## Resources

### Chapter Opener

<table>
<thead>
<tr>
<th>Levels</th>
<th>Resources</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Chapter Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL</td>
<td>Daily Focus Skills Transparencies</td>
<td>34-1</td>
<td>34-2</td>
<td></td>
</tr>
</tbody>
</table>

### TEACH

<table>
<thead>
<tr>
<th>Levels</th>
<th>Resources</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Chapter Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL</td>
<td>Guided Reading Activity, URB*</td>
<td>p. 41</td>
<td>p. 42</td>
<td></td>
</tr>
<tr>
<td>BL</td>
<td>Vocabulary Activity, URB*</td>
<td>p. 34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BL</td>
<td>Reinforcing Skills Activity, URB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OL</td>
<td>Enrichment Activity, URB</td>
<td>p. 39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL</td>
<td>Real-Life Applications and Problem Solving Activity, URB</td>
<td>p. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OL</td>
<td>GeoLab Activity, URB</td>
<td>p. 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OL</td>
<td>Environmental Issues Case Study, URB</td>
<td>p. 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BL</td>
<td>Reading Essentials and Note-Taking Guide*</td>
<td>pp. 244–246</td>
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<td></td>
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<td></td>
<td>GIS Simulations, Strategies, and Activities</td>
<td></td>
<td></td>
<td>p. 42</td>
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<td>BL</td>
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✓ Chapter- or unit-based activities applicable to all sections in this chapter.

*Also available in Spanish
**Teacher Resources**

<table>
<thead>
<tr>
<th>Levels</th>
<th>Resources</th>
<th>Chapter Opener</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Chapter Assess</th>
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<td>✓</td>
<td>✓</td>
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</tbody>
</table>

**ASSESS**

| BL OL AL ELL | Section Quizzes and Chapter Tests | p. 415 | p. 416 | p. 417 |
| BL OL AL ELL | Authentic Assessment With Rubrics | | | p. 64 |
| BL OL AL ELL | ExamView Assessment Suite | 34-1 34-2 Ch. 34 |

**CLOSE**

| BL OL ELL | Reteaching Activity, URB | p. 35 |
| BL OL ELL | Dinah Zike's Reading and Study Guide Foldables | p. 76 |
| BL OL ELL | Graphic Organizer Transparencies, Strategies, and Activities | pp. 83–84 |

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

*Also available in Spanish*
Using Self-Check Quizzes

Teach With Technology

What is a Self-Check Quiz?
A Self-Check Quiz is a set of 10 or more multiple-choice questions that assess student comprehension of the chapter.

How can a Self-Check Quiz help my students?
A Self-Check Quiz is a quick and easy way for students to check how much they have learned and identify areas needing improvement. It allows students to:
• view their results immediately
• view the correct answers
• e-mail their results to you or themselves

Visit glencoe.com and enter a QuickPass™ code to go to a Self-Check Quiz.

Geography ONLINE
Visit glencoe.com and enter QuickPass™ code WGC2630C34T for Chapter 34 resources.

You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill widget.

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<th>Student</th>
<th>Teacher</th>
<th>Parent</th>
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</thead>
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<td>●</td>
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<tr>
<td>• Spanish Chapter Audio Summaries</td>
<td>●</td>
<td>●</td>
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</tr>
<tr>
<td>• Section Spotlight Videos</td>
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<td>• StudentWorks™ Plus Online</td>
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<td>• Multilingual Glossary</td>
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<tr>
<td>• Chapter Overviews</td>
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<td>• Self-Check Quizzes</td>
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<td>• ePuzzles and Games</td>
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<td>• Vocabulary PuzzleMaker</td>
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Additional Resources

- **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](http://www.jamestowneducation.com)

The following videotape programs are available from Glencoe as supplements to Chapter 34:

- **The War in the Pacific** (ISBN 1-56-501994-6)

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](http://www.aetv.com)
- **The History Channel**: [www.historychannel.com](http://www.historychannel.com)

### Reading List Generator CD-ROM

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:**

- **Australia**, by David Lowe & Andrea Shimmen
- **Our Endangered Planet: Antarctica**, by Suzanne Winckler & Mary M. Rodgers
- **Our Endangered Planet: Oceans**, by Suzanne Winckler & Mary M. Rodgers

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

- **How the Future Began: Communications**, by Anthony Wilson

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

- **Coral Reefs**, by Sylvia A. Johnson

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

- **Lives at Stake: The Science and Politics of Environmental Health**, by Laurence Pringle

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**NATIONAL GEOGRAPHIC**

**Index to National Geographic Magazine:**

The following articles relate to this chapter:


**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](http://www.nationalgeographic.com)
- [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)
Australia and Oceania

Places reflect the relationship between humans and the physical environment. Australia and New Zealand are among the world’s leaders in exports of agricultural products. The region’s unique ecosystems have led to the growth of tourism. Although physical barriers and long distances can be obstacles for people in Australia and Oceania, improved transportation and communications have helped make the region more interdependent.

**Essential Questions**

**Section 1: The Economy**
How might the landscape affect economic activities in Australia and Oceania?

**Section 2: People and Their Environment**
How can human activity have a negative impact on the environment?

**Focus More About the Photo**
Visual Literacy Tell students that today, one in three New Zealanders lives in or around the city of Auckland. The population of greater Auckland is more than 1.3 million people. Recent immigrants from Fiji and Samoa give Auckland one of the world’s largest Polynesian populations.

**Teach**
As you begin teaching this chapter, read the Big Idea out loud to students. Explain that the Big Idea is a broad, or high-level, concept that will help them understand what they are about to learn. Use the Essential Question for each section to help students focus on the Big Idea.

**Section 1: The Economy**

**Essential Question** How might the landscape affect economic activities in Australia and Oceania? (The environment offers pastures for raising livestock so people earn their living by adapting to and utilizing the environment around them.) In Section 1, students will read and learn about how the varied environments of this region affect agriculture and industries such as mining and manufacturing, thereby affecting the various economies.
### Section 2

#### People and Their Environment

**Essential Question** How can human activity have a negative effect on the environment? *(Australia and Oceania have some of the world’s most diverse and unique wildlife, vegetation, and natural resources. Pollution, adverse effects of tourism, and global warming all threaten the natural balance of this region.)*

Tell students that in Section 2 they will learn about how people impact the environment and natural resources of Australia and Oceania.

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**Reading and Writing** As you read, identify at least two environmental problems and possible solutions in Australia and Oceania. Use this information to predict which solutions might be most effective and why.

**Organizing Information** Create a Four-Door Book to identify environmental problems and possible solutions in Australia and Oceania.

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**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.

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**Dinah Zike’s Foldables**

**Purpose** This Foldable helps students identify and describe environmental problems and solutions in Australia and Oceania. The completed Foldable can help students prepare for assessment.

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**Geography ONLINE**

Visit glencoe.com and enter code WGC2630C34T for Chapter 34 resources.
The Economy

Australia and Oceania contain striking scenery composed of snowy mountain glaciers, ancient rock formations, coral reefs and their carnivals of sea life, unspoiled beaches, and bubbling geothermal fields. With natural wonders such as these, it is easy to understand why despite its remote geographic locations, tourism is a growing part of the region’s economies.

Voices Around the World

“New Zealand is red-hot right now. Blazing onto the world stage in 2001 with the Lord of the Rings movies, which were made here, followed in 2005 by King Kong, this island nation surged to the top of travel lists as word of its epic scenery, high-test adventure sports, award-winning wines, and innovative art scene got out. . . . ‘New Zealand is the most beautiful country in the world,’ says actor Grant Roa, who plays Uncle Rawiri in the film Whale Rider. ‘It has spiritual places where you can get away from civilization, including beaches without roads or cell phone coverage.’ ”

—Carrie Miller, “Insiders New Zealand,” National Geographic Traveler, March 2006
Economic Activities

**Main Idea** Agriculture is the most important economic activity in Australia and Oceania, but new industries are contributing to national economies.

**Geography and You** In what parts of the United States do ranching and raising livestock take place? Read to find out why raising sheep and cattle is important to Australia’s economy.

The remote geographic locations and challenging environments of Australia and Oceania influence how people earn their livings.

**Agriculture**

Agriculture is by far the most important economic activity in the South Pacific. For example, Australia and New Zealand export large quantities of farm products. Australia is the world’s leading producer of wool.

Although less than 5 percent of Australians work in agriculture, much of the country’s vast land area is devoted to raising livestock. Because of the generally dry climate, animals need large areas to find enough vegetation to eat. As a result, some Australian ranches, called stations, are gigantic—as large as 6,000 square miles (15,540 sq. km), about the size of Connecticut.

As a result of Australia’s dry climate, less than 10 percent of its land is arable, or suitable for growing crops. Irrigation, fertilizers, and modern technology help Australian farmers make the best use of the limited agricultural land.

More than half of New Zealand’s land is used for agriculture. New Zealand ranchers, known as graziers, raise sheep, cattle, and red deer. Surprisingly, the country has nearly 20 times more livestock than people! New Zealand’s soils, among the most fertile in the region, allow farmers to grow wheat, barley, potatoes, and fruits.

Throughout Oceania, the lack of arable land limits agriculture. Island farmers sometimes practice subsistence farming and fishing.

Some islands, however, have areas of rich, often volcanic soil and ample rainfall. The major cash crop is copra (KOH•pruh), or dried coconut meat. Among the island countries that export crops are Fiji, a producer of sugarcane, copra, and ginger; and Papua New Guinea, a supplier of coffee, copra, and cacao.

**Mining and Manufacturing**

A variety of mineral deposits exists in some parts of the South Pacific. Australia is a leading exporter of diamonds, gold, bauxite, opals, and iron ore. Extracting these minerals, however, is hampered by high transportation costs. In addition, public debate about Aboriginal land rights limits where mining can occur.

With some exceptions, few significant mineral resources are found in other areas of the South Pacific. New Zealand has a large aluminum smelting industry, and Papua New Guinea’s rich deposits of gold and copper have only recently been exploited.

Australia and New Zealand are the South Pacific’s major producers of manufactured goods. Since agriculture is important in these two countries, food processing is their most important manufacturing activity. Relatively isolated geographically, Australia and New Zealand must import costly machinery and raw materials to set up manufacturing industries capable of producing exports. As a result, consumer product industries generally manufacture products such as appliances for home consumption.

The rest of the South Pacific is less industrialized than Australia and New Zealand. Manufacturing in Oceania is limited to small-scale enterprises such as apparel production.

**Made in Oceania**

**Step 1: Shopping** Students will work in groups to put together an online catalog and mail order service that sells goods that are grown and manufactured in Oceania.

**Essential Question** What does this subregion have to offer the world consumer today?

**Directions** Have students work in groups to begin to collect a database/inventory of goods from Oceania that they can offer consumers via an online or catalog-based mail order business. Tell students that they can offer manufactured goods, agricultural goods, or any other product made or grown in this subregion that is capable of being shipped.

**Putting It Together** As students start to compile an inventory of goods, have them be sure to research the cost of their inventory, as well as shipping costs. (Chapter Project continues on page 843.)

Caption Answer: Because of the dry climate, animals need large areas to find enough vegetation to eat.

**Teach**

**Reading Strategy**

**Summarizing** Ask: Why are most goods manufactured in Australia and New Zealand only used regionally? (Because Australia and New Zealand are geographically isolated, the cost of importing and exporting goods beyond the region is expensive.) OL
Skills Practice

Visual Literacy

Ask students to study the map and then explain that Australia is an island continent because it is surrounded by water.

Ask: Which bodies of water surround it? (Indian Ocean, Tasman Sea, Coral Sea, and a small part of the Pacific Ocean)

Critical Thinking

Drawing Conclusions

Ask:

What are the major challenges to moving people and goods in this region? (physical barriers and long distances)

Answers

1. along the eastern coast
2. livestock raising

Reading Check

Answer: Generally dry climates and a lack of arable land

Reading Check

Answer: Long distances, harsh climates, and rugged terrain present obstacles to land travel.

Map Study

1. Place Where are most of Australia’s coal deposits located?
2. Regions What type of land use dominates much of Australia?

Service Industries

Throughout Australia and Oceania, a range of service industries have emerged as major contributors to national economies. In contrast, few countries in Oceania are large enough to support extensive service industries other than tourism. Nauru, however, has become involved in international banking and investment companies. In recent decades, the expansion of air travel has boosted tourism in Australia and Oceania. Among the South Pacific’s attractions are its indigenous cultures, unique wildlife, and contrasting physical features.

Reading Check

Movement What often limits agriculture in Australia and Oceania?

Transportation and Communications

Main Idea

The physical environment creates obstacles to transportation and communications in Australia and Oceania, but new technologies are helping to conquer these obstacles.

Geography and You

How might vast expanses of land affect the forms of transportation used to move people and goods? Read to learn how people overcome physical barriers and long distances in Australia and Oceania.

Australia and Oceania contain thousands of miles of coastlines, barren desert, rain forests, and vast expanses of rugged terrain. Physical barriers and long distances challenge the movement of people and goods in the region.

Transportation

Australia and New Zealand have the most developed road and rail systems in the region. In the coastal areas of these countries, highways are well maintained, and subways provide public transportation in urban areas. Few roads, however, exist in the isolated Australian Outback.

In Oceania many island countries are too small, too poor, or too rugged to have well-developed road or rail systems. Some governments, however, are improving these systems.

Long distances, harsh climates, or obstacles to land travel make air and water travel important. Cargo ships and planes move imports and exports to and from far-flung Pacific territories. Commercial airlines and cruise ships bring travelers.

Communications

In the South Pacific region, the same geographic obstacles that hinder land travel also make communications difficult. In the Australian Outback, some cattle stations are large enough to maintain their own post offices and telephone exchanges. The development of modern technology, however, has helped increase contacts within Australia and Oceania and with the rest of the world. Cellular, digital, and satellite communications and the Internet are becoming common in some areas.

Reading Check

Regions Why are air and water travel especially important to the region?

Activity: Collaborative Learning

Analyzing Information

Remind students that many South Pacific islands depend on tourism. Have pairs of students choose one group of South Pacific islands and conduct research to identify the major factors that draw tourists to these islands. Students should then gather data on the number of annual tourists to the islands and what percentage of the islands’ economy is based on tourism. In addition, ask students to analyze the effects—both positive and negative—of tourism on ecology and traditional cultures. Have student pairs present their findings to the class. Then hold a class discussion comparing and contrasting tourism in the South Pacific.
Trade and Interdependence

**MAIN Idea** Trade between Australia, Oceania, and other parts of the world has increased due to improvements in transportation and communications, as well as to the creation of trade agreements.

**GEOGRAPHY AND YOU** Why would transportation and communications links play a key role in boosting trade in a remote region? Read to learn how the South Pacific’s remote geographic location has affected its trade relations.

In recent decades, improved transportation and communications links have increased trade between the South Pacific region and other parts of the world. The region’s agricultural and mining products are its greatest sources of export income. Countries in Oceania export copra, timber, fish, vegetables, many varieties of spices, and handicrafts.

During most of the 1900s, Australia and New Zealand traded mainly with the United Kingdom and the United States. In recent years, however, these South Pacific countries have increased trade with their neighboring Asian countries of Japan, Taiwan, and China. Australia, for example, is a member of the Asia-Pacific Economic Cooperation forum (APEC) and is pursuing free trade agreements with China and the Association of Southeast Asian Nations (ASEAN).

**Reading Check** Regions What are the South Pacific region’s greatest sources of export income?

**SECTION 1 REVIEW**

**Vocabulary**
1. Explain the significance of: station, grazier, copra.

**Main Ideas**
2. What is the most important economic activity in the South Pacific region? What new industries are contributing to national economies in the region?
3. Describe the factors that have increased trade between Australia, Oceania, and other parts of the world. Give examples.
4. Use a table like the one below to identify ways in which the physical environment creates obstacles to transportation and communications in Australia and Oceania. Then describe the new technologies that are helping the region overcome these obstacles.

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</tr>
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<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
</tr>
</tbody>
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**Critical Thinking**
5. Answering the Essential Question How has the region’s physical environment influenced the growth of tourism?
6. Summarizing Information How have changes in transportation and communications affected economic activities in the South Pacific region?
7. Analyzing Visuals Study the physical map on page 792 of the Regional Atlas and the economic activity map on page 838. Which parts of Australia are the most developed? Least developed?

**Writing About Geography**
8. Expository Writing Create a table that shows major economic activities for five countries in the region. Then write a paragraph explaining why the economies of some countries focus on one major product.

**Assess**

**Geography ONLINE** Study Central provides summaries, interactive games, and online graphic organizers to help students review content.

**Close**

**Analyzing Visuals** Have students study the import/export bar graph and pay close attention to how much Australia is currently trading with Asia.

**Answers**

1. Definitions for the vocabulary terms are found in the section and the Glossary.
2. agriculture; tourism, manufacturing, banking
3. Improved transportation and communications links; cargo ships and planes, commercial airlines and cruise ships, cellular, digital, and satellite communications
4. **Transportation:** small islands, rugged terrain, large isolated areas; air travel, cruise ships, cargo ships
   **Communications:** small islands, rugged terrain, large isolated areas; cellular, digital, and satellite communication, and the Internet
5. The region has warm beaches, interesting physical formations, and unique wildlife.
6. Tourism has become a bigger industry. Remote areas are becoming more connected to the global economy.
7. **coastal areas, the interior deserts**
8. Tables and paragraphs will vary, but should reflect an understanding of the relationship between resources and economics.
Changing Climate

Global warming has led to increased water temperatures, which are killing coral, altering the underwater ecosystem, and shrinking the Great Barrier Reef.

➤➤

The Problem:

Increased water temperatures and environmental pollutants threaten the Great Barrier Reef. The survival of the reef and its marine life are at stake if this deterioration continues at its current rate.

Visual Literacy  The Great Barrier Reef is the largest living organism on the planet. It is home to thousands of species of sea life and is the breeding ground for turtles, seabirds, and whales. The Great Barrier Reef is about 1,250 miles (2,000 km) long and stretches along the east coast of Australia. In July 2004, laws banning the removal of anything from the reef went into effect and made it the largest fully protected expanse of ocean in the world. “Coral reefs are arguably the most complex ecosystem on the planet,” said biologist Brian Huse, the executive director of Coral Reef Alliance in San Francisco. “They occupy less than 1 percent of the ocean, yet they are home to fully 25 percent of all marine species. And we don’t even know what all is there yet.”
Saving a Natural Wonder

Located in the Coral Sea off the coast of northeast Australia, the Great Barrier Reef is the world’s largest coral reef system. It is home to a variety of plant and animal species. Currently, this natural wonder is threatened by an array of forces.

What is coral bleaching? Coral bleaching is a natural response to environmental stress. Stressing agents, including increased water temperatures and environmental pollution, cause the coral to lose its vibrant color. Sustained exposure to these elements can result in the death of the coral organism. The most widespread coral bleaching event to affect the Great Barrier Reef occurred in 2002. Continued monitoring of coral bleaching provides important information about the health of the Great Barrier Reef.

What factors can we control? Several measures have been taken to address reef destruction. The Australian government has placed restrictions on fishing and has created sanctuaries to preserve the unique biodiversity of the area. The Reef Water Quality Protection Plan, another government measure, reduces the amount of land-based pollution such as sediment and pesticide pollution from reaching the ocean.

Can the Great Barrier Reef be saved? With tourism making up a large portion of the region’s economy, the reef’s survival is of paramount importance. The continued conservation efforts of the government and those who depend on the reef for their livelihood will go a long way toward restoring the resilience of the reef.

One Solution:

Environmental programs that protect and monitor the condition of the Great Barrier Reef are key to its survival.
Australia is home to one of the most diverse and complex ecosystems on Earth—the Great Barrier Reef. The Australian government has taken steps to protect this complex ecosystem, but human activities on land impact what happens in the sea.

**Voices Around the World**

“The Great Barrier Reef covers 135,000 square miles, an expanse greater than Poland. . . . In 1975 virtually the whole offshore nation was declared Great Barrier Reef Marine Park, one of the world’s first national marine sanctuaries and still the biggest. Intended mainly to prevent oil drilling and mining on the reef, the park remains open to many other uses. Commercial fishing, sportfishing, spearfishing, and the collecting of aquarium fish and shells are regulated, however, and some segments are set aside as no-take zones, research zones, or special reserves for troubled species. . . . On the other hand, the coral realm is not immune to the changes taking place in ecosystems on land. Cane fields, other croplands, and development along Queensland’s coastal plain have replaced many seaside wetlands, the natural filters for fresh water coming from the continent.”

**Human Impact on Resources**

**MAIN Idea** Australia and Oceania have many natural resources, but the region’s environment is threatened by human activities.

**GEOGRAPHY AND YOU** In what other regions of the world are freshwater sources threatened by human activity? Read to learn why the protection of freshwater resources is a major concern in the South Pacific.

Australia and Oceania hold some of the planet’s richest and most diverse natural resources. Unfortunately, these resources have not always been well managed, and today the region faces many environmental issues. Conservation efforts, however, are gaining recognition in the region.

**Unusual Animals**

The continent of Australia, separated for so long from other landmasses, is home to many unique animal species. Kangaroos, koalas, and wallabies are just some of Australia’s 144 species of marsupials—mammals whose young must mature in a pouch after they are born. The Australian island of Tasmania gave its name to the Tasmanian devil, a powerful meat-eating marsupial about the size of a badger. Australia’s strangest wildlife may be the duck-billed platypus and the echidna—a spiny anteater—the only mammals in the world that lay eggs.

These unusual wildlife species, however, have been seriously threatened by the human introduction of various nonnative animals. These introduced species include the hunting dogs called dingoes brought from Asia by migrating Aborigines. European settlers brought sheep, cattle, foxes, cats, and rabbits to Australia. In the absence of natural predators, these animals have multiplied and taken over the habitats of Australia’s native species. Some of Australia’s native species have become extinct, and at least 16 kinds of marsupials are now endangered. Efforts to restore Australia’s ecological balance include the use of electric fencing to keep out nonnative animals, hunting and trapping programs, the introduction of natural predators, and native wildlife reserves.

Because of its isolated, remote location surrounded by ocean, New Zealand is also home to many unique animal species—specifically seabirds, which flourished without mammalian predators. Among New Zealand’s surprising and unlikely species is the penguin.

Many factors, including human settlement, threaten New Zealand’s animal species. However, as in Australia, the most serious threat to New Zealand’s native animals comes from introduced species, such as cats, rats, and ferrets.

To protect their endemic species from introduced predators, New Zealand is taking steps such as implementing predator-control techniques and establishing island sanctuaries. Island sanctuaries, some of which are still free of introduced species, have been key to New Zealand’s conservation efforts. Of the hundreds of small islands and islets along New Zealand’s coast, more than 200 are managed by the Department of Conservation as protected reserves.

**Forest, Soil, and Water**

The protection of forest, soil, and freshwater resources is a major concern throughout the South Pacific region. In Australia, many woodlands have been cleared for farms and grazing lands.

Unfortunately, these resources have not always been well managed, and today the region faces many environmental issues. Conservation efforts, however, are gaining recognition in the region.

Although koalas are protected by law, their habitat, which is often cleared for the construction of houses and roads, is not.

**Human-Environment Interaction** What are Australians doing to help restore the country’s ecological balance?

**Caption Answer:** using electric fencing to keep out nonnative animals, hunting and trapping programs, the introduction of natural predators, and native wildlife reserves

**Did You Know?**

In the 1880s, Australians built a “dingo fence” or “dog fence” to keep dingoes away from the sheep flocks of southern Queensland. Six feet high (1.8 m) and made of wire mesh, the fence has a gate every 7.3 miles (19 km) along its length. The fence is the longest structure in the world and is about twice as long as the Great Wall of China.

**Hands-On**

**Chapter Project**

**Step 2:**

**Marketing** Now that students have spent time shopping for inventory to offer in their online catalog and mail order service (that sells goods grown in and manufactured in Oceania), it is time for them to develop a plan to take the goods to market.

**Essential Question** What is the most effective way to market this subregion’s offerings?

**Directions** Have students prepare their inventory of goods from this subregion for presentation. Ask: What do you have to offer? What are the costs associated with the goods? What challenges do you face in delivering the goods?

**Putting It Together** Have the groups present their goods to the class. (Chapter Project continues on the Visual Summary page.)
This leaves little protection against erosion. When the soil surface is exposed to wind and water, erosion occurs. In Australia, soil erosion is a major problem, which has been compounded by overgrazing in arid areas and by the country’s worst drought in over a century. Soil conservation in the region is closely linked to reducing deforestation. Countries with valuable timber resources, such as New Zealand, Papua New Guinea, and Vanuatu, are developing plans to use forest resources without damaging the environment.

Drought, salt, irrigation, and agricultural runoff threaten Australia’s freshwater sources. In the fertile Murray-Darling River Basin, one of the world’s largest drainage basins, the use of water for agriculture and growing city populations has dramatically reduced the rivers’ flow. Large areas within the basin are also at risk from increasing soil salinity, which is one of Australia’s most pressing environmental problems today.

One of the major causes of increasing salinity in Australia’s water and soil has been the replacement of native vegetation with pastures and nonnative shallow-rooted crops.

Oceania also faces challenges in managing its freshwater resources. Many small coral atolls and volcanic islands hold only limited supplies of freshwater. Agricultural runoff and inadequate sanitation cause pollution that further threatens these freshwater supplies. The lack of clean drinking water keeps the standard of living low and poses barriers to economic growth in some countries. Improvement will come with better management of runoff, construction of additional sanitation facilities, and development of less expensive ways of removing salt from ocean water.

Agricultural runoff, chemical fertilizers, and organic waste also threaten the region’s oceans. Toxic waste in particular endangers Australia’s Great Barrier Reef and other Pacific coral reefs. Coral environments are increasingly stressed by tourists, boaters, divers, oil shale mining, and increasing water temperatures. Coral bleaching—the breakdown of the relationship between coral and the algae that provide these organisms with nutrients—is often the result of such stress.

Pollution also affects all kinds of marine life, including the tiny organisms that make up coral reefs. Algae—on which these organisms thrive—and plankton are key parts of the ocean’s food web, the interlinking chains of predators and their food sources in an ecosystem. As these tiny living things are destroyed, the larger plants and animals that rely on them for food also die off.

The Nuclear Legacy

The testing of nuclear weapons has had major effects on the region’s environment. In the late 1940s and 1950s, the United States and other countries with nuclear capability carried out aboveground testing of nuclear weapons in the South Pacific. The dangers of such testing were gravely underestimated at the time. In 1954 the United States exploded a nuclear device on Bikini Atoll in the Marshall Islands. The people of Bikini Atoll had been moved to safety, but those living on Rongelap Atoll, downwind of the explosion, were exposed to massive doses of radiation that resulted in deaths, illnesses, and genetic abnormalities.
Although the U.S. testing was stopped, the effects of radiation exposure and environmental damage have continued through several generations. Today the atolls affected by the testing remain off-limits to human settlement. Recent studies, however, offer hopeful signs of eventual environmental recovery. In the 1990s the United States government provided $90 million to help decontaminate Bikini Atoll and set up a $45 million trust fund for blast survivors and their offspring from Rongelap Atoll.

The nuclear legacy also has had political effects. Antinuclear activism is a major factor in regional politics. In 1985 New Zealand banned nuclear-powered ships and those with nuclear weapons from entering its waters. Because of this ban, which remains in effect today, the United States withdrew from a defense agreement with New Zealand. In the mid-1990s, French plans to conduct nuclear tests on an atoll in French Polynesia aroused antinuclear demonstrations. The international outcry led to an early halt to the tests.

**Critical Thinking**

**Determine Cause and Effect**

**Ask:** What are some of the ways in which the loss of ozone affects humans? (cataracts, skin cancer)

For additional practice on this skill, see the *Skills Handbook.*

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### MAP STUDY

**1. Regions** How did the size and shape of the ozone hole change between 1979 and 2008?  
**2. Place** Over which parts of Antarctica did the ozone hole not extend in 1979?

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### Activity: Technology Connection

**Ozone Update:** In October 2006 scientists for NASA and the National Oceanic and Atmospheric Administration (NOAA) reported that year’s ozone hole in the polar region of the Southern Hemisphere broke records for area and depth. Have students visit the NASA Web site: [www.nasa.gov/vision/earth/lookingatearth/ozone_record.html](http://www.nasa.gov/vision/earth/lookingatearth/ozone_record.html).

After the students study the most recent pictures of the hole in the ozone layer, have them compare the pictures to the illustrations for 1979 and 2008 on this page. **Ask:** How does the updated photo compare to the illustrations? What conclusions can be drawn from the history shown in the documentation?
eventually die off.)

If all the diatoms that feed on them? (they would happen to the creatures in a habitat became extinct, what would die if temperatures rose, affecting life-forms that feed on them. Scientists in the region, especially in Antarctica, are studying global warming and are hoping to discover causes, predict consequences, and provide solutions.

Caption Answer: destruction of habitats; flooding caused by melting polar ice caps

**READING Check** Answer: It might raise skin cancer rates and cause cataracts.

**Assess**

**Geography ONLINE**

Objectives and answers to the Student Web Activity can be found at glencoe.com under the Web Activity Lesson Plan for this program.

**Close**

**Predicting** Ask: If all the diatoms in a habitat became extinct, what would happen to the creatures that feed on them? (they would eventually die off)

**SECTION 2 REVIEW**

**Critical Thinking**

5. **Answering the Essential Question** What human activities have contributed to increased wind and soil erosion in the region?

6. **Drawing Conclusions** What steps would you take to increase awareness about the risks of global warming? Explain.

7. **Analyzing Visuals** Study the physical map on page 792 and the political map on page 794 of the Regional Atlas. Which countries in the region are at the greatest risk from rising ocean levels as a result of continued global warming?

**Writing About Geography**

8. **Expository Writing** Study the economic activity map on page 838. Write a paragraph comparing a mineral-rich area shown on the map to a mineral-rich area in another region. Explain the effects of mining on both environments.

**Answers**

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

2. hole in the ozone layer, introduced species, deforestation, coral bleaching, increasing salinity of water and soil, nuclear testing

3. They compete for resources and prey on native animals that lack defenses against the introduced species. Introduced species also lack natural predators that could keep their population in check.

4. **Forests:** deforestation; develop plans to use forest resources without damaging the environment

**Unusual animals:** introduced species; using electrical fencing to keep out nonnative animals, hunting and trapping nonnative animals, introducing natural predators, reserves for native animals

**Freshwater reserves:** pollution; better runoff management, replacing native vegetation, construction of additional sanitation facilities, desalination projects

5. deforestation, overgrazing

6. Students’ steps may vary.

7. Palau, Federated States of Micronesia, Marshall Islands, Nauru, Kiribati, Tuvalu, Tonga, and Samoa; Australia, New Zealand, Papua New Guinea, Solomon Islands, Fiji and Vanuatu all have elevations above 650 feet (200 m) so they are at less risk

8. Paragraphs will vary but should be supported with details from the text.
**The Region Today**

**Island Economies**
- Australia and New Zealand export large quantities of agricultural products.
- South Pacific island farmers practice subsistence farming and raise pigs and chickens.
- Most people in Australia and New Zealand work in service industries.
- Tourism in the region is growing and its attractions include indigenous cultures, unique wildlife, and interesting geographic features.

**Cleaning Up**

**CHALLENGES**
- The testing of nuclear weapons in the 1940s, 1950s, and 1960s has resulted in lasting environmental effects in the region.
- Pollution is resulting in global warming and climate change, leading to drought in Australia and storms in the South Pacific.
- Agricultural runoff and inadequate sanitation pollute water in Oceania.

**SOLUTIONS**
- In the 1990s, the United States gave $90 million to help decontaminate Bikini Atoll.
- Scientists are studying global warming to discover causes and solutions.
- Sanitation and runoff management programs hope to solve Oceania’s water pollution problems.
- Environmental protection programs aim to save endangered wildlife, including the Great Barrier Reef.

**Made In Oceania**

**Step 3: Launch the Business** Students will synthesize what they have learned in Steps 1 and 2.

**Essential Question:** What are some of the issues that businesses from the subregion face?

**Directions** Have students discuss what they learned about the subregion by researching the various goods and products available to the world market. Ask: What differences might these businesses face if they were to choose a different marketplace (for example, selling in Japan as opposed to selling in the United States)? Have students review what makes products from this subregion unique, and why they would find a market in the United States.

**Putting It Together** Have groups pitch their businesses to the class. In their presentations, they should incorporate what kind of business they are, what they are selling, and a persuasive argument explaining why U.S. customers should patronize them.

**Drawing Conclusions** Have students write an essay that draws conclusions about what the region may experience over the next 10 years regarding its economy and its environmental challenges. Point out that issues and solutions are indicated in the Visual Summary.

**Ask:** What is your opinion? (Answers will vary but should detail the issues outlined.)

**Making Predictions** Ask: Will attempts to rescue the Great Barrier Reef succeed? (Answers will vary but should be supported by issues outlined in the chapter.)
TEST-TAKING TIP
When you have finished, check your work to make sure you have answered all the questions.

Reviewing Vocabulary
Directions: Choose the word or words that best complete the sentence.

1. Australian ranches are called ______.
   A plantations  
   B the Outback  
   C stations  
   D reserves

2. ______ is dried coconut meat.
   A Cane  
   B Jerky  
   C Ginger  
   D Copra

3. The young of ______ must mature in the mother's pouch after they are born.
   A marsupials  
   B mammals  
   C birds  
   D reptiles

4. The ______ is the interlinking chains of predators and their food sources in an ecosystem.
   A food supply  
   B food chain  
   C food web  
   D food pyramid

Reviewing Main Ideas
Directions: Choose the best answers to complete the sentences or to answer the following questions.

Section 1 (pp. 836–839)

5. The dominant economic activity in Australia and Oceania is ______.
   A agriculture  
   B mining  
   C industry  
   D fishing

6. Raising livestock takes up a large land area in Australia because ______.
   A most Australians are ranchers  
   B the livestock take up a lot of space  
   C rich station owners like to own lots of property  
   D the livestock must roam large areas to find enough to eat

Section 2 (pp. 842–846)

7. A major threat to Australia's native wildlife is ______.
   A global warming  
   B other native wildlife  
   C introduced species  
   D plants

8. In 1985 ______ banned nuclear-powered ships and those with nuclear weapons from its waters.
   A Australia  
   B New Zealand  
   C Fiji  
   D Papua New Guinea

Reviewing Main Ideas

5. A Students might recall that Australia is the world's leading producer of wool. Students should know that ranching is considered agriculture.

6. D Because of the generally dry climate, animals need large areas to get enough to eat.

7. C Australia is home to some of the world's most unusual animals, which have been threatened by the introduction of animals from other places such as the dingo (a wild dog), sheep, cattle, foxes, cats, and rabbits. All of these animals threaten native species in various ways.

8. B Because of this 1985 ban, the United States withdrew from a defense agreement with New Zealand.
Critical Thinking

9. How has distance to Europe and North America influenced Australia and New Zealand?
   A. It has made them poor.
   B. It has made imported goods expensive.
   C. It has left them unexplored and unsettled by Europeans.
   D. It has made them technologically backward.

Base your answer to question 10 on the map and on your knowledge of Chapter 34.

10. Where is most of New Zealand’s cropland?
    A. in the mountains
    B. in the central plateaus of the islands
    C. along the coasts
    D. New Zealand has no cropland.

Document-Based Questions

New Zealand takes a somewhat independent attitude in world affairs. For example, it has declared itself a nuclear-free zone. A university professor from Auckland describes his country’s action.

In July 1984 a newly elected Labour government implemented a policy which dissociated New Zealand’s military establishment from the nuclear component of the then-Cold War confrontation. In 1987 the New Zealand Nuclear Free Zone, Disarmament and Arms Control Act was passed, giving legal force to the policy. Although the passage of the Act was regarded by the United States as a near-hostile action on the part of New Zealand, none of its three explicit purposes would have been expected intrinsically to evoke international controversy. These purposes are:

(i) to establish a Nuclear Free Zone in New Zealand,
(ii) to promote and encourage an effective contribution by New Zealand to international disarmament and arms control, and
(iii) to implement locally a number of treaties to which New Zealand is party, specifically, the Partial Test Ban Treaty, the Nuclear Non-Proliferation Treaty, the Sea-bed Treaty, the Biological Weapons Convention and the Treaty of Rarotonga (which created the South Pacific Nuclear Free Zone).

—Peter R. Wills, “New Zealand’s Nuclear Free Status”

11. Besides avoiding the dangers of nuclear material in New Zealand, what did the country hope to accomplish by becoming a nuclear-free zone?

12. How does location help make it possible for New Zealand to take this step?

Extended Response

13. Exploring the Big Idea
Describe how human activity has affected the unusual animals of Australia and New Zealand. What measures have these countries taken to protect these unique species?
CLASH OF CULTURES: What is the relationship between the indigenous peoples and Europeans in Australia and New Zealand?

People were living in Australia and New Zealand long before the Europeans arrived. The indigenous peoples of Australia are known as Aborigines. They have lived in Australia for at least 50,000 years. The Maori are the indigenous people of New Zealand. They originally came from Polynesia between A.D. 950 and 1350.

Understanding the Problem
Aborigines and Maori suffer from lower incomes, educational levels, and health conditions. In both countries, there are conflicts over landownership.

A Moral Dilemma
European settlers came to Australia and New Zealand beginning around 1800 and developed very prosperous societies. Many of the indigenous peoples suffered from disease, warfare, and cultural destruction as a result of European settlement. The Australian government tried to reform the Aborigines’ culture to make them European. The government also took Aborigine children and placed them in boarding schools. In New Zealand, the Maori and the Europeans dealt with each other more as equals, but the Maori were still disadvantaged. Even today the Aborigines and the Maori suffer varying degrees of disadvantage and discrimination.

An Economic Problem
Aborigines and Maori have higher unemployment rates and lower levels of education. Thus, they do not achieve their highest potential in the workforce. Their rates of illness are higher, requiring more health services.

A Political Issue
Aborigines and Maori have become a political force in their countries. They have organized to press their governments for more rights and more aid. Both countries face the political problem of landownership. The Aborigines and the Maori claim that the land in their countries belongs to them and that European settlers took it illegally. The Maori, for example, point out that the Treaty of Waitangi in 1840 provided that the Maori would continue to own their land even as they were subject to the British government. The Aborigines have reservations, but most are in desert and tropical areas where few non-Aborigines want to live and where there are few services and markets for their products.

Indigenous Education and Employment

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Australia</th>
<th>Aborigine</th>
<th>Non-Maori</th>
<th>Maori</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>19,447,590</td>
<td>407,698</td>
<td>4,027,947</td>
<td>565,329</td>
</tr>
<tr>
<td>Number of unemployed</td>
<td>481,158</td>
<td>22,644</td>
<td>78,627</td>
<td>27,873</td>
</tr>
<tr>
<td>Number of university graduates</td>
<td>818,682</td>
<td>2,782</td>
<td>297,942</td>
<td>17,907</td>
</tr>
</tbody>
</table>

Source: Census of Australia, 2006; Census of New Zealand, 2006.

Quality of Life

The major issues concerning the indigenous peoples of Australia and New Zealand are mainly about their quality of life. Prior to the arrival of European settlers in the two countries in the 1800s, the indigenous peoples lived in much the same way they had for hundreds—if not thousands—of years. While the Aborigines and the Maori had very different ways of life, their lives were dramatically altered by the arrival of European settlers. Because these groups lost much in the way of farmland and hunting grounds, their lives were changed forever.
Possible Solutions
Raising levels of well-being of Aborigines and Maori requires a combination of different strategies.

Health and Social Services The destruction of their cultures by European settlers left the Aborigines and Maori with economic and health problems. Both groups are still trying to find a way to live successfully in a European society. To do so, they need social services that will improve their quality of life and their ability to participate fully in a modern society.

Education Education can also help Aborigines and Maori to participate in their traditional culture and to reap economic benefits. New Zealand has established schools in which lessons are taught in the Maori language. Both countries have programs to encourage Aborigine and Maori youth to pursue more education. Educating nonindigenous people about indigenous cultures is also important to creating better intercultural relations.

Government In both countries, indigenous people can vote. Australia has elected a few Aborigines to Parliament, and New Zealand has elected a few Maori. Electing more members of these groups will help them win the resources they need to improve their status.

Access to Health Care in Aboriginal Communities

<table>
<thead>
<tr>
<th></th>
<th>Nearest hospital</th>
<th>Aboriginal Primary Health Care Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>In community</td>
<td>14,090</td>
<td>41,450</td>
</tr>
<tr>
<td>Less than 6.2 miles</td>
<td>7,743</td>
<td>7,743</td>
</tr>
<tr>
<td>(10 km)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2–14.9 miles</td>
<td>5,634</td>
<td>3,402</td>
</tr>
<tr>
<td>(20–49 km)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.5–30.4 miles</td>
<td>4,766</td>
<td>3,572</td>
</tr>
<tr>
<td>(50–99 km)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.1–61.5 miles</td>
<td>7,968</td>
<td>6,464</td>
</tr>
<tr>
<td>(100–249 km)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62.1–154.7 miles</td>
<td>23,080</td>
<td>12,552</td>
</tr>
<tr>
<td>(250–999 km)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 155.3 miles</td>
<td>30,012</td>
<td>12,934</td>
</tr>
<tr>
<td>(1000 km)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Australia Bureau of Statistics.
The primary sources below provide information about the indigenous peoples of Australia and New Zealand. Use these resources, along with what you have learned in Unit 11, to complete the activities on the next page.

The Apology—Aboriginal and Migrant Children

Primary Source 1

Excerpt from “Apology to the Stolen Generations,” by Kevin Rudd, Prime Minister of Australia, February 13, 2008.

Between 1910 and 1970 approximately 100,000 Aboriginal and Torres Strait Islander children, later known as the Stolen Generations, were taken from their homes by decree of the Australian government to assimilate them into European society. They were not allowed any contact with their families or culture and often were abused.

The time has now come for the nation to turn a new page in Australia’s history by righting the wrongs of the past and so moving forward with confidence to the future. We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians. We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities, and their country. For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry. To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry. And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry. We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

Land Settlements—Maori and the Crown

Primary Source 2


Settlements for the Maori from the Crown, based on the Treaty of Waitangi, are an ongoing process in New Zealand. Treaty settlement agreements in 2008 resulted in the transfer of over $400 million to Maori claimant groups as well as an innovative form of redress over one of the country’s major waterways. To date $1,018,697 million has been committed to final and comprehensive settlements and several part settlements. . . .

An example of a settlement between the Maori and the Crown: Ngāti Apa

In October [2008], a Deed of Settlement was signed between Ngāti Apa (North Island) and the Crown. The signing follows the ratification by Ngāti Apa of a draft Deed of Settlement initialled in September. The claims relate to the Crown’s purchase in

Activity: Connecting to the United States

Comparing and Contrasting Remind students that the issues faced by the indigenous peoples of Australia and New Zealand are very similar to the issues faced by the Native American peoples of the United States. Have each student choose one Native American group to research. In their research, students should pay attention to the conflicts within the group and how they dealt with European immigrants. Also, have students pay attention to the similar issues each group faces today. Once students have completed their research, they should compare and contrast the history of issues faced by their chosen Native American group, the Aborigines, and the Maori.
Inequalities to Address—the Situation in Australia

Primary Source


James Anaya is an independent expert authorized by the United Nations Human Rights Council to assess and make recommendations on the human rights situation of indigenous peoples worldwide. To carry out this mandate, he visited Australia in 2009.

During my time in Australia, I have been impressed with demonstrations of strong and vibrant indigenous cultures and have been inspired by the strength, resilience and vision of indigenous communities determined to move toward a better future despite having endured tremendous suffering at the hands of historical forces and entrenched racism. It is clear that these historical forces continue to make their presence known today, manifesting themselves in serious disparities between indigenous and non-indigenous parts of society, including in terms of life expectancy, health, education, unemployment, incarceration, children placed under care and protection orders, and access to basic services. . . .

. . . . I am concerned that there is a need to incorporate into government programmes a more holistic approach to addressing indigenous disadvantage across the country, one that is compatible with the objective of the United Nations Declaration of securing for indigenous peoples, not just social and economic wellbeing, but also the integrity of indigenous communities and cultures, and their self-determination.

Close

Summarizing Ask: What are the issues facing indigenous peoples in Australia and New Zealand? (poor health care, poverty, issues of status, the future of multiculturalism)

Answers

1. Both indigenous cultures, the Aborigines and the Maori, live at standards below that of the surrounding community of European ancestry.

2. Students’ answers will vary but should be supported with details from the Case Study.

3. Students’ responses in the debate should be supported with facts from the primary sources.

4. Students’ essays should reflect an understanding of the topic discussed in the Case Study.