committee or one person?

## Authority in society

### discussion

analysis:  
distinguishing

Look at the situations below. Which are examples of **authority** and which of **influence**? Explain how you made this conclusion.

### Vocabulary

**influence** (v) – the power to affect people or things without using direct force or orders.

**authority** (n) – power you have because of an official position

**a. Your teacher tells you to do your homework.**

**b. One of your classmates wants everyone to miss class on Monday.**

**c. A religious leader gets everybody in his community to attend his worship.**

**d. The head teacher doesn't let anyone leave school before 5pm.**

**e. A parent of a schoolchild convinces other parents to cook vegetable only meals for school.**

## Politics

Politics is the way people organise themselves in a community. It is the way people organise their society and how the people are connected to health, education, economics and other services. Politics and government are linked, as the way a society is organised usually depends on the actions of government or people in power.

- Societies may have many different types of people inside it. There may be many different opinions, languages, interests and histories. These need to be balanced in order to create a society that maintains peace and order.

Most societies include some form of **leadership**; one or a group of people who control and decide what happens inside a community. Some leaders rule by authority, others rule by influence. These leaders make decisions that can have an effect on the whole society.

### exercise

You want to study about the organisation of a specific society. Make notes under the headings. What specific things do you want to study ?

<b>History</b>	<i>famous personalities, developments and changes, important events, causes and effects</i>
<b>Geography</b>	
<b>People</b>	
<b>Community</b>	
<b>Government</b>	
<b>Leadership</b>	
<b>Religion</b>	
<b>Language</b>	
<b>Family</b>	

### discussion

synthesis

Use the results from the table to write questions you would like to know about society? For example:

- What history does your society share with other groups?
- What kind of government or organisational structure does your society have?
- Are there many different religions?

### exercise

analysis

Choose a society you are familiar with and answer the following questions.

- Who governs this society?
- How do they govern it?
- How does the government get its authority?
- What interests do the government have?





NGO worker



farmer



forest manager



pastor



school teacher



journalist



youth group organiser



soldier



monk

## 4.2 Leaders and government

### preview

analysis:  
categorising

Study the pictures around the page. Organise the people into two categories: leaders and not leaders. Talk with your group and discuss your answers. Are there any people that fit into both categories? Does everyone in your group agree the decisions?



women's group organiser



doctor



shopkeeper



engineer



student



president of a country



professor



police officer



community organiser



driver

In each society, political leaders have different positions and responsibilities. Leaders get their position in many ways; some are elected by the people and serve for a certain period of time. Other leaders take power by force and rule without the choice of the people.

In order to be an effective leader, they must have followers; people who follow the leaders decisions and choices. Followers can be the people of a country, or a small group close to a leader who help them to lead.

### group work

analysis:  
compare and  
contrast

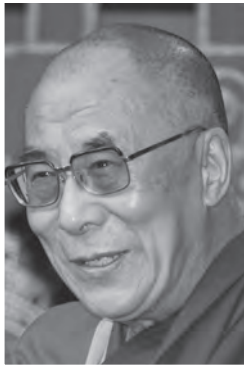
Think about the leaders you chose for the previous exercise.

1. How did they get their responsibility? Were they chosen by the community, elected, or take power?
2. Who are their followers?

### discussion

comprehension

1. What are the responsibilities of political leaders?
2. What are the responsibilities of other citizens and members of a community?



### 1. The Dalai Lama

The Dalai Lama is the traditional leader of Buddhism in Tibet. In the past, Dalai Lamas used to rule Tibet like monarchs. New Dalai Lamas are selected by a special traditional ceremony when they are small children. At the moment Tibet is under Chinese control and the current Dalai Lama lives in exile in India. Most Tibetans accept his authority as the true leader of the Tibetan people.



### 2. Prime Minister Razak of Malaysia

In Malaysia, the Prime Minister is not **elected** by the people. Malaysian people vote for the House of Representatives. The leader of the political party that wins the most seats in the House of Representatives becomes the prime minister. The members of the Senate are appointed by the government. The different states of Malaysia are ruled by hereditary rulers, or Sultans.

### Vocabulary

**elect** (v) –to choose someone for a position by voting  
**coup (coup d'état)** (n) – a sudden attempt by people or the military to take control of the government



### 3. President Horta of East Timor

East Timor is a small country, next to Indonesia. It gained independence in 2002, after many years of fighting against Indonesian rule. One of the leaders of the independence movement was Jose Ramos Horta. After East Timor became independent, Horta won the second **election** and became the second President in 2006.



## 4.3 Types of government

### exercise

knowledge:  
defining

Match up the type of government with the definition:

- |                         |   |
|-------------------------|---|
| 1. Military government  | a. A religious leader or group acts as government |
| 2. Monarchy             | b. The government is voted in by the people       |
| 3. Elected government   | c. A King or Queen acts as the government         |
| 4. Religious government | d. The Army acts as the government                |

### group work

comprehension  
and analysis

Read about the leaders (below) and on the previous page. Put them into one of the four categories above.

### Vocabulary

**monarchy** (n) – one person who rules the country by him/herself, and passes the power down to his/her children and grandchildren.



#### 4. President Medvedev of Russia

Dmitry Medvedev is the third Russian president to be elected after the fall of the Soviet Union. He was **elected** president for the first time in 2008. He is very popular, because the economic situation in Russia has improved as a result of his party's actions. However, his party is trying to centralise power into their hands and he is limiting a lot of freedoms of the Russian people.



#### 5. Commodore Bainimarama of Fiji

Bainimarama is the leader of Fiji, a small island country in the Pacific Ocean. He took power of the island in 2005 in a military **coup**. The people were unhappy with the previous Prime Minister, so the military took control of country and government. He gave himself the position of Prime Minister and refuses to give up power.



#### 6. Sultan Hassanal Bolkiah of Brunei

Brunei Darussalam is a small country next to Malaysia. It was a British colony until 1984 but is now independent. Brunei has large reserves of oil so the country is very rich and its people have a good standard of living. The Sultan has ruled Brunei since 1967 when his father handed over power. The sultan has a son who will become leader of the country when he dies.



### exercise

comprehension:  
reading

Read the passage below about the (**fictional**) country Zembla, and answer the questions below.

## Zembla: A new nation

Zembla is a small island in the Pacific Ocean. Zembla was a European colony for more than 300 years. It became independent in the 1980s. As soon as it became independent, it was **occupied** by one of the powerful Southeast Asian countries.

Finally, after years of **struggle**, Zembla became independent and free a few years ago. Now Zemblans are trying to build their country but they don't have much experience in modern forms of government.

Here is how the Republic of Zembla have organised their government. Zembla is a very small country, because of this very few political parties have formed. The largest is the Zembla Independence Party (ZIP) that acts as the government. The ZIP controls the Zembla Liberation Army – the army that won Zemblan Independence. It is not very large, but fairly strong.

The members of the ZIP met and decided on the basic laws for the new country (constitution) and the structure of

### Vocabulary

**fictional (adj)** - a story about an imagined people or place  
**occupy (v)** - (military use) to enter a place and keep control of it using an army  
**struggle (v)** - to try very hard to do something

the government. Then they presented it to the people. Now, the people have to vote for members of the ZIP to elect members of parliament. The candidates have to be at least 35 years old and only men aged 21 and older can vote.

After all the members of parliament are elected, they will meet together and select a president. The Zemblan Parliament will be responsible for keeping law and order and improving the country.

### exercise

comprehension:  
reading

1. How did the new government get its power?
2. What political choices for the future do the people of Zembla have?
3. What role do they play in their government?

### discussion

evaluation

What is your opinion of :  
• the number of political parties in Zembla  
• voting system?  
• election of president?  
• constitution writing process?

### exercise

synthesis

What advice can you give the people of Zembla and their government?

## 4.4 Rules and laws

One responsibility of governments is to set laws that citizens must obey. Laws are the complete system of rules that people in a particular country must follow. Often these laws are set out in a written constitution, or are created by a government.

### discussion

analysis

Think about the purpose of **laws** in society. Why do we have them? What would happen if we had no laws?

### Vocabulary

**law (n)** - the whole system of rules that all people in a particular region or country must follow.  
**rule (n)** - an official instruction that how something must be done or what is allowed to be done  
**enforce (v)** - to make people follow a rule or law



do not drink alcohol  
pay taxes  
do not steal

always wash your hands  
always be on time for class

### exercise

Look at the following statements to the left. Which are **rules** and which are laws? Are there any that fit into both categories?

Different societies have different forms of rules and laws to suit their purpose.

Religious societies usually have rules or laws for how to best lead your life. They are sometimes about what food you can or cannot eat, how you should act towards other people and what you should do on certain days. For example, many Muslim or Jewish people do not eat pork and have special days when they do not work.

In larger societies such as countries, the laws are made by the government. The laws

may be written in a constitution, or created for certain situations. Some countries make laws by voting in different parts of government. Other countries make laws without voting or asking the people. Governments usually use a police force to **enforce** the laws and there are usually punishments if people don't follow them.

Smaller societies, such as tribes or village communities, have laws that may be passed down with traditions or beliefs learned in families. They may be enforced by the whole community.

### discussion

application:  
identifying

Think of some rules or laws in your society.

1. Who made these laws?
2. Do you think they are fair?
3. Who is responsible for enforcing them?

### group work

synthesis:  
adapting

Think about your school. Make a list of the rules you would change. Discuss why you would make these changes and create another list of new school rules you would like to see.

# Review

1. What are the differences between a tribal society and an ethnic group? What are the similarities?
2. Think about the leader in your community. How did they get their power. Through authority? Through influence? or both? Give examples.
3. In your own words write a definition of politics.
4. List three of the responsibilities that the leader of a local community organisation should have.
5. Brainstorm the advantages and disadvantages of a religious government and a monarchy.

*Kunming is a large city in Yunnan Province, China. It has five million people. The Han Chinese ethnic group are the largest. They make up four million of the population. The other 1 million people are made up of twelve other, different ethnic groups including some tribal societies.*

6. List 2-3 problems that might occur in this city between the different ethnic groups? How could possible problems be solved?

*The people of a country choose their leader by voting for the person they think is most suitable. The person with the most votes forms a government to run the country.*

7. What type of government is described in the text above?



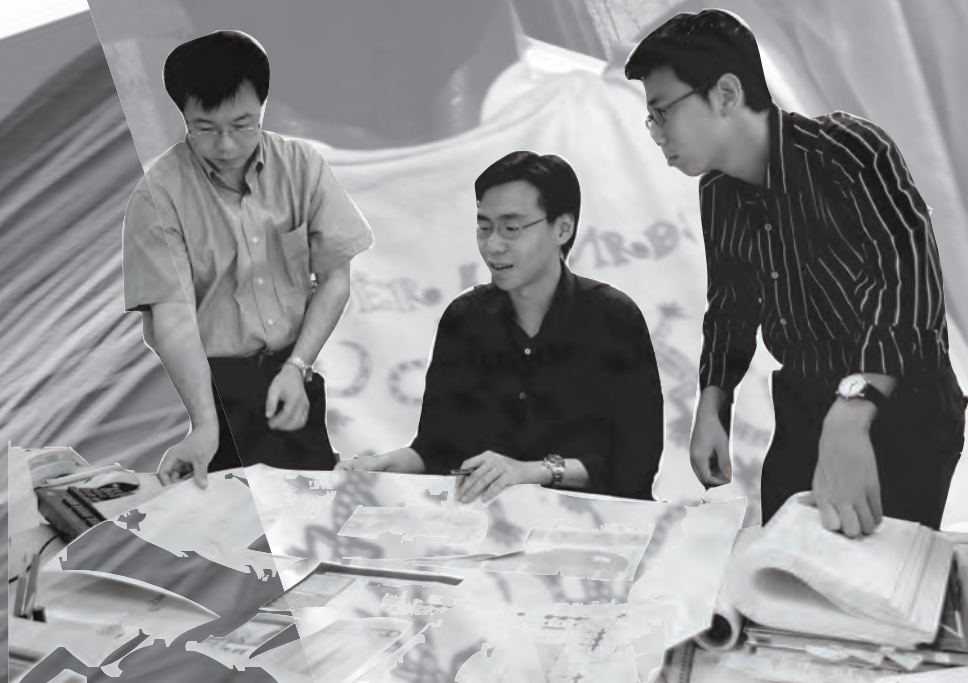
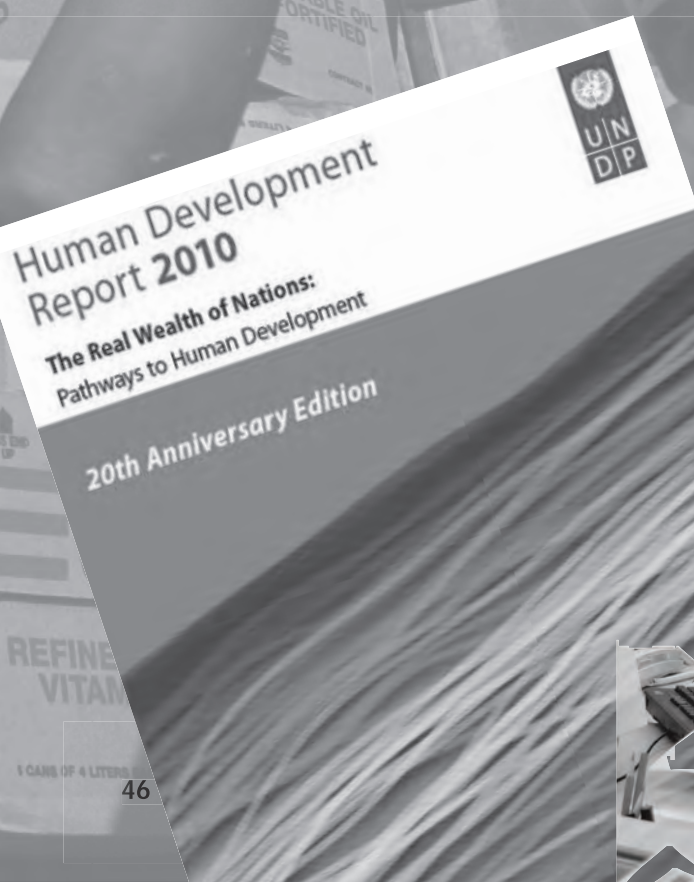
# 5 Development

In this chapter you will study:

- Positive and negative changes in society and their effects
- Development indicators and ways of measuring development
- Microfinance, economic improvement and GDP
- Graphs and charts of development data
- Third world debt and case studies
- Key vocabulary related to development

After completing this chapter, you will be able to:

- Recognise and evaluate social change as a result of development
- Share opinions effectively and reach conclusions as a group
- Understand the basic elements of microfinance and development economics
- Read and interpret data from graphs and charts
- Evaluate and draw conclusions from case studies

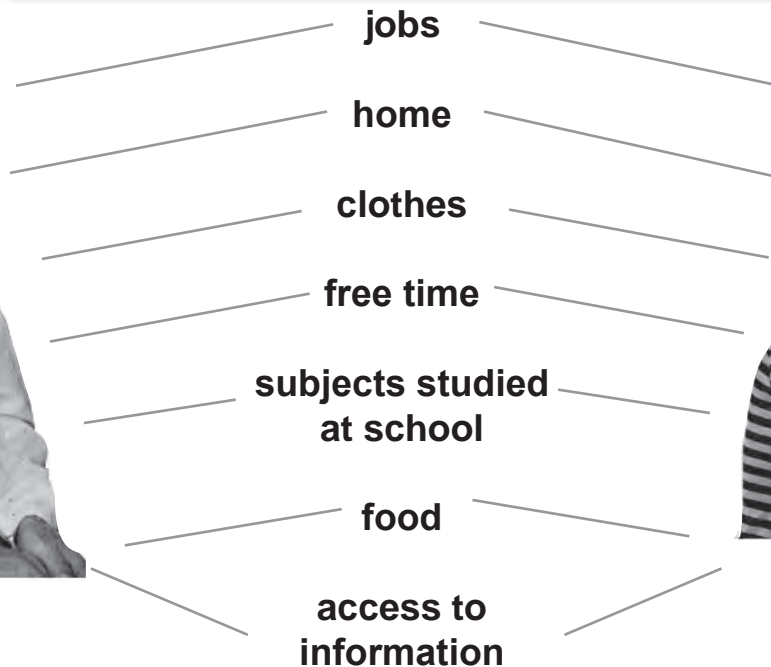




## 5.1 What is development?

### preview

Study the two pictures below. What are some differences between the way you live now and the way your grandparents lived? Use the list below as guide.



### discussion

Look at the changes above. Do you think they are positive or negative? Mark the changes you think are negative with a 'N' and those that are positive with an 'P'. How have these changes occurred?

Development is the improvement of a society over a period of time. Development can involve many different parts of society that affect many different people. There are three main types of development.

**Economic** - increase in personal wealth, general finances and access to basic goods

**Political** - improvement in the organisation of government, freedoms, law and order

**Social** - improvement in the general standard of living, access to education, health care and security

### group work

knowledge

Think about your society. Which things do you want to change? Make a list of improvements you would like to see.

Economic	Political	Social





## group work

evaluation:  
debate

Compare your list of improvements in groups. Can your group come to an agreement on the five most important improvements?

## exercise

prediction

Study the map at the back of the book. Where is Ethiopia? What do you know about this country?

## case study

comprehension:  
reading

### Farming in Ethiopia

In Ethiopia, farmers have used traditional seeds to grow crops for many hundreds of years. Over the years, the farmers know which seeds are best. They kept these seeds and used them for the next crop.



But now, traditional seeds are being replaced by new 'super-seeds'. These super-seeds are being made by multinational companies. They grow faster and produce more crops. This allows the farmer to sell more crops and make more money every year. Although these super-seeds grow faster they are weaker. They may die easily because of disease or less water.

The super-seeds have another problem. The seeds from the super-seed crops cannot be used again. Every year farmers have to buy new seeds from the companies.

If farmers in Ethiopia start to use these super-seeds they can make more crops and money. But, there is a risk that their plants may die more easily. The traditional seeds may soon disappear and there will be no traditional crops left.

### Vocabulary

**crop (n):** all of the plants that grow in one season

**seeds (n):** a small, hard object made by plants that you put in the ground to grow a new plant

**disease (n):** a sickness or illness

**disappear (v):** to stop being there

## exercise

comprehension

1. What is the change described in the case study?
2. Is the change social, political or economic?

## group work

application

1. What problems might happen because of the change in this case study?
2. Work with your group to think of some ideas to solve the problems.



## 5.2 Development in practice

### preview

prediction

Where is Bangladesh? What do you know about it already? How developed do you think it is?

### Bangladesh: Who does microfinance benefit?

Farida lives in Bangladesh. She makes mats. Each mat takes about five days to make and Farida sells the mats for 500 taka (about 7,000 kyat/210 baht) each. Farida borrowed money from a moneylender to start her business and was paying a lot of interest. She could afford to buy food, but she could not save any money for emergencies. One day, someone from a microcredit project in Farida's community offered her a loan. The rate of interest on this loan is much lower than the rate of interest from the moneylender. Farida benefits because it is easier for her to repay her loan at the same time as she works. Because the interest is lower, Farida has extra money to keep or lend to friends. In this way, the project grows and helps the local community.



However, some people still face difficulties with microfinance, because they are unable to pay back even small loans. Little business knowledge and other factors can prevent a business from being successful. This can cause problems for communities who are already poor and were struggling to live before they took a loan. Because of this, people who join the microfinance project try to cooperate with each other and take responsibility for making the project successful. They make the loans, and they help and support each other while they are repaying the money they have borrowed.

### exercise

comprehension

1. What is the change described in the case study?
2. Is the change social or economic?
3. Compare the case study about farming with the one about microfinance. What is similar? What is different?
4. Both the Ethiopia and Bangladesh stories describe change. Who does the change in the first story benefit? How does it benefit those people? Who does the change in the second story benefit? How?

### Vocabulary

**interest (n):** extra money that you must pay back when you borrow money

**loan (n):** money that you borrow from a bank

### group work

analysis

Think of an example of a recent change in your community (social or economic). Discuss it in your group. Who does it benefit? Make a short presentation in class. Make sure you answer the following questions:

1. Is this a social or economic change?
2. Who introduced the change?
3. Who does the change benefit? How?
4. Does it cause any problems for people in your community?
5. What solutions can you suggest?





## 5.3 Measuring development

preview

identifying

Study the two pictures on the page. Which one is a **developed country** and which is a **least developed country**? How do you know this?

a

b

Many organisations use indicators to see if a country is developed or not. Indicators are different categories that people study within development. They include those listed in the chart below.

exercise

analysis:  
categorising

Put each of these development indicators into one of the categories. For example, 'literacy rate' is about reading so it goes in the education section.

**literacy rate, child mortality rate, school starting age, public health spending, life expectancy, unemployment levels**

Education	Literacy rate, access to education, number of people in education, subjects taught
Health	
Economic welfare	
Participation in affairs	
Technology	

exercise

application

Write more examples of development indicators in the chart above. Use the example for education to help you.



## exercise

application

Make a list of countries from different parts of the world. Which countries are **developed**, **developing** or **least developed**. Fill in the chart below

Developed	Developing	Least developed

## Vocabulary

**Developed country (n):**  
rich with lots of industry  
and a comfortable  
standard of living

**Developing country (n):**  
slowly improving its  
industry and standard of  
living

**Least developed country  
(n):** poor and with little or  
no improvement

## GDP

One way to measure a country's improvement is its GDP - Gross Domestic Product. This is the total value of all goods and services a country produces: All the things it sells, all the services it provides, all the qualified people.

Many governments and organisations use a country's GDP to see how its economy is developing. GDP can show

- **The speed of economic growth**
- **The amount of improvement**
- **Any decrease in the value of it's economy**

## discussion

application

Which countries do you think have the highest GDP? Which do you think have the lowest?

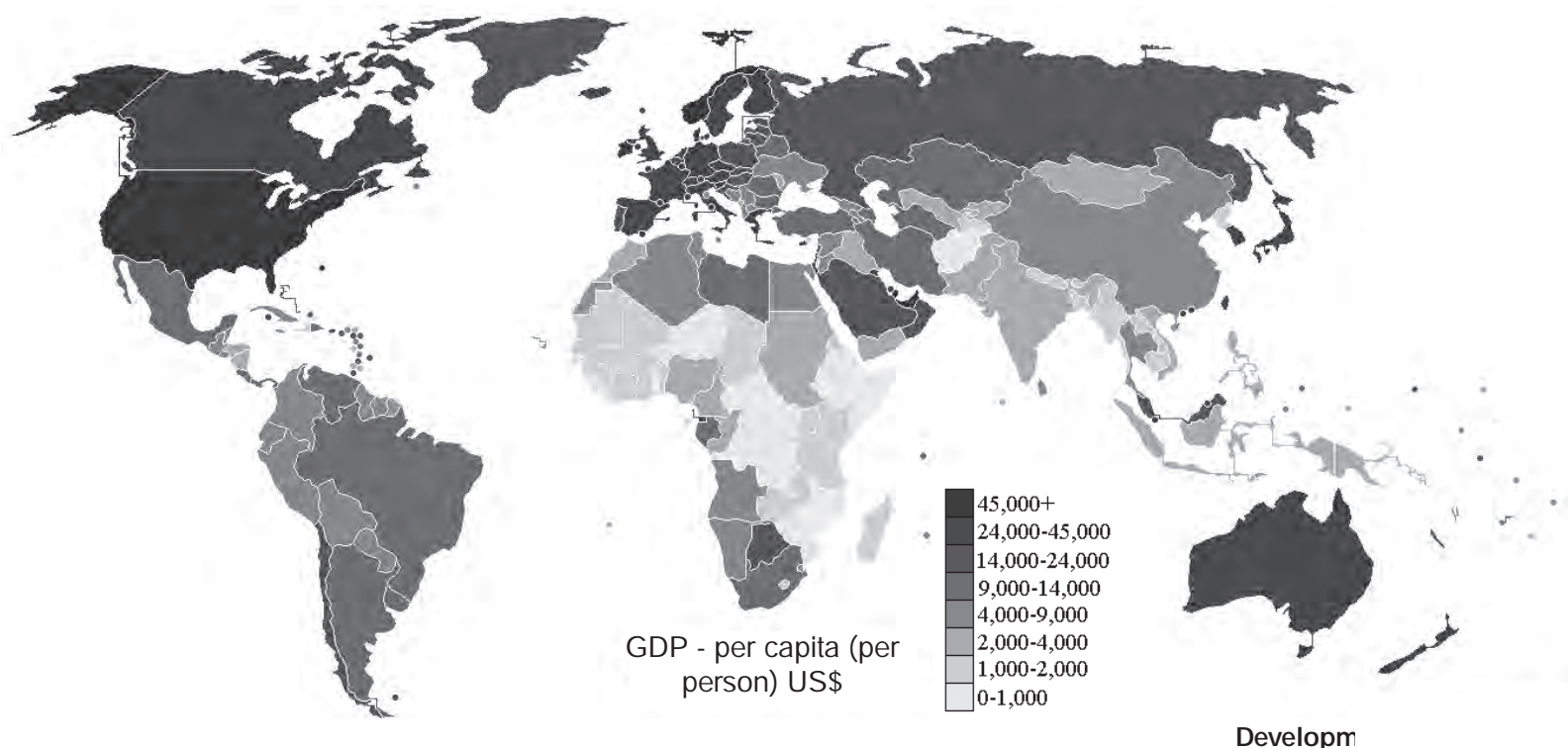
## exercise

analysis

Can you find Ethiopia on the map? Use the map key to decide how developed it is. (you can also use the map at the back of the book to help)

The map below shows the GDP of the whole world. The countries in darker colours represent the developed, or richer countries. The countries in lighter colours represent the developing or least developed countries.

Most of the developed countries can be found in North America and Europe with others in far East Asia and Oceania. The developing countries are mostly in Africa, South America and Asia.







GDP can only measure the economic aspects of a country's development. It does not show all areas of improvement.

### exercise

Study the aspects of development to the right.  
Put them in the categories below:

**Environmental issues**

**Natural resources    Standard of living**

**Distribution of money**

personal-wealth  
extra-money  
palm-oil  
water buffalo  
fish  
gas  
drought  
oil  
gems  
free-time  
diamonds  
disasters  
family-size  
rice  
pollution

**Fig. 1: Additional development indicators**

Country	life expectancy	GDP per person per year (US\$)	Adult literacy rate (% of people over 15)	Infant mortality rate (per 1000 births)	% of population with access to clean water	% of population unemployed	Public health spending (% of GDP)
Brazil	72	10,900	88	21	87	7	8.4
Myanmar	64	1,100	89	49	72	5	2.1
China	74	7,400	91	16	75	4	4.3
Iraq	70	3,600	74	41	85	15	2.7
Mozambique	51	1,000	47	78	57	21	5.6
Pakistan	65	2,400	49	63	90	15	2.9
Russia	66	15,900	99	10	99	7	5.2
Singapore	82	57,200	92	2	100	2	3.4
Thailand	73	8,700	92	16	84	1	4.3
USA	78	47,400	99	6	100	9	16.0
Vietnam	72	3,100	90	20	77	3	7.3

The chart above shows other development indicators you may encounter. Study the graph and answer the questions that follow.

### exercise

#### application

- Find the countries from Figure 1 on the World Map.
  - Complete the sentences.
    - In Singapore, \_\_\_\_\_ infants per 1000 die before they are 1.
    - In China, \_\_\_\_\_ infants per 1000 die before they are 1.
    - In Pakistan, \_\_\_\_\_ of the people can read and write.
    - In the US, \_\_\_\_\_ of the people can read and write.
    - In Thailand, the average person lives to be \_\_\_\_\_ years old.
    - In \_\_\_\_\_, the average person lives to be 66 years old.
  - List the countries by GDP (the highest first, lowest last.)
  - List the countries by literacy rate (the highest first, lowest last.)
  - Which country has the worst water situation?
  - Find countries with three lowest literacy rates. Find them on the map. Are they part of the northern or southern hemisphere?
  - Compare the data on public health expenditure and life expectancy in five different countries. Do you notice a relationship between these two indicators?
- Find Myanmar on the development indicators chart. What conclusions can you make about Myanmar compared to other countries?

Data from WHO,  
UNDP, CIA World  
Factbook  
(2007:2010)

### exercise

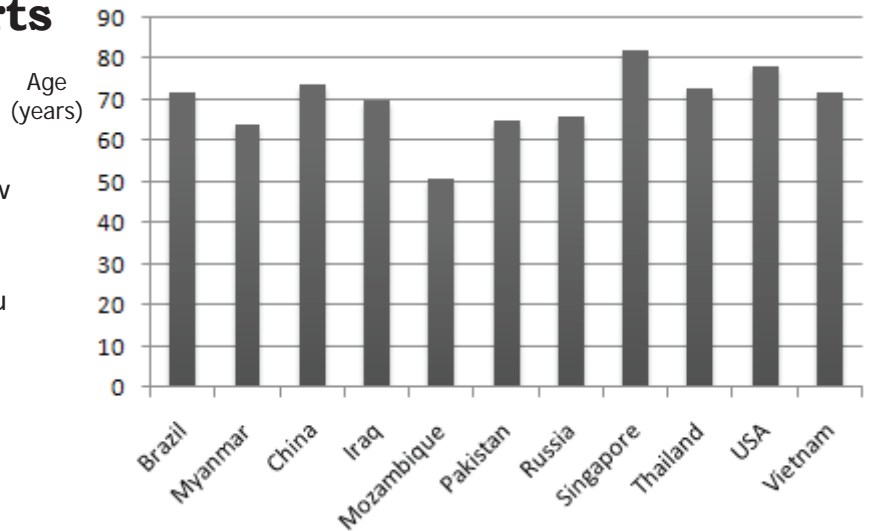
#### evaluation



## 5.4 Studying charts

### preview

Study the chart to the right for a few minutes. What information does this chart show? What do you think the purpose of the chart is? Can you think of a title for it?



### exercise

#### application

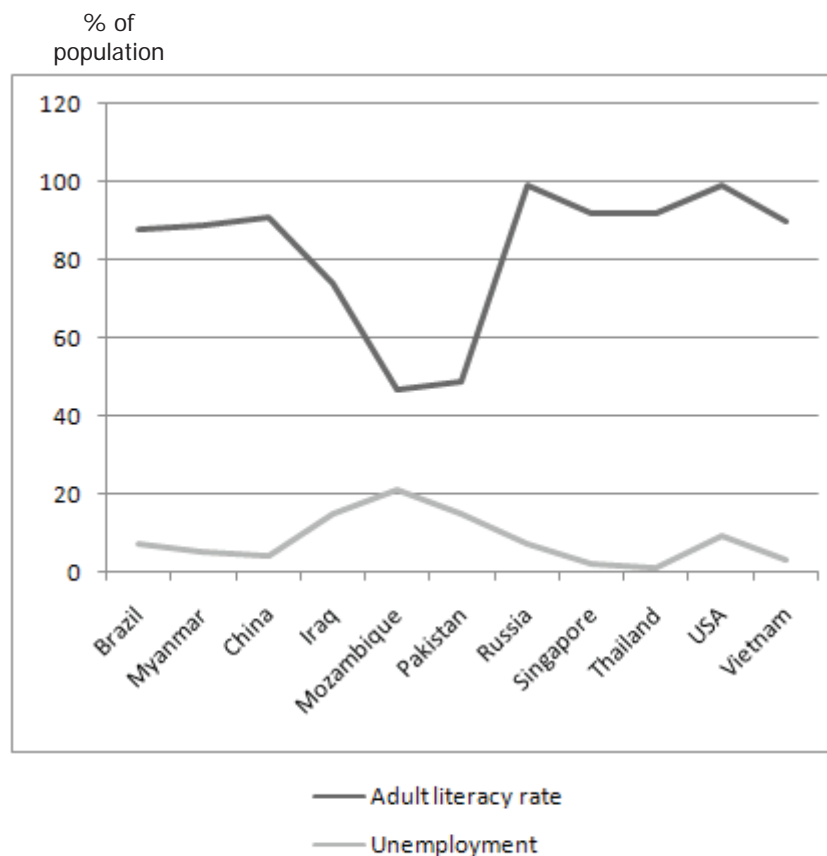
Use the chart above to answer the following questions.

- Which country has
1. the highest life expectancy?
  2. the lowest life expectancy?

### preview

Study the chart below for a few minutes.

1. What information does this chart show?
2. What do think is the purpose of the chart?
3. Can you think of a title for it?
4. Look at the numbers on the left hand side of the chart. What do they represent?



### exercise

#### analysis

Use the chart to the left to answer the following questions:

1. Which country has the highest unemployment rate?
2. How many countries have almost 100% adult literacy?
3. Compare Mozambique and Thailand. What do you notice about the differences between the two countries' data?
4. What conclusion can you make about the link between adult literacy rate and unemployment? Is there a connection?
5. Are there any countries that don't match your conclusion? Why is this?





## Developing countries debt

Many developing countries have very large debts, and the amount of money they owe is quickly increasing. In the end of the 1970s, banks from rich countries loaned money to poor countries for large development projects. Now, these countries have to repay the loans with high interest. The more you borrow the more interest you have to pay. The longer you take to repay your debt, the more interest you get. Trying to pay off the debt has become a serious problem for these countries, and it causes a lot of problems for their people.

For example, countries in Sub-Saharan Africa pay \$10 billion of debt every year. That is about 4 times as much money as the countries in the region spend on health care and education. A lot of what the countries' economies produce has to be paid to the rich countries to cover the debt. Often, the governments of developing countries cut the money they spend on education and health for the people.



Live 8 was a music concert that took place in 2005 to encourage leaders of richer countries to cancel the developing countries' debt

### exercise

#### comprehension

1. Cover the article above. In your own words, write a few lines describing what developing countries' debt is.
2. Why is the debt getting bigger and bigger?
3. How does debt affect life in poorer countries?

### discussion

Why does borrowed money not help some developing countries?

### Vocabulary

**debt (n):** the amount of money you must pay back

**strikes (n):** a time when workers stop working because of poor job conditions

### case study

## Work on the farm

Miguel and Rosa are Mayan Indians, they live in the high mountains of Guatemala and have five children. They own a small plot of land, but they can't make enough money to feed their family. So every year Miguel, Rosa and the children have to move south to work on a large farm. The land in the south is good for farming. Most of this land belongs to a few rich landowners. They grow coffee, sugar cane, and cotton. These are called 'cash crops' because the landowners sell the crops for money rather than being used by the people who grow it. The landowners also raise cows on the land. Most of the cash crops and beef are shipped out of the country. They are sold to other countries like the United States and Canada.

Miguel and Rosa each make about \$1.00 a day on the farm. Their children work too, but they do not get any money. The landowners do not want to pay the workers more. A few years ago, the farm workers formed a union. They started **strikes** at the large farms. They wanted more money for food. The workers also wanted a fair share of the land. The landowners sent the police to fight the striking farm workers. The government sent the army to help the police. Many workers were hurt. Some were killed or put in jail. Even so, the union has improved the rights of farm workers. The government has increased the minimum wage. But many landowners still do not pay the minimum wage.



**exercise**comprehension:  
defining

1. Fill in the gaps using the words below

**unions****strike****minimum wage****cash crops**

- a. Instead of growing rice to feed their families, many farmers have to grow \_\_\_\_\_ in order to sell them for money.
- b. In many countries workers' \_\_\_\_\_ are organised to help fight for and protect workers' rights.
- c. Governments in many countries require employers to pay a \_\_\_\_\_ to their workers. Paying less is illegal.
- d. Workers go on \_\_\_\_\_ when they want to improve their working conditions or get more pay. They stop working until the employer agrees to their requests.

**exercise**

comprehension

1. How do Miguel and Rosa make a living?
2. What is the workers' union fighting for?
3. How are the big landowners using their land?

**exercise**evaluation:  
debate

Discuss ways to help Miguel and Rosa. What could be done to help other people like them in the future?

# Review

1. How do you think different climates affect the world of development?
2. What problems could there be working in development in arid, dry regions compared with sub-tropical regions?
3. Read the text below. What kind of improvement is this – Economic, social or political?

*In Zembla, over the last 20 years, a new state-run health system means more people have access to medical services. This cheaper and more effective system will help even the poorest people stay healthy.*

4. In your own words, describe how microfinance can help developing communities.
5. Match the words with the definitions below:

<b>interest</b>	money that is borrowed
<b>loan</b>	the amount of something that you must give back
<b>debt</b>	additional money you must pay back when you borrow something

6. Brainstorm all the development organisations that work in your area. What area(s) of development do they work in?

e.g. *Medecins Sans frontieres (MSF) - health/medicine/doctors*

7. Which of these from the list below are NOT development indicators used by most development organisations?

*life expectancy, new buildings, unemployment levels, economic improvement, football fields, country GDP, infant mortality rate, number of new cars, access to information.*

8. What social or political effects could there be of an improvement in literacy rates in a country?
9. What problems could there be working in development in multi-ethnic communities? Make notes under the following headings.

**Education****Health****Food/water access****Local government help**