

ABOUT

US AND THIS BOOK

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Introduction

Social Studies looks at people and society and the way they interact. This is studied within four main subjects: History, Geography, Economics and Politics. This module also explores an additional fifth topic: Development, that provides a first look at how communities and countries can be built and improved.

The purpose of this subject is to deliver the necessary skills and knowledge to help form responsible individuals who are capable of contribution to improving society. This book will help provide a good base for future study in any of the other books available from Curriculum Project:

- A History of Burma from a Multi-Ethnic Perspective
- South East Asia Studies
- Environmental Issues
- Politics
- Economics
- Community Development

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 AD and BC
- Count years in both eras and recognise century numbering before and after AD
- Read and make timelines



1.1 What is History?

preview

knowledge-
prediction

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

What do you know about this period of Burma'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.

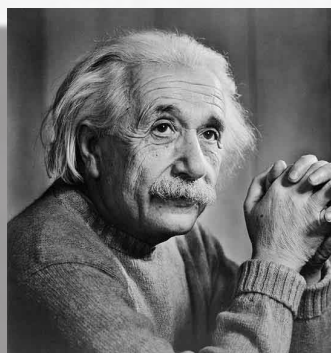
History is:

- **Important events** that had a major impact on countries or the world. Example: World War II or the Russian Revolution.

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.

- **Famous personalities** who have influenced historical events in some way. They are often leaders or important inventors who are remembered in a country or around the world. Some personalities are remembered for their contributions and others for their evil deeds. For example Mahatma Gandhi is remembered for his nonviolent struggle for the independence of India from Great Britain. Adolf Hitler is remembered as a dictator who killed millions of people.



Albert Einstein – a physicist who used math and science to change the way people understand the world

Thakin Kodaw Hmaing - a poet and an early leader of Burma's independence movement.



discussion

knowledge

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

- **Discoveries, developments and changes** that often influence people's lives around the world. Example: the Industrial Revolution or the French Revolution



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

discussion

knowledge

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

Vocabulary

document (n) - a piece of paper with information on it
impact (n) - the influence of something
event (n) - something that happens





exercise

Can you think of any events, developments or personalities that have been positive, negative or both? Organize 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 civilization that existed in Burma 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:

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

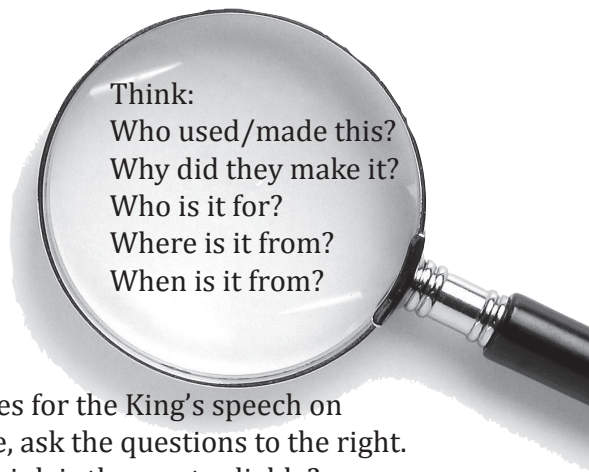
How can you decide if your sources are good or not? You must evaluate your sources and check. Historians ask questions about sources. Who? What? Where? When? Why? How?

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.

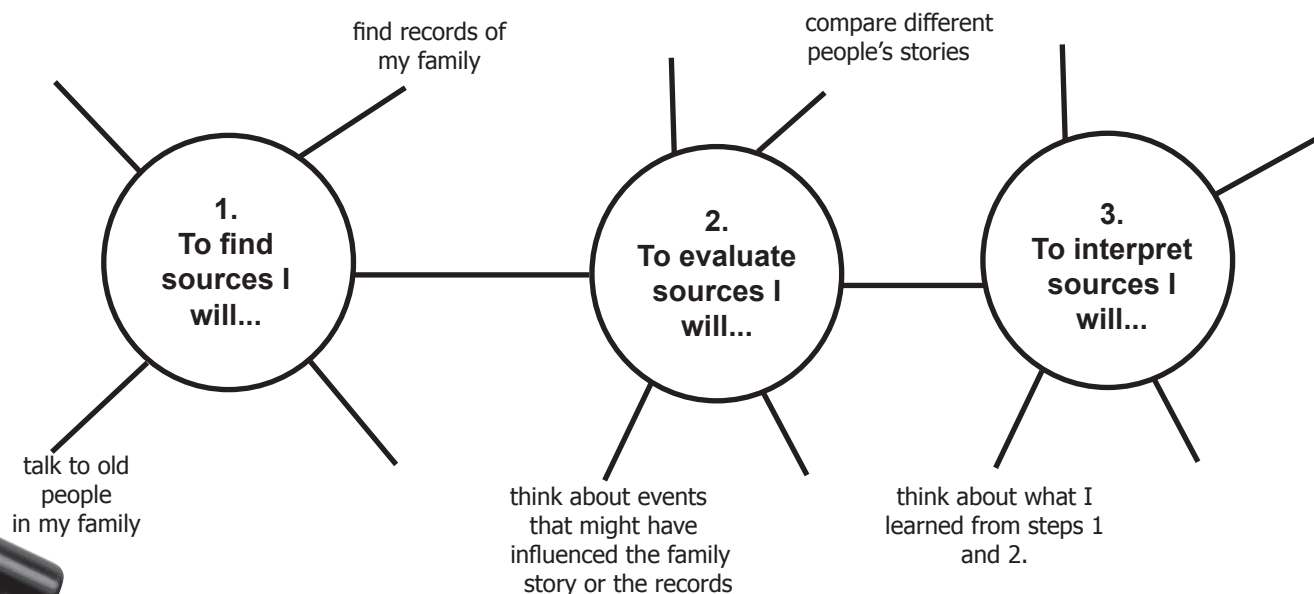
No, you're wrong. He was trying to help his people. In his letter to his mother, he says...



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.





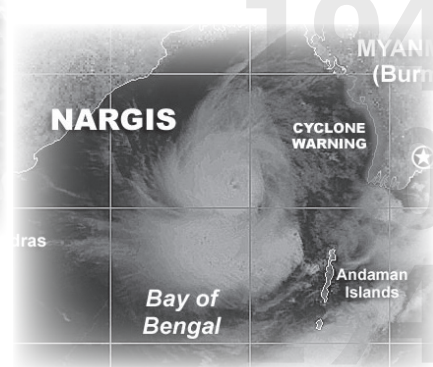
1.4 Dates and timelines



The Independence of Burma



Ne Win and the military take over



Cyclone Nargis



8888 protests against military rule



Student protests against British rule in Burma

preview
ordering

Look at the images of historical events. Put them in the order you think they happened. The earliest event 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

January

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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.

A timeline of Thailand (AD):

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").

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?

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- AD1.

AD1-AD99 = The 1st Century.

AD100-199 = The 2nd Century

AD200-299 = The 3rd Century

...

....

AD1800-1899 = The 19th Century

AD1900-1999 = 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.

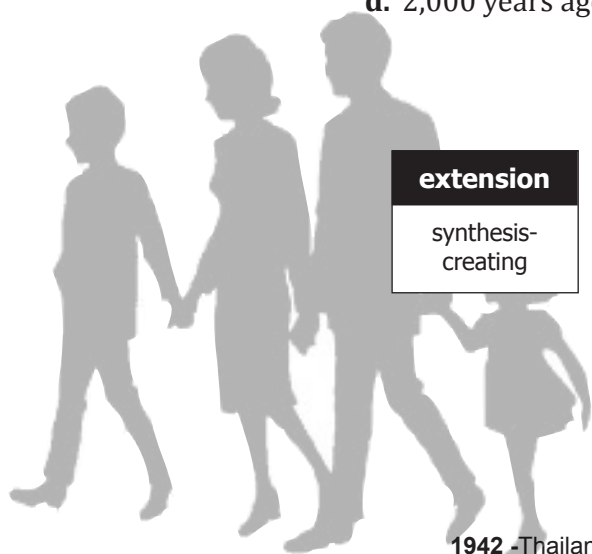
It works like this:

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.

Burma 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 Burma became a British colony in 1885. What century was that?
 - a. 17th
 - b. 18th
 - c. 19th
 - d. 20th



extension

synthesis-
creating

Create a time-line 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 Burma.

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 time-line like the one on the previous page.

Vocabulary

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

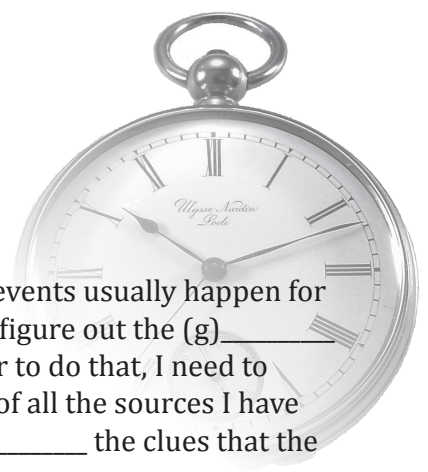
indirect (adj) - not
straight or direct

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?

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 AD
 - b. 17 BC
 - c. 83 AD
 - d. 83 BC
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 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 types of maps
- Read and calculate scale and estimate distance on maps
- Make basic maps of familiar areas using scale and estimating distances





2.1 What is Geography?



Hopetown Falls, Australia



Beijing, China

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

There are two important parts of geography: the study of physical environment and human environment. Environment is everything around us. 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 a human environment. It has two parts: built environment, and social/cultural environment. Built environment includes everything people have built. Social/cultural environment includes cultural, and political structures, organisations, and rules.

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

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. The physical environment is always affected by its interaction with people. This physical-human relationship is essential to our understanding of geography.



fig.1 The physical environment

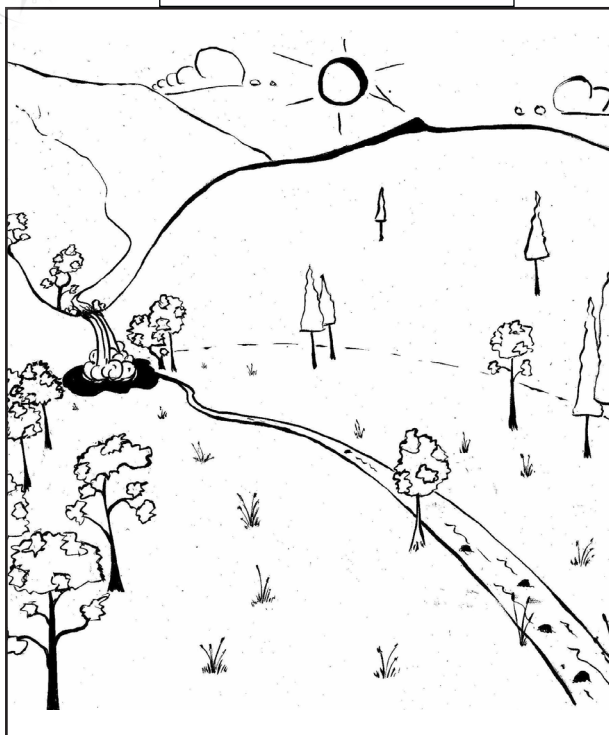
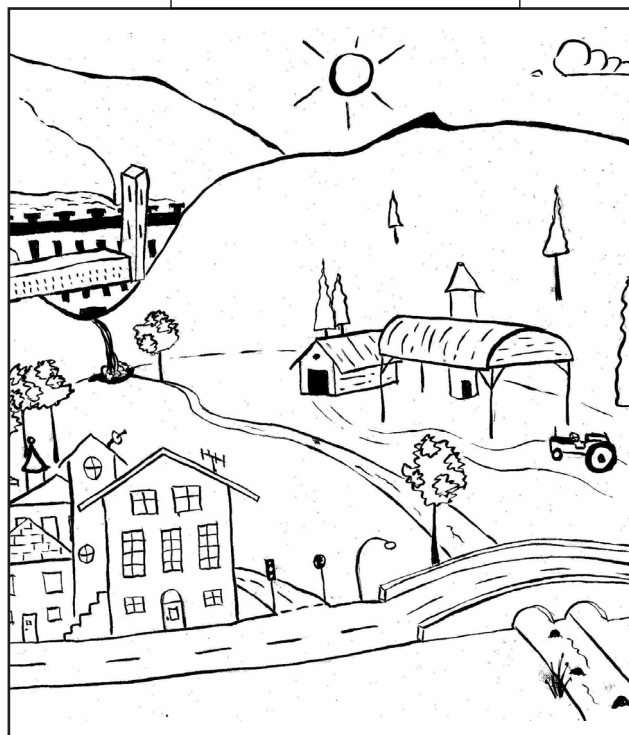


fig.2 The human environment



discussion

analysis-
compare and
contrast

Look at the pictures above. Compare the physical and human environments. In what ways are they different from each other?

What changes have been made to the Earth's physical environment to create the human environment?

exercise

With your group, answer these questions:

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?

2.2 What do geographers do?

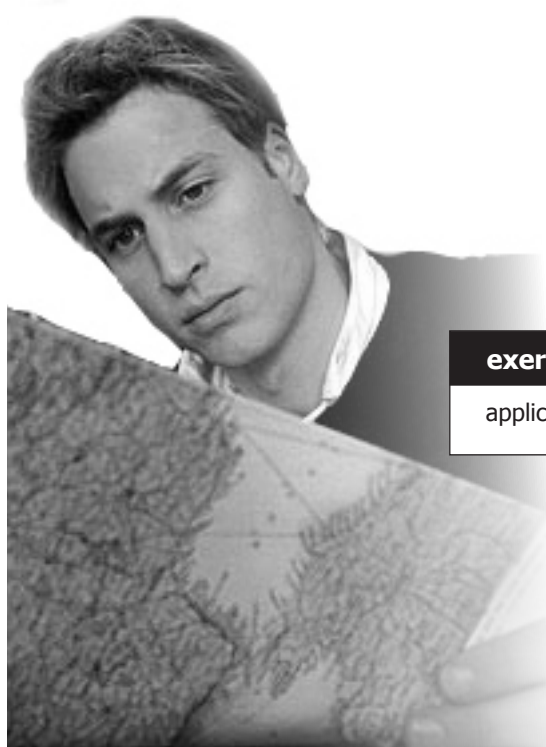
When we study geography, we start by asking questions about the environment: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? Should it be like this? What action is appropriate?

Look above at figure 2 again. Write geographical questions about something in the picture, e.g. What is near the river? Try to answer your questions after.

exercise

application

1. Where is the _____ ?
2. Why is the _____ there?
3. What are the effects of the _____ being there?
4. How is the _____ changing over time?
5. Should the _____ be like this?



extension

Try asking these questions about things around you that you see every day. Remember to think about both physical environment and human environment.

- What is in front of my house? or What is across the road?
- Write down all the questions you can ask. Try to answer them in your group.

extension

analysis-
categorizing

1. Study the list of jobs below. Which of these jobs need knowledge of geography to help them with their work? 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. People can use them as an 'address' for any place on Earth.

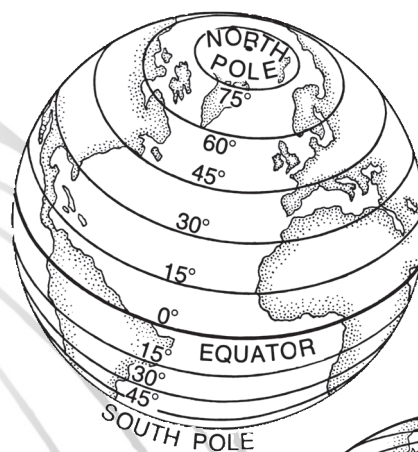
The lines of latitude are east-west circles around the globe and they are parallel to each other. The lines of latitude divide the globe into degrees. In the middle of the globe is a line called the Equator. It is 0 degrees latitude.

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.

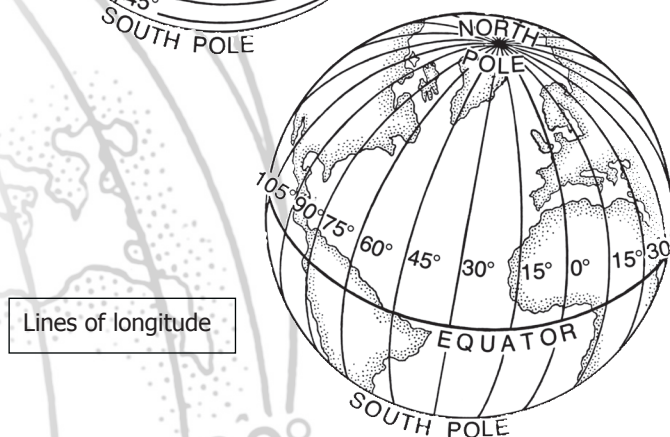
The Equator divides the Earth into Northern and Southern Hemispheres. Everything north of the Equator is in the Northern Hemisphere. Everything south of the Equator is in the Southern Hemisphere.

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 latitude line. Longitude begins with the Prime Meridian. It goes north to south, through Greenwich, a district of London in 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 access) to answer the questions:

1. How many degrees of latitude are there in the Northern Hemisphere?
2. How many are there in the Southern Hemisphere?
3. How many degrees of longitude are there in the Western Hemisphere?
4. How many degrees of longitude are there in the Eastern Hemisphere?
5. Find one country both located in:
 - a. Northern and Western Hemispheres
 - b. Northern and Eastern Hemispheres
 - c. Southern and Western Hemispheres
 - d. Southern and Eastern Hemispheres
6. Find two countries that are divided between the Northern and Southern Hemispheres.
7. Find two countries that are divided between the Eastern and Western Hemispheres.
8. Find the latitude and longitude 'address' of the place where you were born.
9. Find the latitude and longitude of the following places:
 - a. Bangkok (Thailand)
 - b. Cairo (Egypt)
 - c. Sao Paulo (Brazil)
 - d. Mexico City (Mexico)
 - e. St. Petersburg (Russia)
 - f. Wellington (New Zealand)

2.4 Physical and Human landscapes

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 largely a physical environment, similar to how 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. Many 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.

Vocabulary

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

surface (n) – what is on the outside, what you can see and touch

features (n) – characteristics, what you can see and describe

modify (v) – to change to suit your needs

component (n) – part of something



Human landscapes

Physical Components

Land

Water

Air

Human Components

Farms

Settlements

Industries

exercise

matching

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



1. atmosphere (n)
2. soil (n)
3. interact (v)
4. constantly (adv.)
5. affect (v)
6. variety (n)
7. surface (n)
8. coastal cliff (n)
9. features (n)
10. modify (v)

- a. the top layer, what you can see
- b. to act with and affect each other
- c. air and everything that's in it
- d. steep rocks on the sea shore
- e. layer of ground in which plants grow
- f. change to suit your needs
- g. influence
- h. always, all the time
- i. a lot of different things
- j. characteristics



exercise

Look at the two pictures to the left

1. Which landscape has been most modified?
2. Look at the buildings, the people, and clothes they are wearing. What can you say about each of these environments?
3. Think about your own environment. How much has it been modified?
4. Compare your own environment with those in the pictures. Which image is most like your environment?



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



2.5 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?

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.

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 what houses people build. It affects how people travel, and the work they do.

Natural resources also 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.

People in the African jungle have different lives from people in the mountains of

China. People in Yangon have different lives from people beside the Andaman Sea. This is partly because these places have different landscapes and different climates.

These differences lead to different cultures and lifestyles. Geography studies these differences. Of course, the physical environment is only one factor in the way people live today in different parts of the world. To understand why we live the way we live today, we need to study a lot of political and historical factors as well.

Geography studies societies in different places. It studies how these different societies have grown and changed. It studies how these societies use the natural resources around them. It studies how societies interact with other societies, and with the physical environment.

We know that each society finds a way to survive on Earth. People on different parts of the Earth have different lives. Geography helps us explain these differences. Geography is much more than the study of places on Earth. It is also the study of people finding ways to live in the different landscapes and climates on Earth.

Vocabulary

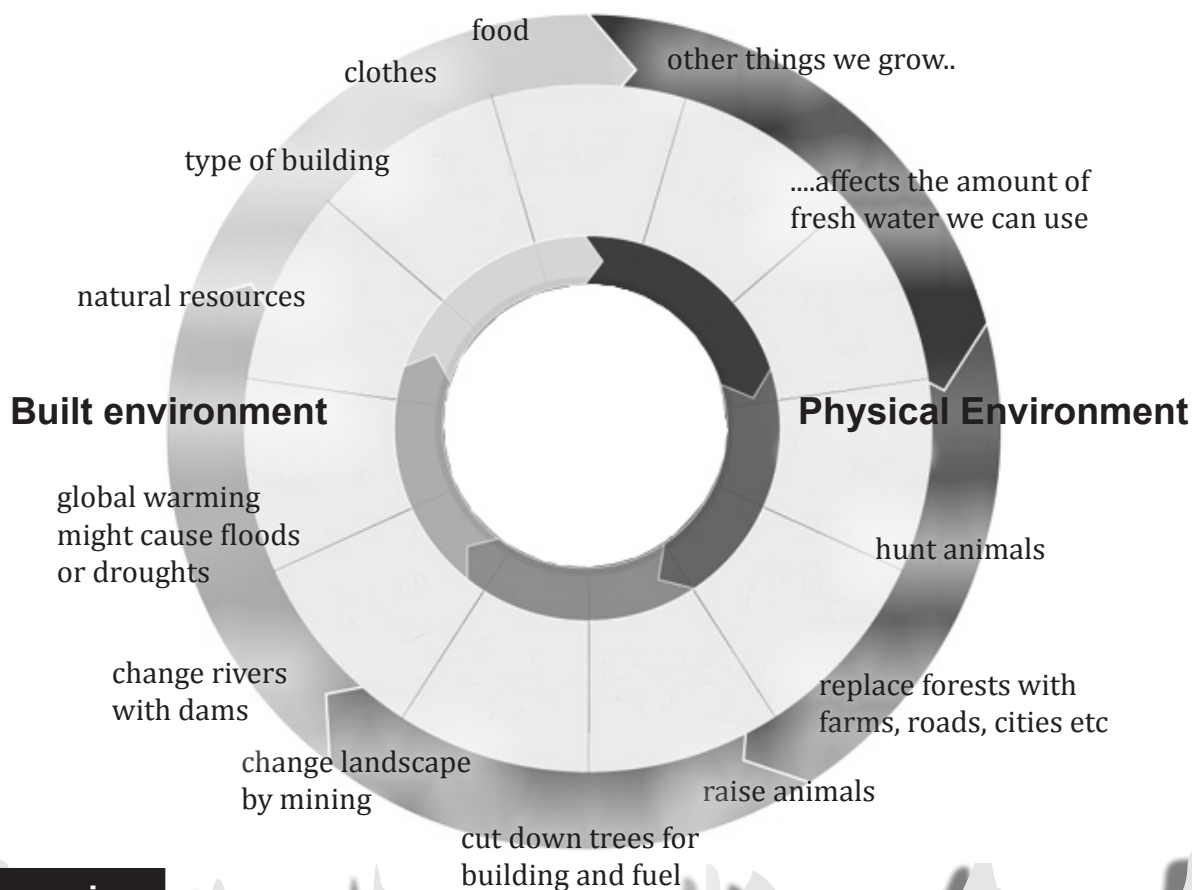
lifestyle (v) – the way we live

landscape (n) – surface of the land

climate (n) – the average weather conditions for a place

valuable (adj.) -very useful and important

Interaction between physical and built environments



exercise

comprehension

Choose the best answer to complete the sentences:

- Geography studies...
 - people who live in jungles, in cities and on mountains
 - how different people interact with each other
 - groups of people with the same culture and lifestyles
 - the relationship between people and the earth.
- People who live in cold climates...
 - are the same as people who live in hot climates.
 - are always cold and hungry
 - are all the same
 - find ways to be warm and comfortable
- This text says that...
 - the earth affects people's lives
 - people should move to a better climate
 - all societies are the same
 - 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)
- internet

Can you add anything else to this list?

What different physical environments do you know?



Climates

preview

What is climate? Brainstorm all different climate types you can think of. What do you know about them? Organize 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 and some have less. 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.

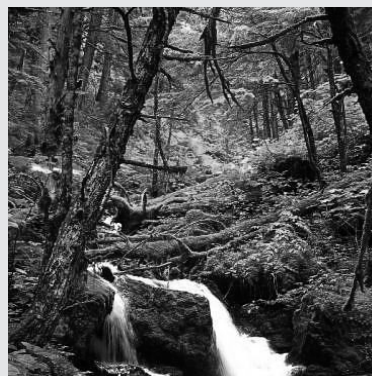
4. Dry climates



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 climates. 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. They also 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

2.6 Maps

preview

Study the map below. What features of geography 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 parts of geography)

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 Bago?
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

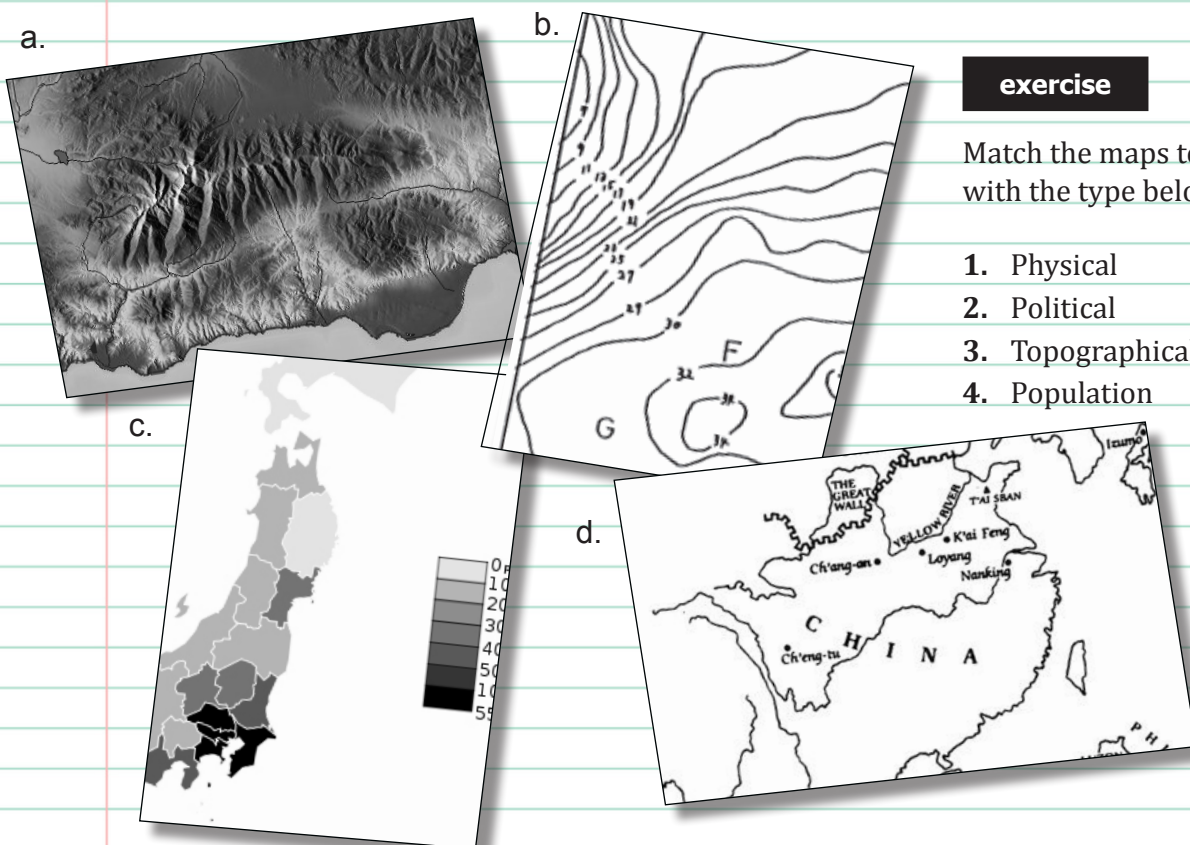
Information that map provides:

- 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

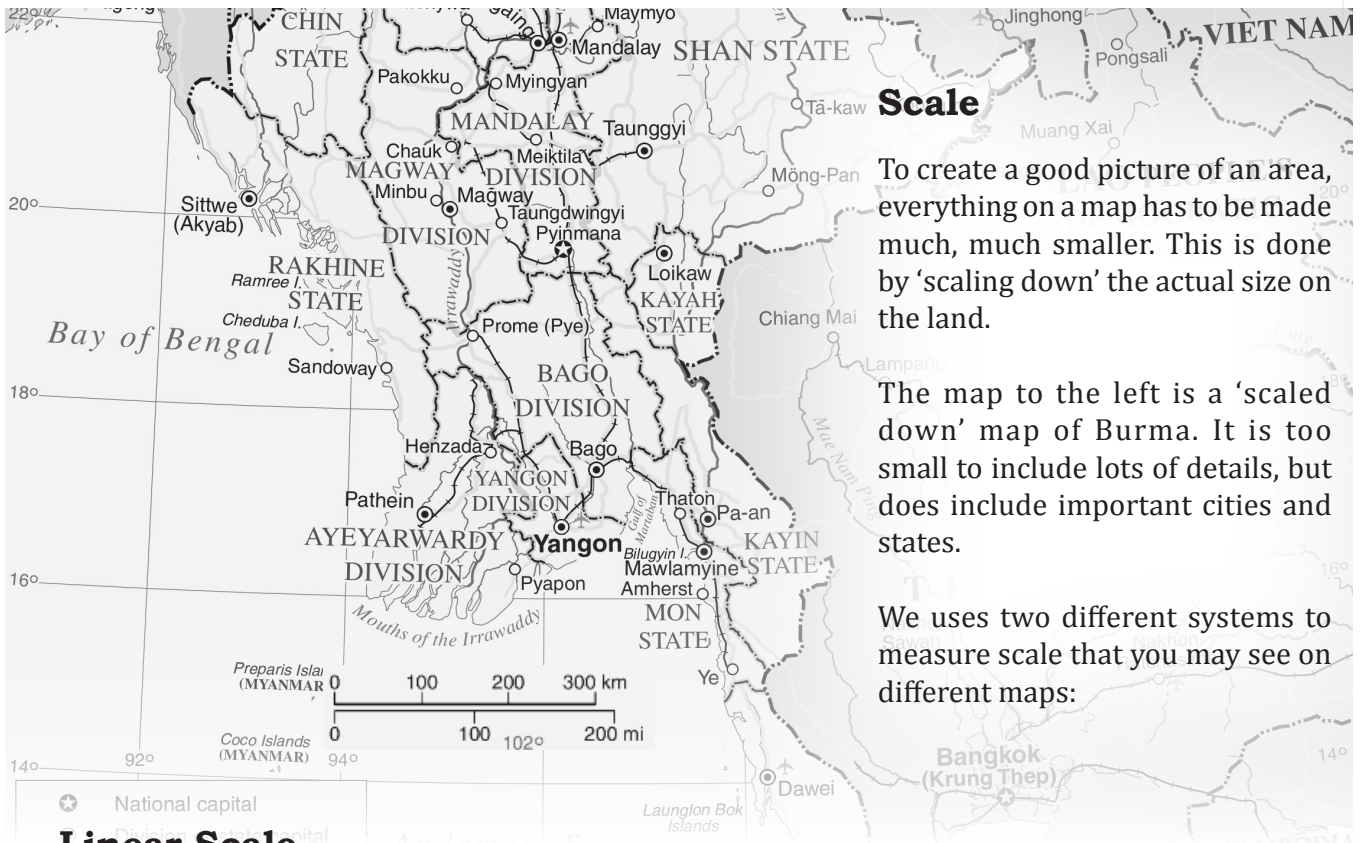


c.



e. Ngapali





Scale

To create a good picture of an area, everything on a map has to be made much, much smaller. This is done by 'scaling down' the actual size on the land.

The map to the left is a 'scaled down' map of Burma. It is too small to include lots of details, but does include important cities and states.

We use two different systems to measure scale that you may see on different maps:

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

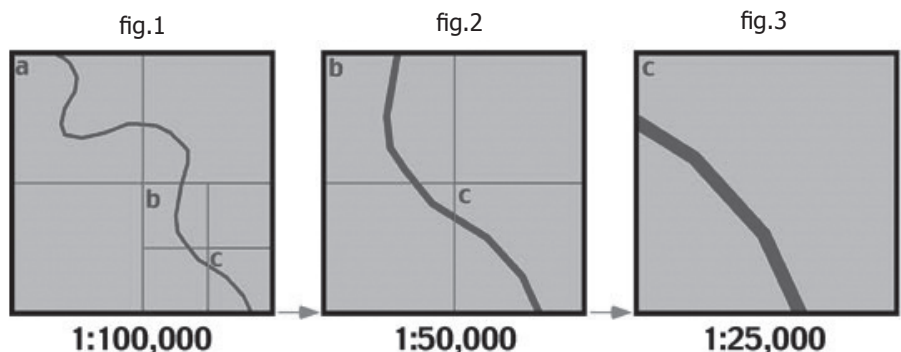
The ratio scale uses a different guide to help you understand distances. For example in the corner of some maps you may see scale shown as this:

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*.

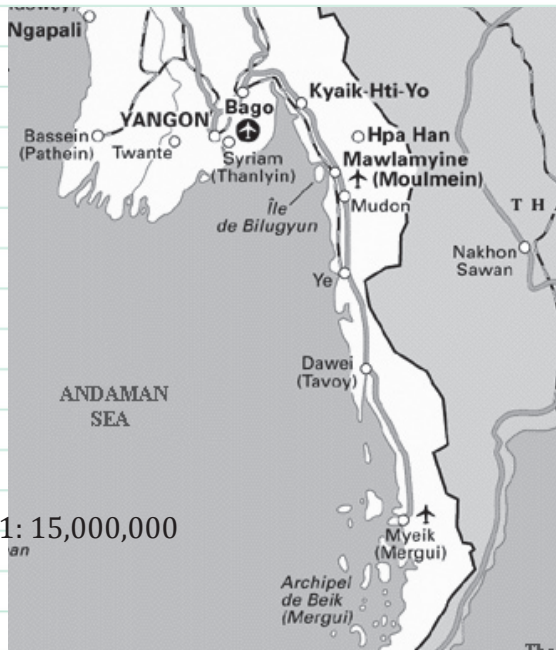
Figure a. is at 1:100,000 ratio. It is *small scale*, it is viewed from a long distance and does not include much detail

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 Bago on the map in centimetres?
2. What is the distance between Myeik and Bago 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 Burma
 - 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 *vertical climate*? How do you think people have changed their life to help them live in this climate? Give examples.

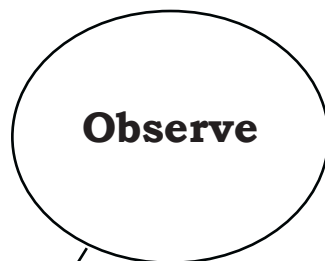
Study the map of Northern and central Thailand to the right.



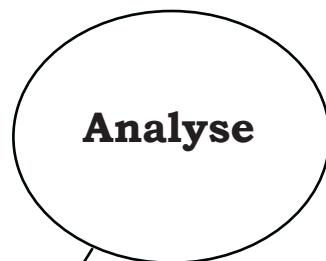
4. What type of map is this? (environmental, political, population etc.)
5. How many symbols on the map can you see? What do they represent?

Studying geography further

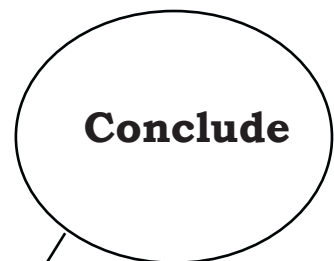
To study geography in more detail, we need to first think about the ways it will be studied. Fill in the chart below with possible ideas for what to study. One example, for 'people', has been done for you.



people



study population data
for information



where population is
highest in a region

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 (bartering and money)
- Inflation

After completing this chapter, you will be able to:

- Understand the key concepts of essential economics
- Recognize 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). Try to list as many things as possible in your group. Rank them in the order of most important to least important.

Economics is the study of how goods and services are produced, **distributed** and used. It is also the study of the value of different goods and services, and how those values change. Economists have thought of some basic laws to show how it works.



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

exercise

analysis:
categorizing

Which of the items on your list 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?

Most things we use include both goods and services. For example, when you have a cup of tea at a tea shop, the cup of tea is an example of goods. 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 are all actions that give you a service. When you go to school, you get many different services: the teachers teach you, you can borrow books from the library, some students stay in the dormitory, etc. But you also get some goods, like textbooks, or a uniform. Sometimes we are **charged** for goods and services; sometimes we can get them for free.

teacher
clothes shop owner
medic^{mechanic}
farmer

Vocabulary

distribute (v) – to divide something and give some to different people
charge (v) – to ask for money for goods or services

extension

evaluation

1. Which goods are used in your community? What 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?
4. What are the five most common services?
5. Who performs these services?
6. Who pays these people?

3.2 Supply and demand

case study

In 1997 in Dawei, 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 5000 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 200 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 store has 10 toy cars to sell, their supply is 10. When there is not enough of something to go around, we say the **supply is low**.

Demand is how many people want to buy something. If 10 people go to that store 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 this happens, stores can charge more for items.

Think about this: Imagine there is a new music DVD that everyone is talking about. Everyone wants to get it, but the store is running out. People start to worry they won't get one at all. They start feeling almost like they would do anything to get it. Even pay more? People are willing to pay more for things they want that are hard to get.

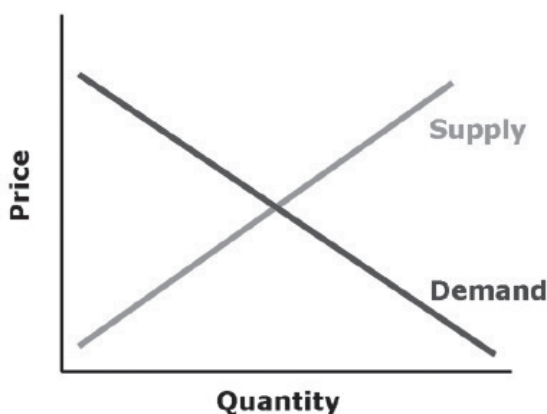
exercise

analysis:
interpreting data

Look at the graph below.

Where would you put a mark on the graph for situation **a**?

Where would you put a mark for situation **b**?



- a. In 1997 there were not enough pineapples but many people wanted them.
- b. In 1998 there were many pineapples, but not enough people wanted them.



Answer the questions below

exercise

comprehension

- You go to the store to buy bananas for a cake. You need 6 bananas for the cake, but the store only has 3 left. Which statement is true?
 - Supply is high
 - Demand is low
 - Supply is low
- A music concert has room for 200 people. There are 300 people in line to buy tickets. Which statement is true?
 - Demand is high
 - Supply is high
 - Demand is low

Daily News

Chilli crop in Cancun down from last year

In 2001, in Cancun, Mexico, the villagers 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, few people wanted to buy chillies because everyone grew their own. When the villagers took their chillies to the market, they couldn't get a good price.

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 so they had to buy them instead. So, the Cancun villagers sold theirs for a much higher price.

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

- When was the price for chillies higher, in 2001 or in 2002? Why?
- When was the price higher?
- In which year was the demand for chillies higher?
- When was the supply higher?

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 banknotes 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

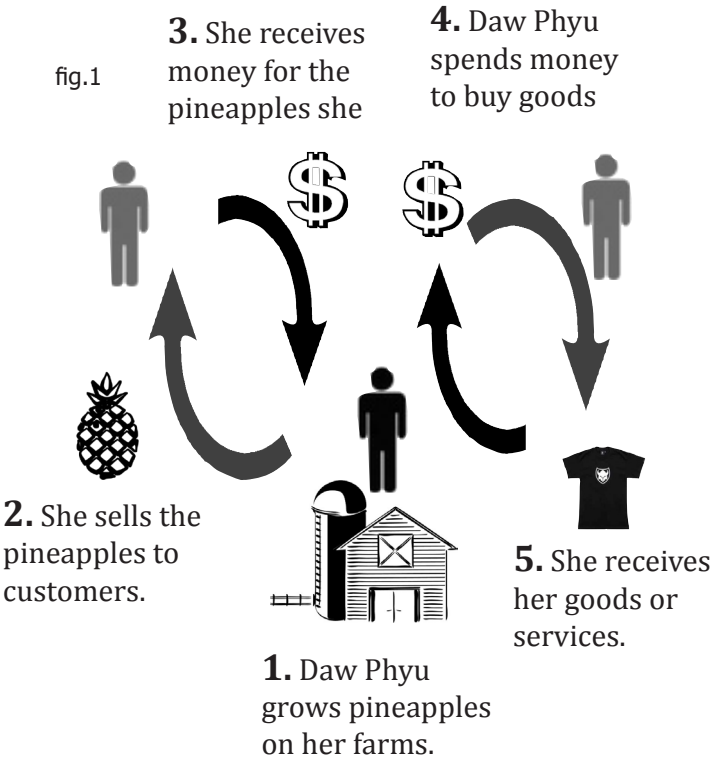
analysis:
interpreting data

What is the currency used in your country/place you live? What amounts is it divided into? Does it use coins or banknotes or both?

Vocabulary

value (n) – how much people will pay for something; how much something is worth
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 (as in fig. 1). Money makes **exchange** simple. People can **specialise**, which means do only one kind of work. 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.



Min Zaw is a medic. He can spend his working day in a clinic, making people healthy. In exchange for this labour, he receives money. He uses the money to support his wife and two children. With this money he can buy goods and services.

exercise

synthesis,
application

Can you draw a similar diagram to the fig.1 for Min Zaw? What services does he offer? What does he spend his money on?

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 Bartering



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 two 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 'bought' the fish for twenty pineapples. She then went back to the orange seller, and 'bought' the oranges; cost - one fish. Then she took the oranges to the rice shop, and 'bought' the rice with 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?

Bartering 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

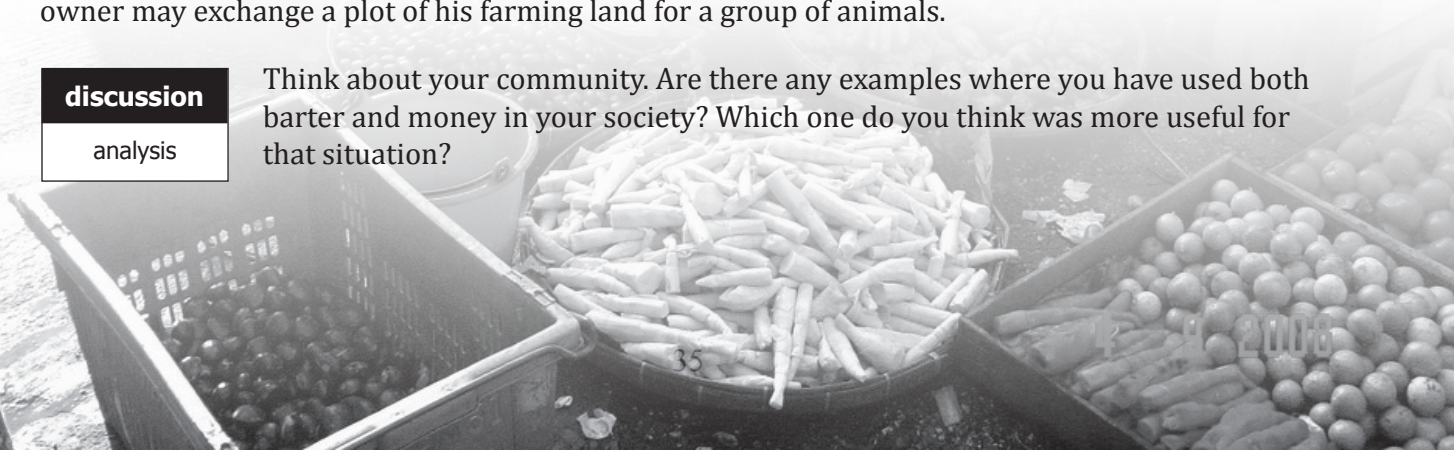
Barter economies are less common nowadays. Why?

Many societies use money for some exchanges, and barter for others. Small exchanges between close friends or community members maybe in barter, whereas larger exchanges (for example 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. Are there any examples where you have used both barter and money in your society? Which one do you think was more useful for that situation?





1 You take a bus to Bago and pay 2000 kyat

exercise

comprehension

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

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.

services for services
services for goods
goods for goods
money for goods
money for services
goods for money

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 shared between 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 costs 1,000 baht

In 2006 - 1 bag of rice costs 1,500 baht

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

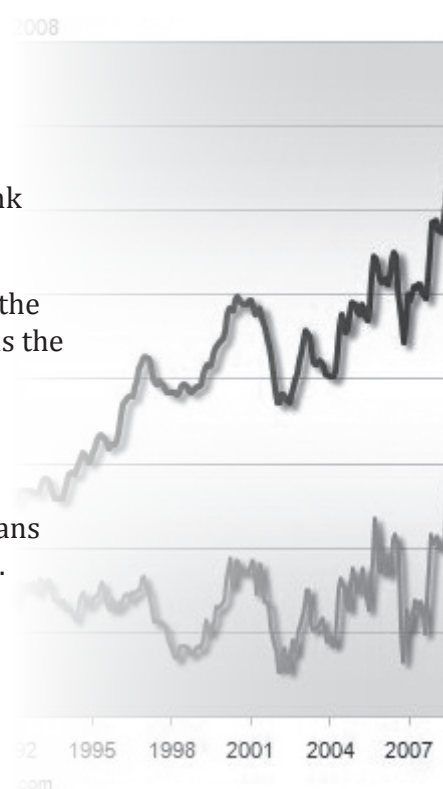
Inflation is the general rise of the cost of goods over time. When the goods cost more, then a person's money buys less. Because of this the value of a country's currency is reduced.

Inflation can happen for many reasons.

1. If the government of a country prints too much money to reduce debt, 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 the amount of oil is running low) then the oil companies will raise their prices.

3. The cost has risen. Because of this, the value of the kyat has dropped. 1,000 does not buy you as much as it did before.



With high inflation, Burma finds a new way to shop

Tissues and snacks used as currency in South East Asian country

Faced with a very few small banknotes, people in Burma are resorting to exchanging cigarettes, shampoo and other items.

"How shall I give it to you? You want coffee-mix, cigarettes, tissues, sweets or what?"

That question is heard often in shops and restaurants in Burma where coins and small notes disappeared years ago and other notes have now started to disappear as well. The cost of printing small notes is now far more expensive

State banks were the main source of small notes for shop-owners, but they stopped making new currency several years ago.

Prices rose by an average 24 percent a year between 2005 and 2008, according to the Asian Development Bank.

In the largest city, Yangon, 100 kyat (around 10 U.S. cents) is worth a sachet of coffee-



mix or a small container of shampoo. Tissue packets or a cigarette or sweets are about 50 kyat.

"The shopkeeper gave me three sweets for change of 150 kyat when I bought a bottle of cough mixture last week," said Ba Aye, a Yangon taxi driver.

In Sittwe, the capital of western Rakhine State, some teashop owners make their own coupons to use as currency.

exercise

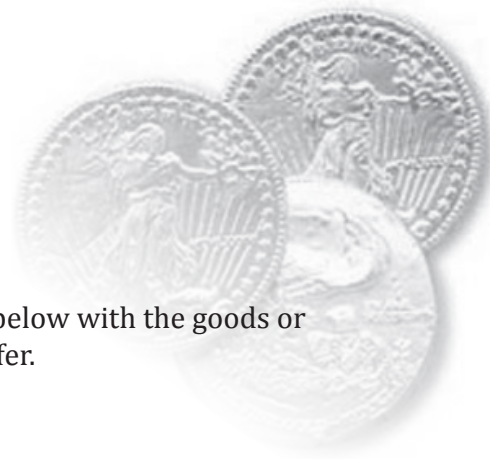
comprehension,
analysis

Answer the questions below:

1. What has happened to the small banknotes? Why do they now have less value than before?
2. How would you describe this type of economy?
3. What do you think will happen if the same thing happens to larger notes? What effects might this have on the economy?

Article adapted from
www.reuters.com
article, Feb 10, 2010

Review



1. Economics studies:
 - a. how prices go up
 - b. the problem of inflation
 - c. the making and selling of goods and services
 - d. the value of money
 - e. all of the above options
2. Inflation can happen because:
 - a. more and more people buy gold
 - b. people can't get jobs
 - c. there is a lot of money
 - d. the country buys food from another country
3. If good drinking water is difficult to get, the price of water usually:
 - a. goes up
 - b. stays the same
 - c. goes down
 - d. is free
4. If there is a lot of rice and it is easy to get, the price of rice usually:
 - a. goes up
 - b. stays the same
 - c. goes down
 - d. is free

5. Match the jobs below with the goods or services they offer.

Jobs:

01. Nurse
02. IT technician
03. Lawyer
04. Waiter/waitress
05. Bus worker
06. Hotel receptionist
07. 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
6. To solve economic problems like poverty, we need to:
 - a. understand economics
 - b. spend money
 - c. make money
 - d. be careful to use only the things we need

4

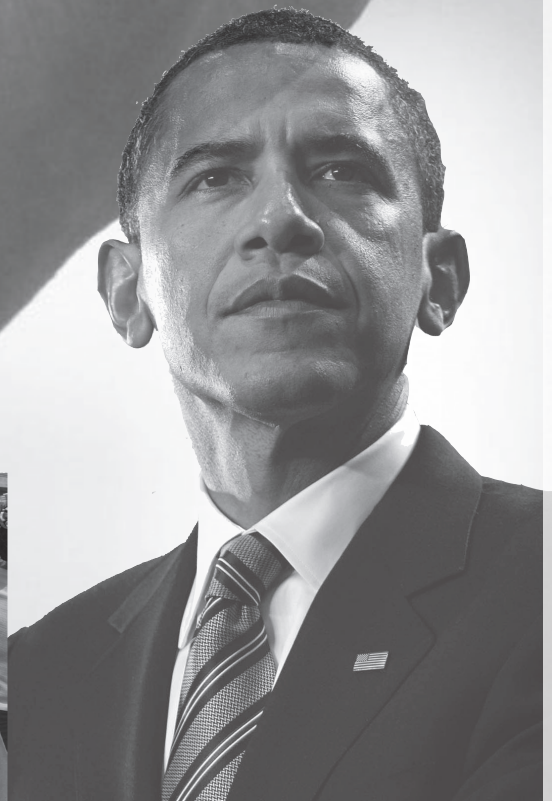
Society & Politics

In this chapter you will study:

- Different types of society
- The organization 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 organized 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 recognized 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

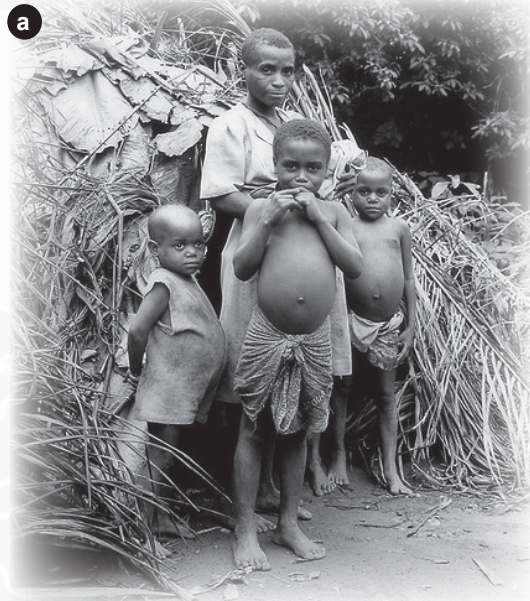
ancestry (n) - members of your family from a long time ago

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 colonization. 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 Burma 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?

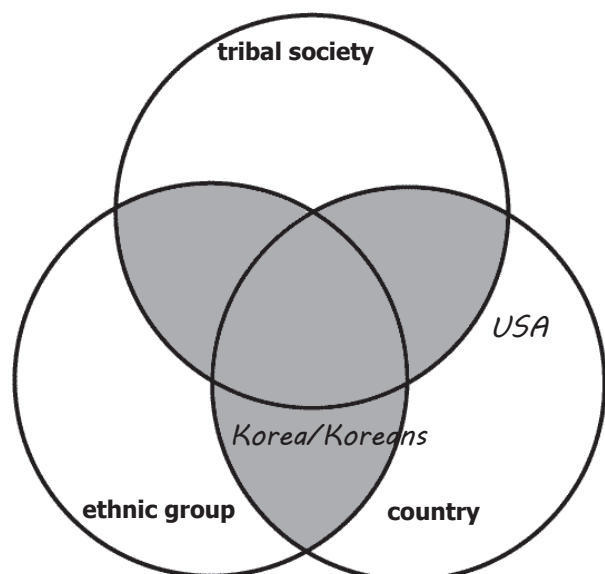
Vocabulary

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 organized 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 ?

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

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 organizational 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 -
categorizing

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?



engineer



women's group organiser



doctor



shopkeeper



professor



police officer



student



president of a country



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

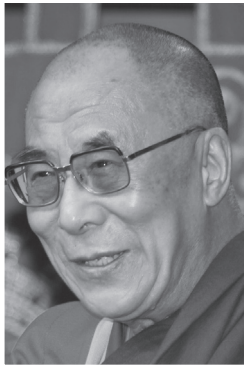
Think about the leaders you chose for the previous exercise.

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 centralize 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.

exercisecomprehension-
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.

exercisecomprehension-
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

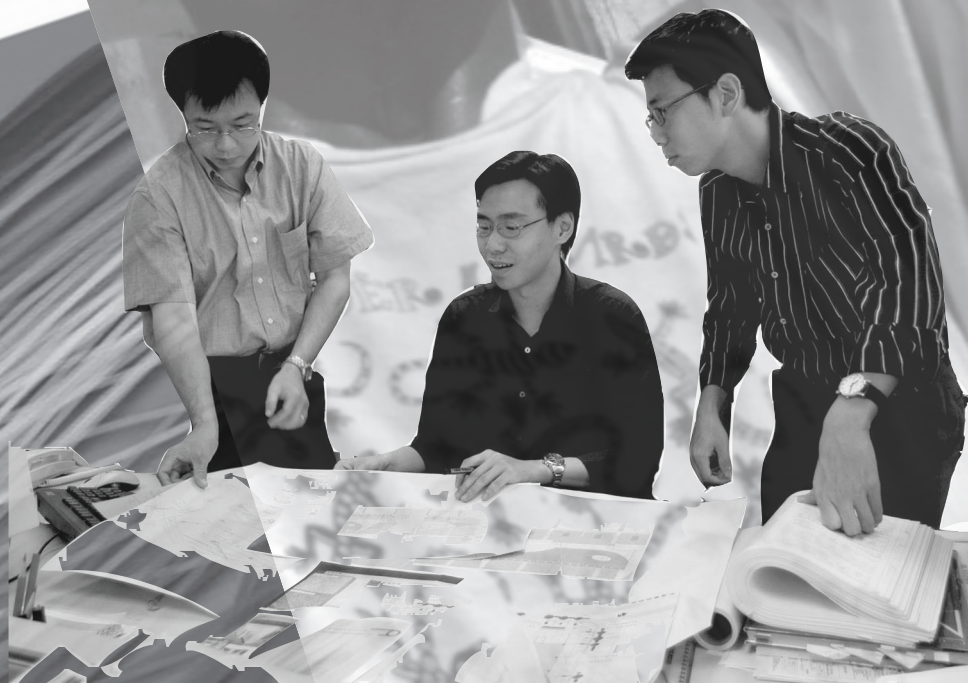
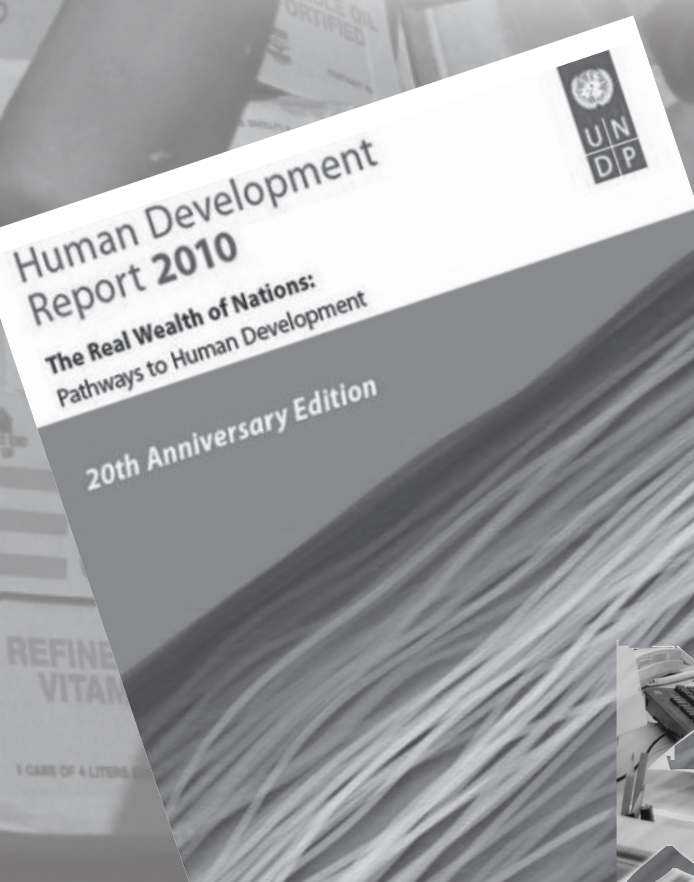
Development

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

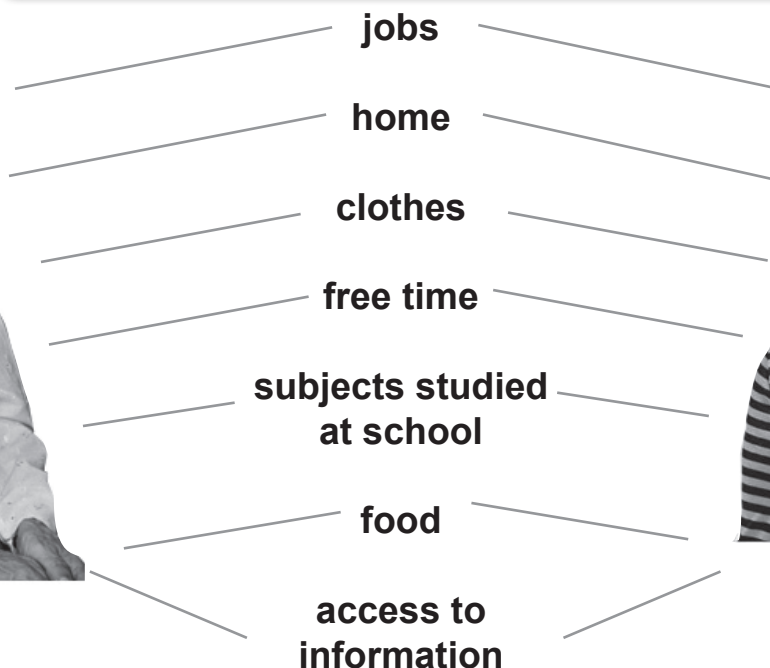




5.1 What is development?

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 organization 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

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

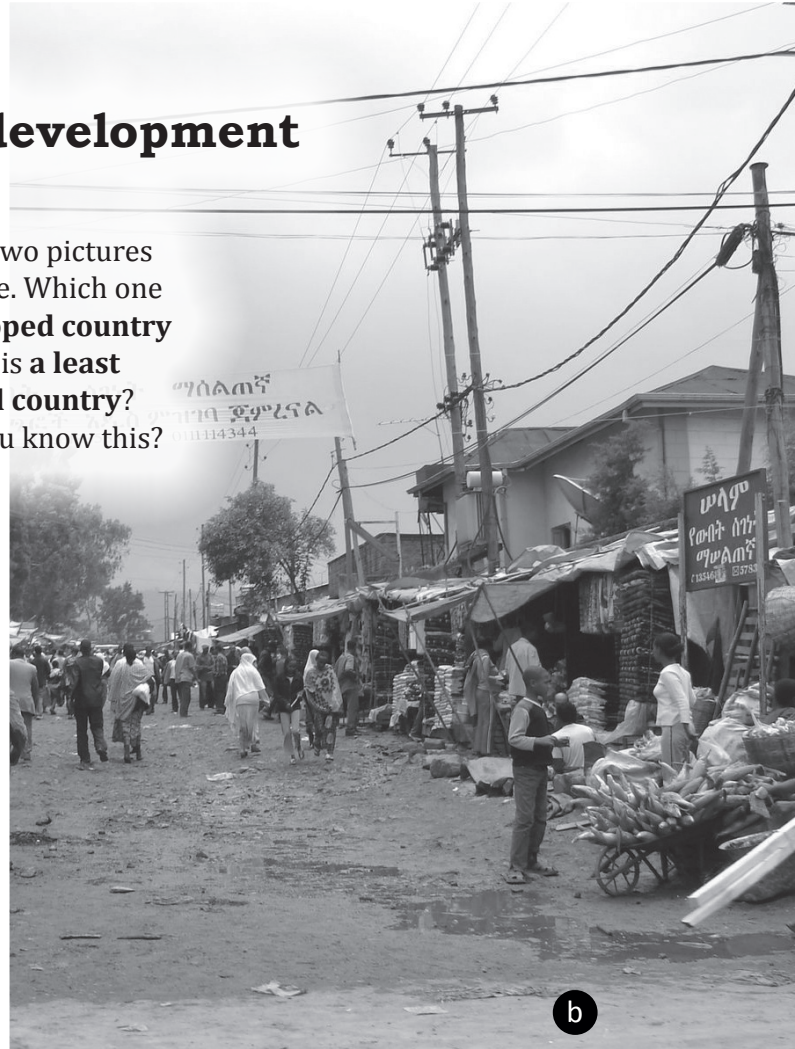
preview

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-
categorizing

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 organizations 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?

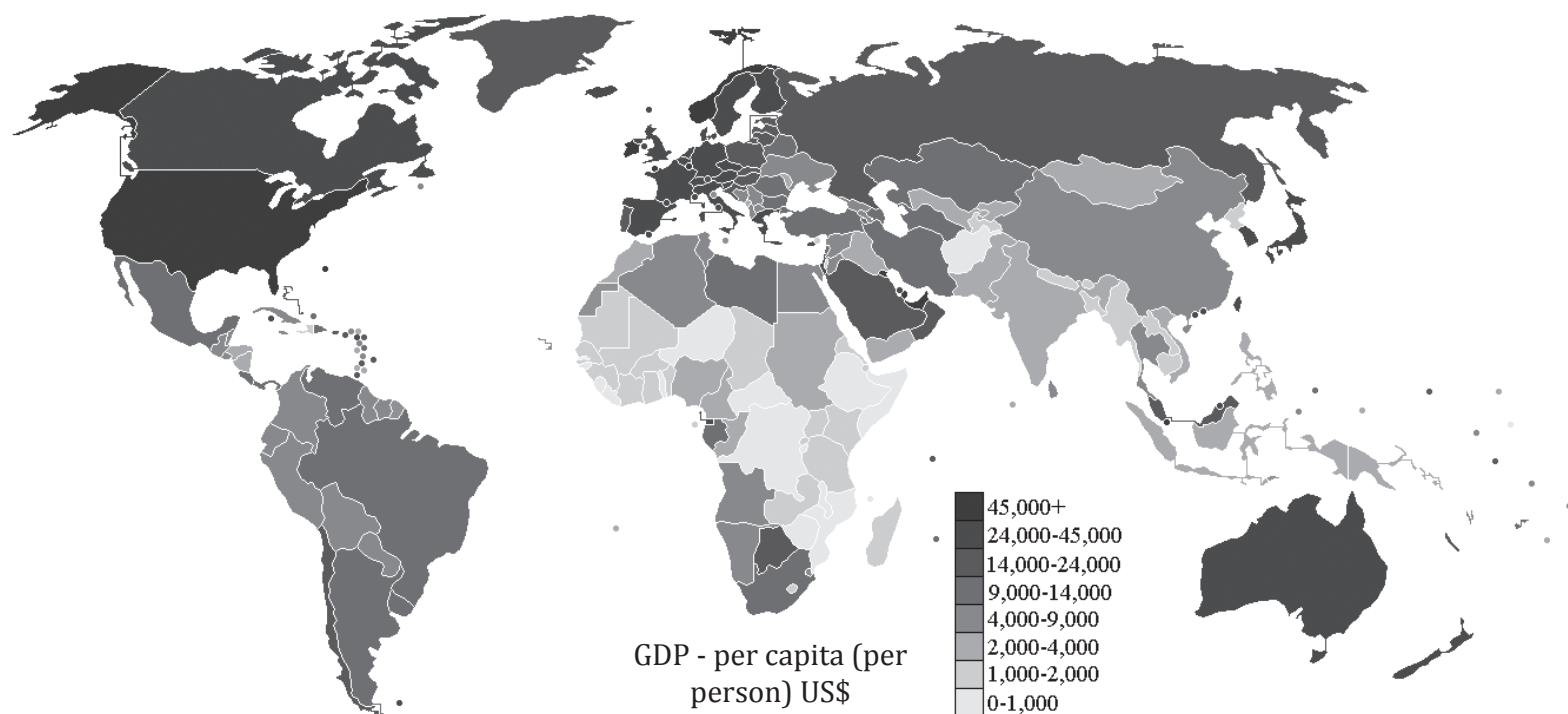
exercise

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
Burma	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?

Data from WHO, UNDP, CIA world factbook (2007-2010)

exercise

evaluation

Find Burma on the development indicators chart. What conclusions can you make about Burma compared to other countries?

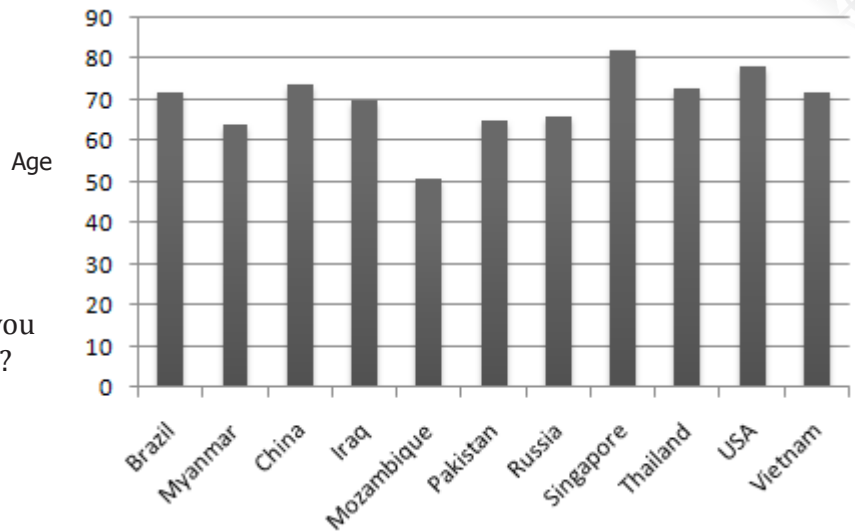




5.4 Studying charts

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

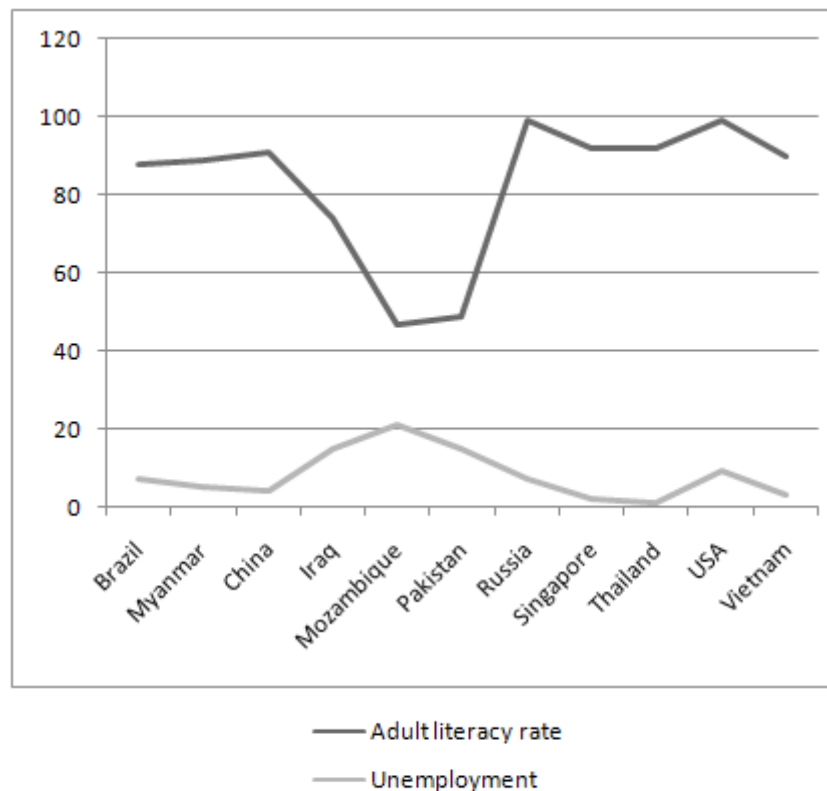
Use the chart above to answer the following questions.
Which country has..
1 ...the highest life expectancy?
2. ...the lowest life expectancy?

preview

Study the chart below for a few minutes.

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

% of population



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 organized 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

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

exerciseevaluation-
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 and answer the questions.

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.

What kind of improvement is this?
Economic, social or political

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

interest**loan****debt**

money that is borrowed
the amount of something that
you must give back
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 to 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:**