# Chapter 33 Planning Guide

## Key to Ability Levels
- **BL** Below Level
- **OL** On Level
- **AL** Above Level
- **ELL** English Language Learners

## Key to Teaching Resources
- **Print Material**
- **Transparency**
- **CD-ROM or DVD**

### Levels

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✓ Chapter- or unit-based activities applicable to all sections in this chapter.

*Also available in Spanish
### Teacher Resources

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✓ Chapter- or unit-based activities applicable to all sections in this chapter.

*Also available in Spanish*
Chapter 33 Integrating Technology

Using the Lesson Planner

Teach With Technology

What is the Lesson Planner?
The TeacherWorks™ Plus Lesson Planner is a practical tool for creating and organizing daily lesson plans using an interactive calendar.

How can the Lesson Planner help me?
The Lesson Planner makes it easy to see, at a glance, the resources you have chosen to use for each class on any given day. Using a simple drag-and-drop format, you can generate lesson plans using any number of ancillary titles included in the TeacherWorks™ Plus software, as well as Internet links, documents, files, and programs of your choosing. Once a lesson plan is created, the Lesson Planner serves as a launching point for these resources.

The Lesson Planner is a feature of TeacherWorks™ Plus.

Geography ONLINE
Visit glencoe.com and enter code WGC2630C33T for Chapter 33 resources.

World Geography and Cultures Online Learning Center (Web Site)

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**Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

**Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

**Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

**Content Vocabulary Workout** (Grades 6-8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe’s Middle School Social Studies texts. www.jamestowneducation.com

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**Index to National Geographic Magazine:**

The following articles relate to this chapter:

- “While the King Sleeps,” by Matthew Teague, November 2007.

**National Geographic Society Products** To order the following, call National Geographic at 1-800-368-2728:


Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:

www.nationalgeographic.com
www.nationalgeographic.com/maps

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The following videotape programs are available from Glencoe as supplements to Chapter 33:

- **The Thunderbirds: Thunder Over the Pacific** (ISBN 0-76-700448-5)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following pages:

A&E Television: www.aetv.com
The History Channel: www.historychannel.com

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

**For students at a Grade 7 reading level:**

- **Australian Aborigines**, by Richard Nile

**For students at a Grade 8 reading level:**

- **The Remarkable Voyages of Captain Cook**, By Rhoda Blumberg

**For students at a Grade 9 reading level:**

- **Houses**, by Piero Ventura

**For students at a Grade 10 reading level:**

- **Coming of Age in Samoa**, by Margaret Mead
The movement of people, goods, and ideas causes societies to change over time. The geography and climates of Australia and Oceania have drawn people from great distances. Migrations of people from island to island made it a varied and fascinating region. Later, European and Japanese colonization reshaped the region. Today, international travel has made the region more accessible than ever.

**Essential Questions**

**Section 1: Australia and New Zealand**

How did the migration and settlement of foreign cultures affect indigenous cultures in Australia and New Zealand?

European immigration to Australia and New Zealand has had a negative impact on indigenous peoples, many of whom were forcibly removed from lands they had lived on for thousands of years. Tell students that in Section 1 they will learn about how indigenous peoples and cultures were affected by European settlement in Australia and New Zealand. Also discussed is how indigenous peoples have won greater recognition of their cultural identities and become more politically active.

**Section 2: Oceania**

How did European colonization affect the island countries of Oceania?
Previewing the Region

If you have not already done so, engage students in the Regional Atlas and Country Profiles activities to help them become familiar with the general content of the region.

Organizing Information

Make a Three-Pocket Book to help you organize information about each of the areas in the chapter: Australia and New Zealand and Oceania.

Reading and Writing

As you read the chapter, write information about the cultural geography of each subregion on note cards and then file them in the Three-Pocket Book.

Dinah Zike’s Foldables

Purpose This Foldable helps students organize their notes about the cultural geography of Australia, New Zealand, and Oceania. The completed Foldable will help students prepare for assessment.

Section 2

Oceania

Essential Question How did European colonization affect the island countries of Oceania? (Many European countries struggled to control this region. European violence against resisting indigenous cultures was a major factor in reduced populations. European diseases, not previously known to Oceanic cultures, also played a significant role in population reduction.)

Tell students that in Section 2 they will learn about how change brought about by the movements of many different peoples and cultures has resulted in widespread change in Oceania over the past 200 years. OL
Australia and New Zealand have been meeting places for hundreds, if not thousands, of years. The dramatic deserts, mountains, and forests of these places meet the oceans along temperate coastlines. British colonists met indigenous people here during the colonial period. Travelers today, just as they have for years, can encounter amazing wildlife in Australia and New Zealand.

Voices Around the World

“I was hunting for crocodile eggs with Aborigines when our boat ran up against a log. Everyone jumped into the water and walked to land as I lagged behind with my camera gear. I’d only gone a few steps in the water when I looked up at the shore and saw a crocodile’s huge gaping mouth coming right at me. All I remember thinking is “How do they see where they’re going with all those teeth lifted up in front of their eyeballs?”

—Randy Olson, “Australia’s Monsoon,” National Geographic, November 2004

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Guide to Reading

Essential Question

How did the migration and settlement of foreign cultures affect indigenous cultures in Australia and New Zealand?

Content Vocabulary

- clan (p. 820)
- boomerang (p. 821)
- Strine (p. 822)

Academic Vocabulary

- establishing (p. 821)
- structure (p. 821)

Places to Locate

- Tasmania (p. 819)
- Sydney (p. 820)
- Melbourne (p. 820)
- Auckland (p. 820)
- Christchurch (p. 820)
- Wellington (p. 820)

Reading Strategy

Taking Notes

As you read about the population patterns, histories, and cultures of Australia and New Zealand, use the major headings of the section to create an outline similar to the one below.

I. Population Patterns
   A. The People
      1. Aborigines
      2. Maori
      3. Europeans
      4. Asians
   B. Density and Distribution

II. History and Government
   A. Early Peoples
   B. European Exploration
      1. European Settlement
      2. Indigenous Peoples
   C. Independence

III. Culture
   A. Education and Health Care
   B. Language and Religion
   C. The Arts and Leisure
Essential Question How do so many different cultural practices survive in the region?

Cultural Exchange

Step 1: Research the Culture Groups

Have student groups research the diverse cultural practices, identities, and customs of Australia, New Zealand, and Oceania.

Essential Question How do so many different cultural practices survive in the region?

Step 2: Compare and Contrast

Ask:
- What are the main differences in the two cultures?
- How do the cultures differ in terms of language, religion, and customs?

Have students compare and contrast the lifestyles of Australia's Aborigines and New Zealand's Maori.

Maori The Maori (MOWR•ee) of New Zealand came from the islands of Polynesia. They lived by hunting, fishing, and raising crops. Many ancient Maori traditions still exist.

Europeans Starting in the late 1500s, Europeans sailed the waters around Australia and New Zealand. They eventually colonized the region, and today most of the area's people are of British descent.

Putting It Together Have students begin to create a presentation for the class that will inform everyone about this specific regional culture.
Reading Strategy
Determining Importance
Ask: Why do you think the Maori wear tattoos to indicate ancestry and social status? (Answers will vary, but may include as a way to identify with the family group and to pass on family history.) OL

Writing Support
Persuasive Writing Explain that much has been written about the negative effects of European migration into this region. Have students write a one-page persuasive statement in support of European exploration and migration. OL

Caption Answer: the islands of Polynesia

Reading Check Answer: its physical geography

Differentiated Instruction

History and Government

MAIN Idea Together, but not always in agreement, indigenous people and British settlers shaped the course of history in Australia and New Zealand.

GEOGRAPHY AND YOU What effects did European colonization have in the United States? Read to learn about the impact of European colonization on the cultures of Australia and New Zealand.

The early inhabitants of Australia and New Zealand, the effects of colonization, and the recent experience of independence have shaped the modern countries of today.

Early Peoples

Australia’s earliest settlers may have migrated to the area over land bridges during the Ice Age, when ocean levels were much lower than they are today. The early Aborigines led a nomadic life. They used well-traveled routes to reach water and seasonal food sources. Clans, or family groups, traveled together within their ancestral territories, carrying only baskets, bowls, spears, and sticks for digging. To hunt animals, Aboriginal men used a heavy throwing stick, called a boomerang, that soars and curves in flight, and the women and children gathered plants and seeds.

Increased trade was accompanied by migrations among the islands. Between the A.D. 900s and 1300s, the Maori left eastern Polynesia and settled the islands of New Zealand. Maori farmers lived in villages and grew traditional root crops, such as taro and yams, which they had brought from their Polynesian homeland.

European Exploration

From the 1500s to the 1700s, Europeans of various nationalities explored vast stretches of the South Pacific region. Perhaps the most well-known explorer was the British sailor James Cook, who undertook three voyages to the region between 1768 and 1779. Cook claimed eastern Australia for Great Britain, visited various South Pacific islands, circled Antarctica, and produced remarkably accurate records and maps of these places.

Leveled Activities

Guided Reading Activity, URB, p. 31

Differentiated Instruction, p. 130

Differentiated Instruction, p. 129

Vocabulary Activity, URB, p. 24
European Settlement  Starting in 1788, Great Britain used Australia as a colony for convicts sent from overcrowded British prisons. By the early 1830s, the imprisonment of British convicts had ended, and free British settlers were establishing coastal farms and settlements. Livestock, mostly sheep, were introduced to the continent, and settlers profited from exporting wool to Britain. Another source of wealth was gold, discovered in Australia in the 1850s.

Meanwhile, the British and other Europeans were also establishing settlements in New Zealand, which offered fishing and rich soil. By the end of the 1800s, raising livestock had become a major part of New Zealand’s economy.

Indigenous Peoples  The arrival of Europeans in the region had a disastrous impact on indigenous peoples. The British forcibly removed many Aborigines from the land and denied them basic rights. Many Aborigines resisted, but European diseases and violence against them steadily reduced their populations. In the mid-1800s, authorities placed many Aborigines in reserves, or separate areas.

British settlement in New Zealand brought hardships to the Maori, as well. The Maori social structure was weakened when the British colonists introduced new ways of farming and other aspects of European culture. In the 1800s, an armed Maori resistance fought British rule for 15 years. During these conflicts, many Maori were killed, and they lost most of their land to the British.

Independence  Australia and New Zealand peacefully won their independence from Great Britain in the early 1900s. In 1901 Britain’s Australian colonies became states and formed the Commonwealth of Australia. The new country was a dominion, a largely self-governing country within the British Empire. Australia’s form of government blended a U.S.-style federal system with a British-style parliamentary democracy.

In 1907 New Zealand became a self-governing dominion with a British parliamentary system. New Zealanders, however, contributed some political “firsts” of their own. In 1893 New Zealand became the first country in the world to legally recognize women’s right to vote. Since World War II, the two countries have forged close economic and political relationships with the United States. At home, the Aborigines and the Maori have won greater recognition of their unique cultural identities and become politically active.

Did You Know?  • Language  Both English and Maori are the national languages of New Zealand.
• Government  New Zealand’s government is structured on the British parliamentary system.
• A Southern Pompeii  The New Zealand village of Te Wairoa is known as the “buried village.” In 1886, Te Wairoa was buried by a volcanic eruption. The village has since been excavated and is now the site of a museum of Maori culture.
• Transported  In the late 1800s, Great Britain used Australia as a penal colony, and sent the worst offenders to Tasmania. Australia’s first police force was made up of “well-behaved” convicts.
• The “Spirit of Mateship”  Australia Day, celebrated on January 26, observes the day Captain Arthur Phillip took formal possession of the colony of New South Wales and became its first governor. It is typically marked by day-long public celebrations including breakfasts, cricket games, concerts, and fireworks.
Teen Life in New Zealand

Teen life in New Zealand is very much like teen life in the United States. Teens in New Zealand enjoy playing sports and hanging out with friends. Like American teens, many hold part-time jobs to earn extra money.

**Did you know...**
- Rugby, a game similar to American football, is the most popular sport in New Zealand.
- New Zealanders also like to play soccer and netball, which is like basketball but without dribbling.
- New Zealanders eat hamburgers like North Americans do, but a real New Zealand burger includes a fried egg and a beet slice.
- Students can choose whether to attend a coed high school or an all-boys or all-girls high school.
- Students are required to attend school from the ages of 5 to 16.
- Great importance is placed upon the education of children in New Zealand. A large portion of the government’s budget is set aside for education.
- High school students must pass a difficult exam to gain university admission.

**Organizing**

Have students work in groups to research the foods that are unique to Australia and New Zealand. Have each group design a menu that focuses on these foods. Once they have completed their menus, instruct groups to come up with an idea for a restaurant that serves the foods of Australia and/or New Zealand. Ask them to think of a name for the restaurant and have them try to find illustrations of their menu items to help them sell the idea of the establishment. Also ask them to design a specialty dish that incorporates regional dining customs. Students should present their newly designed restaurants to the rest of the class.

**Culture**

Indigenous cultures and European traditions shaped the present-day cultures of Australia and New Zealand.

**GEOGRAPHY AND YOU**

How is the culture of your community a mix of old and new influences? Read to learn about the Aborigines’ religious traditions.

Australia and New Zealand blend both European and indigenous elements in their cultures. In recent years, Asian influences have also increased in the region. While daily life in much of Australia and New Zealand may resemble that in Western countries, one can find many ways of life in different parts of the region.

**Education and Health Care**

The quality of education varies throughout Australia and New Zealand. Both countries provide free, compulsory education. Literacy rates are high, at over 99 percent, and many students attend universities. Many students in Australia’s remote Outback receive and turn in assignments by mail or communicate with teachers by two-way radios.

Australians and New Zealanders, especially those in cities, generally have access to quality medical care and other social services. In some parts of Australia, rugged terrain and long distances make access to health care difficult. Modern technology, however, allows doctors to consult with patients through the use of two-way radios and through mobile clinics.

Indigenous peoples, however, often do not receive these and other benefits. Many Aborigines suffer from poverty, malnutrition, and unemployment. In recent years, the Australian government and private organizations have been trying to make up for past injustices, and the courts have recognized the claims of Aborigines to government assistance, land, and natural resources.

**Language and Religion**

English is the major language spoken in both Australia and New Zealand. Australian English, called *Strine*, has a unique vocabulary made up of Aboriginal words, terms used by early settlers, and slang created by modern Australians.
Because of the rather large population of Maori in New Zealand, Maori is also spoken in certain areas. Only about two percent of Australians—the Aborigines—speak Aboriginal languages.

### The Arts and Leisure

The peoples of Australia and New Zealand traditionally used art, music, dance, and storytelling to pass on knowledge from generation to generation. Australian Aborigines, for example, recorded their past in rock paintings and developed songs to pass on information about routes and landmarks. In New Zealand, Maori artisans developed skills in canoe making, basketry, tattooing, and woodcarving. Today Maori meetinghouses are decorated with elaborate wood carvings.

Sports and leisure activities in Australia and New Zealand reflect mostly the region’s colonial heritage. British settlers brought cricket to Australia and New Zealand. In urban areas, where Western influence dominates, leisure activities include tennis, boating, fishing, waterskiing, and other water sports along the metropolitan beaches.

### Vocabulary

**Main Ideas**

1. Explain the significance of: clan, boomerang, dominion, Strine.

2. How have indigenous peoples and British settlers influenced the look of modern-day Australia and New Zealand?

3. Describe examples in which indigenous cultures and European traditions have shaped the culture of Australia and New Zealand.

4. Use a chart like the one below to organize factors that influenced the region’s cultural diversity and forms of government.

<table>
<thead>
<tr>
<th>Indigenous Peoples</th>
<th>Migration</th>
<th>European Colonization</th>
<th>Power Struggles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aborigines</td>
<td>took a land bridge to Australia</td>
<td>Claimed by Captain Cook and used as a prison colony</td>
<td>Europeans and indigenous populations clashed over British rule</td>
</tr>
<tr>
<td>Maori</td>
<td>Polynesian peoples migrated to New Zealand</td>
<td>Set up with British style parliament</td>
<td>Europeans and indigenous populations clashed over British rule</td>
</tr>
</tbody>
</table>

5. Aboriginal peoples were nomadic and did not have property rights. Europeans had a tradition of property rights and were agrarian.

6. Improvements in education and health care; introduction of European diseases, historical mistreatment of indigenous populations

7. Deserts and mountain ranges

8. Paragraphs will vary.

### Critical Thinking

- **5. Answering the Essential Question** Compare and contrast the views of indigenous peoples and European settlers about the land—its value, ownership, and use.

- **6. Identifying Cause and Effect** What effects, both positive and negative, resulted from European colonization of this region?

- **7. Analyzing Visuals** Compare the population density map on page 819 with the physical map on page 792. What geographic factors cause most of Australia’s population to cluster in eastern coastal areas?

### Writing About Geography

- **8. Descriptive Writing** Write a paragraph describing what the experience of learning might be like for students living in Australia’s Outback.
Hundreds of indigenous cultures peopled the islands of Oceania in the South Pacific when European explorers arrived. Thousands of islands had been their home for thousands of years. Many of these cultures shared religious beliefs that tied them to the land and sea.

**Voices Around the World**

“Samoa itself is said to mean ‘sacred center.’ . . . This is where the world began as the creator, Tagaloagagi, first called forth earth, sea, and sky from rock. . . . Language links and artifacts suggest that the first distinctly Polynesian culture may have developed here some 3,000 years ago. Over the centuries that followed, seafarers in double-hulled sailing vessels stocked with pigs, dogs, and fruits spread that culture across much of the Pacific.”


To generate student interest and provide a springboard for class discussion, access the Chapter 33, Section 2 video at glencoe.com.
Population Patterns

MAIN Idea Migration of people among the islands in Oceania has shaped life on the islands today.

GEOGRAPHY AND YOU What would it be like to live on a small island in the Pacific? Read to learn about the people who live in Oceania.

Oceania spreads across thousands of miles in the Pacific Ocean. Its diverse peoples lead lives that are closely tied to water.

Many Peoples

The islands of Oceania were probably first settled by peoples from Asia more than 30,000 years ago. Waves of migrants from Asia continued to arrive over many centuries. Meanwhile, people already living there moved from island to island and settled into three major groups—Melanesians, Micronesians, and Polynesians.

Melanesia Located in the southwestern Pacific Ocean, Melanesia includes independent island countries, such as Papua New Guinea, Fiji, and the Solomon Islands, as well as French-ruled New Caledonia. Melanesian cultures differ greatly, even among groups living on the same island. One of Papua New Guinea’s largest indigenous populations is the Chimbu, notable for their egalitarian social structure.

Micronesia Micronesia is situated in the western Pacific east of the Philippines. Among the independent countries of Micronesia are the Federated States of Micronesia, Nauru, and Kiribati. The area also includes the U.S. territories of Guam and the Mariana Islands. Micronesians have several languages and cultures.

Polynesia Polynesia is located in the central Pacific Ocean. Three independent countries—Samoa, Tonga, and Tuvalu—are found in Polynesia. Other island groups, known as French Polynesia, are under French rule and include Tahiti, Polynesia’s largest island.

The largest population of Polynesians lives in the Samoan Islands. In the past, they practiced horticulture, or the raising of plants and fruit on small plots of land. Women gathered wild plants and were weavers. Today most Polynesians share similar languages and culture.

Asians Asian communities also exist in the South Pacific area. Chinese traders and South Asian workers settled parts of Oceania during the 1800s, and today their descendants live in such places as French Polynesia and Fiji.

Density and Distribution

Oceania spans a vast area. However, a higher percentage of the islands are unsuited for human habitation. The area’s population, therefore, is divided unequally among the island countries. Papua New Guinea leads with about 6.6 million people, whereas Nauru—the world’s smallest republic—has a population of only 10,000. Most islanders live on their countries’ coasts rather than in the often-rugged interiors.

Oceania’s population is growing at a higher average rate than the United States because it has a relatively young population. The land area of Oceania’s 25,000 islands totals only 551,059 square miles (1,427,246 sq. km), and the population density varies greatly. Because Papua New Guinea has a large area, its population density is only 38 people per square mile (15 per sq. km).

Cultural Exchange

Step 2: Specific Research Students have identified a specific regional culture that they would like to research more closely. Have students identify a story or practice that identifies a unique characteristic of this culture.

Essential Question What characteristics make this culture unique?

Directions Have students find or write a story about this culture that they can tell in an interesting way. If the story is a folk story, perhaps they can act out the story. Students should pay attention to cultural costume and makeup. Music can also be part of the presentation.

Putting It Together Have students work together in their groups to prepare to tell their story or relay their cultural information in an educational, entertaining, and informative way for the rest of the class.

Chapter Project (Chapter Project continues on the Visual Summary page.)
History and Government

**MAIN Idea** Outside influences on indigenous cultures have shaped Oceania’s societies.

**GEOGRAPHY AND YOU** What outside influences have shaped U.S. history? Read to learn about the influences on Oceania’s history.

Migrations over many generations shaped societies on the islands of Oceania. European colonization had a profound impact on most of the islands, as well. Today, many countries in Oceania are reshaping themselves as independent nations.

**Early Migrations**

Asian migrants settled Oceania in family groups along island coasts. They survived on fish, turtles, and shrimp, as well as breadfruit and coconuts. Over time, they cultivated root crops, such as taro and yams, and raised small animals, such as chickens and pigs. Well-built canoes made lengthy voyages possible, and trade gradually developed among the islands. To make trading easier, people on some islands used long strings of shell pieces as money. Today in New Britain, an island off the coast of Papua New Guinea, shell money is still exchanged for canned goods or vegetables at markets.

**European Colonization**

When Europeans settled the area of Oceania in the 1800s, they developed commercial plantations for growing sugarcane, pineapples, and other tropical products sold in markets around the world. The Europeans brought far-reaching changes to the peoples of Oceania. Because European diseases had reduced indigenous populations, the Europeans brought in workers from

**MAP STUDY**

1. **Regions** Which two countries ruled the area of Samoa?
2. **Regions** Which European country ruled the largest area in the South Pacific?

**Differentiated Instruction**

**Gifted and Talented** Have students research and explain the use of shells as currency. Students can either explain how this is done, or develop an exchange rate of their own based on learned data.

**Leveled Activities**

**BL** Guided Reading Activity, URB, p. 32

**OL** Political Map Transparencies, p. 23

**AL** Differentiated Instruction, p. 131

**ELL** Vocabulary Activity, URB, p. 24
other Pacific Islands and from more distant areas, such as South Asia. The resulting mix of cultures weakened indigenous societies and eventually led to violent ethnic conflicts in countries such as Fiji and the Solomon Islands. Meanwhile, Europeans sought to replace traditional ways of life with European beliefs and customs.

During the late 1800s and early 1900s, Britain, France, Germany, Spain, and the United States struggled to control various Pacific Islands. These countries wanted to acquire or expand their influence in the region and gain new sources of raw materials.

The two world wars changed the course of Oceania’s history. After World War I, many of Germany’s Pacific colonies came under Japanese rule. During World War II, some Pacific Islands, such as Guadalcanal and Iwo Jima, were the sites of fierce battles. After Japan’s defeat in the war, its South Pacific possessions, such as the islands of Micronesia, were turned over to the United States as trust territories. Trust territories were dependent areas that the United Nations placed under the temporary control of a foreign country. Since the 1970s most of these islands, including Palau, the Marshall Islands, and the Federated States of Micronesia, have become independent countries.

**Independence**

Most South Pacific islands achieved independence by the end of the 1900s. Beginning in the 1960s, a number of the small islands in Oceania moved toward independence. In 1962 Samoa—formerly Western Samoa—became the first Pacific Island to win freedom, after periods of rule by Germany and New Zealand. Today most of the South Pacific islands enjoy some form of independent government.

In some countries in Oceania, such as the Solomon Islands, traditional beliefs are starting to resurface and guide decision making. Some countries are looking within their borders for input on economic and social issues. Social structure is a high priority. People in the Solomon Islands are once again valuing egalitarian relationships, subsistence farming—growing only enough for their own needs—and a strong relationship to the land.

**Culture**

**MAIN Idea** Today’s Oceanic societies have been shaped by European cultural traditions as well as indigenous practices.

**GEOGRAPHY AND YOU** Can you trace elements of your local culture to two or more foreign lands? Read to learn about cultural practices today on the Islands of Oceania.

South Pacific countries practice a blend of European, Asian, and indigenous traditions. Indigenous peoples developed lifestyles in harmony with their natural environment. Later, European colonizers introduced new customs, social structures, and cultures.

**Sports and Leisure**

Sports and leisure activities reflect the region’s diversity. Western-style resorts attract tourists to the beaches, where they and the local people enjoy the traditional Pacific Island sport of surfing. Other traditional sports, such as outrigger canoe racing or spearfishing, are popular. In former American territories, islanders play baseball. The French introduced cycling and archery to islands they controlled. Even small communities often have facilities for these and other sports, such as soccer, volleyball, and tennis.

**Activity: Economics Connection**

**Evaluating** Help students understand how the movement of people, human interaction, and cultural and economic understanding all play roles in changing and diffusing cultures. Have students work in the same groups that developed the various restaurant menus in the last section.

**Ask:** Did you give a value to the items on your menus? If not, have them use the ideas of currency developed in this section.

Each group will give a value to the menu items in shells, turtles, coconuts, or whatever they deem valuable. Have them add up the total cost of their entire menu and print up currency. Each group member will receive that amount of currency to dine at another “restaurant” in the class. Have students now examine other menus and attempt to make purchases with the currency they have developed. **Ask:** How do you decide what the exchange rate is between shells and coconuts?
In 2003 Fiji hosted an international sports event. The South Pacific Games drew participants from around the region.

**Language and Religion**

Before the era of modern transportation and advanced communications, vast distances of open ocean separated the peoples of the South Pacific from the rest of the world. As a result, isolated groups developed many different languages without outside interference. Of the world’s 3,000 languages, 1,200 are spoken in Oceania alone, some by only a few hundred people.

European colonization brought European languages to the region. Today French is widely spoken in Oceania. In many areas of the region, varieties of pidgin English, a blend of English and an indigenous language, developed to allow better communication among different groups.

The peoples of the South Pacific islands practice various forms of Christianity. Often these practices are combined with traditional religious beliefs. In general, however, Christianity is the most widely practiced religion in Oceania today.

On some islands, religions were introduced by immigrants many years ago. For example, when thousands of Indians were brought to Fiji to work on plantations, they brought Hinduism with them. This explains why over 30 percent of Fijians practice this religion.

**Education and Health Care**

The quality of education varies throughout Oceania. In the Solomon Islands, missionary schools provided primary education until the mid-1970s. Today secondary schools and universities are common in the Solomon Islands, Fiji, and Papua New Guinea. Differences in education throughout the region can be seen in differing rates of literacy. For example, Fiji has the high rate of 93 percent for its entire population. Papua New Guinea, on the other hand, has the low rates of 62 percent for women and 57 percent for men.

Health care is uneven on the islands as well. Many Pacific Islanders suffer from poor economies and low standards of living. On remote islands, fresh food, electricity, schools, and hospitals are often inadequate. Recently, island countries have begun to improve their quality of life with international assistance.

**Suggestions for Improve**

1. **Expository Writing**: Write a brief essay suggesting ways to improve education in areas of Oceania that have limited access to teachers, supplies, and teacher training.

2. **Critical Thinking**

   - **Answering the Essential Question**: How is subsistence farming different from the commercial farming that European countries established in Oceania? What are the benefits and drawbacks of each?

   - **Drawing Conclusions**: Why might decision making on some islands be moving toward more local control instead of remaining centralized?

   - **Analyzing Visuals**: Study the map of European colonies on page 826. Which European country ruled the smallest area?

**Answers**

1. Definitions for the vocabulary terms are found in the section and the Glossary.

2. Micronesia, Melanesia, and Polynesia

3. Colonization; It has shaped their languages, leisure activities, and education systems.

4. **1,200 indigenous languages**: developed out of the geographic seclusion provided by the island groups; **French**: brought by European colonization; **pidgin English**: introduced by European colonization.

5. Subsistence farming is growing enough food for one’s own needs. Commercial farming is growing produce for profit. The drawbacks to subsistence farming is that if there is a drought or other disaster, you will not have enough food. The drawback to plantation farming is that often the produce is exported, forcing the country to import food supplies.

6. it is easier than having a central government controlling territory spread out across several islands

7. French

8. Essays will vary, but should reflect students’ knowledge of education needs in the region.
Cultural Exchange

Step 3: Presenting the Cultures

Students will synthesize what they have learned in Steps 1 and 2.

Directions

Have the student groups make their various cultural presentations.

As each group makes its presentation, have the other students make note of questions and comments regarding the presentation. Have students pay particular attention to details of how the information is unique, as well as details that may be similar to what they learned in their own research.

Putting It Together

When the groups are done with their presentations, have them work together to make a class display of the cultural information they collected in their research.

Summarizing

Have students consider how the movement of people within this region, as well as the migration of peoples from Europe and the Americas, have changed this region over the course of several thousands of years. Ask: Will these groups stay the same over the next 100 years? 300 years? Explain your answers. (Students’ answers will vary. Students should support their answers with knowledge gained from the chapter.)

Reading a Graph

Have students study the circle graphs on this page. Ask: Which has the largest percentage of indigenous peoples, Australia or New Zealand? (New Zealand, with 14.6 percent Maori, as opposed to Australia’s 2 percent Aborigines.)
CHAPTER 33

ANSSESSMENT

Answers, Analyses, and Tips

TEST-TAKING TIP

Remind students to scan through the entire test before starting to answer questions. After they have scanned the entire test, tell them that it is good practice to answer the questions they consider easy first.

Remind students to review their tests before handing them in to ensure they have put their name on the test and that they are comfortable with their work.

Reviewing Vocabulary

1. C All responses are weapons, but the boomerang is the only one that originated in this region.

2. B While students might be tempted to answer “colony,” they should remember that colonies are generally not self-governed as dominions are.

3. B Students should remember that World War II played a big role in changing this region and that after the war, many islands became trust territories.

4. B Strine is made up of Aboriginal words and terms used by early settlers and slang created by modern Australians. English and Maori are not unique to Australia.

Reviewing Main Ideas

5. D Students should remember that the difference between the Aborigines and the Maoris is that the Aborigines were hunter-gatherers and the Maoris were farmers.

6. B Australia was settled as a British penal colony.

7. D Oceania was probably settled by peoples from Asia more than 30,000 years ago.

8. A European diseases had reduced indigenous populations, so they had to bring in workers from outside, which often caused ethnic conflict.

GO ON
Critical Thinking

9. How are Australia and New Zealand alike?
   A. They have similar landforms.
   B. They have similar climates.
   C. They have the same indigenous cultures.
   D. They were both settled by the British and have recently attracted immigrants from elsewhere.

Base your answer to question 10 on the map and on your knowledge of Chapter 33.

10. Which European power ruled Fiji?
    A. Britain
    B. Germany
    C. France
    D. Spain

Extended Response

12. Students should discuss the weakening of social structures, diseases, and violence brought on by European colonization.

   Remind students to read the extended response question carefully and formulate their answers in their minds before starting to write on the test paper. Remind students to write carefully and legibly. Have students re-read their answers to make sure that they make sense.

Document-Based Questions

Aboriginal land rights has been a political issue in Australia for many years. The movement claimed a victory with the ruling of an Australian federal court.

A federal court decision has granted Aborigines a title claim over one of Australia’s major cities, Perth.

The decision is the first in which a large metropolitan area in Australia has been determined to belong to the indigenous people who lived there before white settlers arrived. . .

Prime Minister John Howard [said] Wednesday that the federal government would consider joining an appeal against the ruling. “My initial reaction is one of some considerable concern,” he said.

An Aboriginal leader, Noel Pearson, welcomed the “absolutely extraordinary” decision by the court, saying it restored native rights to Aborigines . . . in the cities and southern . . . Australia.

Judge Wilcox said the decision to grant native title was “neither the pot of gold for the indigenous claimants nor the disaster for the remainder of the community that is sometimes painted.”

The judge found that the Noongar people had proven native title over more than 2,300 square miles covering Perth and its surrounding area by continuing to observe traditional customs despite being largely dispossessed by white settlement in 1829.

The ruling gives the Noongar people the rights to access the land and to carry out traditional activities.


11. How does Prime Minister Howard’s reaction compare to that of Noel Pearson?

Critical Thinking

9. D  Both have differing landforms and climates, and their indigenous cultures are different. Both were settled by the British and attract immigrants.

10. A  Students need to read the map legend carefully and locate Fiji in order to answer the question correctly.
Focus
Introducing the Feature

Explain that for many citizens of the world, the South Pacific Islands are viewed as "tropical paradises." Some of this is due to the work of French painter Paul Gauguin, who left France in 1891 and spent his last years painting vibrant images of serene women in French Polynesia. Ask students to share their impressions of the region and explain why a connection to Australia, New Zealand, and Oceania is so appealing.

Teach
Reading Strategy
Predicting Ask students to read over the items in the "Just the Facts" box and predict the topics they will read more about on the next page.

Just the Facts:

- Both the United States and Australia were colonized by Great Britain. Both countries have English city names such as Sydney and Melbourne.
- New Zealand is a popular locale for shooting U.S. films because of its landscape variety.
- Hawaii is a state in the United States but is culturally connected to Oceania.
- Pacific Islander Americans were the smallest racial group counted in the 2000 U.S. Census, making up 0.3 percent of the United States population.

More About the Photo

Visual Literacy There are several dance forms celebrated in Hawaii. The form that traces its origins more recently to Polynesia is fast, rhythmic, and often accompanied by drums. The gentler motions of hula are performed to accompaniment by song or ukulele.

It is well known that the hula, like many cultural dances, has a visual language all its own.
Making the Connection

The United States, Australia, New Zealand, and some of the islands in Oceania were originally British colonies, so the language, foods, culture, and many of the customs are shared. However, the Pacific Islands have many unique cultural attributes as well.

Sports—Samoans in the NFL
Samoan produces a high proportion of NFL players, considering more than 200 of the 500,000 Samoans in the world play Division I college football. Players of Samoan descent are estimated to be 40 times more likely to make it to the NFL than any other player.

Arts—The Film Industry
Many recent movies have been filmed in New Zealand, including *King Kong* and *The Lord of the Rings* trilogy. New Zealand is also the birthplace of several world-famous directors and actors, including Peter Jackson, Sam Neill, Anna Paquin, and Russell Crowe. Actors from Australia include Cate Blanchett, Hugh Jackman, Nicole Kidman, Heath Ledger, and Naomi Watts.

Food—Similarities and Differences
The diets of Australians and Americans are very similar largely due to British influence. Many U.S. fast-food chains have franchises in Australia. Instead of calling it fast food, Australians often refer to this food as take-away. The food of Oceania is quite different. Commonly referred to as Polynesian, this food has an Asian influence. It often makes use of foods readily available on the islands such as coconut and fish.

## Activity: Collaborative Learning

### Analyzing Information
Divide the class into small groups. Have student groups use the Internet to research daily newspapers from the capitals of various countries in Australia, New Zealand, or Oceania. Have them identify a single newspaper and navigate to the editorial and opinions pages. Tell them that letters to the editor are also a good place to get opinions. Now have students identify opinions that relate to the United States. Also, have them identify opinions that relate to issues that are important in the country they are researching. Ask: What are issues that we share? Is there a difference of opinions between the U.S. and the region you are examining?

### Writing Support

**Descriptive Writing**
Have students write a paragraph describing a Polynesian dish. Ask students to include the recipe, if available. Try making a few of the dishes as a class.

**Personal Writing**
Have students write a one-page essay that explains how Pacific culture affects their lives. Before they write, have them review the chapter and think about how its subject relates to their daily lives.

### Assess/Close

**Answers**
1. Answers will vary according to the athlete chosen.
2. Students should share their research findings. Responses may note the lush vegetation, sandy beaches, and mountains and volcanoes.

**Activity: Collaborative Learning**

Have students share a short presentation about their opinions with the rest of the class. Have them decide what opinions the various newspapers in the region share with each other regarding the United States.