

Overview

Summary

Oceania and Antarctica: People and Places

By Carl Proujan

This book explores the people and cultures of Oceania today by looking at six themes: Population, Economy, Traditions, Government, Arts, and Sports.



POPULATION

Living in the Outback

explores the culture created by people of interior Australia.

Can Ancient Cultures Preserve Their Traditions? investigates how the Maori and Aborigines preserve their ancient ways.

Sydney: Portrait of a City examines the many faces of Australia's largest city.

ECONOMY

A Visit to French Polynesia describes attractions of this tourist center.

Woolly Islands studies New Zealand's sheep industry.

TRADITIONS

Stories in Song and Dance reveals key Hawaiian customs.

Antarctic Exploration has been a longtime tradition, as this recent example shows.

GOVERNMENT

A Continent Protected for Research traces world efforts to preserve Antarctica.

ARTS

Easter Island's Mysterious Statues probes the origins of these massive sculptures.

SPORTS

Rugby: A Rough-and-Tumble Game traces the development of a popular Oceania pastime.

Background

In the island countries of Oceania, people have developed a wide variety of cultures. European colonization brought strong Western influences that have greatly transformed the original cultures. The interaction between European and original cultural elements is a major characteristic of societies throughout the region.

No one lives permanently in Antarctica. Researchers and support personnel live there for varying amounts of time.

Learning Objectives

Social Studies/Geography

- Analyze how language, literature, arts, traditions, values, and behaviors contribute to the development and transmission of culture
- Identify ways regional, ethnic, and national cultures influence daily lives
- Explore ways that governments of the world work together
- Examine global issues such as preservation of ancient cultures, immigration, and economic development
- Describe how people create places that reflect cultural values and ideals

Process Skills

Skill Focus

- Communicate with students in other countries

Supporting Skills

- Observe
- Communicate
- Infer

Reading Skills

- Recognize cause-and-effect relationships
- Draw conclusions
- Identify main idea and details
- Compare and contrast
- Make judgments
- Distinguish fact from opinion
- Use context clues

Focus on Content Area Reading

Before Reading

Activate Prior Knowledge

Refer students to the opening section on pages 4–5, and ask them to read its title question: “What Is Culture?” Write *culture* on the board, and invite students to come up and write words around it that they think identify parts of a society’s culture, to create a web. Help students see that *culture* includes many aspects of life beyond the arts; it includes language, religion, customs, and values. Have students read the section and identify further parts of culture that this book will explore—Population, Economy, Traditions, Government, Arts, and Sports.

Preview

Invite students to thumb through the book, paying special attention to titles, pictures and captions, other graphic aids, and summaries. Suggest to students that the

articles in *Oceania and Antarctica: People and Places* provide an opportunity to explore a part of the world where life can be similar to and very different from their own lives. Have them work in small groups to generate predictions about these questions: How are cultures in Oceania similar to our own? How are they different?

Set Purpose

Have students choose a photograph in this book showing a culture that seems most different from their own. Invite them to discuss what life might be like in such a place. Ask:

What do we gain from studying people and cultures in different parts of the world?

Use this discussion to help students recognize that learning about other people and places might help them better understand the world’s people as a whole.

Vocabulary Strategy: Relate Words

Graphic Organizer, page 110

Point out to the class that many words name roles people have in life: *students, teachers, principals*, for example. Write the following words, taken from various articles, on the board. Have students write the words in the first column of the Graphic Organizer, then complete it: archaeologist, page 15; colonist, page 19; immigrant, page 22; tourist, page 25 (*tourism*); exporter, page 28 (*exported*).

Strategy Tip: Self-question

Remind students to ask themselves questions as they read. For example, they might ask:

Who were the first Australians?

How did they get to Australia?

Meeting Individual Needs

For specific strategies on meeting individual needs, see pages 80–85.

Correlation to National Standards

Writing/Communication Skills

- Write and read aloud an adventure story
- Write and read aloud a letter
- Write and present a sports report
- Create an ad poster
- Compose a hula chant
- Create storyboards for a travelogue

Reading/Language Arts

- Read to become informed about the needs of society
- Apply a range of strategies to comprehend text
- Use and adjust written and spoken language for learning
- Use the writing process
- Conduct research

Social Studies

- Time, Continuity, & Change
- People, Places, & Environments
- Power, Authority, & Governance
- Production, Distribution, & Consumption
- Science, Technology, & Society
- Global Connections

Geography

- The World in Spatial Terms
- Places and Regions
- Human Systems
- Environment and Society
- The Uses of Geography

Focus on Content Area Reading (continued)

Living in the Outback

(pages 8–13)

Preview

Refer students to the picture that opens the article. Invite them to compare the area it shows to where they live. Distribute the Outline Map of Oceania on page 117 to students. Note the sparseness of the outback by having them use a wall map or the locator map in the article on page 9 to find the area of Australia that the outback covers and noting the absence of towns in this area. Then have them label and color it in on the Outline Map.

Read Strategically: Identify Problems and Solutions

Explain that the article describes two major problems presented by living in an isolated area (lack of access to nearby medical services; distance to schools). As students read, have them identify and note each problem and how Australians have solved it.

Respond: Write an Adventure Story

Activity Master, page 66

Invite students to imagine that they live in the outback and have an adventure there. Have them use the Activity Master to organize their ideas for writing a story about that adventure. Ask for volunteers to read their stories in class.

Can Ancient Cultures Preserve Their Traditions?

(pages 14–19)

Preview

Have students read the first paragraph, and work with them on pronouncing *Aborigines* and *Maori* until they can use the terms easily. Invite students to tell anything they already know about these people, from books, movies, or television.

Read Strategically: Compare and Contrast

Graphic Organizer, page 108

Give students the Venn Diagram to compare and contrast the Aborigines and the Maori. Ask them to label the circle on the left *Aborigines* and the circle on the right *Maori*. Have students note facts they find about each in these categories: where the two groups live; when and how they came there; their arts; the coming of the British; and their efforts to save their traditional cultures. Remind students that they should place things the two groups share in the space where the two circles overlap.

Respond

Have students use their completed diagrams to discuss the following question:

Why do you think their traditional cultures are so important to these groups?
(See pages 16–17 and 19.)

(draw conclusions)

Sydney: Portrait of a City

(pages 20–23)

Preview

Refer the class to the title of the article and ask them if they know what a *portrait* is. When they have established that it is often a picture of someone, usually showing the face, explain that it can also be a picture of something else, created in words.

Read Strategically: Recognize Cause-and-Effect Relationships

Graphic Organizer, page 107

To help students analyze the features of Sydney, have them use the Graphic Organizer. Under *Causes*, have them fill in the following: 1. *Sydney is founded by the British in 1788.* 2. *Immigrants flock to Sydney;* 3. *The Sydney Opera House is built.* As they read the article, have them fill in the *Effects* boxes.

Respond

Invite students to imagine that the Chamber of Commerce of Sydney has hired them to design a poster that shows, in pictures and words, why tourists should come to Sydney. Ask them to decide what they think Sydney's greatest attractions are and to present them on a poster to appeal to tourists. Have them create a display of their posters.

Focus on Content Area Reading (continued)

A Visit to French Polynesia

(pages 24–27)

Preview

Outline Map, page 117

Have students use the map on page 6 to find French Polynesia in the Pacific Ocean. Ask them to circle and label this country on their Outline Maps. Also have them draw in the lines of latitude and longitude between which French Polynesia lies. Encourage students to use this information to determine why this territory is considered a tropical paradise.

Read Strategically: Draw Conclusions

Pose this question to the class:

How has French Polynesia used its natural resources to develop its economy?

Ask students to write this question in their notebooks. As they read the article, have them take notes on facts that will help them answer it. When they have finished reading, ask them to write the conclusions they can draw to answer this question.

Respond

Have students use their notes to answer this question:

What features of climate, land surface, location, and animal life have French Polynesians used to develop tourism and the pearl industry? (See pages 25–27.)
(draw conclusions)

Woolly Islands

(pages 28–31)

Preview

Refer students to the sheepshearing photograph on page 31, and ask them to describe what is happening in it. Ask:

How do you think sheepshearing relates to an economy?

Help students see that sheepshearing produces a kind of goods—wool—that can be sold and that having goods to sell strengthens an economy.

Read Strategically: Sequence Events

Graphic Organizer, page 105

Have students use the Graphic Organizer to guide their reading of the article. Ask them to fill in the major steps in the process of turning sheep into products for export—from producing lambs on farms and ranches to shipping products worldwide.

Respond

Initiate a class discussion to assess reading comprehension. Ask:

What is a wool clip?
(See page 30.)

(main idea and details)

In addition to wool, what other valuable products do sheep produce? (See page 30.)

(main idea and details)

Stories in Song and Dance

(pages 32–37)

Preview

Outline Map, page 117

Have students locate Hawaii on the Outline Map. Note that although Hawaii is a part of the United States, it is not a part of North America. Then have students look through the illustrations in the article. Ask:

Given Hawaii's location, what do you predict will be the setting and subject matter of some of the songs and dances in the article?

Write students' responses on the board and discuss them briefly. Then have them read the article to see how accurate their predictions were.

Read Strategically: Summarize

Ask students to write this question in their notebooks:

For what reasons is the hula an important tradition in Hawaii?

Explain that as they read the article, they should note facts that answer the question. When they have finished, have them use these facts to write a summary answer.

Respond

Have students read “Hula Chants” on page 37 and write a hula chant about a beautiful place near where they live.

Focus on Content Area Reading (continued)

Antarctic Exploration

(pages 38–43)

Preview

Ask students to name explorers they know about and to tell where they went, what they wanted to find, and what they did find. Also encourage students to suggest traits that might spur people to become explorers (for example, curiosity; the desire for adventure; courage; willingness to put up with tough conditions). Note that in this article students will meet people with these traits.

Read Strategically: Compare and Contrast

Graphic Organizer, page 108

Have students use the Venn Diagram Graphic Organizer as a reading aid to this article, helping them to compare and contrast Arctic exploration past and present. Have them label the circle on the left *A Century Ago* and on the right *Today*. Ask them to look for facts about each that pertain to equipment, training, reasons for going, and challenges faced. Tell them to fill in facts in common where the circles overlap.

Respond

Use these questions to discuss student comparisons:

What does Antarctic exploration have in common in both periods? (See pages 39–42.)
(compare and contrast)

A Continent Protected for Research

(pages 44–49)

Preview

Ask students if they know what a *treaty* is. Help them to see that a treaty is generally an agreement among governments to act cooperatively in some way. Invite students to predict what kinds of agreements an Antarctic treaty might contain. In what ways might different countries' governments agree to cooperate there? Tell students to read the article to verify their predictions.

Read Strategically: Identify Main Idea and Details

Activity Master, page 67

Have students use the Activity Master to help them identify the main ideas and details of the article as they read. Remind students that to fill in details, they should look for information that supports each main idea from the article.

Respond

Invite students to imagine that they are researchers working in Antarctica. Ask students to write a letter home describing their life there, identifying and explaining what they are studying and telling about their findings. Ask for volunteers to read their letters to the rest of the class.

Easter Island's Mysterious Statues

(pages 50–53)

Preview

Invite students to look at the photographs in the article. Ask them to imagine that they were among sailors who came upon these statues 300 years ago. Ask:

Why might these statues seem mysterious to you?

What guesses might you have made about what they were?

Read Strategically: Distinguish Fact from Opinion

Activity Master, page 68

As students read the article, have them use the Activity Master as a study guide to help them distinguish fact from opinion. Remind them that facts can be proven true or false, while opinions offer beliefs or feelings.

Respond

Initiate a class discussion to assess reading comprehension. Ask:

Where did the stone for the statues come from?

(See page 50.)

(main idea and details)

What are two theories of where the Easter Islanders originally came from? (See pages 52–53.)

(summarize)

After Reading/Assess

Rugby: A Rough-and-Tumble Game (pages 54–59)

Preview

Have students examine the illustrations in the article—the equipment, field, and rules used in rugby. Ask students to make comparisons with other sports they may play. You might have them complete these sentences:

“Rugby is a little like...”

“Rugby is not at all like...”

Read Strategically: Make Judgments

Graphic Organizer, page 109

Have students use the Graphic Organizer as a guide to reading this article. Before reading, have them fill in what they already know about rugby and what they want to learn about it. As they read, have them fill in facts they learn about this sport. When they have finished, ask them to write what they find most interesting about the sport.

Respond

Ask students to imagine that they are television sports reporters. They have been assigned to write and deliver a report on the results of a World Cup game between two countries of Oceania. Reports should include the teams that played, a description of the best play of the game, how the winning points were scored, and the final score. Invite students to “announce” their reports in class.

Focus on Skills

Investigate Cultures Skill: Write to Students from Other Cultures

Activity Master, page 69

Have students use the Activity Master to practice corresponding with a student in another country. Make sure students identify questions asked in the New Zealand boy’s letter before trying to respond with their own letter.

Assessment Options

Questions

Use the following questions during individual conferences, or ask students to write their answers in their notebooks:

- 1 How do the people of outback Australia deal with the challenges of health care and education?
- 2 What are three examples of original Oceanians who strive to keep their ancient cultures alive?
- 3 How has geography helped to attract many tourists to Oceania?
- 4 Why have many countries signed the Antarctic Treaty?
- 5 What makes the Easter Island statues mysterious?

Assessment Activity

Have students work alone or in pairs to create storyboards for a travelogue designed to attract tourists to a certain location in Oceania—for example, French Polynesia. Storyboards are a series of pages that combine spoken text and illustrations to

summarize the main points of the topic you are presenting. Try to have students cover a variety of locations. To add to data that students find in the text, they should do further research—in travel books or magazines or on the Internet—so that their travelogues can feature pictures and information on these topics:

- ways to get there
- sights to see, including cities
- outdoor activities and sports
- arts and other events to enjoy

Travelogue storyboards should

- begin with a title board that names the travelogue and its producer(s)
- clearly locate the subject area on the outline world map, page 111
- promote the area’s attractions with illustrations and script

Multiple-Choice Test

Use the multiple-choice test on page 101.

Articles from *National Geographic*

“Easter Island Unveiled”:
March 1993

“The First Australians”:
February 1988

“French Polynesia: Charting a New Course”:
June 1997

“Hawaii: Preserving the Breath”:
December 2002

“Maoris: At Home in Two Worlds”:
October 1994

“New Zealand: The Last Utopia?”:
May 1987

“Sydney: Olympic City”:
August 2000

Writing: Write an Adventure Story

You will be writing an adventure story that takes place somewhere in the Australian outback, as described in “Living in the Outback.” Exactly where will it happen? What will happen? How will your story end? You may touch on the following topics in your story: climate and land; distances between places; resources available for help. Plan your story by answering the questions below:

1. In what kind of setting will my story take place—for example, on a ranch or far from any “station” or on an airplane flying over the outback? _____

2. What characters will appear in my story? _____

3. What problems will the characters face? _____

4. What actions will they take to solve the problems? _____

5. How will my story end? _____

Now write your story on another sheet of paper.

Read Strategically: Identify Main Idea and Details

The main ideas of an article are what it is mostly about. Details are facts and examples that explain and support each main idea. Finish the chart below with details that support each main idea stated. The details should be from the article “A Continent Protected for Research.”

1. Main Idea: Many countries agreed to the provisions of the Antarctic Treaty.

Details: _____

2. Main Idea: Scientists study a variety of subjects from Antarctica.

Details: _____

3. Main Idea: Global warming appears to be increasing.

Details: _____

4. Main Idea: Life at McMurdo Station is both similar and quite different from life elsewhere.

Details: _____

Read Strategically: Distinguish Fact from Opinion

As you read “Easter Island’s Mysterious Statues,” keep in mind the difference between *fact* and *opinion*. A fact can be proven. An opinion is a matter of belief or feeling. Identify each statement about Easter Island’s statues below as a fact or an opinion, and circle your answer. When you have finished, find two more facts about the statues and write them at the bottom of this sheet. Then write your own opinion about the mystery of the Easter Island statues.

1. Most of the statues on Easter Island stand about 13 feet (4 meters) high and weigh about 3,000 pounds (13,600 kilograms).

FACT/OPINION

2. Scientists should be able to solve the mysteries of the Easter Island statues within a few years.

FACT/OPINION

3. Easter Island lies 2,300 miles (3,700 kilometers) west of South America.

FACT/OPINION

4. Thor Heyerdahl said that he believed the people of Easter Island came there from Peru in South America.

FACT/OPINION

5. William Mulloy said that the Easter Islanders probably came from Polynesia.

FACT/OPINION

Two additional facts about the statues on Easter Island: _____

My opinion about the mystery of the statues on Easter Island: _____

Investigate Cultures Skill: Write to Students from Other Cultures

Imagine that you have a pen pal who lives in New Zealand. He writes you the letter below, telling about his life. He wants to know about your life. As you read the letter, write the questions he asks you in the spaces below. Then, on a separate sheet of paper, write him a letter back, answering the questions.

Lower Plains Road
Ashburton, New Zealand

Dear Pen Pal,

November 15, 2004

Like many New Zealanders, my family raises sheep. We live on a sheep station on South Island, New Zealand's largest body of land. What do members of your family do for a living?

Our island is famous for its high mountains. Those mountains make it possible for me to do what I like most in the world—ski. During July, my family goes to the ski resort of Queenstown. (Remember, your summer is our winter.) What kinds of activities do you like to do on your school vacation?

In school we are studying mathematics, science, English, social studies, music, art, physical education, and technology. What subjects are you studying?

Well, that's it for now. Let me hear from you soon.

Sincerely,
Ray

Questions asked:
