

GRADE 9

SOCIAL SCIENCE

UNIT 3

INVESTIGATING PAPUA NEW GUINEA HISTORY

IN THIS UNIT YOU WILL LEARN ABOUT:

TOPIC 1: PREHISTORY OF PAPUA NEW GUINEA

TOPIC 2: THE EARLY PACIFIC PEOPLE

TOPIC 3: THE WORLD COMES TO PAPUA NEW GUINEA

TOPIC 4: WORLD WAR II IN PAPUA NEW GUINEA

ACKNOWLEDGEMENT

We acknowledge the contributions of all Secondary Teachers who in one way or another have helped to develop this Course.

Our profound gratitude goes to the former Principal of FODE, Mr. Demas Tongogo for leading FODE team towards this great achievement. Special thanks to the Staff of the English Department of FODE who played an active role in coordinating writing workshops, outsourcing lesson writing and editing processes, involving selected teachers of Central Province and NCD.

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DIANA TEIT AKIS

PRINCIPAL

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SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005-2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.

UKE KOMBRA, PhD

Secretary for Education



UNIT INTRODUCTION



Dear Student,

Welcome to Unit 3 of the Grade 9 Social Science Course. This Unit is about Investigating Papua New Guinea History.

In this Unit, you will:

- investigate Papua New Guinea's past from a range of historical sources both primary and secondary and communicate findings in written forms
- classify and understand the use of the different types of evidence
- describe how archaeological and linguistic evidence suggest the possible origins of the Pacific people
- read , interpret and construct timelines
- read and interpret information from maps, diagrams and illustrations

The four topics you will study are:

1. The Prehistory of Papua New Guinea
2. The Early Pacific People
3. The World comes to Papua New Guinea
4. World War II in Papua New Guinea

In Topic 1 titled, **Prehistory of Papua New Guinea**, you will learn about history and its importance. You will also study the sources of evidence historians put together as proof of events that took place in the past. You will develop skills of interpreting and constructing timelines showing different events that have occurred in the past.

Topic 2 is about **The Early Pacific People**. You will learn about the first people who came to the Pacific Region. You will also learn about where our ancestors came from and how they managed to come this far. You will learn about the type of food they brought and the transport they used and where they first settled.

Topic 3 looks at **The World comes to Papua New Guinea**. You will study about the first Europeans who came to Papua New Guinea. There were various groups who came for different motives. You will study about colonial powers and where they settled and colonised.

In Topic 4, you will study about, **World War II in Papua New Guinea**. It will be about Papua New Guinea's involvement in WWII. You will learn about the Australian and the Japanese soldiers who fought in Papua New Guinea.

Each Topic has **Lessons** with **Practice Exercises** and **Answers**. You must read each lesson and work through the Practice Exercises. You will have to correct your own answers. The answers to the Practice Exercises are given at the end of each Topic.

When you complete a **Topic**, you must do the **Topic Test** in the **Assignment Booklet**. Repeat the same process until you complete Unit 3.

We hope you will enjoy reading this Unit Book.

STUDY GUIDE

Follow these steps given below to work through the lessons.

- Step 1** Start with Topic 1, Lesson 1 and work through it in order.
- Step 2** When you complete Lesson 1, you must do Practice Exercise 1.
- Step 3** After you have completed the exercise, you must correct your work. The answers are given at the end of the Topic.
- Step 4** Then, revise well and correct your mistakes, if any.
- Step 5** When you have completed all these steps, tick the check-box for Lesson 1, on the content page, like this:



Lesson 1: What is History? This will help you, check your progress.

Then go on to the next lesson. You are to repeat the same procedure until you complete all the lessons in a Topic.

Assignment: Topic Tests

When you have completed all the lessons in a Topic, do the Topic Test for that Topic, in your Assignment Booklet. The Unit Book tells you when to do this.

Marking:

The Topic Tests in each **Assignment** will be marked by your **Distance Teacher**. The marks you score in each Assignment will count towards the final result. If you score less than 50%, you will have to repeat that Assignment.

Remember, if you score less than 50% in three (3) Assignments, your enrolment will be cancelled. So, you are encouraged to do your work carefully and make sure that you pass all Assignments.

Here is a sample Study Timetable to use as a guide. Refer to it as a reminder of your study times. A timetable will help you to remember when you should be doing some of your FODE work each day.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am – 10:00 am	FODE STUDY TIME				
10:00 am – 11:00 am					
1:00 pm – 2:00 pm					
2:00 pm – 4:00 pm					
6:00 pm – 7:00 pm					
7:00 pm – 9:00 pm	Listen to or watch current affairs programs. Write your diary, read a book.				

TOPIC 1

PREHISTORY OF PAPUA NEW GUINEA

In this topic, you will learn about:

- **What is History?**
- **The Early Settlers of New Guinea**
- **Archaeological and Linguistic Evidences**
- **Historical Timelines**
- **Contemporary Evidence of Early Migration**

TOPIC 1: PRE-HISTORY OF PAPUA NEW GUINEA

In this Topic you will learn about the prehistory of Papua New Guinea.

Prehistory refers to events or things which have existed a very long time ago. Events which have happened before written records were kept.

However, there were some sorts of evidences for what life was like in the past. Our ancestors were clever enough to write or put some kind of marks on caves, made gardens using certain types of tools or even built sea transport to travel to the Pacific.

These sources of evidences had helped historians to suggest where our ancestors came from, their migration routes, and type of food they ate and where they settled. Historians put together these evidences and make sense where we have originated from.

There are different groups of experts such as, archaeologists, linguists, historians, anthropologists who work together to proof this theory is correct.

They study the variety of evidences collected and are able to establish appropriate dates when all these events took place.

Having established these dates, historians with the help of other experts then drew historical timelines showing when these events took place.

This makes it easier for, you and I to understand what has happened in the past, especially during the prehistoric period.

It has taken a lot of time and effort for people to gather information from different sources.

After studying this, you should have a fair idea on where your ancestors originated from and what evidence proves and supports that.

Lesson 1: What is History?



Welcome to Lesson 1 of Topic 1. This is the first lesson of the Grade 9 Unit 3 on Prehistory of Papua New Guinea. You will begin this topic by looking at the meaning of History, the different periods of history and how historians find information.



Your Aims:

- define history
 - tell why history is important
 - identify the four periods of history
 - discuss how historians find their information
-

Have you ever wondered what it would be like if we did not remember our past?

Imagine that you have forgotten all about your past. Can you think of five important things which would become very difficult for you to do? You can see very quickly that you need knowledge of the past to make life easier today.

One of the ways we remember the past is by looking at family records. Do you, like most people, enjoy looking through family photograph albums? When you turn the pages do you remember the good times and the bad? Do you remember your early school days and special fun days? Do you remember certain people who have been very important in your life? When you look at the album, you can see that the experiences you and your family have gone through helped make you what you are today. Imagine if you had no family album. Unless your family tells you, the memories and experiences of your family's past would soon fade.

Most people are interested in their family's past. However, they often forget that they are part of an even bigger family, that is, the family of humanity. As there are so many members of this family and because it has existed for many thousands of years, its story cannot be fitted into one album. However, the family of humanity can look into its past through investigating history.

What is History?

History is the study of the past. It is a study of people who came before us. History is about;

- the way people lived.
- how their way of life developed.
- how they thought.
- how and why their way of life changed.
- how these changes affected them and
- how our lives today have been shaped by the people of the past.



Who studies History?

People who study and explain history are called Historians. They develop special skills to find out and study the story of humanity. The study of history can be oral or recorded.

Why is History Important?

Some students say, 'History is not useful'. But this is not true. History is important because

- it helps us to develop powers of critical thinking while weighing evidence and organising information.
- we can study the influence of some famous people and events.
- if we are to understand the way we live, the way we think, the way we govern ourselves, we must realise that today's world is the product of the past. Knowing the past can help us to understand ourselves and avoid the past mistakes and live a better future.
- study of history is useful for understanding films, TV programs and books set in the past.
- we can use our knowledge of the past to help us judge how we should act today. The skills of history can be used in many ways throughout our lives.
- it helps us to understand the creativity of humans in the fields of art, architecture, music and literature.

The Periods of History

When you consider that people have lived on earth for many thousands of years, you can see that it is a big task to look at all of human history. To make this task easier, we divide history into four periods:

1. Prehistoric times
2. Ancient history
3. Medieval history
4. Modern history

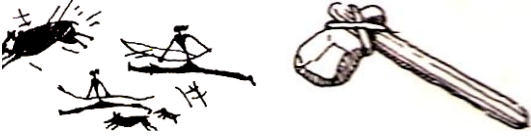



Prehistoric Times began from the earliest people to 3000 BC. This was the time when people used very primitive tools like the stone axe and when people used the walls of caves to draw their stories because they did not have pen and paper to record events that happened in their lives.

Ancient History continues on from about 3000BC to the end of the Roman Empire (AD 476). Writing started around this time. It was also at this approximate time that record keeping began and cultures began leaving their mark in the area of art, architecture and even science.

Medieval History refers to the end of the Roman Empire to the end of the fifteenth century AD. It is also referred to as the Middle Ages. As the table shows, this is the time when simple mechanical technology started to develop.

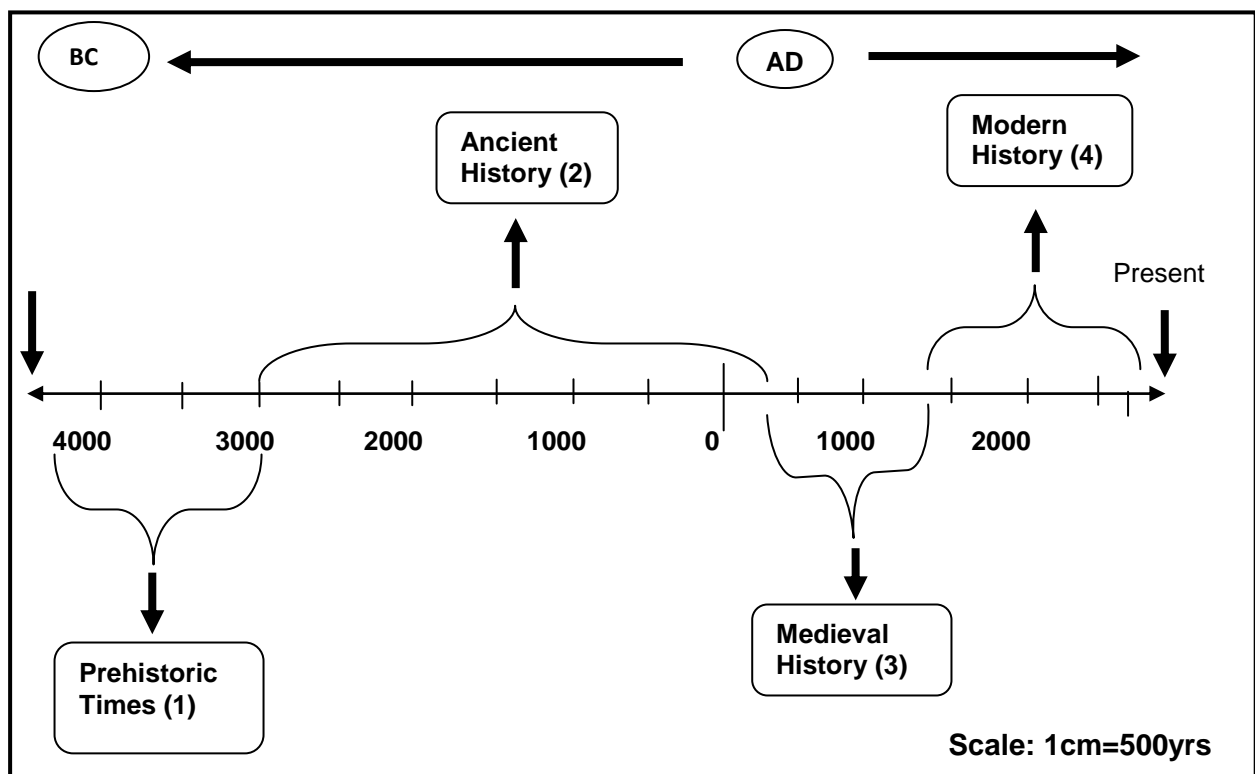
Modern History started around the fifteen century to the present. The explosion of knowledge started around this period to the present day.

PERIODS OF HISTORY

1. Prehistoric Times		The earliest people to 3000 BC. This is the time before written records.
2. Ancient History		From about 3000 BC to the end of the Roman Empire (AD 476)
3. Medieval History		The end of the Roman Empire to about the fifteenth century AD
4. Modern History		The printing press was invented by Johannes Gutenberg in the fifteenth century From about the fifteenth century to today

Below is a simple timeline to show you these periods of history.

PERIODS OF HISTORY



Century is one hundred years.

Architecture is the art of designing and constructing buildings.

BC stands for before Christ was born.

AD stands for Anno Domini which means after the Birth of Christ

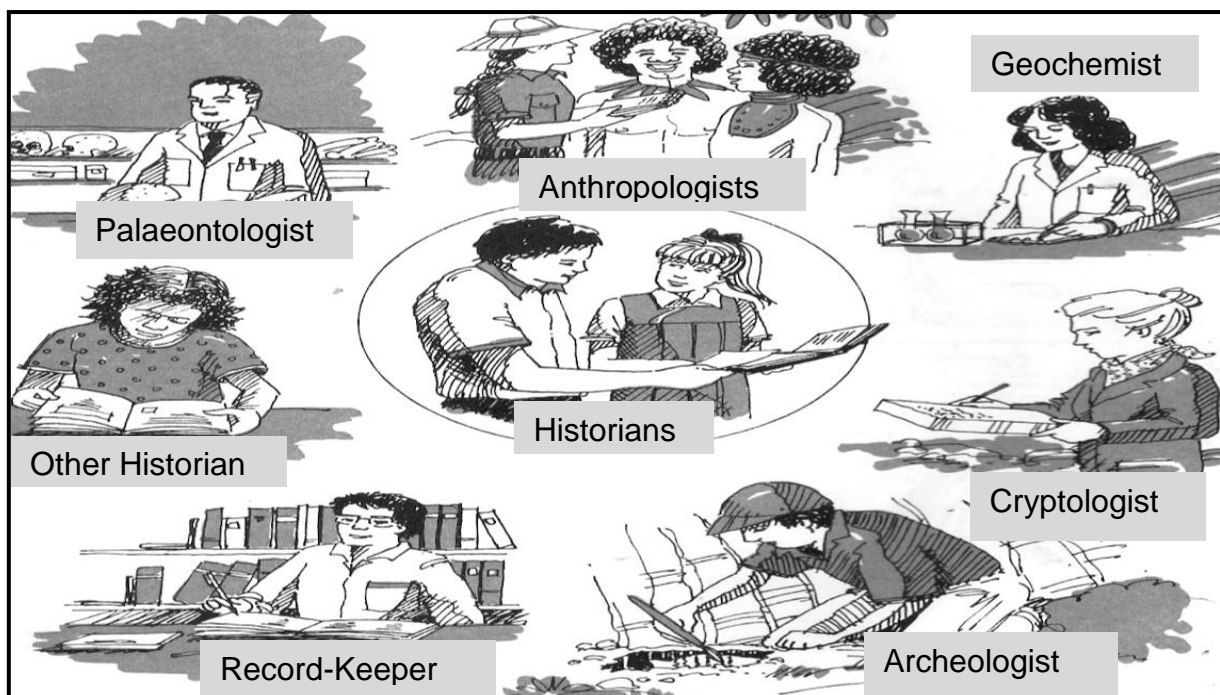
How do Historians find their Information?

Historians who want to understand the past need information. They gather their information from people and other sources. Below is a list of experts and the work they do.

Expert	Field of Study	Meaning
Anthropologist	Anthropology	The study of humans, past and present. It is to understand the complexity of cultures across all of human history. Anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences. Basically they want to figure out what makes humans human. An anthropologist might be interested in everything from the traditions of a tribe on a remote island to the culture of an urban community and everything in between.
Palaeontologist	Palaeontology	The study of fossil remains of animals and plant life of past geological periods. A paleontologist is a scientist who studies fossils.
Geochemist	Geochemistry	The study of chemical composition and the changes in the earth's crust. Geochemists study the amount and distribution of chemical elements in rocks and minerals.
Cryptologist	Cryptography	It is the art of writing in codes or secret messages.
Archaeologist	Archaeology	It is the study of prehistory and of ancient period of history based on the examinations of their physical remains. An archaeologist is a scientist who studies human history by digging up human remains and artifacts.

Below is a diagram of people who help historians.

EXPERTS WHO HELP HISTORIANS



Historians try to find more than one source of evidence to try to prove that an event took place. The more evidence he/she has, the easier it is to prove the case in court. They study evidence very carefully to develop theories about the events that happened. Historians also try to reason out the motives of such an event to explain why things happened as they did.

The main differences between the way detectives work and that of historians are the events they try to explain and the evidence they work with. Detectives look for witnesses and question them.

In history, this is usually not possible. You cannot find any survivors from the Hiri trade to get information. Instead, historians have to collect their information from various sources, and do the best with what they managed to collect. Historians have only a limited number of sources to work from. Hence, they have to be very careful about how they use the sources that they have.

Types of Sources

The sources that historians use can be divided into two main types, called primary and secondary.

1. Primary Sources are objects, artifacts and records from the time period that the historian is studying. If a historian is studying the Second World War, then letters and diaries written by soldiers, the uniforms they wore and the weapons that they used are all primary sources.

If a soldier who fought in Kokoda wrote about his memories of the war a long time after the war had finished, it would still be a primary source.

We can divide Primary Sources into two kinds:

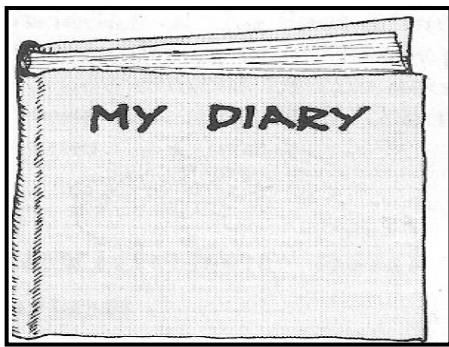
- Non- Literary (mainly objects)
- Literary (written records)

Source refers to artifacts, books, documents, films, people, photographs, and recordings websites. Sources give information from which people choose the evidence.

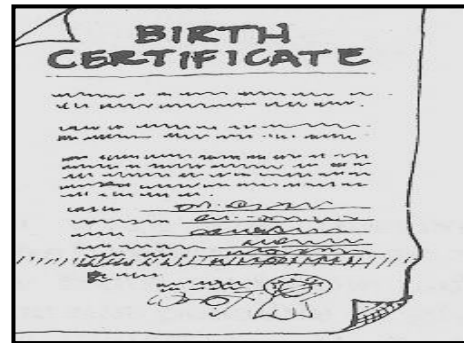
Evidence is the information presented to prove or disprove findings which include records, objects, people and etc.

Theory is an idea or set of ideas that is intended to explain facts of events.

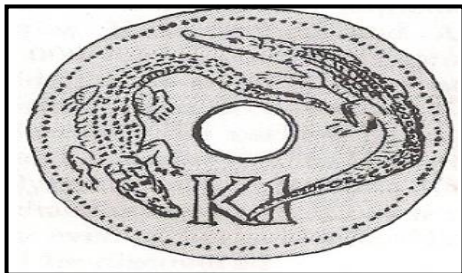
LITERARY



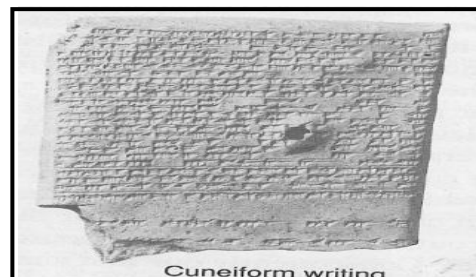
Dairies, plays, stories, and poems



Birth certificates, official records, laws, rules,

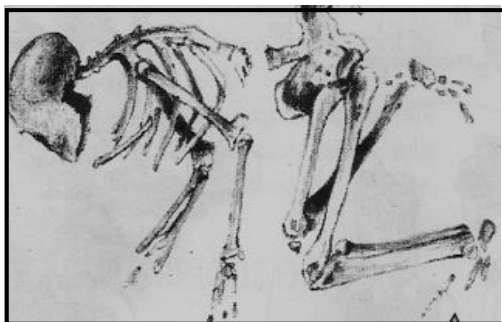


Inscription on coins, and other household goods

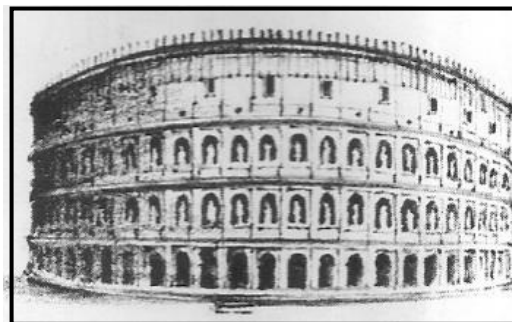


Inscription on clay tablets, graffiti on walls

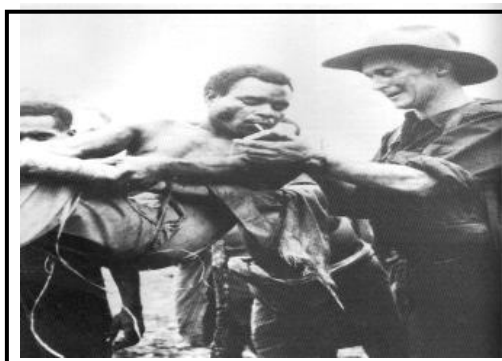
NON LITERARY



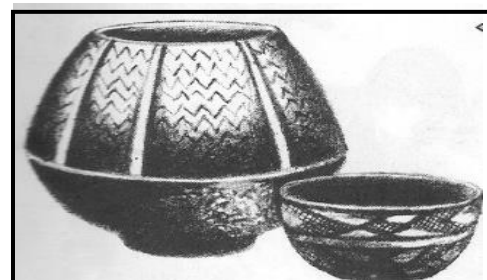
Skeletons, bones, skulls, teeth of people and animals



Large structures: houses, temples, roads, bridges, tombs, forts, irrigation works, canals.



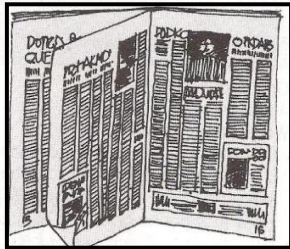
Photos, art work: paintings, mosaics, sculptures.



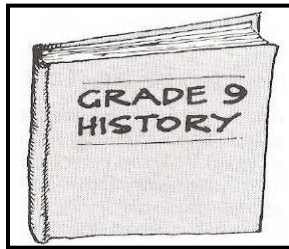
Artefacts (small objects made by people): tools and weapons, pottery and metal containers, household items, tin statues, jewelry coins, fragments of cloths, clothes

2. Secondary Sources are histories, comments, tables, graphs or documentaries about the past. They do not come from the time that the historian is studying. They are second hand evidences, i.e. someone else's interpretation of primary evidence. These sources got their information from other sources. Books about the First World War by historians, or school textbooks about the First World War, are examples of secondary sources.

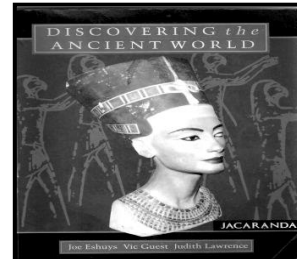
Below are examples of Secondary Sources



Newspaper



Text Book



History Book



Summary

You have come to the end of Lesson 1. In this lesson you learnt that:

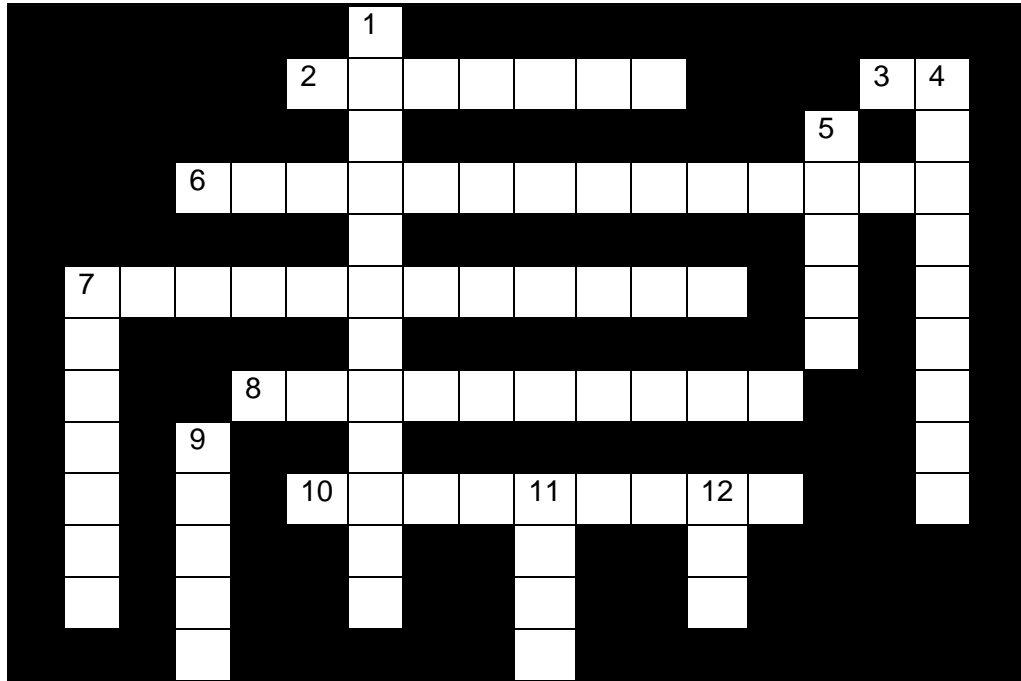
- history is the study of the past.
- the four periods of history are Prehistory, Ancient history, Medieval history and Modern history.
- history is important to us because we can use our knowledge of the past to help us judge how we should act today.
- an Historian seeks help from other experts before he/she can make a conclusion on his/her findings.
- historians use two types of sources: Primary and Secondary Sources.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.



Practice Exercise 1

Complete the following cross word puzzle.



CLUES

Down

1. Involved with the discovery of ancient parts.
4. They are like archaeologists.
5. A written record of someone's life.
7. A hundred years.
9. What detectives look for?
11. History can be _____ or written.
12. Painting and drawing.

Across

2. Source of evidence
3. After the birth of Christ.
6. Someone who studies cultures.
7. Someone who unlocks secret codes?
8. A scientist who deals with chemical composition.
10. Someone who studies History.

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 1.

Lesson 2: The Early Settlers of New Guinea



Welcome to Lesson 2. In the previous lesson, you learnt about what history is and how it is studied. In this lesson, you will learn about the early settlers in Papua New Guinea.



You Will:

- identify the early settlers and their routes of migration to New Guinea
- identify the origins and motives of these early settlers
- discuss evidence of early settlement in New Guinea

The Early Arrivals in Papua New Guinea and the Pacific

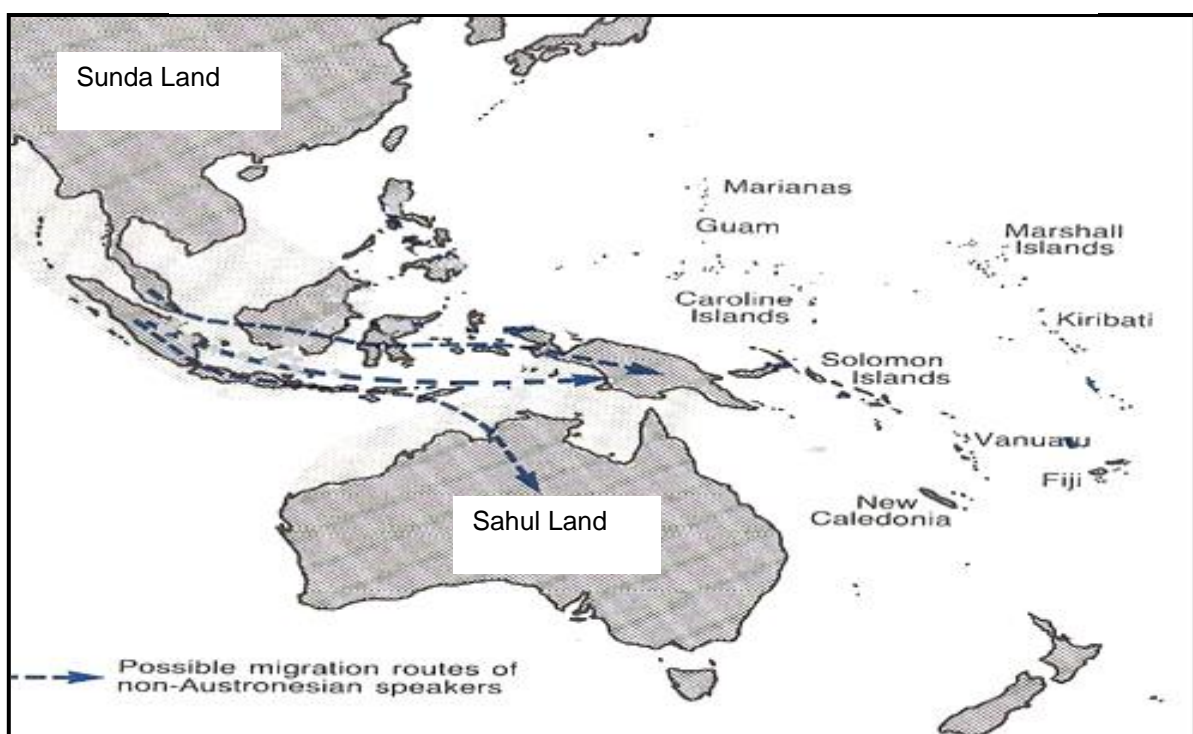
The first people came to the Pacific from Asia in two major migration streams.

1. Non – Austronesians
2. Austronesians

The non – Austronesians (first group) came during the ice-age when the sea level was lower than it is today. They came about 40 000 to 50 000 years ago. During that time, Australia, Tasmania and the island of New Guinea were joined together in one land mass that has been given the name **Sahul**.

Much of South- East Asia was also joined together, and was referred to as **Sunda**.

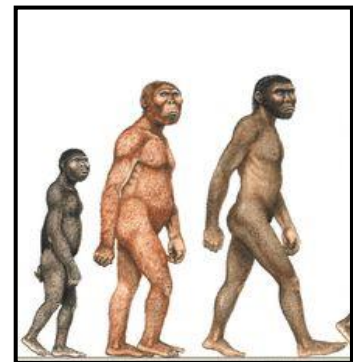
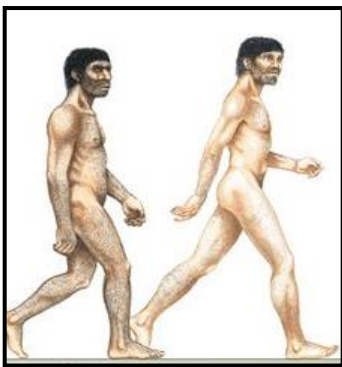
MIGRATION ROUTES OF NON-AUSTRONESIANS



There was a time long ago when the sea level was much lower than it is today. Great ice-caps covered large regions of the earth, stretching down from the North Pole to the South Pole and upwards from the Antarctic. This caused the sea level to drop. Landmasses separated by sea today were once joined together. This made it possible for the first people to walk or ferry over.

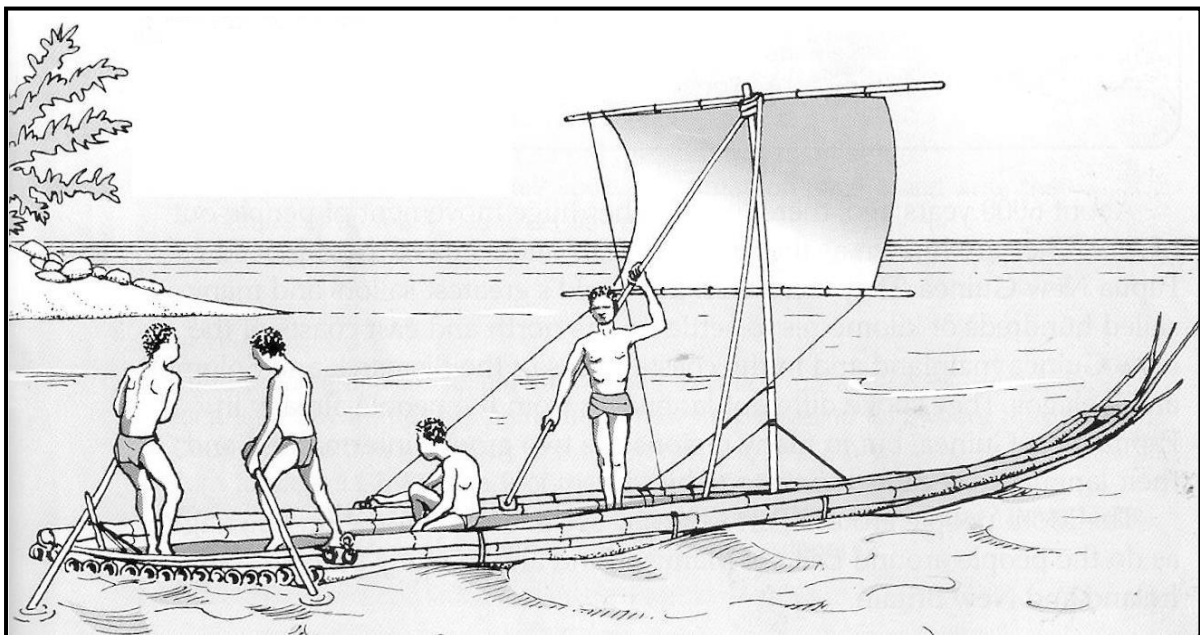
What were the Early People Like?

These people who arrived on what was to become the island of New Guinea are thought to have been hunters and gatherers. At that time much of the planet was covered with ice and snow and the sea level was much lower than today. Therefore, many of the islands that stand today between Papua New Guinea and mainland Asia had land links between them. This enabled migrating people to walk most of the way to the places they would call home.



Images of early people

Sometimes water had to be crossed, so the Asian travellers must have built rafts or log boats. When they reached the mainland of New Guinea, the migrants established small villages along the coast and on the nearby islands. Dense jungle or steep mountains separated most villages from each other. Have a look at the diagram of a bamboo raft.



Bamboo rafts may have been the first craft to carry people from Asia to New Guinea

Over thousands of years, people slowly moved from the coast into the great highland valleys. They found rich land but in some places it was too wet for gardening. Therefore, clever farmers dug long drainage channels that formed large irrigation systems. They were among the first people in the world to practice this type of farming. These methods of irrigation are no longer used in Papua New Guinea. Today's farmers do not know about the important achievement of their ancient ancestors until 1972, when archaeologists at Kuk, near Mount Hagen in the Wahgi Valley, made a great discovery.

In the mid-1960s, when land was cleared for tea plantations at Kuk, unusual patterns were noticed on the ground. In 1972, a team of archaeologists, led by Professor Jack Golson of Australia, arrived to inspect the sites. They dug up the ground and found a system of long channels that had been used to control the flow of water for agriculture. Golson was surprised when he discovered that the channels were about 9000 years old.

This was remarkable because it meant that Papua New Guineans already knew about large-scale irrigation farming at a time when it was being developed in Egypt, Mesopotamia and China. Before the discovery at Kuk, nobody guessed that early inhabitants of New Guinea were among the world's first irrigation farmers.

Below is a picture of the Kuk irrigation system.



Excavating part of the ancient drainage system at Kuk tea plantation, near Mt Hagen.

Now do the activity below. Check your answers at the end of the summary.



Activity

1. When did the first people come to Papua New Guinea?

2. Where did the early migrants first settle?

3. What method of cultivation or agriculture was found in the highland valleys?

4. What was discovered at Kuk in 1972?

Who were the Second Group of People to Migrate to New Guinea and the Pacific?

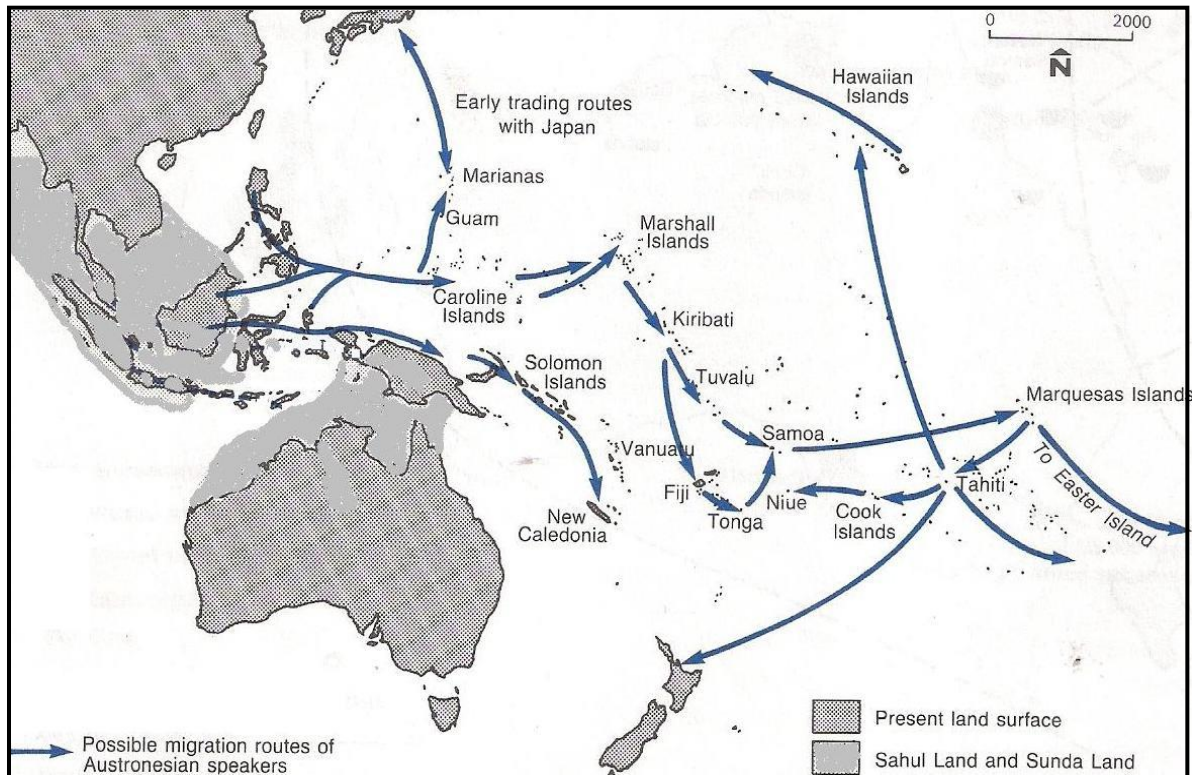
About 6,000 years ago, there was another huge movement of people out of Asia. They are known as the Austronesians. Some of them moved to Papua New Guinea. These people were not the same as the first people who came to Sahul. They were still Homo sapiens, but had evolved in a slightly different way. Their DNA was different to the first group.

DNA is short for Deoxyribonucleic Acid. It is a long, coiled molecule. It is located in structures called chromosomes, found within the nucleus of every cell. They give us our different physical features.

Homo sapiens is a common name given to any individual or to the entire human species.

The map below shows how these people had come. You will notice that they have mostly travelled by sea past Papua New Guinea and into the vast Pacific Ocean.

MIGRATION ROUTE OF AUSTRONESIANS



As well as east ward movement from Asia to the South-West Pacific. There was also west ward movement from the South - West Pacific to Asia.

The Austronesians were then the world's greatest sailors and many sailed hundreds of kilometres to settle on the North and East coasts of the New Guinea mainland and in the coastal areas of the Bismarck and Solomon **archipelagos**.

They spoke different languages (non - Austronesian) from the people already in Papua New Guinea, but in many regions the two groups intermarried and their languages became mixed together. The **Motu** people around Port Moresby speak an Austronesian language as do the people around Lae, on Manus Island and in many parts of New Ireland and New Britain.

Many Austronesians migrated further east to settle on other Pacific Islands. Some of those people today still use words that are similar to those used by Austronesian speakers in Papua New Guinea. You will study that in the next lesson.

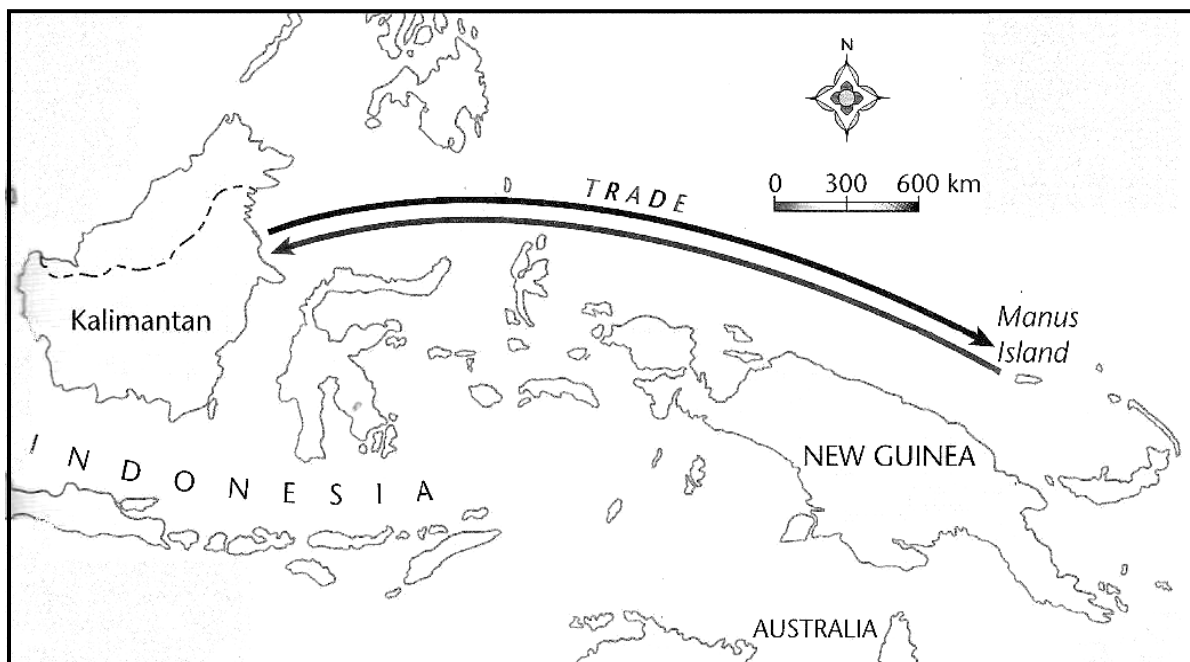
Archipelagos- A group or chain of islands

There is evidence of two way trade between the Indonesian province of Kalimantan and Manus in Papua New Guinea. **Obsidian** pieces from Lou Island in Manus Province, dated 6000 years ago, have also been found at what is now the Indonesian province of Kalimantan. This suggests that a two-way trade was taking place from at least 6,000 years ago.

The movement of people was not only in one direction, from west to east but also later from east to west.

This map shows Kalimantan (Indonesia) and Manus (Papua New Guinea). You can see that these people travelled long distances to trade with each other.

TWO WAY TRADE BETWEEN KALIMANTAN AND MANUS



In lesson three (3), you will discuss the various evidences of when our ancestors came to New Guinea. Some of these evidences will help us see the relationships between groups of people to another and make important conclusions.

Obsidian is a black volcanic glass and has been used to make cutting implements thousands of years ago. It has also been used for spear and arrow tips.



Summary

You have come to the end of Lesson 2. In this lesson, you learnt that;

- the original people who came to the Pacific from Asia came in two major migrations.
- the first group were the Non- Austronesians who came about 40,000 years ago when the sea level was much lower than today.
- Papua New Guineans knew about large-scale irrigation farming at a time when it was being developed in Egypt, Mesopotamia and China.
- About 6,000 years ago, the second group migrated out of Asia. They are known as the Austronesians.
- Austronesians were Homo sapiens, however, their DNA was different from the Non- Austronesians.
- well as east ward movement from Asia to the South - West Pacific. There was also west ward movement from the South-West Pacific to Asia through trade.
- Many Austronesians migrated further east to settle on other

Answers to Activity:

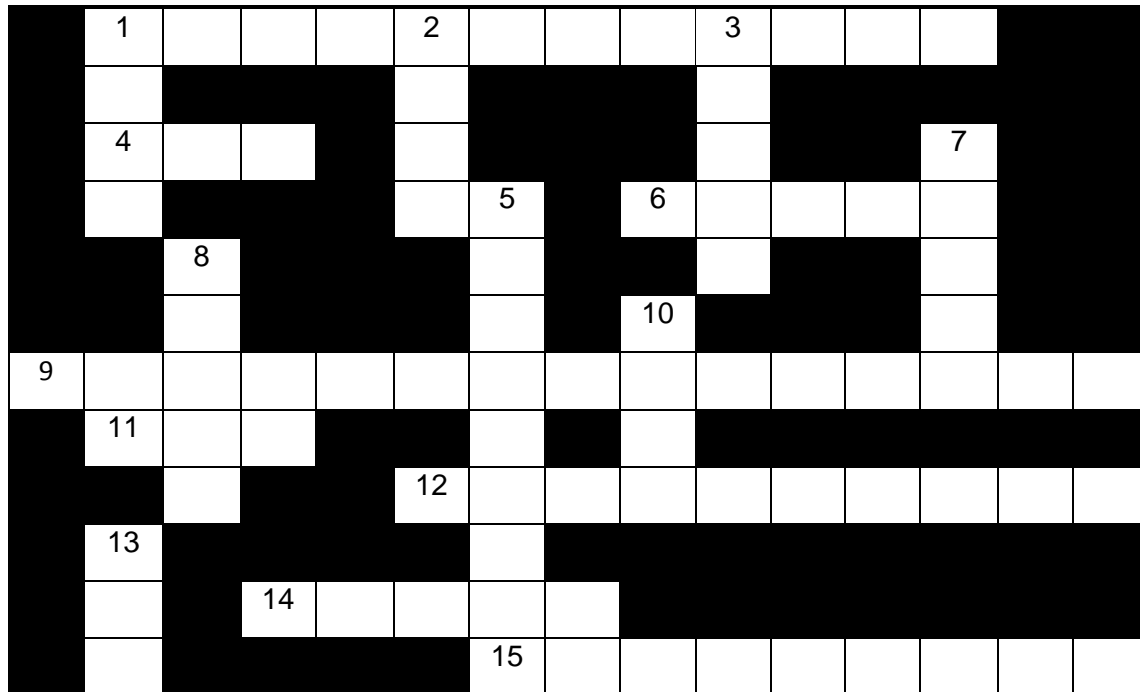
1. About 40,000 years ago.
 2. They settled along the coast and nearby Islands.
 3. They found large scale irrigation farming methods used in the past.
 5. Archaeologists discovered a system of long drainage channels to control the flow of water.
-

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.



Practice Exercise 2

Complete the following cross word puzzle.



CLUES

Down

1. Our ancestors are believed to have come from _____.
2. Simple sea going technology
3. Land bridge between Australia and New Guinea
5. Jack Golson is from _____.
7. They speak Austronesian language too.
8. The PNG province that traded with Kalimantan province of Indonesia.
10. Obsidian is a _____.
13. A long, coiled molecule that brings about our features.

Across

1. Second migrants into PNG 6000 years ago.
4. What kept the water level low and high?
6. The land bridge between New Guinea and Asia
9. The first group of people to arrive in New Guinea.
11. The plantation in PNG where ancient ditches were found.
12. The Archaeologist who made the discovery of the ditches.
14. Another name for ditches.
15. Our relatives

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 1.

Lesson 3: Historical Evidence



Welcome to Lesson 3. In the previous lesson, you learnt about the early people who settled in New Guinea. In this lesson you will study the three important types of evidences of our ancestors. You will make very important conclusions based on these evidences.



You Will:

- identify the types of evidence of the coming of our ancestors
 - discuss archaeological evidence
 - describe linguistic evidence
 - describe DNA evidence
-

In the last lesson, you learnt that two groups of people migrated to Papua New Guinea about 40,000 to 50,000 years ago.

The Non-Austronesians were the first, who arrived about 40,000 years ago. The Austronesians came a little later about 6,000 years ago. In this lesson, you will identify the evidences that support these two theories.

The evidences you are going to learn will be divided into three parts.

First, you will follow the paths of these two groups and identify various artifacts or *Archaeological Evidence* left behind by them.

Then you will see that many languages in our region are similar to each other to show our relationships. This is called the *Linguistic Evidence*.

Finally, you will study what the scientists and historians have said about the *DNA* of these two groups of people.

A. Archeological Evidence

This refers to the remains of the bones (humans and animals) tools, shelter and plants. The early people were able to hunt, gather and grow food and to protect themselves from their enemies. Tools such as stone axes, knives, baskets and clay pots were made for these different activities.

There are many sites in Papua New Guinea that have been discovered to show evidence of early human settlement. However, there are other areas or sites that have not yet been studied.

Given below are some sites that were discovered.

(1) Sogeri Plateau in Central Province

There are rock paintings that are evidences of the far distant past. The Koiari people who live in the area now believe that these paintings were there before their ancestors moved into the area. So who were the people who did these paintings? What happened to them if they are not related to the Koiari people who live there today?

(2) Betelnut Trees in the Sepik Plains

The first evidence of betelnut trees appeared on the mainland of New Guinea near the mouth of the Sepik River about 6000 years ago. Betelnut trees were **domesticated** at the Sepik Plains. Betelnut is not native to Papua New Guinea. It originated from south-east Asia.

About this time, the **post glacial** level of the seas and oceans had reached its highest point. Much of the area around the mouth of the Sepik River was covered and high points such as Bosmun and Kambot became islands. This evidence was buried under layers of mud and silt. Who then were these people who brought betel nut to this country and to the other islands of the Pacific?

(3) Evidence of agricultural drainage ditches, in Kuk in Western Highlands Province. In the previous lesson, you learnt about a very important agricultural discovery in Papua New Guinea. The discovery tells us about a type of farming method that was used at two different places about the same time. In both areas, archaeologists have found that they date back about the same time, 10,000 years ago.

(4) Evidence of early settlement in some caves in New Ireland Province.

(5) Rock Shelter in Koyagu Hill in Asaro Valley in Eastern Highlands Province.

(6) Cultural deposits were found in Yuku Rock Shelter in the Baiyer River Valley in Western Highlands Province.

(7) Evidence of a village that existed in Limara Valley in Eastern Highlands Province.

All these archaeological sites raise more questions and do not provide all the answers that archaeologists would like to know. Some of these questions may never be answered.

However, one thing is certain at some point in time, people moved into present-day Papua New Guinea and into the other islands of the Pacific. Before they came, the land was uninhabited or no one was living there. These people can be described as **pathfinders** because they were the first people to come.

Other people followed their path and settled the land. These people were the ancestors of modern day Papua New Guineans.

Post glacial refers to the time after the ice age.

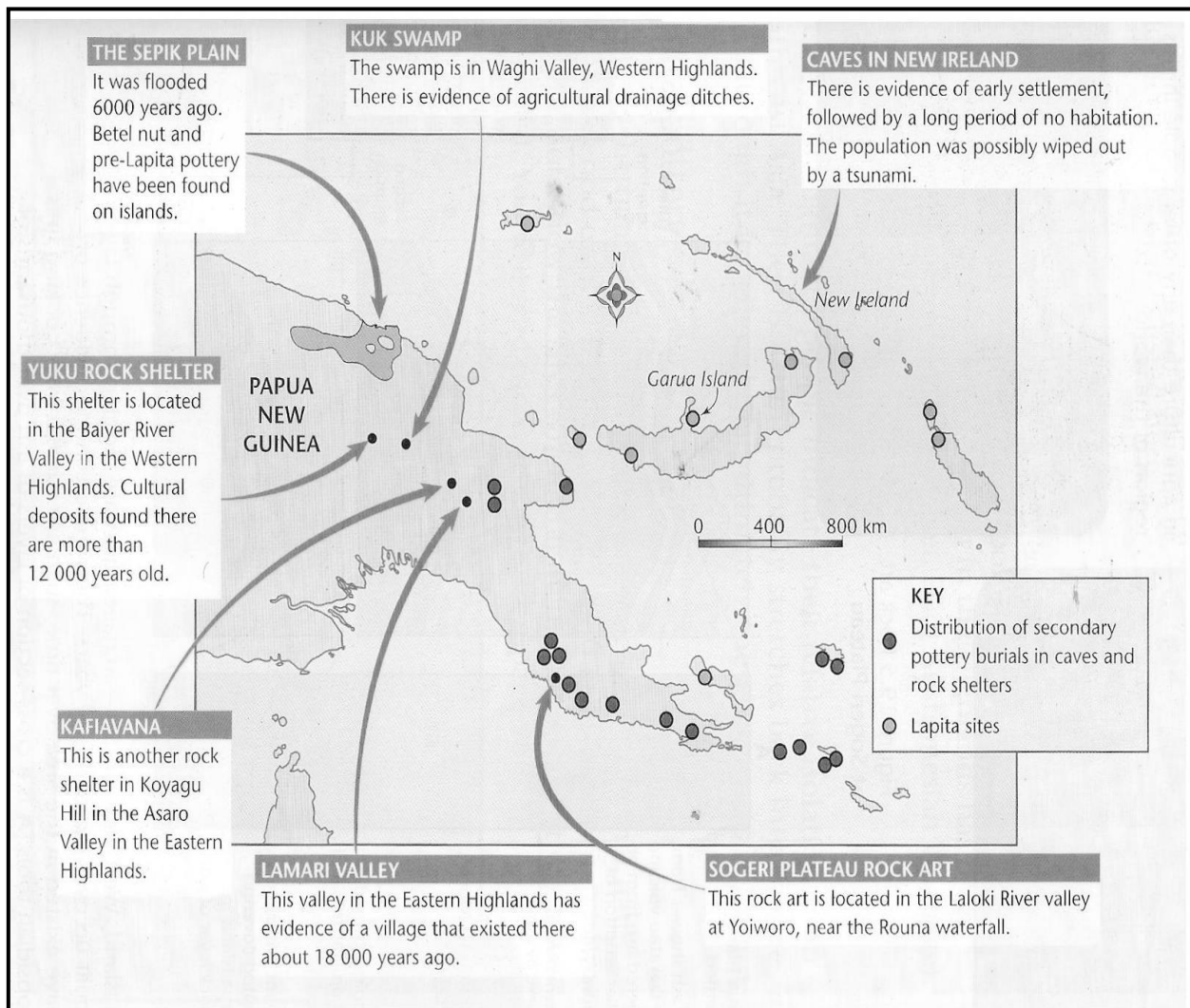
Domesticate means to tame or look after something wild.

Pre-dated happening before the current period.

Pathfinders refer to the first people to come to Papua New Guinea and into other Pacific islands when the land was uninhabited.

The map below shows the archaeological sites in Papua New Guinea.

MAIN ARCHEOLOGICAL SITES IN PAPUA NEW GUINEA



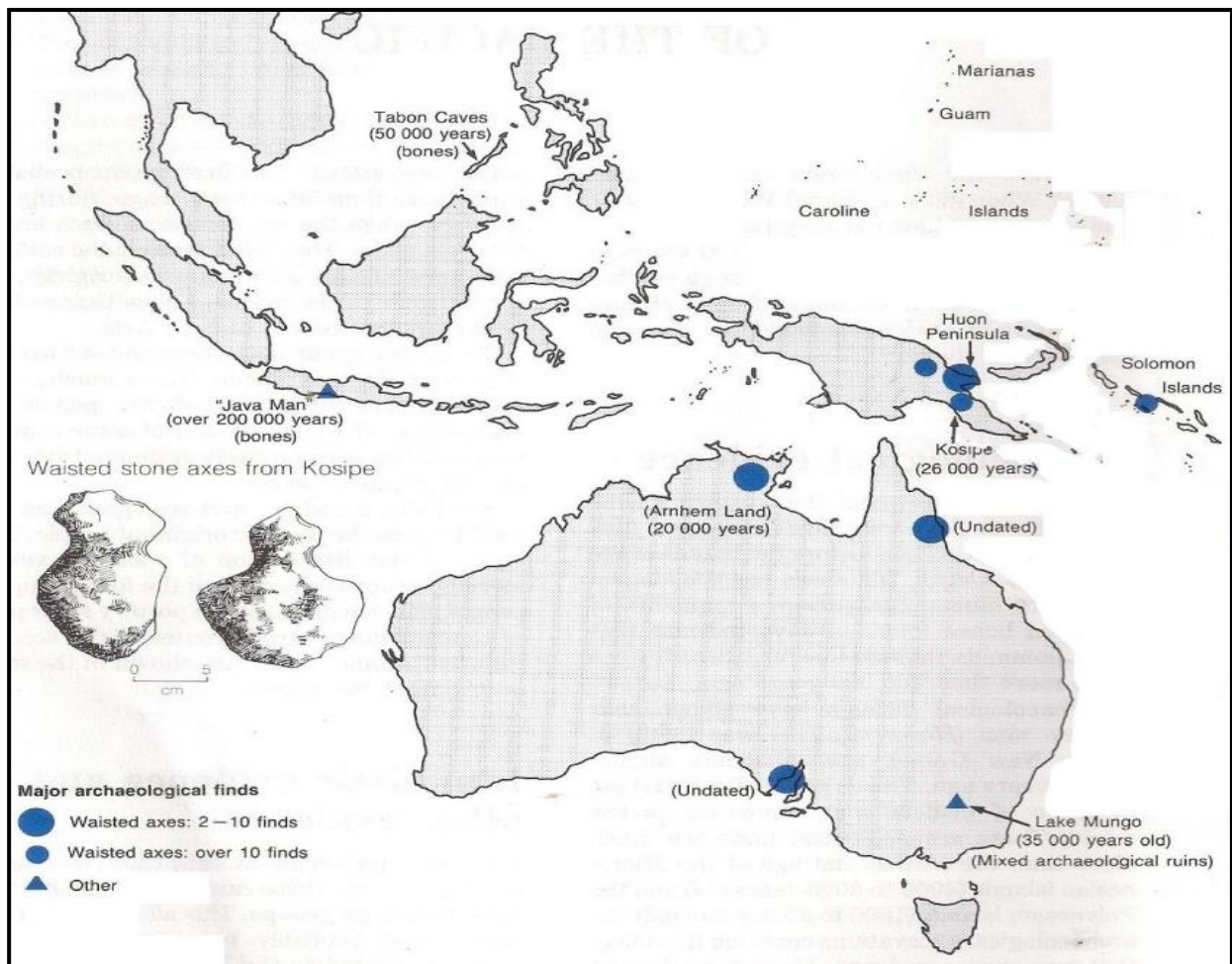
Archaeological datings have shown that modern men (*Homo sapiens*) were living in Papua New Guinea and Australia almost 40,000 years ago. These are some of the earliest evidences of modern man anywhere in the world. These archaeological findings are much older than the earliest dating of the Micronesian islands (4000 to 5000 years old) and the Polynesian islands (1000 to 3000 years old).

(8) Evidence of Waisted Axes

The dates of the finds of the waisted axes prove the origins of present New Guineans who were in this region about 40,000 years ago.

On the next page is a map which shows waisted axes found by archaeologists. This is used to trace the possible origins of the people. It shows the distribution of waisted axes that were found in different areas.

EVIDENCE OF THE WAISTED AXE



(9) Evidence of the Obsidian

The Obsidian was traded about 6,000 years ago. The people who traded this were not the same as the first group of people who came to Sahul. They were still Homo Sapiens but had evolved in a slightly different way. Their DNA was different.

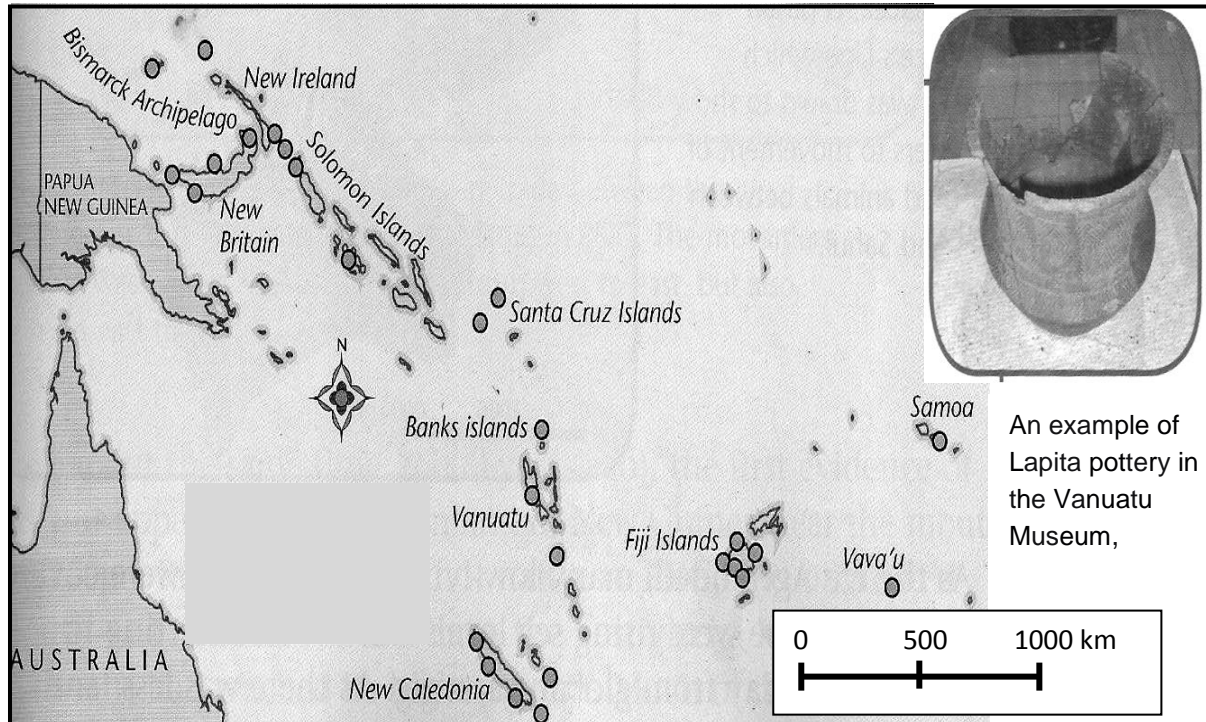
(10) Evidence of Lapita

Lapita pottery has been a major evidence of the second group of people. This suggests that there was a cultural link between these people and that some form of trade took place. The 'Lapita' traders moved from somewhere in present-day Indonesia to the islands of Papua New Guinea and out into the South West Pacific. This happened over a period of time between 1600 BC to 500 BC.

Lapita is the name given to a distinctive style of pottery that dates back to a period of time from 1600 BC to 500 BC.

The map below shows the Lapita finds that spread across the Pacific from Papua New Guinea. The circle dots show the sites where fragments of Lapita pottery have been found.

PLACES WHERE LAPITA POTTERY HAS BEEN FOUND



B. Linguistic Evidence

This refers to the spoken languages by the Austronesians and Non-Austronesians who migrated into the island of New Guinea earlier on.

The Pacific region has at least 1200 languages but linguists say these can be divided into two main language groups;

1. Austronesian languages and
2. Non Austronesian languages

This also supports the theory that probably two main groups of people migrated to the Pacific region.

People living in the Highlands of PNG today speak languages that are not related to the Austronesian languages spoken by many of the coastal as well as the Island Regions of Papua New Guinea and the Pacific. The language spoken in the coastal region has been given the names like, Papua or Motu.

On the next page is a table showing five English words with the translation of these words in eight different languages. The idea is for you to see that there are similar languages between these places to show that there is some relationship between them.

The only difference is that of the Engan language which represents many parts of the highlands. It is completely different from the rest.

This evidence of languages supports the idea of two migration groups into the Pacific.

English	Bahasa (Indonesia)	Tagalog (Philippines)	Motu	Kuanua	Engan	Maori	Tonga	Hoskins WNP
bird	burung	ibon	manu	beo	yaka	manu	manu	malu
man	laki	lalaki	tau	tutana	akari	tangata	tangata	tamale
yes	ya	oo	oibe	ala	yakalun		lo	elo
eye	mata	mata	mata	mata	lenge	mata	mata	mata
two	dua	dalawa	rua	lua	lapo	rua	ua	ilua

Similar language can mean two things.

- i. it may show that the people have originated from a common ancestor.
- ii. it may also suggest that they have a cultural link of some sort, like trade.

C. DNA Evidence

The DNA of the Highlands people indicates that they are a different group of people from present day South-East Asia. Their isolation probably stretches back into the Ice Age, although it is believed that ultimately it had an Asian origin.

Below is an article from the Science Branch of the Times Magazine about the link of the New Guinean man to the Denisovan man.

An international team of scientists has identified a previously shadowy human group known as the Denisovans as cousins to Neanderthals who lived in Asia from roughly 40,000 to 50,000 years ago and interbred with the ancestors of today's inhabitants of New Guinea.

Surprisingly, the scientists found genetic overlap between the Denisovan genome and that of some present-day east Asians, and, in particular, a group of Pacific Islanders living in Papua New Guinea, known as the Melanesians. It appears the Denisovans contributed between 3 to 5 percent of their genetic material to the genomes of Melanesians.

Scientists think that the most likely explanation is that Denisovans living in eastern Eurasia interbred with the modern human ancestors of Melanesians. When those humans crossed the ocean to reach Papua New Guinea around 45,000 years ago, they brought their Denisovan DNA over with them.

The information above and many other similar discoveries suggest that the highlanders of Papua New Guinea have a completely different DNA from the people of South East Asia and the Pacific. This confirms why they speak differently from the rest of Papua New Guinea.

Denisovan man is the first human relative to have been identified purely from DNA.

Genetic is the study of genes.

Gene is the molecular unit of hereditary of a living organism.



Summary

You have come to the end of Lesson 3. In this lesson you have learnt that;

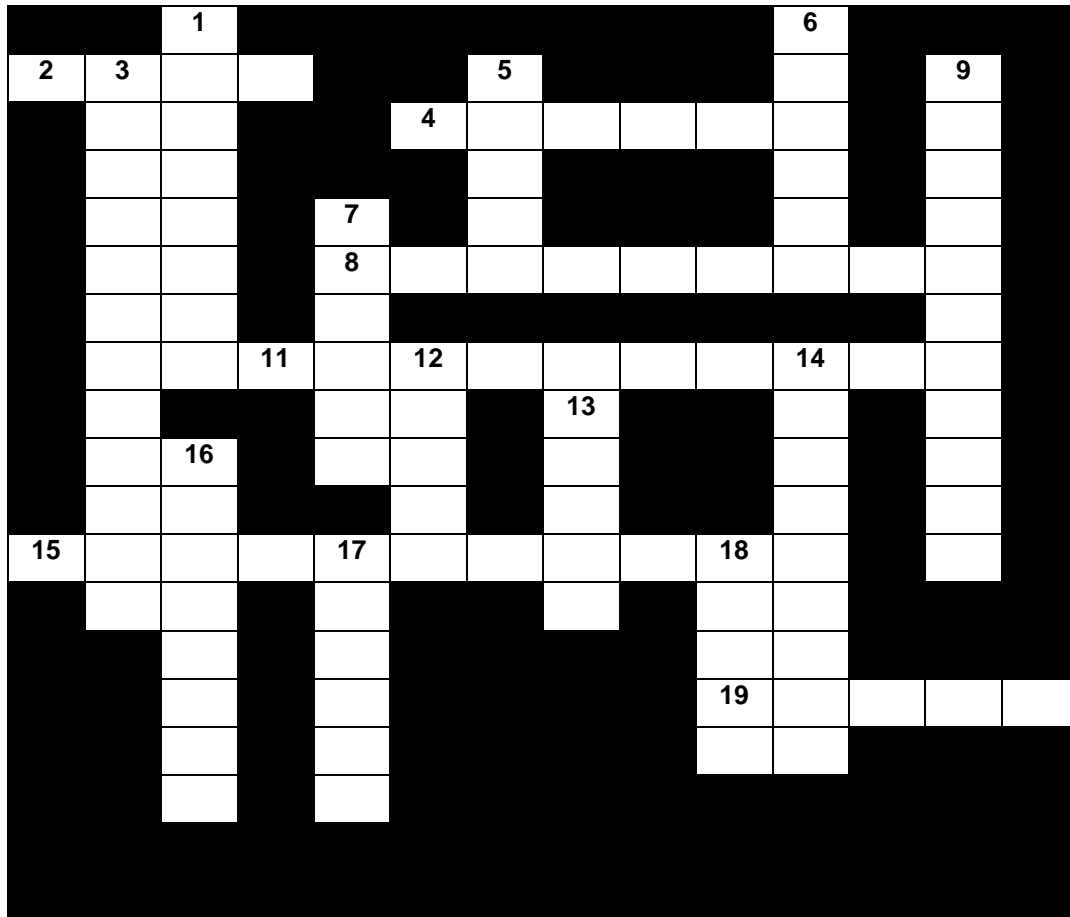
- There were three types of evidences used to prove the arrival of the early people. Archeological, linguistic and DNA.
- Archeological evidence refers to the remains of the bones (humans and animals), tools, shelter and plants.
- Linguistic evidence is the spoken languages by the Austronesians and Non Austronesians who migrated into the island of New Guinea earlier on.
- DNA evidence refers to the similarities and differences in genes.
- Papua New Guinea has some of the oldest agricultural evidence in the world.
- Lapita pottery has been a major evidence of the second group of people.
- Similar language can mean that the people have originated from a common ancestor or they may have a cultural link of some sort, like trade.
- The DNA of the Highlands people indicates that they are a different group of people from present day South-East Asia, some of the coastal people of PNG and the Pacific Islands.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.



Practice Exercise 3

Study the cross word puzzle and write the answers.



Down

1. Scientist who studies different languages
3. Type of language spoken by Pacific islanders
5. Popular magazine where the Denisovan story was published
6. A type of pottery
7. A place in Central province where rock painting were found.
9. A place where Yuku rock shelter is found
12. To buy and sell
13. Yaka is the _____ word for bird
14. A person related to the Neanderthal man
16. Proof of something
17. Kuanua name for man
18. One place where farming was first practiced

Across

2. What is on our head?
 4. Where archaeologist dig for clues
 8. A type of shiny black rock
 11. A Pioneer person in a place
 15. Stone tools used by our ancestors
 19. Name of language spoken in the highlands.
-

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 1.
--

Lesson 4: Historical Timelines



Welcome to Lesson 4. In the previous lesson, you learnt about archaeological, linguistic and DNA evidences. In this lesson, you will learn how to write historical timelines of dates and events from the past to the present.



You Will:

- Define timeline
 - Identify the main features of a timeline
 - Read a timeline
 - Construct a timeline using a set of steps
-

In Social Science you have learnt about skills such as the grid referencing and locating of places using lines of longitude and latitude. Timeline reading is one such skill you need to learn to understand how long ago things happened.

What is a Timeline?

A timeline shows events that happened in a chronological order. For example, 1975, 1990, 2000 and 2011. These years or dates of events should line up in this correct order of happening; 1975, 1990, 2000 and 2011.



I know of history but what is chronology?

Historians use the word chronology to mean events written in order of dates from past to present.



The two main ways to read a timeline are horizontally and vertically. The timeline itself is divided into two main time periods: the **BC** and the **AD** period. You will see this in the illustration given on the next page. (pp.35)

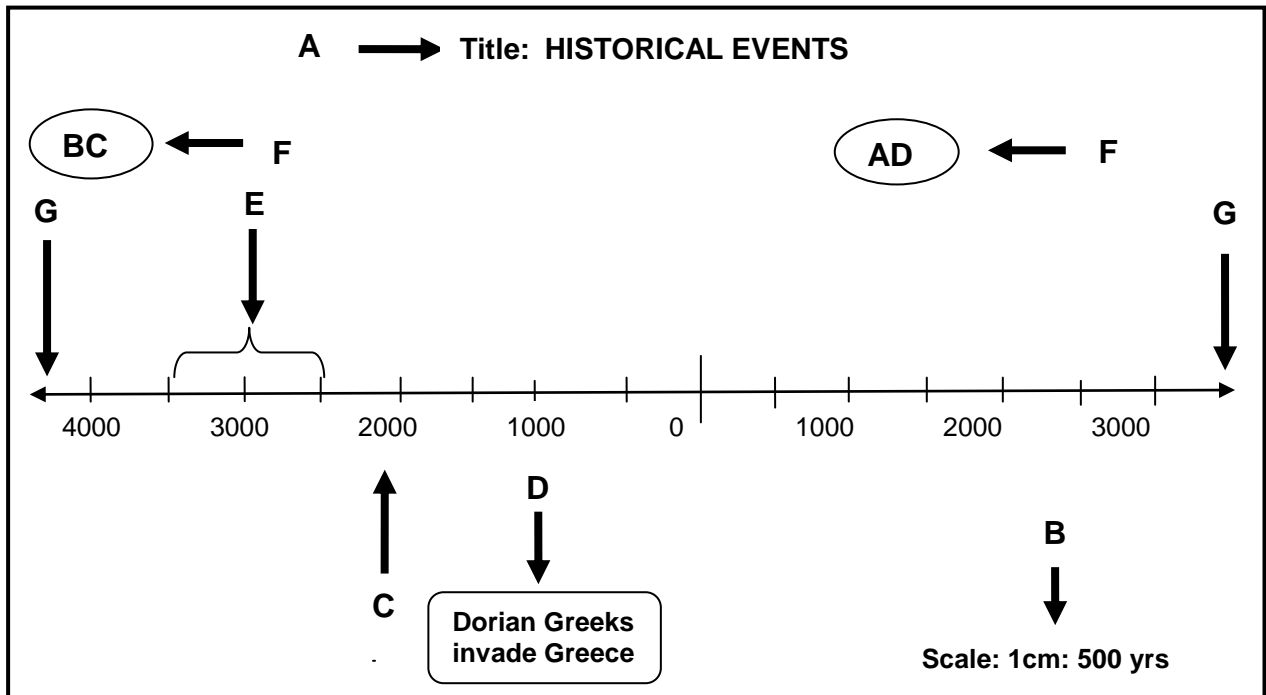
BC means Before Christ. This refers to the events that have happened before Christ was born.

AD means Anno Domini. It comes from the Latin word spoken by the Spanish of Europe meaning “in the year of the Lord”. This is the period of time when Christ was on earth and it also refers to the events after his Death.

Christians draw up their timeline calendar based on the life of Christ.

Features of a Timeline

There are 7 features of a timeline you must learn. These features will help you construct and read a timeline easily.



Now follow carefully with me, let us use the letters on the timeline which shows the features to read its explanations below.



Features:

- A. **Title:** Tells us what the timeline is about.
- B. **Scale:** The unit on the timeline 1cm = 500 shows an interval of 500 years.
- C. **Year:** The date the event occurred.
- D. **Events:** What happened at that time
- E. **Time Span:** The difference between the years the two events happened.
- F. **Time Period:** The period of time the event happened that is BC or AD.
- G. **Arrows:** Tell us the continuity of the event that is not recorded on the timeline whether in the past or the present.

Reading a Timeline

A time line can be read in the following ways to find out how long ago an event has occurred. Follow these important steps to read a timeline:

Steps:

1. If both events happened in the BC period you MINUS. Example; year 1234 BC and year 457 BC $\rightarrow 1234 - 457 = 777$ years ago.
(Previous year minus current year, previous years have larger numbers and the current year has smaller numbers)
2. If both events happened in the AD period you MINUS. Example; year 2011AD and year 1952 AD $\rightarrow 2011 - 1952 = 59$ years ago.
(Current year minus previous year. Previous years have smaller numbers and the current years have larger numbers)
3. If both events happened in different time periods BC and AD you ADD. For Example; Year 765 BC and Year 1982 AD $\rightarrow 1982 + 765 = 2747$ years ago.

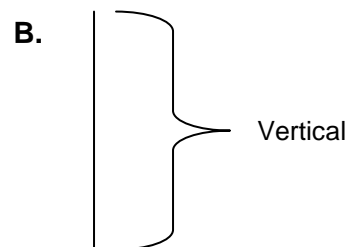
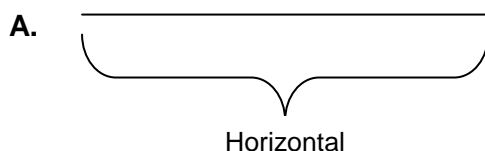
Constructing a Timeline

There are five steps to drawing a time-line. Refer to the horizontal and vertical lines below. They show how a timeline is drawn.

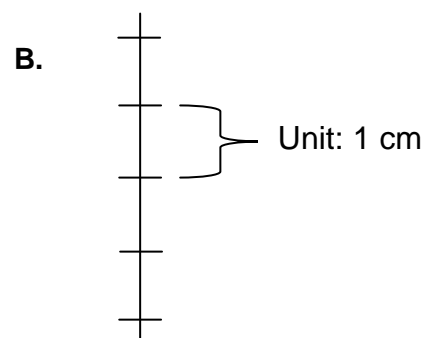
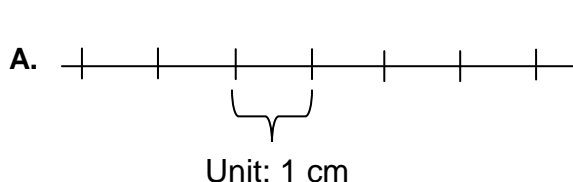
Let us follow these steps below to draw a timeline.



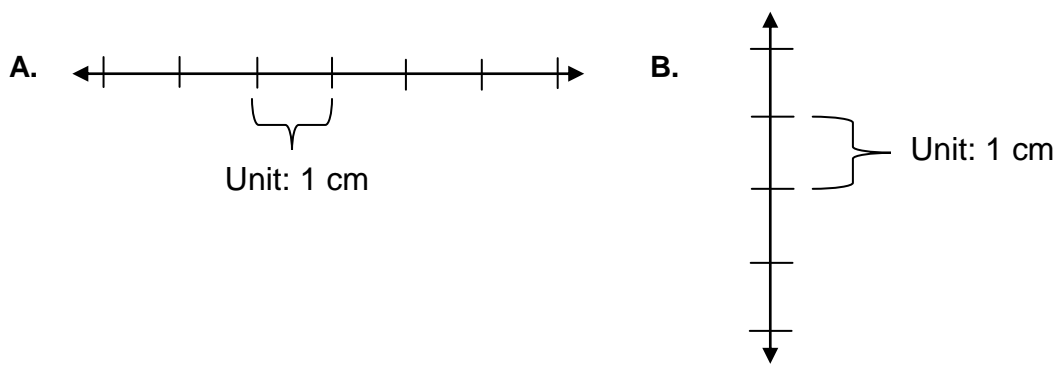
Step 1: With your ruler draw a straight horizontal or vertical line like the ones shown in A and B below.



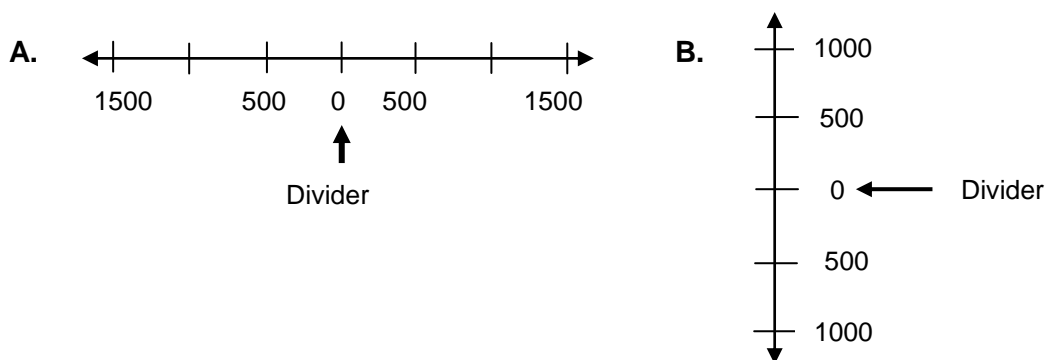
Step 2: Mark the scale. That is, the units onto the line as shown. In this case 1 cm on the horizontal and vertical axis represents 500 years. You can use 0.5 cm or 1.5 cm or even more. Also for the years you can use 1 year or 50 years or more.



Step 3: Indicate arrows at both ends of the line.



Step 4: Label the lines with years using the scale given. Show the divider.



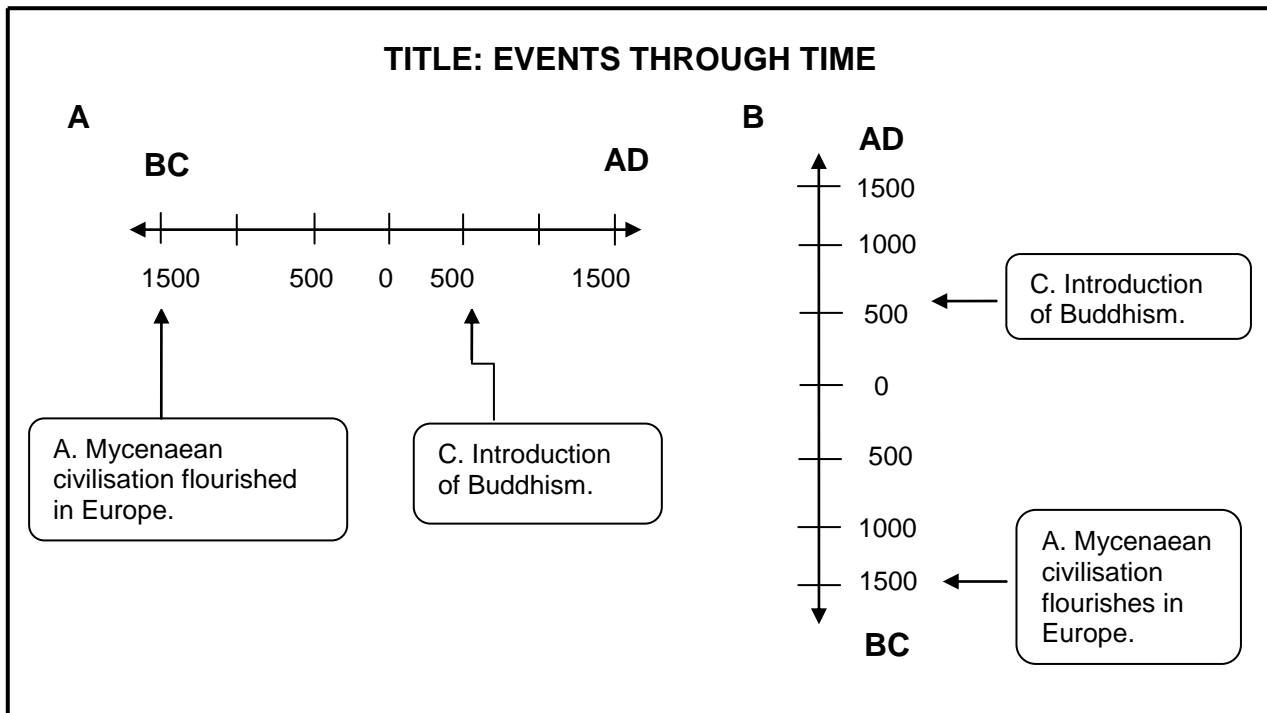
Step 5: Write down the historical events below according to the year it took place on the line and in chronological order.

Use the given information as an example to draw one. This will give you a complete timeline.

TITLE: HISTORICAL EVENTS THROUGH TIME

<u>Year</u>	<u>Events</u>
1500-1150 BC	A: Mycenaean civilisation flourishes in Europe
776 BC	B: First Olympic game held at Olympia
534 AD	C: Introduction of Buddhism
1894 AD	D: Sino - Japanese War
1952 AD	E: Japan regains full independence
1959 AD	F: Bougainville crisis

Here is your complete timeline.



On the vertical timeline the *BC* period can be at the top or bottom and the same for the *AD* period.



Summary

You have come to the end of Lesson 4. In this lesson you learnt that;

- A timeline shows events that happened in chronological order.
- Chronology refers to dates of events written in order from past to present.
- An historical timeline is read in two main ways, horizontally and vertically.
- An historical timeline has several features: Title, scale, events, years, time span, time period and arrows.
- A scale is a series of units for measuring something. It is the interval of space between years of which events happened.
- There are two main time periods, the BC and AD.
- BC means before Christ and.
- AD means “in the year of the lord.
- If both events happened in the same time period minus.
- If both events happened at different time periods then you add.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.



Practice Exercise 4

1. Write the seven features of a timeline.

- (i) _____ (ii) _____
- (iii) _____ (iv) _____
- (v) _____ (vi) _____
- (vii) _____

2. Study the information below and construct a timeline using the steps you learnt.
(Your timeline can be done horizontally or vertically)

Year	Title: ? Events
1000 BC	A: Dorian Greeks invade Greece
600 BC	B: Coins first used in Greece
334 BC	C: Alexander invades the Persian Empire
794 AD	D: Transfer of capital to Kyoto
1853 AD	E: Arrival of American envoy, Commodore Perry, ending Japan's isolation
1914 AD	F: Entry of Japan into World War 1

(i) Draw the timeline on the space provided below. Use this scale 1 cm = 300 years.

(ii) How many years after the entry of Japan into world war one was the first coin introduced in Greece? (Show your working out)

(iii) How long ago did Alexander invade the Persian Empire after the Dorian Greeks invaded Greece? (Show your working out)

(iv) How many years after transfer of capital to Kyoto did Commodore Perry arrive in America? (Show your working out)

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 1.
--

Lesson 5: Contemporary Evidence of Early Migration



Welcome to Lesson 5. In lesson 4, you learnt the skill of reading and constructing historical timelines. In this lesson, you will study the contemporary evidence of early migration.



You Aims:

- Identify different sources of evidence of early people
 - Analyse existing evidence about possible origins of early migrations
-

Contemporary Evidence of Early Migration

Early migrations in the Pacific Region happened during the prehistoric period about 50 000 years ago. Prehistory refers to the time when there were no written records. Evidence refers to information that shows what had happened is true.



What then is contemporary?

Contemporary simply means modern or occurring at modern times



Contemporary evidence is something at present that tells us about what had happened in the past. It is the secondary version or style of the original item.

Item can refer to the culture or the lifestyle of the people. For example, their music, dance, song and languages. It also refers to the things that they use like stone axe or knife, clay pots, bilums and so forth.

Take for instance, a traditional band of Papua New Guinea, '*The Siasi Heritage*' of Siassi Island of Morobe province. The Morobeans are known for their two traditional songs the *Sia* and the *Sabi*.

Today, these traditional songs and music are blended (mixed) with modern instruments to make the song stand out to suit the modern or current period of time. Kundus are normally used, however, this is replaced with drums, guitars and or flute. It is now contemporary music because the modern instruments are included.

Generally, music was played in the past but with traditional instruments like kundus and bamboo flutes or pipes.

Below are examples of traditional and contemporary instruments to produce music for songs.

Traditional Instrument



Bamboo Flute

Modern Instrument



Piccolo Flute

Sources of Evidence of Early People

Now, let us identify the different sources of evidence of the early people. You will need to consider evidence thoroughly, to develop theories about the events that happened and consider motives or reasons.

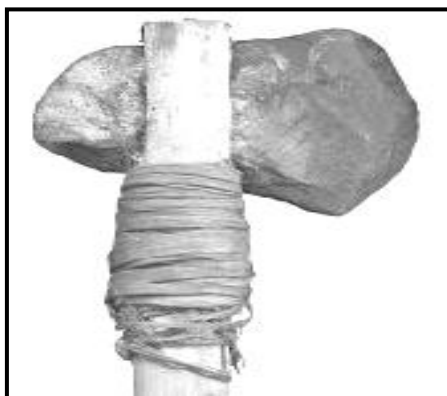
Theories refer to sets of ideas to prove that something is true. You must try to think like historians. Usually historians try to find more than one source of evidence to prove that an event took place. It is rather like a work of a detective. The more evidence he has, the easier it is to prove his case in court.

Historians are people who study things of the past. They must build up several pieces of evidence, if theories of events are to be believed.

The two main sources of evidence you have studied earlier are;

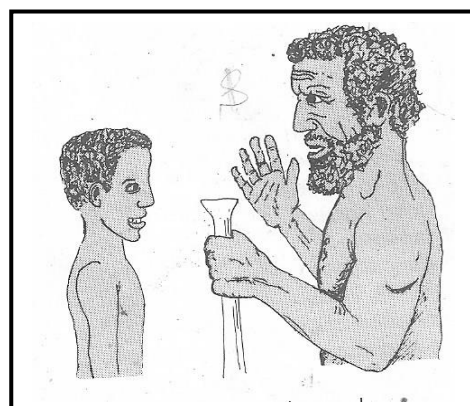
1. **Primary sources** refer to the original evidence such as old documents, coins, photographs, and artifacts.
2. **Secondary sources** refer to the second hand evidence of someone else's interpretation of the primary evidence. For example, oral history (spoken) newspapers and textbooks.

Primary Source of Evidence



An example of a stone axe

Secondary Source of Evidence



Talking to elderly people

You have also studied in previous lessons, the two main types of evidence showing the possible origins of the early people. Please refer to lesson 3.

1. Linguistic Evidence

As you have learnt earlier, the first group of people who came into the island of New Guinea and Australia were Non-Austronesian speakers. Their spoken language is different and has no relation to others close to them.

They came in the first wave of migration into the Pacific 50, 000 years ago. For instance, the highlanders of Papua New Guinea, in particular the Engans.

The other language group, Austronesian speakers came about 6,000 years ago. They settled along the coastal areas and the islands of Papua New Guinea and the vast islands of the Pacific Region. This people have some form of connection in their spoken language. For instance, the number two word in the Dobu language of Milne Bay province is **elua** whilst in Motu it is **rua**.

These prove that the early people originated from South-East Asia. Over time this cultural link has greatly influenced and changed by factors such as trade and the western influence.

2. Archaeological Evidence



An example of an adze

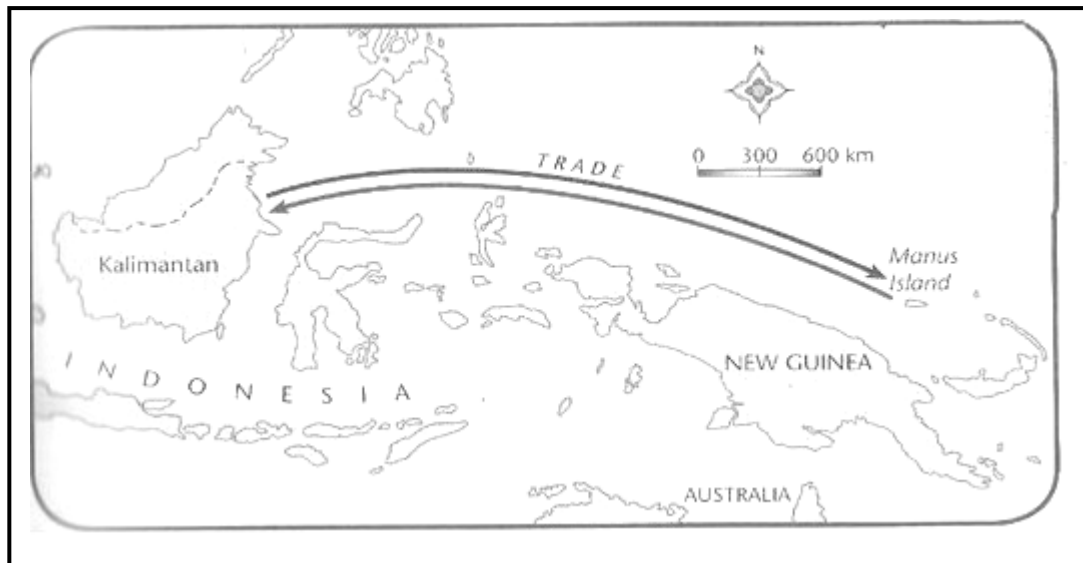
This is an **adze**. It was used in China and Taiwan about 5000 ago years.

An adze is a tool similar to an axe with an arched blade.

There are archaeological evidences to prove the origin of the early settlers from South-East Asia into the island of New Guinea when trading began. These were already discussed in Lesson 3.

The evidence of Lapita pottery suggests the early people came from South-East Asia, somewhere in the present-day island of Indonesia. This happened over a period of time. From 1600 BCE to 500 BCE (**BCE** means **Before Christ Era or time**). That is 2500 to 3000 years ago. It is believed by some archaeologists that the people involved in the Lapita pottery exchange spoke an Austronesian language.

LAPITA POTTERY EXCHANGE



Summary

You have come to the end of Lesson 5. In this lesson you learnt that;

- Prehistory refers to the time when there were no written records.
- Contemporary means modern or occurring at present times.
- The two main sources of evidence are primary and secondary.
- The two main types of evidence are linguistic and archaeological.
- Post glacial refers to the period after the ice - age.
- Pre-date refers to the date before a particular event happens.
- Lapita pottery is one archaeological evidence that proves migration originated from south-east Asia.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.



Practice Exercise 5

1. Define these words:

(i) Prehistory _____

(ii) Contemporary _____

(iii) Evidence _____

(iv) Theories _____

2. Explain the **post glacial period**.

3. Explain the two main sources of evidence and give an example of each.

(i) _____

(ii) _____

4. Explain the two main types of evidence and give examples of each.

(i) _____

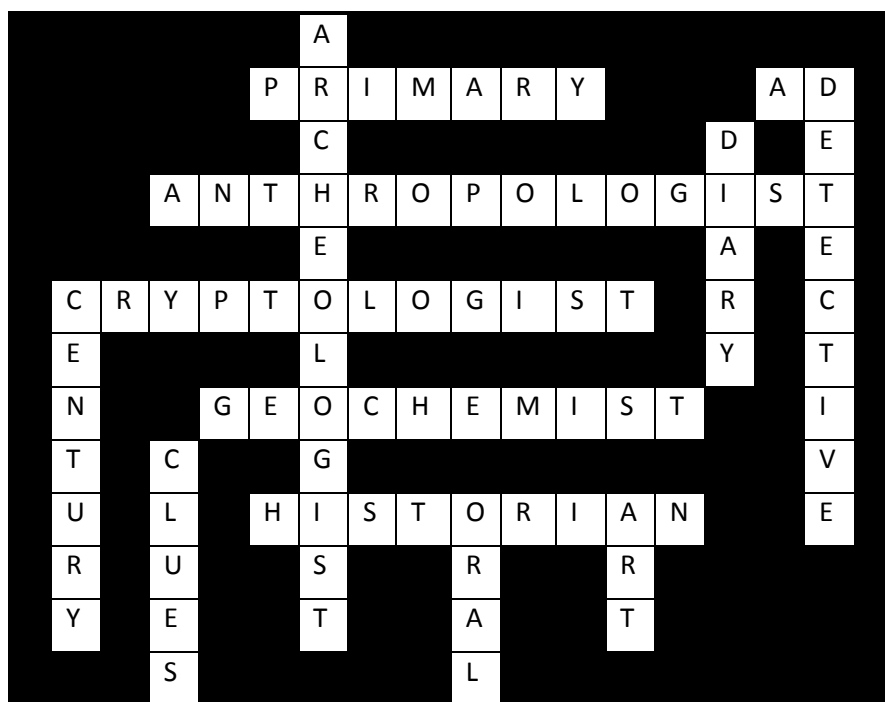
(ii) _____

5. Betelnut is not a native plant of Papua New Guinea. Explain where and how it was brought to Papua New Guinea?

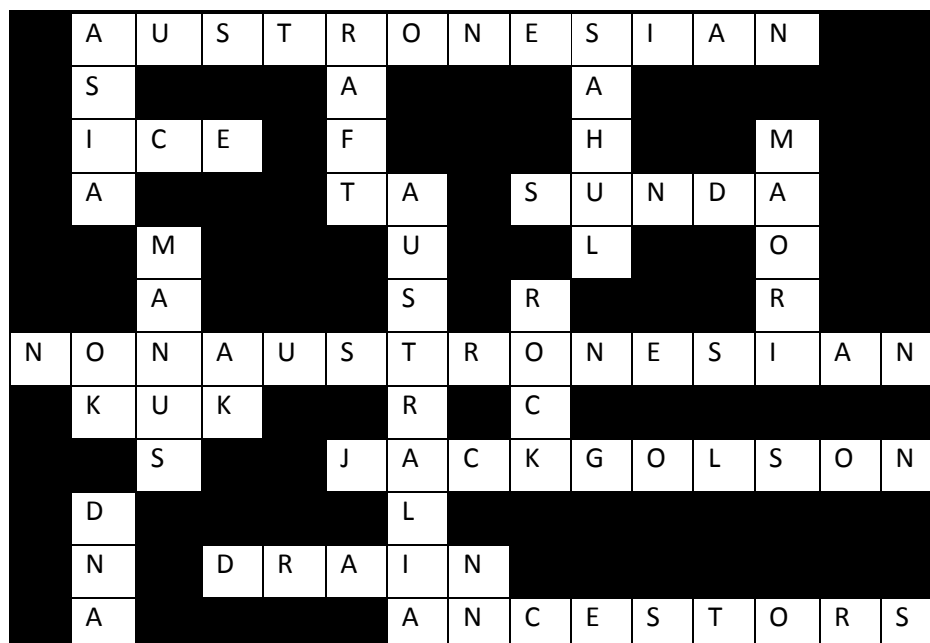
NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 1.
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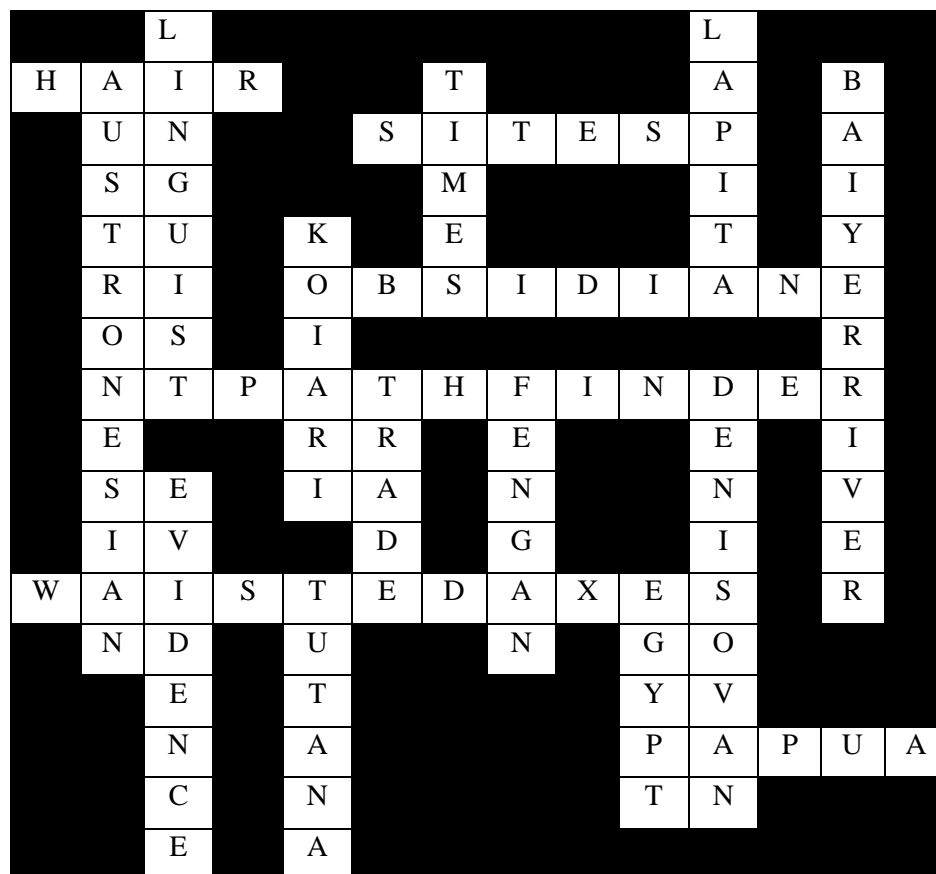
ANSWERS TO PRACTICE EXERCISES 1- 5

PRACTICE EXERCISE 1



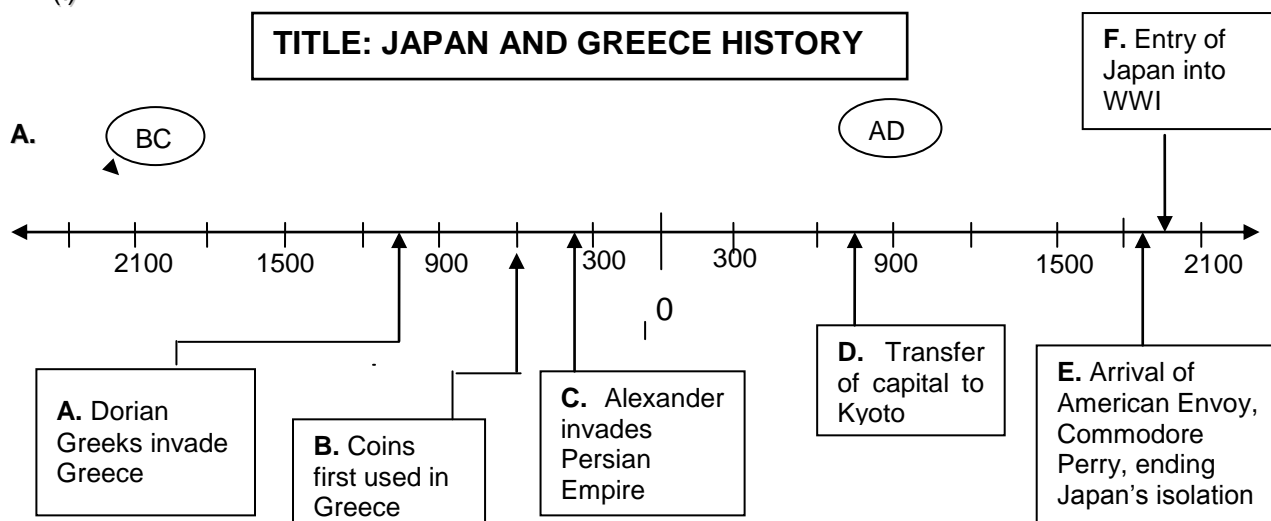
PRACTICE EXERCISE 2



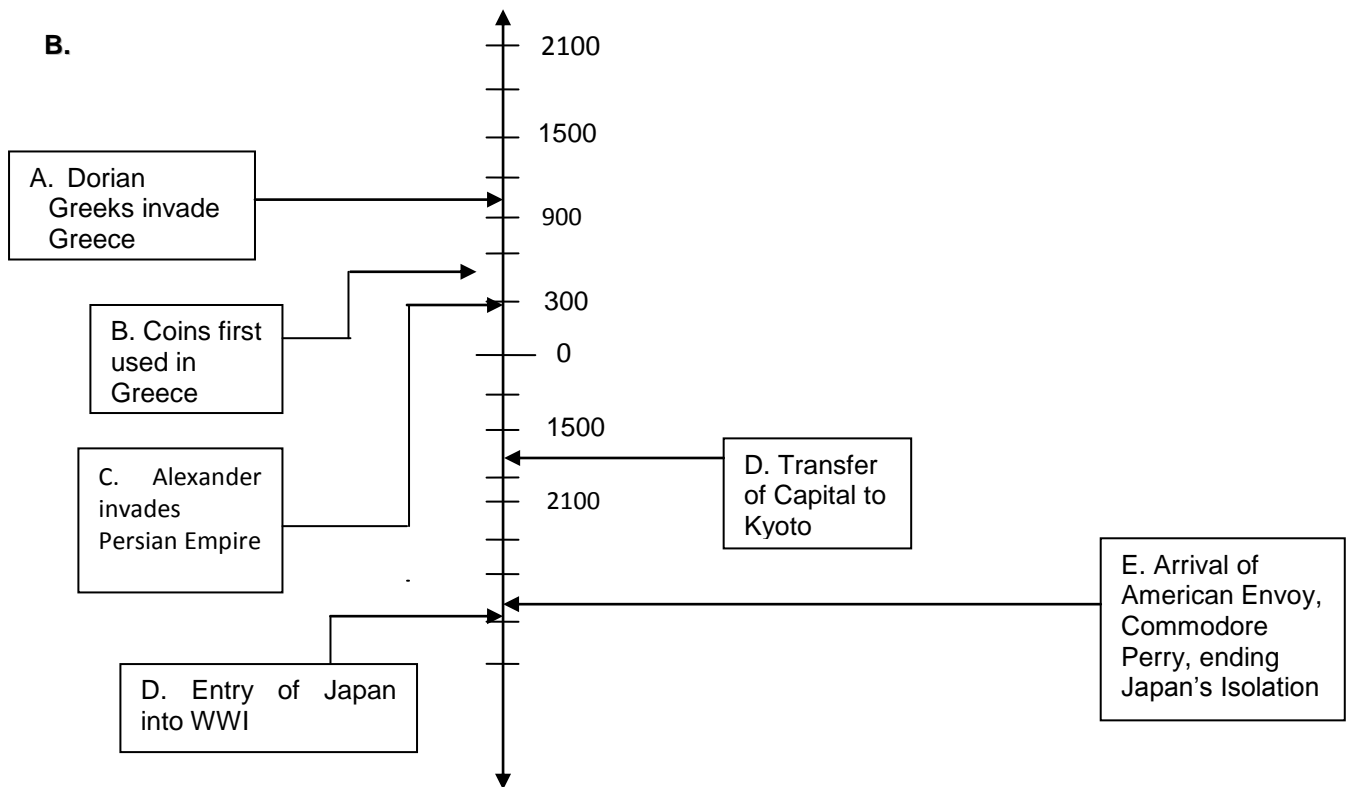
PRACTICE EXERCISE 3**PRACTICE EXERCISE 4**

1. (i) Title (ii) Scale (iii) Year (iv) Events
(v) Time span (vi) Time period (vii) Arrows

2. (i)



Scale: 1cm: 300 years

B.

(ii) F (1914 AD), B (600 BC)
 $= 1914 + 600 \text{ BC}$
 $= \mathbf{2514 \text{ years ago}}$

(iii) C (334 BC), A (1000 BC)
 $= 1000 \text{ BC} - 334 \text{ BC}$
 $= \mathbf{666 \text{ years ago}}$

(iv) D (794 AD), E (1853 AD)
 $= 1853 \text{ AD} - 794 \text{ AD}$
 $= \mathbf{159 \text{ years ago}}$

PRACTICE EXERCISE 5

1.
 - (i) The time when there were no written records. Prehistory
 - (ii) Modern or happens in the current period of time. Contemporary
 - (iii) Something that proves that the event that happened is true. Evidence
 - (iv) A set of ideas about something. Theories
 2. Post glacial refers to the time after the ice age
 3.
 - (i) Primary Source refers to the original source of evidence or information. eg, talking to people
 - (ii) Secondary refers to the second hand evidence or information. eg. Text books
 4.
 - (i) Archaeological evidence refers to the remains of the bones of people and animals, tools, shelter and plants. E.g. Agricultural drainages found in Kuk.
 - (ii) Linguistic evidence refers to the languages spoken by different groups of people. E.g. The word *two* in English is *rua* in Motu and Maori.
 5. Betelnut was brought to Papua New Guinea by early settlers (migrants) from South East Asia.
-

TOPIC 2

THE EARLY PACIFIC PEOPLE

In this topic, you will learn about:

- **The Pacific Pathfinders**
- **Changing Lifestyles In The Pacific**
- **Case Study – The Gilbertese**

TOPIC 2: THE EARLY PACIFIC PEOPLE

In this Topic, you will learn about the early people who have come to the Pacific. In Topic One you have studied the evidences of our ancestors' arrival and the work of historians.

In Topic Two, you will learn about the changing lifestyles of the early people. The early people were nomadic hunters and gatherers. This means that, they never settled on a particular area. There was continuous movement from one place to another in search of food.

Gradually, their way of doing things began to change. They decided to settle and cultivate the land using traditional tools. Due to a settled way of life, people were able to make artifacts such as clay pots, stone axes and adzes. This enabled them to produce surplus and trade with each other.

You will study the major trading routes and the items traded. Trading has played an important role in the lives of these early people.

Moreover, you will learn that there were also conflicts between the early Pacific people. They were not always at peace with each other.

In the last part of this Topic, you will also look at a case study of Kiribati.

Lesson 6: The Pacific Pathfinders



Welcome to Lesson 6. In the previous lesson, you learnt about contemporary evidences of early migrations. In this lesson, you will learn about the routes taken by the Pacific Pathfinders into the Pacific region.



Your Aims:

- explain Pacific Pathfinders
- identify the possible migration routes and their motives
- distinguish between material and non-material cultures
- discuss how the lifestyles of the Pacific people changed
- identify factors that influenced their lifestyle

Who are Pacific Pathfinders?

Pathfinders refer to the first people who came into an area following certain routes. Other people followed their paths and settled these lands. Therefore, the Pacific Pathfinders were the first people who established new routes into the Pacific region thousands of years ago.

As you have learnt earlier in Topic One, archaeological and linguistic evidences and more recent DNA evidence proves that, these two groups of Pacific were the Austronesian and the Non- Austronesian Language Speakers.

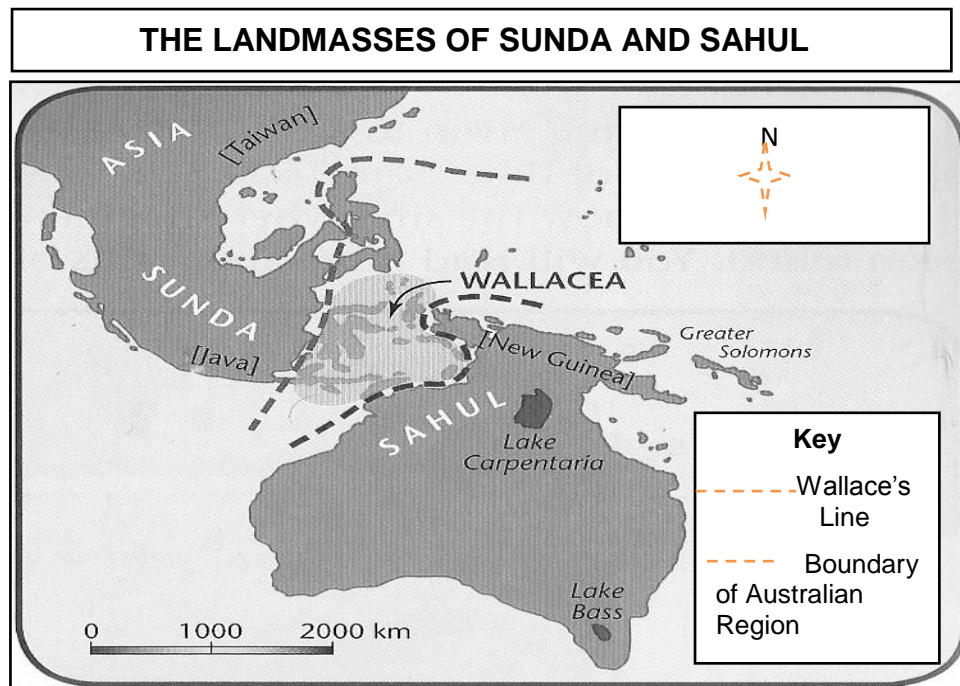
We learnt earlier that, Austronesian language speakers refer to those people living along the coast of Papua New Guinea and the islands of the Pacific who have similarity in their spoken languages. For instance, the Motuans of Central Province word for woman is *hahine*, and in Maori and Hawaii it is pronounced *wahine*.

The Non- Austronesian language speakers who are known as *Papuans* refer to the highlanders and those in the inland of Papua New Guinea.

Their languages have no connection to other places in Papua New Guinea and also to the rest of the other islands of the Pacific region.

Possible Migration Routes of the Early Pacific People

Let us take a look at the possible migration routes these two groups of Pacific Pathfinders took and their motives for migrating. The map below shows you two land-masses of Sunda and Sahul that the Pacific Pathfinders crossed over and eventually settled in.



The first group that came were the Non-Austronesians. They arrived from Asia at least 40, 000 years ago. Ice- age was experienced around this period of time thus this made it easier for people to cross into new lands. Australia, Tasmania and the island of New Guinea were joined together in one land-mass called Sahul.

Much of South-East Asia was joined together by the land-mass called Sunda. This enabled migrating people to walk most of the way to the places they would call home. Sometimes, seas had to be crossed so the Asian travellers must have built rafts or canoes. Evidence of these crossings is the first example of marine technology in the world.

The second group was the Austronesian speakers who came more recently about 6,000 years ago. They travelled from South China and Taiwan throughout south-east Asia and into Papua New Guinea and other islands of the Pacific. They settled mainly along the coast and the islands. They must have been excellent sea people with very good navigational skills.

In the process, skills of food preservation and storage were learnt to help them cover such pace and distance.

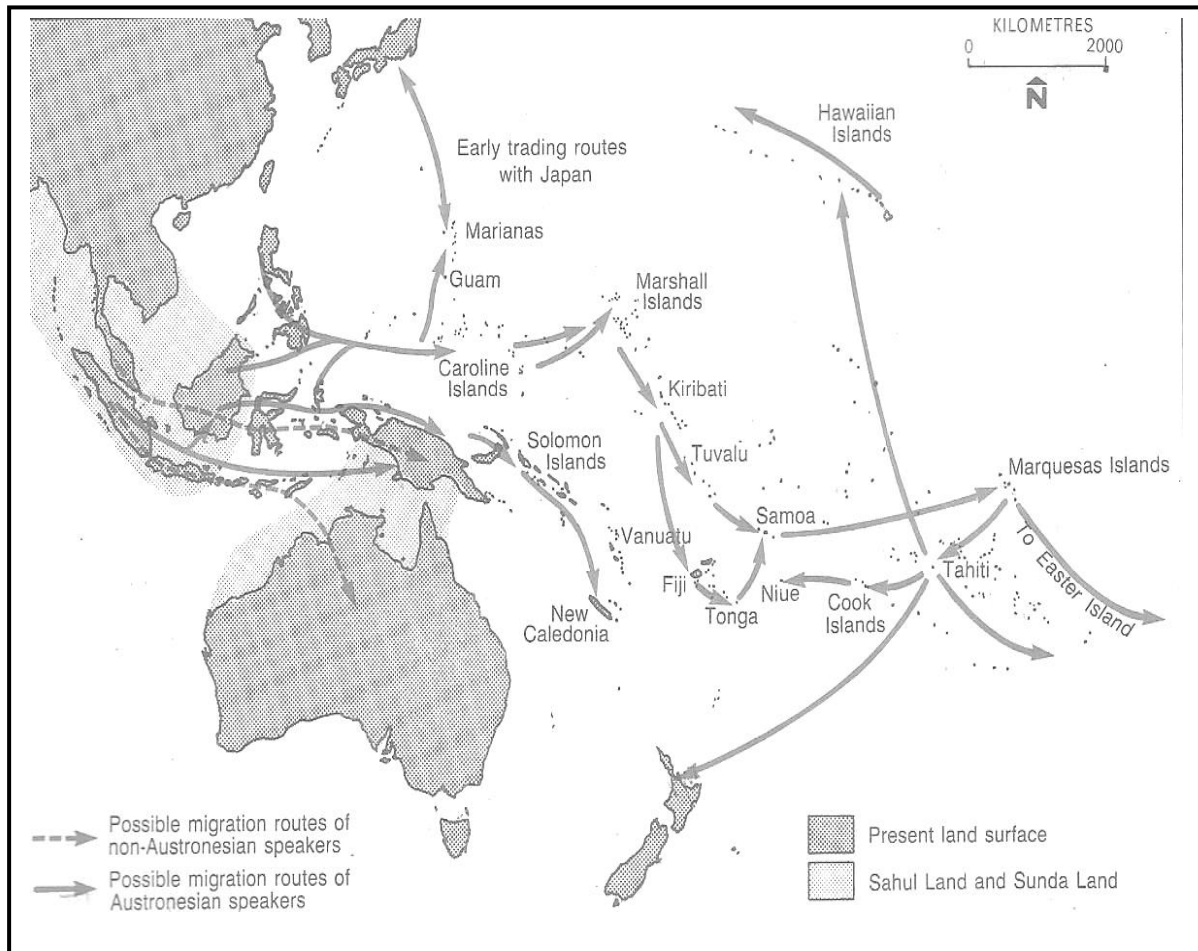
Marine technologies refer to skills and tools used out at sea.

Navigate is to plan and direct the route of a ship.

Navigation is the movement of ships.

Preserving is treating food to prevent it from decaying (rotting).

POSSIBLE MIGRATION ROUTES TO THE PACIFIC



Were these voyages planned or unplanned?

Motives of Migration of the Early Pacific People

Historians believe that most discoveries resulted from voyages;

- of exploration, deliberately planned and skillfully carried out.
- or push factors from the previous location like
 - war or tribal fights
 - pressure of increasing population leading to land shortage
 - natural disasters such as; drought, landslides,

A raft or canoe accidentally driven by storm would not have enough space for people, including women and children and sufficient supplies to successfully establish a new settlement.

Now do Activity 1. Check your answers at the end of the summary.



Activity 1

- a. Name the countries that were joined by the following landmasses;
- (i) Sunda: _____
- (ii) Sahul: _____
- b. What made it possible for Non-Austronesians to cross from Sunda to Sahul land?
- _____
- _____

Material and Non- Material Cultures

These early Pacific people did not need high technology to survive. Their culture or lifestyles they valued much were of two types.

1. The material culture refers to things such as tools, weapons, household and equipment.
2. The non-material culture refers to relationships and expected behaviour between people and groups. The organisation and the rules of the society; the religious beliefs and the relationships between the real world and the spiritual world.



What really is meant by the word material and non-material?

The difference is material refers to things which you can see and touch. Non-material refers to abstracts, values and norms within a person and is shown by his actions that he belongs to that particular society.

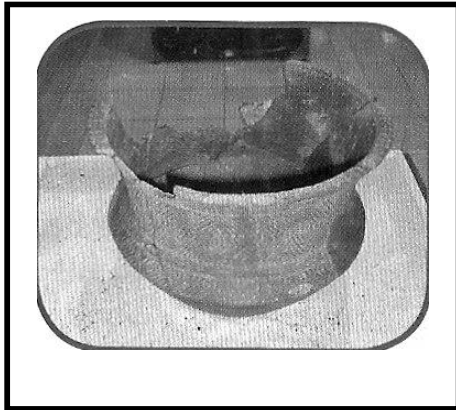
Abstract refers to ideas, knowledge or beliefs.

Norms are expected behaviours of a society. e.g. way of dressing

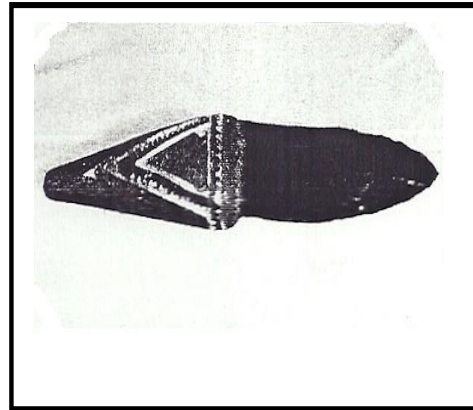
Values are things of importance in the society. e.g. customs and

Below are pictures of material and non- material cultural items.

1. Material Culture



A pot from Vanuatu called the Lapita which was traded with the people of Mussau of New Island Province



A Manus knife made from obsidian.

2. Non- Material Culture



The famous Asaro Mudmen from the Eastern Highlands. This type of traditional Costume gives them the identity of their society. When you look at these, you already know where they come.



Societies have their own ways of making things. Therefore, they pass these skills to their children.



Our ancestors belief in the supernatural world and perform rituals to please their ancestral gods. An initiation ritual in East Sepik.



A courtship ritual in Western Highlands Province.

Changing Lifestyles of the Early Pacific People

The early people had to adapt to their new homeland by being self-sufficient or self-reliant. They gathered and produced most of their needs from their environment for their own use.

The methods of obtaining food were different in different places. Some people were nomadic hunters and gatherers who moved within their traditional boundaries following the annual food supplies. They lived off plant food like berries, fruits, seeds, nuts and roots and hunted the animals. An example is the Australian Aborigines.

In swamplands of Papua New Guinea, wild sago was produced to provide the staple food to be eaten with hunted and gathered food. For instance, the Tigak Islanders of New Ireland Province brought fish to exchange for sago, taro and kaukau, the staple diet of the mainland people of Lelet in the inland of New Ireland Province.

In some areas, people were subsistence farmers. They grew a variety of crops depending on the type of soil and climate. You learnt earlier in your study that the highlanders of Papua New Guinea were amongst the world's first farmers.

Factors which influenced the lifestyle of the Early Pacific People

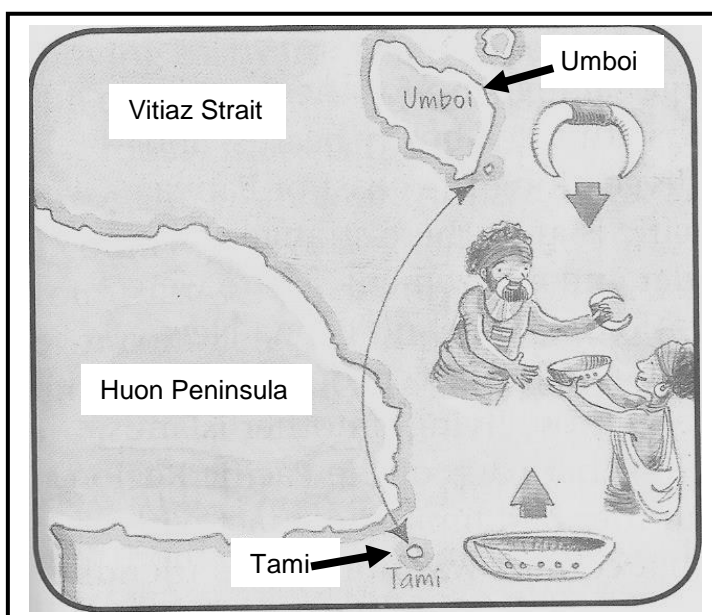
All societies change because of two main factors:

1. Human forces such as migration, trade and war.
2. Natural forces such drought, cyclone and volcanoes.

The human factor of trade and war greatly affected the lifestyle of the early people. Despite conflicts between neighboring tribes and villages trade links developed.

The early people traded using either barter system for economic and survival reasons. An example was the **Hiri Trade** by the Motuan villagers with Gulf villagers to exchange pots for sago.

Some trading systems were not needed for survival reasons but established important social links between different areas. For example, the ceremonial exchange for arm shells for necklaces in the **Kula Trade** of the Trobriand Islands.



An example of the Vitaiz trade

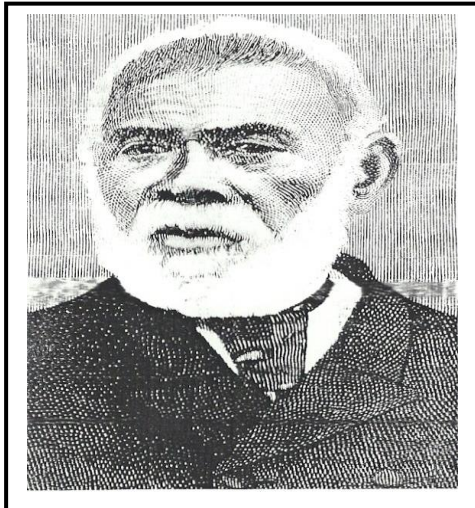
The **Vitiaz Trade** was between the people of Tami and Siassi Islanders of Morobe province as well as the islands nearby. The Tami Islanders of Finschafen exchanged their famous wooden bowls for boar's tusks. The picture on your left shows the trading called the Vitiaz Trade.

Trade refers to the exchange of goods and services.

These trading systems greatly influenced the early people's lifestyle. For example, intermarriages created mixed cultures and also changed the languages. As a result of that, new ideas and skills were introduced to improve their lifestyle. For example, making clay pots and stone axes.

War was also a cause of change to the lives of this early people. These wars were fought within tribes and villages or with long distance wars of expansion. The powerful groups changed the cultures of the societies they took over.

Let us look at an example of people's influence in wars.



King George Tupou 1 of Tonga

This can be noted of the Kingdom of Tonga where Taufa'ahu or King George Tupou 1 was able to influence and defeated his enemies and claimed the whole island as his territory. His rule of the kingdom was passed down from one generation to the next. The society follows his established culture though there have been changes from outside influence.

Now do activity 2. Check your answers at the end of the summary.



Activity 2

- a. What is self-reliant? _____
- b. Who are nomadic hunters and gatherers?

- c. Fill in the table by giving two examples of non- material and material culture of the early people.

Material	Non- Material
(i)	(i)
(ii)	(ii)



Summary

You have come to the end of Lesson 6. In this lesson you have learnt that;

- Pacific Pathfinders were the first people to come to the Pacific and established new routes.
- There are three main evidence to find out about things in the past; archaeological, linguistic and DNA.
- DNA has been used to determine the link between people of different countries.
- The two land-masses that the early people used to cross over into the Pacific were the Sahul and the Sunda land.
- The culture or the lifestyle of people are of two types are material and non-material.
- The early people of the Pacific lived a nomadic, hunters and gatherers lifestyle.

Answers to Activities:

Activity 1

- a.
 - (i) Asia/South-East Asia and Papua New Guinea
 - (ii) Australia and Papua New Guinea
- b. During the Ice-Age when the sea level was low.

Activity 2

- a. Being able to look after yourself.
- b. People who move from place to place in search of food, shelter and water.
- c.

Material	Non- Material
(i) Stone axe or clay pots ,house, land	(i) Marriage or compensation, initiation
(ii) Canoe or knives, clothing, spear, bow and arrow	(ii) Bride-price or feast for births, deaths, harvest

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.



Practice Exercise 6

1. Who were the Pacific Pathfinders?

2. What is DNA? Why was it used?

3. Explain Barter System and give an example.

4. Fill in the table by writing down the name of the traditional trading, between various provinces and what they traded.

Name of Trade	Province	Items Traded
E.g. Kula		

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 2.
--

Lesson 7: Changing Life styles in the Pacific



Welcome to Lesson 7. In the previous lesson, you learnt about the people who have migrated into the Pacific. In this lesson you will identify major trading systems in Papua New Guinea.



Your Aims:

- discuss the different trading systems that occurred in Papua New Guinea and other parts of the Pacific
 - explain the importance of trade in different parts of Papua New Guinea
 - discuss the factors that influenced these trades
 - discuss the impact of tribal wars on societies in the Pacific
-

So far, we have studied the early people who migrated to Papua New Guinea and eventually into the Pacific. Now, we will study what influenced these movements and the changes that were experienced.

When Europeans came to the Pacific, many of them believed that Pacific people had led isolated, unchanged lives for thousands of years. Little did they know that, these societies had changed due to influences from human and natural forces. Societies are always changing, however, it is the rate of change that varies.

There was already a lot of movement and contact between different groups of people in the Pacific before the Europeans arrived.

The Trading Systems

Barter System is the trading of goods and services for other goods and services with another person where there is no money involved. This type of exchange was relied upon by early civilisations and has been around for a very long time. Barter was important along the traditional trade routes of Papua New Guinea and allowed people to obtain goods that might have been produced in a completely different part of the country.

Trade is an important cause of change in all societies. It linked the highlands with the coast. Listed below are some of the Items that were traded;

- foods like sago, yams and bananas
- animals like pigs, cassowary, and even dogs,
- weapons like bows and arrows
- traditional money like pig's tusks, shells and necklaces were used to exchange for other items.
- obsidian and pottery between Papua New Guinea and other South Pacific Islands 3000 years ago.
- sea shells reached the highlands 10 000 years ago.

Traders had to find other traders to exchange for what they did not have. They usually travel very long and tiring distances to trade. They had to find people who would agree on the quantity and the quality of the good they were willing to offer in the exchange.

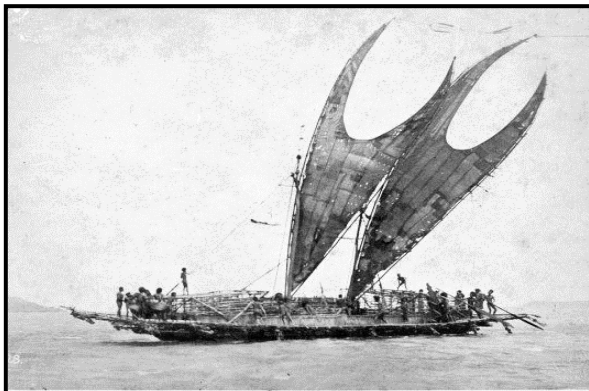
Sometimes, it must have resulted in conflicts too, because the goods for trade must be of the same value where both parties must agree. After many disagreements they finally agreed on the value of the items of trade. This must have taken a very long process but was done so they could benefit wholly.

In some parts of Papua New Guinea at present, including Bundralis on the north coast of Manus and in the Bereina area of Central Province, there are still markets where on certain days exchanges take place completely through barter.

Trading partners which lasted over many generations and the value of goods to be exchanged were clearly established. They came up with more organised trading systems.

1. Hiri Trade

Hiri is the name for the traditional trade voyages that formed an important part of the culture of the Motuan people of the Central Province of Papua New Guinea. The Hiri Trade Cycle was still effective at the time of European contact along the coast between the Motuan people near Port Moresby and the Kerema (Toaripi) people in the Gulf of Papua. The Motuans exchanged their clay pots for sago from the people of the Gulf of Papua.



A trading canoe named lagatoi, Port Moresby.



Clay pot used during the Hiri Trade.

Until World War II, the Hiri Trade Cycle was a major expedition. Between October and November, men took pots from around Port Moresby and sailed several hundred kilometers across the Gulf of Papua to the area around Kerema. Depending on the prevailing wind, they returned in December or January with sago. Sago provided food during the dry season for the Motuans.

2. Kula Trade

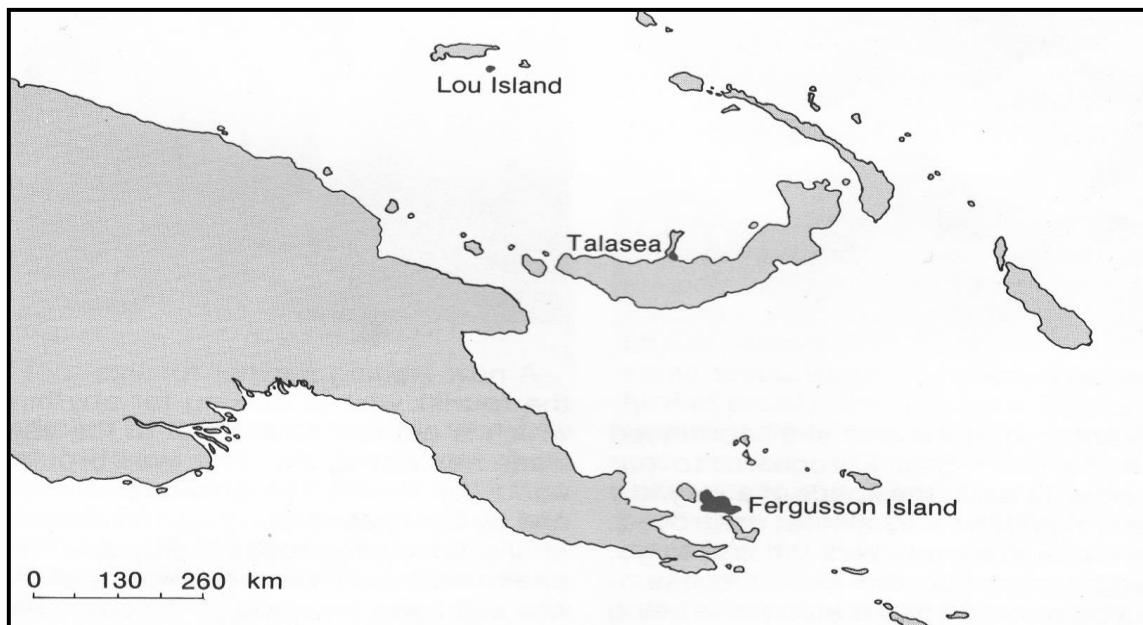
This is another well-organised trading expedition in the Milne Bay Province. Kula trade involved the exchange of pottery, stone tools, food and ceremonial shells. They also exchanged highly valued red shell necklaces and white shell armbands. This system of trade was mainly between the south-east islands of Papua New Guinea like, the Trobriand Island in Milne Bay. The Kula expedition occurred twice a year.

Another item of trade was a black shiny stone called obsidian. It was valued because it can be made very sharp. Obsidian was mined in only three locations namely; Fergusson Island in Milne Bay, Lou Island in Manus and Talasea in West New Britain. Obsidian was widely traded 6 000 years ago throughout Papua New Guinea and to other islands in the Pacific.



An Obsidian Mine

LOCATION OF OBSIDIAN MINES IN PAPUA NEW GUINEA



Lapita pottery is a special type of decorated pottery that was widely traded. This pottery was first found at Watom Island in East New Britain, by a missionary but it was not identified as being different from other pottery. Later it was found on Lapita in New Caledonia. Lapita is unlike any pottery made in Papua New Guinea but fragments of Lapita have been found in many parts of the Bismarck Archipelago and as far as Fiji. Other items that were widely traded included stone axes, salt and shells. Therefore, it is evident that there was trading among the islands of Melanesia.

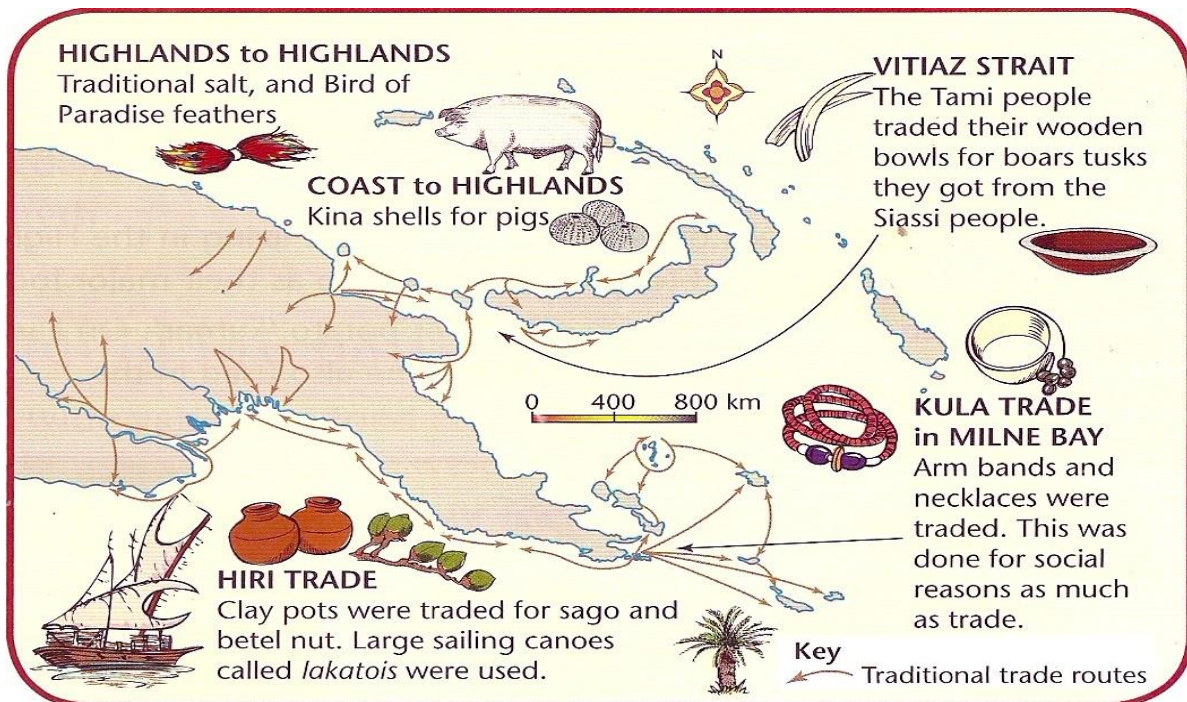


Fragments of Lapita Pottery

Apart from these major trading expeditions, trade occurred between different people for different reasons for various items.

Let us carefully study the map below. It shows the early trade routes in Papua New Guinea.

TRADITIONAL TRADE ROUTES and ITEMS TRADED



Importance of Trade

Trade has always been an important part of our life in Papua New Guinea. As seen, in the past trade linked the highlands and the coastal people and between the islands of Papua New Guinea. Trade served as social as well as an economic purpose. It established and strengthened ties between groups of people in different parts of the country. For instance, it enabled intermarriages of highlanders and coastal people and ideas on how to hunt, garden and even cast spells were exchanged.

There were always social and cultural contact between the groups involved and this resulted in change.

Factors that influenced Trade

The barter system was popular and effective in Papua New Guinea. Exchanging was one basis for human interaction. It is also the basis for the practice of interdependency as a means of human survival. These trades were influenced by certain factors like;

- Climate
- Distance
- Type of items to exchange
- Language and many others.

Let us see how climate enabled trade. Say, for instance, in the hiri expedition the sailors studied the wind directions very carefully and started sailing following the south-east trade winds. This made it possible for them to sail faster and more trade took place.

It was easy for people speaking the same language to trade between themselves rather than different languages. They were able to understand each other to agree on the value of the items and discuss other matters regarding trade.

The types of items exchanged had great impact on trade. This is because it was very difficult for the traders to measure the value of their item. One item may have more value than another or it was hard to find someone who wish to trade with the item offered resulting in disagreements. This is known as '**double coincidence of wants**'. For instance, a hunter who wished to exchange meat for kaukau must first find a person who wishes to exchange kaukau for meat. This was difficult for two people who would make an exchange that satisfies both parties.

Distance and landscape limited trade because traders travelled longer distances and over many rugged mountains especially in the highlands to exchange items. Therefore, many have given up travelling far from their home.

Impact of Tribal Wars on Societies in the Pacific

War was another factor which had influenced changes in the history of Papua New Guinea and the Pacific. Wars varied between tribes and among the different island countries of the Pacific.

Tribal wars occurred due to many reasons such as;

- **Land grabbing.** For instance, when the hunting grounds of one tribal group was claimed by another tribe without permission. This caused conflicts and clashes between tribes. Thus, forcing one tribe to migrate to new lands. They settled and cultivated the land and introduced new food and traded and became allies with new groups of people. This brought about changes because they had to adjust and adapt to the new environment.
- Long distance wars between countries to expand their territories. This happened when Europeans came to the Pacific. The Pacific was full of wealth therefore, countries have long fought for it. They wanted to conquer and gain as much wealth as possible. Out of this greed, many have lost lives and fought for years.

One good example is the 'Tongan expansion wars' fought about 200 to 300 years ago. King George Tupou I, known as Taufa'ahau, leader of fierce Tongan sailors who dominated Western Polynesia. His life was dominated by Tongan civil wars and then by increasing interference from the outside with the arrival of Europeans. King George Tupou I was able to rule during the arrival of the Europeans while other Polynesians were in a confusing state.

Other Polynesians did not do much as they were divided and were eventually taken over by the Europeans. King George Tupou 1 is sometimes called 'Maker of Modern Tonga' because of his bravery to rule even when the Europeans defeated Tonga.

Over thousands of years, the Pacific region was settled by a variety of people who developed life styles well adapted to their environments. Until recently, these events which changed their lives and created their history were passed on through oral tradition of their societies. Then new groups of outsiders came from different places for different reasons and the history of the region began to change very quickly. In

some areas, these changes have been so great that the original people have become minorities in their lands.



Summary

You have come to the end of Lesson 7. In this lesson you have learnt that;

- Trade and war were major factors which had influenced changes in the Pacific.
 - Trade is an important part of our life in Papua New Guinea because it established and strengthened cultural links between different groups in various parts of the country. Other people traded for economic and survival reasons
 - There were major trading cycles such as Hiri and Kula Trade.
 - Hiri Trade involved the exchange of clay pots by Motuans of Central Province with sago from the Toaripi people of Kerema of Gulf Province.
 - Kula Trade involved the exchange of armbands made of shells with necklaces in the Trobriand Islands in Milne Bay Province.
 - Sea shells reached the highlands about 10 000 years ago. This means that there was trade between the people of the highlands and the coast.
 - War was another factor which changed the lifestyles of the people in the Pacific.
 - War occurred as a result of land grabbing and expanding territories.
-

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.



Practice Exercise 7

1. Why was trade important in the history of Papua New Guinea and the Pacific?

2. Name and explain the two major trade cycles in the Papuan Region.

(i)

(ii)

3. Name the three places where obsidian was mined in Papua New Guinea.

4. Explain why 'King George Tupou I of Tonga' was called 'The Maker of Modern Tonga'?

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 2.

Lesson 8: The Gilbert Islands



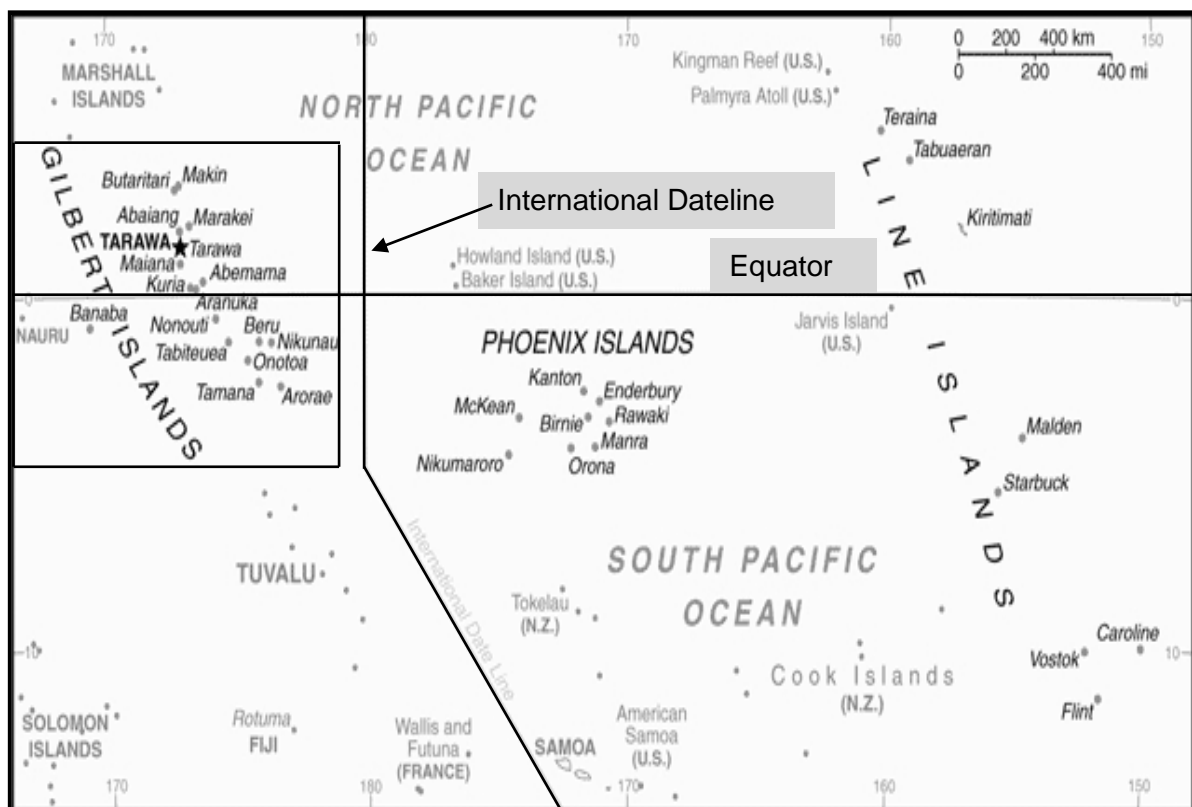
Welcome to Lesson 8. In the previous lesson, you learnt about the causes of change to the lifestyles of the Pacific Islanders. You have also studied the major traditional trade routes in Papua New Guinea. In this lesson you will focus on a case study of the Gilbert islands.



Your Aims:

- Identify the Gilbert Islands and plot them on a map.
- Identify the places the Gilbertese migrated to.
- State the reasons for their migration.
- Discuss the impacts of migration on the Islanders and their host country.

LOCATION OF THE GILBERT ISLANDS



Towards the end of the 18th century, two British Captains Gilbert and Marshall, discovered the central and northern islands of the Gilberts group which they named the Gilberts. The Gilbert Islands spreading across the equator are just west of the International Date Line.

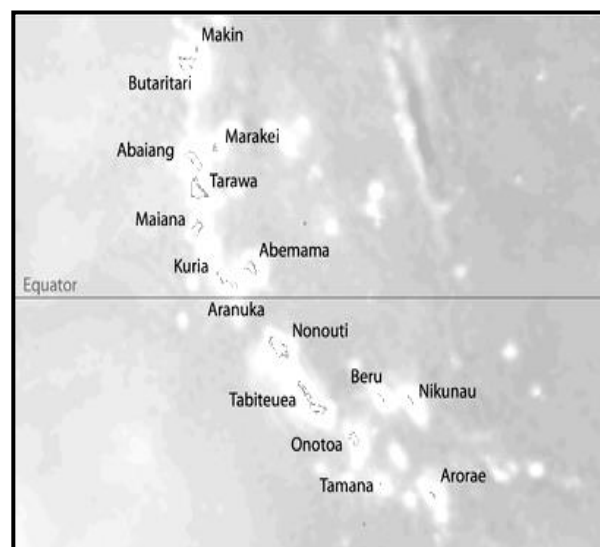
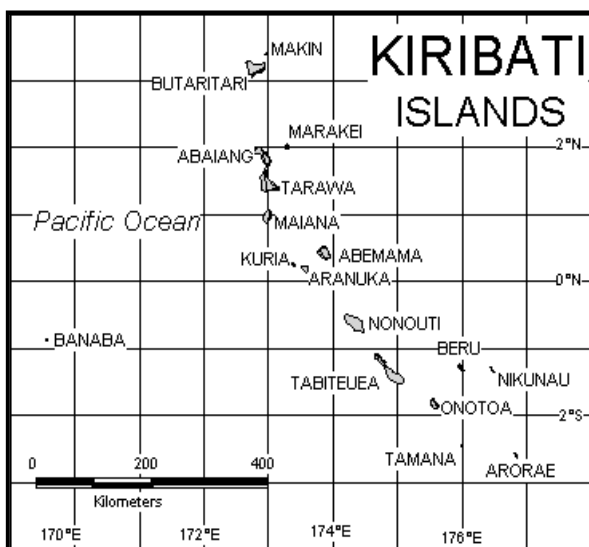
Much of the Republic of Kiribati is made up of the Gilbert Islands. It is a group of 16 low coral islands or atolls in the Central Pacific between 173° W and 170° E, 4° N and 3° S. The islands are scattered from north to south at a distance of nearly 800 kilometres.

These islands are; Makin, Butaritari, Marakei, Abaiang, Tarawa, Maiana, Abemama, Kuria, Aranuka, Nonouti, Tabiteuea, Beru, Nikunau, Onotoa, Tamana and Arorae.

They are rarely more than six meters above sea level with a total land area of about 275 square kilometres. Most of the Gilberts are atolls of various shapes like oval, rectangular or triangular shaped lagoons enclosed by reefs on which rest many **islets** (a small island).

The equator passes between Aranuka and Nonouti and serves as the dividing line between the northern Gilbert Islands and the southern Gilbert Islands. The islands to the north are in certain ways culturally different from those to the south. The islands to the north are the main part of the Republic of Kiribati. Tarawa is the country's capital city and residence of almost half of the population.

ISLANDS OF THE GILBERTS



Parliament House, South Tarawa.

Migration into the Gilbert Islands

There are two evidences which suggest that the Gilbert Islands had been inhabited for at least 3000 years. The origins of the migrants were from South East Asia.

1. Language

Much of the evidence to support this is based on the Gilbertese language. The Gilbertese language belongs to the very large Austronesian language family that evolved in South East Asia and began to spread into the Pacific about 5000 years ago. With the exception of some societies in the Solomon Islands and Papua New Guinea, all languages in the Pacific including Gilbertese belong to this family.

2. Plants

A study of plants in the Pacific in recent years has also revealed some important evidence about the migrations of people. With few exceptions, all useful food and fiber plants found today in the Pacific islands originated outside the Pacific. All the important plants used by Gilbertese, the coconut, breadfruit, *babai* (a taro like plant) and pandanus are natives to South East Asia. Researchers can only conclude that they must have been brought to the islands by the early settlers.

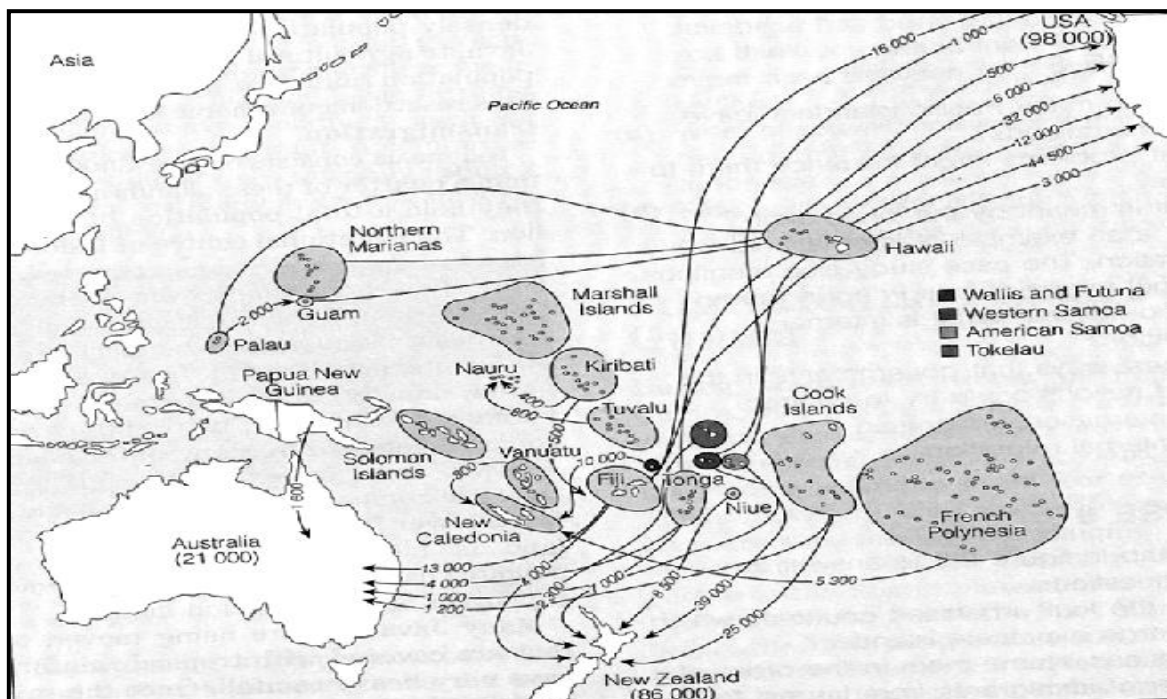
Places the Gilbert Islanders migrated to

More than one in ten Pacific Islanders are international emigrants now living in the United States, Canada, Australia and New Zealand. Many are leaving the smaller Pacific Islands and emigrating. As a result, these emigrants make up a larger group of expatriates in New Zealand and USA leaving a smaller number in Kiribati.

The map below gives you an insight of the routes taken by the Pacific Islanders. It shows a greater movement of people from the tiny island nations to Australia, New Zealand and the United States. It was a continuous movement from one island nation to another and finally to their final destination and settle there up till now.

For instance, from this map, you will clearly see that, a group of people moved out of Kiribati to Fiji. From Fiji they have made their way out to New Zealand and Australia.

PACIFIC ISLANDERS' MIGRATION ROUTES



The precise route that the first migrants followed to the Gilbert Islands is still uncertain up until now.

Causes of Emigration

1. Pull Factors

- In search of better paid jobs that rewards their qualifications. Knowledgeable and highly qualified people are being hired to work in other countries. This situation is known as **Brain Drain**.
- Scholarships

2. Push Factors

- They are not able to produce surplus to sell for cash income because of land shortage.
- The island nation is surrounded by marine resources but they are not able to compete in the fishing industry. This is because,
 - they do not have money to buy large fishing boats.
 - lack of entrepreneurial skills to operate
- Shortage of basic services such as health, education, transportation, communication systems and infrastructure.
- Kiribati citizens experience sea level rise and a surge in tropical storms and more forceful tides over the past 40 years. Groundwater contamination was first reported in the late 1970s and was then followed by erosion and more instances of houses falling into the sea. The government eventually gave up on repairing many of the sea walls bordering the island of Abaiang giving most villagers the only option of relocating.

The country depends mainly on aid from developed countries. They lack resources to export to generate revenue to run the country. Much of their country is covered by the sea. The government encounters problems in trying to satisfy everyone with the basic services and where these services do not reach, people make a choice to move to enjoy the privileges elsewhere.

Migration is the movement of people from one place to another.

Emigration refers to the movement of people out of a country or place to live permanently elsewhere.

Immigration is the movement of people into a country or place to live permanently there.

Expatriates are those who have moved to live in the host country.

Host is the country which the people are moving in to settle.

Remittance refers to money sent back by the expatriates to their home country.

Brain Drain is when knowledgeable and highly qualified people are being hired to work in other countries.

The Impact of Emigration

- Migration increases the population of the host country. This leads to;
 - overcrowding
 - law and order problems
 - exposed to diseases
 - illegal trade and
 - over spending by the government to cater for these people.
- Change of lifestyle for the Gilbert Islanders. As they try to adapt to the culture of the host country. They forget their traditional and cultural values which eventually die out.
- Remittance. Gilbertese working in their host country send money back to relatives back home. This increases the money supply in Kiribati and improves the standard of living.



Summary

You have come to the end of Lesson 8. In this lesson, you learnt that;

- Gilbert Islands are a chain of 16 atolls and coral islands in the Pacific Ocean.
- The equator runs in between the Gilbert Islands dividing the north and south.
- Gilbert Islands make up the Republic of Kiribati.
- Tarawa is the capital city of Kiribati, where half of the population lives.
- There are two evidences which show that people have migrated from South East Asia to the Gilbert Islands.
 - the Gilbertese Language is an Austronesian language
 - plants such as coconuts, breadfruit and pandanus are all natives of South East Asia
- The Gilbert Islanders moved to live in Australia, USA and New Zealand.
- people move,
 - in search of better living conditions such as health services, transportation systems, education and infrastructure.
 - because of the rising sea level
 - brain drain
 - scholarships
- Migration increases the population of the host country and creates other related problems.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE
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Practice Exercise 8

1. Name all the islands that make up the Gilbert Islands.

2. In which continent will you find the Gilbert Islands?

3. What evidences link South East Asians with Kiribati?

4. Which countries do Gilbert islanders migrate to?

5. Give four (4) reasons why people move out of the Republic of Kiribati.

6. What problems do the host countries face as a result of migration?

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 2.

ANSWERS TO PRACTICE EXERCISES 6 to 8

PRACTICE EXERCISE 6

1. Early people of the Pacific who found new routes into the Pacific thousands of years
2. DNA stands for deoxyribonucleic acid. It is used in people to show their links to other people of different countries.
3. Exchanging good for a good. Example taro for fish
- 4.

Name of trade	Province	Items Traded
Kula	Milne Bay and Oro	arm shells, necklaces
Vitiaz	Morobe, West New Britain and Madang	wooden bowls, boars' tusks
Hiri	Gulf and Central	sago, banana, clay pot
Highlands to Highlands	Eastern Highlands, Western Highlands, Chimbu	salt, bird of paradise
Coast to Highlands	Central and Highlands	kina shells, pigs

PRACTICE EXERCISE 7

1. Trade was very important because it has brought many changes in the history of Papua New Guinea and other Pacific Island countries.
 2. (i) Hiri Trade: The exchange of clay pots and sago between the Motuans and the people of Gulf, Kerema.
(ii) Kula Trade: The Exchange of arm shells for necklaces within the Trobriand Islanders.
 3. Lou Island in Manus, Talasea in West New Britain and Ferguson Island in Milne Bay
 4. Because of his bravery to continue to rule Tonga despite European's presence.
-

PRACTICE EXERCISE 8

1. The islands are; Makin, Butaritari, Marakei, Abaiang, Tarawa, Maiana, Abemama, Kuria, Aranuka, Nonouti, Tabiteuea, Beru, Nikunau, Onotoa, Tamana and Arorae.
 2. Oceania
 3. The Gilbertese language and some plants
 4. Australia, United States and New Zealand.
 5. They emigrate;
 - in search of better living conditions such as health services, transportation systems, education and infrastructure.
 - because of the rising sea level
 - brain drain
 - business opportunities
 - scholarships
 6. Related problem such as
 - overcrowding
 - law and order problems
 - exposed to diseases
 - illegal trade and
 - over spending by the government to cater for these people.
-

TOPIC 3

THE WORLD COMES TO PAPUA NEW GUINEA

In this topic, you will learn about:

- **Explorers and New Lands**
- **The European Settlers**
- **Traders, Miners, Planters and Labour Recruiters**
- **The Missionaries**
- **Colonial Administrators and Government Representatives in Papua New Guinea**

TOPIC 3: THE WORLD COMES TO PAPUA NEW GUINEA

In this Topic you will learn about the Europeans who first came to Papua New Guinea.

Europeans are those people from developed countries who came to Papua New Guinea for many reasons.

Due to the industrial revolution in their countries, they needed raw materials to use in the factories. Therefore, they travelled the new lands in search of raw materials.

You will learn that the Europeans have extracted as many raw materials as they could without any respect for the land. The land was valued by the natives which resulted in clashes between the natives and the Europeans. However, the Europeans won because of their powerful weapons.

You will also study other groups like the missionaries who came to spread Christianity. They set up schools and aid posts to help the natives.

Others came to recruit labourers and settle permanently as planters. They claimed huge tracts of land and set up plantations for cash crops.

In the later part of this topic, you will also learn about colonial administrators and government representatives. These people introduced the new government system in Papua New Guinea.

Lesson 9: Explorers and New Lands



Welcome to Lesson 9 of Topic 3. We have heard of foreigners who took control of our country and gained as much wealth as they could before they left. This particular lesson will point out reasons why they came to Papua New Guinea as well as other Pacific Island Countries.



Your Aims:

- Define explorer, colonisation, imperialism and industrial revolution
- State reasons for early exploration of new lands by the Europeans
- Explain how industrial revolution and colonisation led to exploration
- Identify some developments that helped explorers (sailors) to search and explore new lands

Before we start our lesson, you must know the meanings of these words.

Explorer is a person who travels through a country in order to learn about it.

Colony is an area of land that the people of another country settle in and control.

Colonise means to establish a colony in another country.

Colonisation is taking control of a small territory by a more powerful country.

Imperialism refers to the policy of extending a country's empire or its influence.

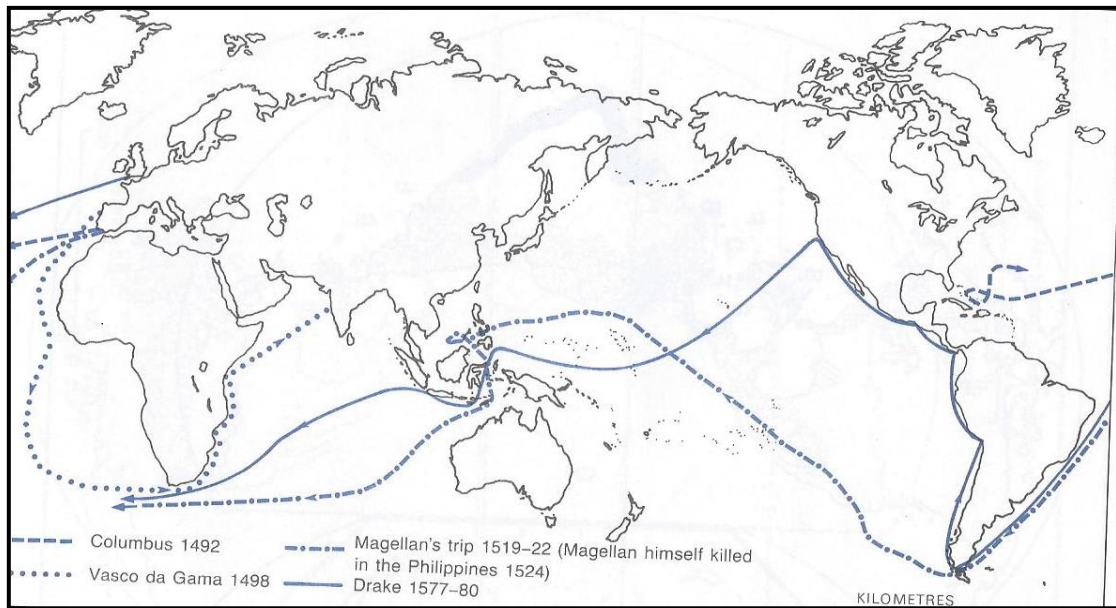
Industrial Revolution refers to the expansion of European industry by the use of machines in the late 18th and early 19th centuries.

Industry refers to making or producing goods especially in factories.

The Early European Explorers

European explorers came to the Pacific region about 200 years ago. In the 16th, 17th and 18th centuries European explorers from Spain, Portugal, Britain, France and Holland visited Papua New Guinea. European countries were powerful and set up colonies in nearly all parts of the world. Portugal and Spain dominated the early exploration and claimed most new lands.

VOYAGES OF EARLY EUROPEAN EXPLORERS



Portuguese and Spanish explorers were the first Europeans to sail past the island of New Guinea in 1526. Jorge de Meneses, a Portuguese was the first to visit the western coast of Irian Jaya. He called the country *Ilhos dos Papuas* or the Island of the Papuans. The word *Papuan* comes from a Malay word which means frizzy or curly haired.

Reasons for Early European Exploration

1. Obtain wealth or raw materials.

During those times, they looked for places with sources of wealth to exploit (obtain wealth selfishly).

In the early 1600s, Dutchmen from Holland sailed through the island looking for **spices** (a strong tasting substance used to flavor food often made from dried parts of plants) which were used for flavor in European cooking. However, did not stay long in Papua New Guinea because they did not find any spice. Later, they took control of the western half of the island of New Guinea called West Papua formerly known as Irian Jaya.

In the 1700s, English and French ships came to Papua New Guinea. An English man named Dampier discovered the island of New Britian. The exploration continued until 1768 when other islands such as New Ireland, Manus, Buka and Bougainville were discovered.

2. Extend Empires

Others explored the vast Pacific Ocean 'claiming' areas to extend their empires to all parts of the world. Their imperialism had effects on all parts of the world including the Pacific.

3. Renaissance in Europe

Some Europeans came to the Pacific as a result of **Renaissance** in Europe. Renaissance is a French word which means rebirth. This was a time of increased interest in learning and discovery. Scholars became fascinated by the world around them. They made scientific studies of plants and animals and tried experiments in

astronomy and physics. Therefore, these people have travelled the Pacific Region to increase their knowledge on scientific studies of various plants and animals. Their voyages were mainly for discovery purposes.

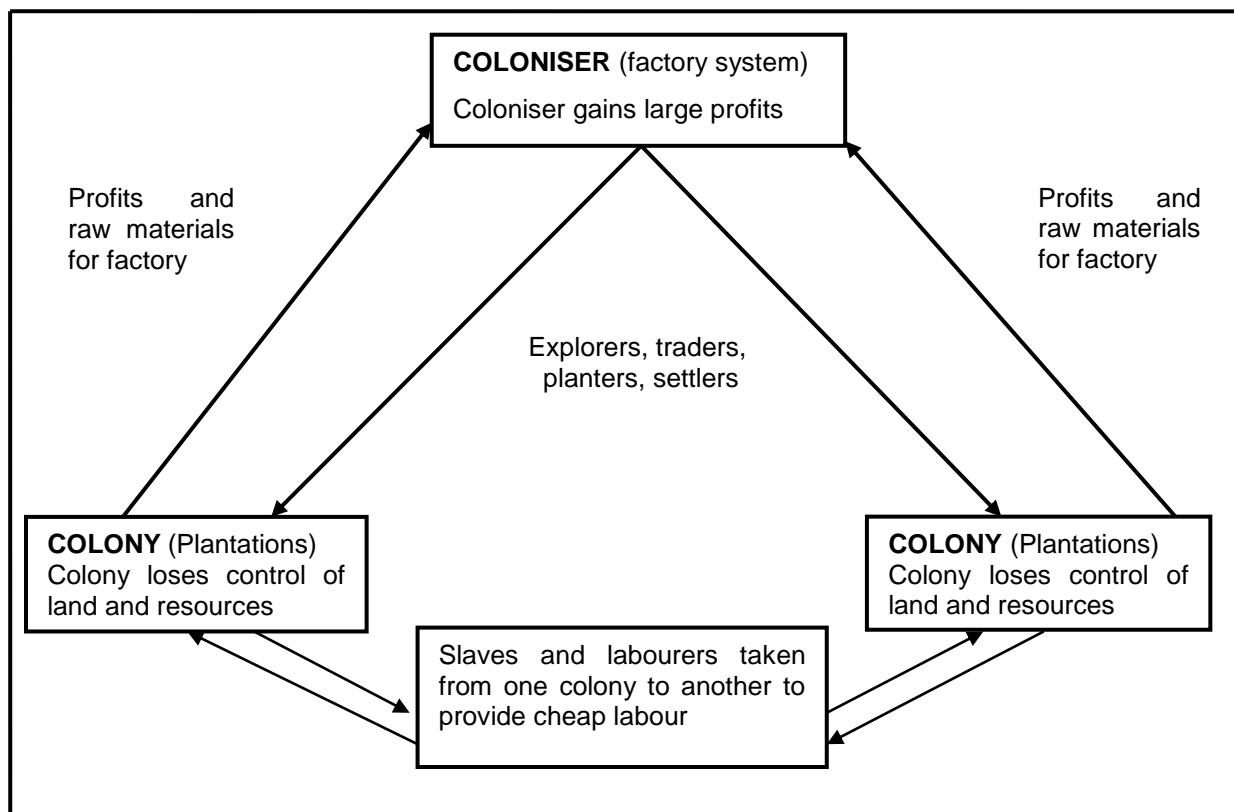
Industrial Revolution and Colonialism

Furthermore, Industrial Revolution in Europe enabled the spread of **colonialism**. It was a series of changes that started in England and spread to other European nations during the 1700s and 1800s. It was a revolution or change in the way goods were produced. Before this time, goods were produced in small quantities by family groups in their homes.

During the industrial revolution machines were invented to produce power and goods in larger quantities. Wealthy people set up coal mines, mills and other factories to mass produce goods. The factory system required large quantities of raw materials. Therefore, imperial nations used their colonies to obtain large quantities of raw materials cheaply by setting up plantations. In some areas of the world this also resulted in **slave trade** to provide free or cheap labour on the plantations in the colonies.

The diagram below helps us understand how **industrial revolution** has influenced **exploration** and **colonisation**.

THE IMPACT OF INDUSTRIAL REVOLUTION ON EXPLORATION AND COLONISATION



Slave Trade is recruiting people against their will or by force to work on plantations and paid them very cheaply.

Industrial Revolution is a period in Europe in the 19th century where goods were manufactured in large quantities using machines.

Developments which enabled the Expansion of Exploration

1. Building of ships and navigational aids

New and better ships were built which enabled the explorers to travel longer distances. Before these ships were built sailors did not sail far from the shore. This was because they thought the earth was flat and that they will fall off the edge.

They also invented navigational aids. These were such things as compasses and astrolabes which helped them to find the directions they travelled.

2. Maps

As the explorers travelled out more, they increased their knowledge of the shape of the earth. From there they were able to draw accurate maps to help them explore. The explorers used maps to travel far distances.

3. Invention of gun-powder

Another development was the invention of gun powder which was used to make weapons. This gave them confidence to travel unknown areas. Those weapons gave them a military advantage over the people they met during their explorations.

These expeditions were very expensive, thus, were funded by the wealthy such as Kings and Queens in Europe. In return, they were rewarded with their profit. In a way they were like early bankers who gave loans before the expeditions set out. This period of time was known as the 'Age of Discovery'.

Astrolabe is an instrument used to measure the height of the sun and stars.
--



Summary

You have come to the end of Lesson 9. In this lesson, you have learnt that;

- Explorers are people who travel through new lands in order to learn about them.
- Colonisation is taking control of a small territory by a more powerful country.
- Imperialism is the policy of extending a country's empire or its influence.
- Industrial Revolution refers to the expansion of European industry by the use of machines in the late 18th and early 19th centuries.
- The reasons for early explorations were;
 - in search of wealth (raw materials)
 - extend empires to all parts of the world
 - increase knowledge on scientific studies (Renaissance Period)
 - Industrial Revolution
- The developments which enabled exploration;
 - building new and better ships and navigational aids such as compasses and astrolabes
 - maps
 - invention of gun powder which gave them the confidence to explore

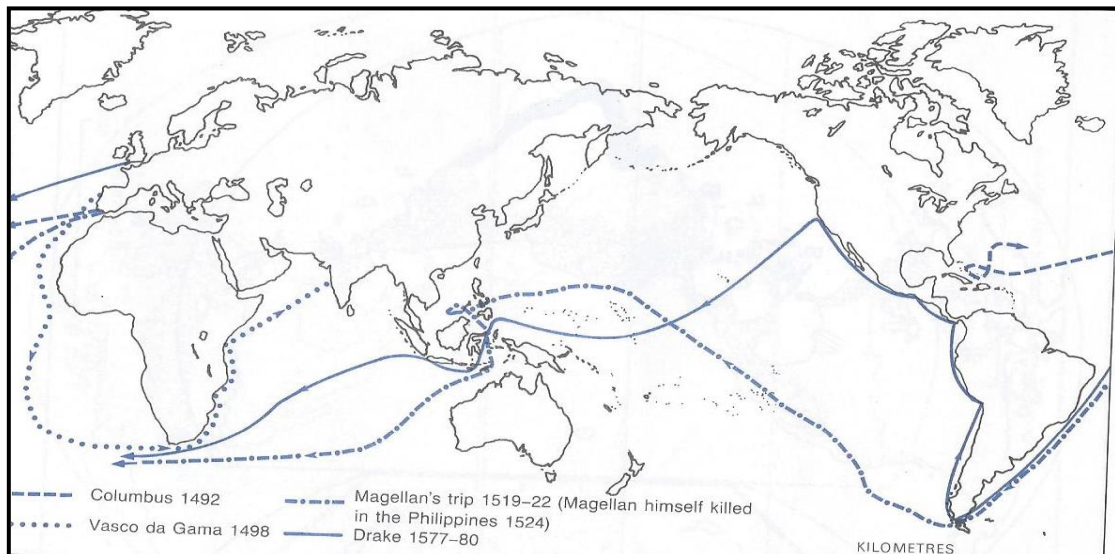
NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.



Practice Exercise 9

1. Name the developments that helped Europeans to become better sailors.

2. Study the European Exploration map below and complete the table.



EXPLORER	YEAR	SAILED FROM	SAILED TO
Columbus			
Vasco da Gama			
Magellan			
Drake			

3. Name two European countries that dominated the early exploration.

(i) _____ (ii) _____

4. How did industrial revolution enable the spread of colonialism?

5. What is renaissance?

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 3.

Lesson 10: The European Settlers



Welcome to Lesson 10. In the previous you learnt about the reasons why Europeans came to the Pacific. In this lesson, you will look at the early European settlers in our region. Later we will look at two case studies, Australia and New Zealand.



Your Aims:

- Discuss reasons of early European settlers in the Pacific
 - Describe the reactions of the indigenous people
 - Discuss effects of their settlement
-

Imagine the shock of seeing a large sailing ship for the first time, manned by white-skinned people with thick bushy beards and wearing strange clothing! If you lived along the coast of Papua New Guinea or on one of the Pacific islands these strange ships must have been a source of wonder and amazement. These small communities had limited contact with surrounding communities, and that contact was not always friendly. It was into this world of scattered and remote islands that the European sailing ships came.

THE ARRIVAL OF THE EUROPEANS



Coastal people must have been amazed to see a sailing ship for the first time.

Reasons for early European settlers

1. Economic Benefit

They set up plantations to provide tropical crops and dug mines for minerals in large quantities for the markets and factories of Europe.

2. Climate

The colonies in temperate lands like Australia and New Zealand were the most attractive to permanent European settlement. The climate and landscape of these lands were similar to Europe and offered huge potential for agriculture and settlement.

3. Industrial Revolution

After 1800, Europe's population grew rapidly. Every year, an increasing number of people set sail for a new life, either as free settlers or as **convicts** (prisoners), to Australia and New Zealand. This reduced the population in Europe. You may refer back to lesson 9 for more information.

Below are case studies of two countries; Australia and New Zealand.

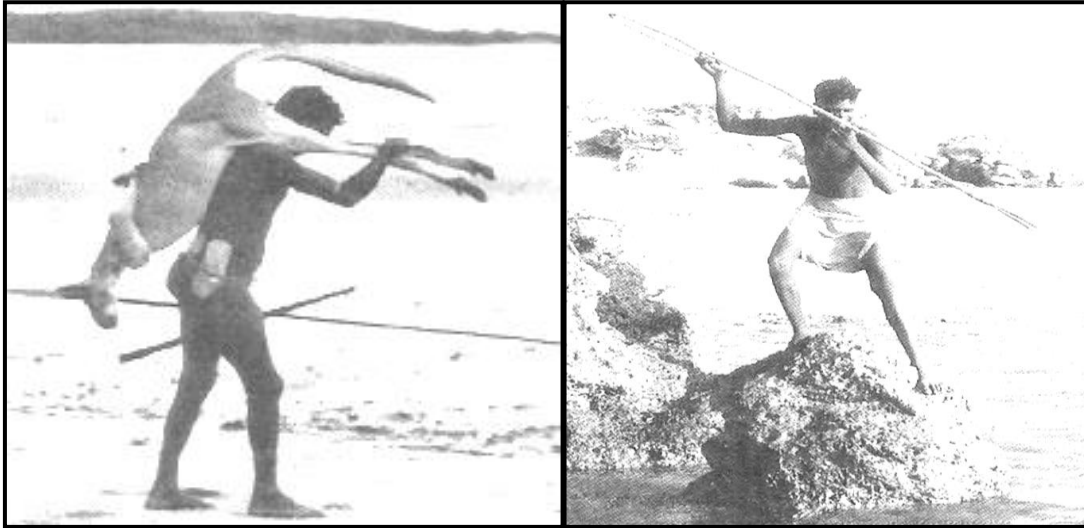
AUSTRALIA AND NEW ZEALAND



Case Study A: Australia

The Indigenous People of Australia

The original Australians were the Aborigines. When British settlers arrived in 1788, there were about 350 000 Aborigines roaming the continent freely. They developed an enormously rich culture, but one that most European settlers could not understand. The Aboriginal culture is one of the mind and spirit. It is based on harmony with the environment. The land was sacred to be used by everyone.



People hunted and fished where they wanted.

The Arrival of European Settlers in Australia

In 1788 (eighteen years after Captain James Cook claimed Australia for England), the first British settlement was established near where Sydney now stands.

Between 1771 and 1784, the British government faced an ever increasing problem of too many prisoners. To solve this problem, the British government decided to set up a **penal colony** in New South Wales. Port Jackson, a Bay named by Cook as Sydney Cove proved to be the ideal location for the new settlement. The new colony was officially established on 26th January, 1788.

As a nation, Australia celebrates January 26th as its National Day, called Australia Day. This is the day in 1788 when the British, under Governor Phillip, landed to settle in Australia. It is also seen by some especially, the aborigines as a day of mourning, as it marks the beginning of the invasion of Australia.

The British settlers had different ideas about how the land should be used and owned. They did not believe it belonged to the whole society. European culture is a material one where the people change the environment to suit their needs. When the British took possession of Australia, they called it '*Terra Nullius*' (empty land) and gave no rights to the Aborigines.

Penal colony is a place of imprisonment and punishment at a remote location.

Conflict of Interest

There was an immediate conflict of interest between the Aborigines and the settlers. Aborigines were hunters and gatherers and regarded the land as their mother to them. It was sacred and something that was shared and cared for by the community.

For the Europeans, the land was not sacred. It was a resource to be used for their benefit. The new settlers wanted to use large areas of land to raise cattle and sheep. They wanted to fence large areas of the best land to be used by and belong to, one person. This conflict of interest led to many clashes between the Aborigines and the settlers.

Below is a picture of the first land sale in Australia. You can see that the Aborigines had been pushed aside and had no say over their land.

THE FIRST LAND SALE IN AUSTRALIA - 1855



The Aborigines had no say to what was going on.

How did the European Settlers acquire Australian Land?

British settlers regarded the Aboriginal people as an inferior race that should be driven off the land. They forced the people off the land they had occupied for over 40,000 years. Traditional land was turned into farms, cattle and sheep properties or mining camps.

In those times, Aboriginal people were **massacred** and their water holes and food supplies were poisoned. Slowly their numbers declined until 1920, when the Aboriginal population had fallen to about 60,000. The settlers shot, poisoned or took into virtual slavery many thousands of Aborigines. It was impossible for the Aborigines to defend their land successfully against the armed British settlers.

Massacre is the vicious killing of large numbers of people or animals.

THE MYALL CREEK MASSACRE



The Aborigines' weapons were useless against the Europeans.

Nowhere were the Aborigines more badly treated than in Tasmania. In 1803, the Tasmanian Aborigines ceased to exist as a full blooded race. They had been hunted and killed and confined to special settlements. What happened in Tasmania was an act of **genocide**.

Reactions of the Aborigines

Aboriginal reaction varied. Some Aboriginal people were shy and stayed away from the newcomers. Others were curious and kept a close eye on the new settlers. Peaceful relationships ended when the Aborigines realised that:

- the new arrivals planned to stay.
- their traditional lands were being cleared for farmland.
- the newcomers brought sicknesses and diseases.
- they had to compete for their traditional foods.

Aboriginal resistance to white occupation on their land was widespread. Aborigines used their bush craft and local knowledge to constantly carry out raids and ambushes. The two major difficulties faced by the Aboriginal resisters were the guns of the Europeans and the deadly diseases they brought to Australia.

One of the first Aborigines to openly resist the Europeans was Pemulwy. He led his warriors on many successful raids against the settlers, killing several of them. In 1803, two settlers shot Pemulwy and sent his head to the Governor. It was preserved and sent to Sir Joseph Banks in England as a trophy.

Genocide is the systematic killing of all the people from a national, ethnic, or religious group or an attempt to do this.

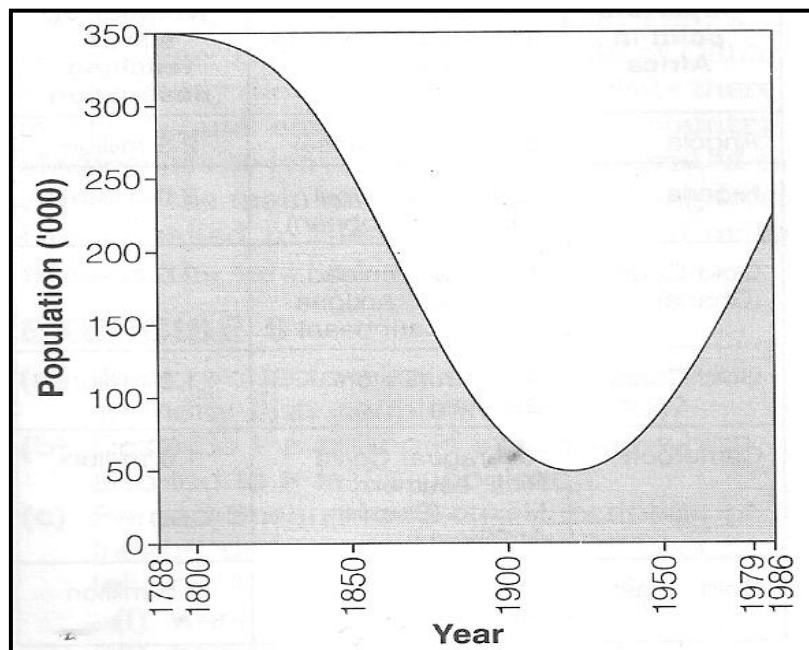
Effects of European Settlement in Australia

The arrival of the immigrants was disastrous. As a result of this mass migration and settlement, the original inhabitants of Australia became minorities in their own lands. Many lost their lives while fighting against the Europeans. Others lost their lives through diseases that were introduced by the Europeans. The indigenous people lost their traditional land and their way of life was completely disrupted by the settlers. They had no rights to the land that had supported them for thousands of years and no way of protecting their sacred sites from exploitation by farmers and miners.

At first, the Aborigines were not considered to be Australian citizens. They were not even included in the population census counts until 1961. The Aborigines were forced to live on reserve lands in remote areas that the settlers did not want.

Below is a graph which shows the effect on the Australian population by the arrival of the Europeans.

THE EFFECT ON ABORIGINE POPULATION



As you can see from the graph, before 1788 the population of the aborigines was over 350,000. It declined greatly when the European settlers killed many of them. Around 1950 the population started to increase. Today the populations of the Aborigines are healthy but they continue to be a minority in Australia. Their population dropped from 350,000 down to about 60,000.

Case Study B: New Zealand

The indigenous people of New Zealand

The Maoris originated with settlers from eastern Polynesia. They arrived in several canoe voyages to New Zealand. The Maories developed a unique culture, with their own language, a rich mythology and distinctive crafts and arts.

Arrival of European Settlers in New Zealand

The spread of British, French and American whaling settlements around the coasts of New Zealand led the British to **annex** the islands. The number of Europeans living there was so small, that for the seventy years following Captain Cook's first voyage, their influence varied very much from place to place. The few ships coming to New Zealand in the early 1800s were mainly whalers. The crews often came ashore but did not settle permanently. The whalers provided the Maoris with European goods, particularly guns.

A tribe whose warriors were armed with these awesome new weapons had an advantage over their old rivals. Before guns were available casualties in Maori warfare were not heavy. But with new weapons the number of deaths greatly increased.

The missionaries came to New Zealand to convert the Maoris. It was more than 10 years before they converted even one Maori to the Christian religion. The missionaries also brought with them diseases such as influenza and measles which proved deadly to the Maoris.

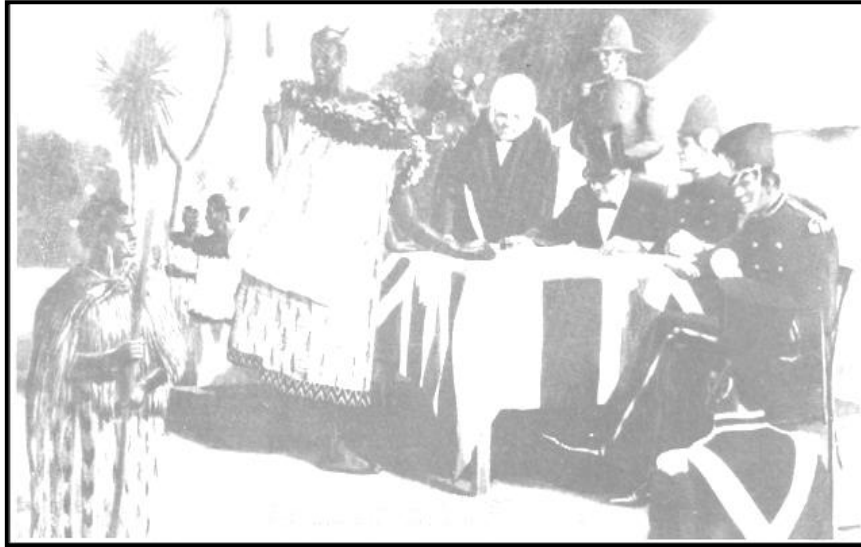
Gradually, the missionaries began to change the Maoris. By 1840, New Zealand was becoming peaceful and prosperous.

The whalers and missionaries brought about many changes to the Maori society. In 1837, Edward Wakefield formed the New Zealand Company, with plans to establish permanent settlements in New Plymouth, Wanganui and Wellington. These settlements were to copy English ways, with traders and farmers. However, all these areas were occupied by powerful tribes who did not welcome the intruders.

The Treaty of Waitangi

Early in 1840, William Hobson arrived from New South Wales to be Lieutenant-governor of the new British colony. His orders were to take over the colony in the name of the crown and to arrange a treaty with the Maori chiefs. A few weeks later, 45 chiefs gathered at a great meeting and after much debate signed the Treaty of Waitangi in 1840. The Settlers were more careful in their dealings with the Maoris.

Annex means to take over territory and incorporate it into another political entity, e.g. a country or state.



Signing of the Waitangi Treaty

Under the Treaty of Waitangi, the native Maori people received title to their lands, and rights as British citizens, in exchange for British sovereignty over New Zealand. The Treaty of Waitangi, however, did not protect the Maori people against the increasing demands by British settlers for their land. After the Treaty of Waitangi, a flood of settlers arrived in New Zealand, many of them were farmers. Tensions over land turned into open warfare in the 1860s when the British used military force to crush Maori resistance.

Conflict of Interest

Maori and European attitudes towards land were quite different. For the Maoris, tribal ownership of land is an ancestral right. It is a source of inspiration and pride, and can only be taken from them by force.

For the British, land could be divided up into lots and sold to individuals. The farmers bought land from the Maoris often paying only small amounts. Many Maoris did not understand the full result of the transactions. However, when survey teams divided the land and new settlers built houses and began ploughing, the Maoris took up arms. This led to land disputes and conflicts.

How did European settlers acquire Land in New Zealand?

Fighting began in 1843, in Wairau and spread quickly to other parts of New Zealand, but did not involve a majority of tribes. The British had the advantage of having more resources and superior weapons. The Maoris travelled light, knew the country and adapted quickly to counter British tactics. In the wars that followed each side struggled to win control by developing new ways of fighting.

During the wars, in 1858, several North Island tribes faced with a common enemy had come together and elected their own king. Not all tribes accepted the king as the authority but strengthened resistance against the settlers and the army.

Despite such desperate resistance, the British army was well equipped and trained so they defeated the Maoris. By 1865, only small groups in remote mountainous areas continued to fight. In the rich farmlands of the North Island, Maori resistance died down and British farmers settled to develop their newly won land.

The effects of European settlement in New Zealand

The British were more careful in their dealings with the Maoris. The Maoris were large, strong people who lived in larger communities and were feared warriors. The Maoris became a minority in their own country but they were never as badly treated as the Australian Aborigines. They held on to more of their land and culture than the Aborigines. Many people died from European guns and diseases that were brought in.

Rising tensions over disputed land sales led to conflict in the 1860s. Social upheaval, decades of conflict and epidemics of introduced diseases took a devastating toll on the Māori population, which went into a dramatic decline. However, by the start of the 20th century, the Māori population had begun to recover and efforts were made to increase their standing in wider New Zealand society.



Summary

You have come to the end of Lesson 10. In this lesson, you learnt that;

- Europeans settled permanently in the Pacific because of, economic benefits, the climate and industrial revolution.
- The Aborigines are the native people of Australia.
- The Aboriginal culture is one of the mind and spirit. It is based on harmony with the environment which regarded the land as sacred and used by everyone.
- However, the European culture is a material one where the people change the environment to suit their needs.
- There was conflict of interest between the Aborigines and the settlers on the way the land was used. Many Aborigines were killed and poisoned and were forced out of their land to live in remote areas. Huge hectares of land were used for farming and mining by settlers.
- The Maoris are the native people of New Zealand.
- The Maori tribal ownership of land is an ancestral right. It is a source of inspiration and pride.
- The Treaty of Waitangi was signed where the Maoris received land titles but did not protect them from increasing demands for land by the settlers. This resulted in conflicts of interest and there were clashes between the settlers and the Maoris.
- The British had the advantage because of more resources and powerful weapons so they fought and won most of the land.
- The Maoris became a minority in their own country but they were never as badly treated as the Australian Aborigines. They hold on to more of their land and culture than the Aborigines.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.
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Practice Exercise 10

Answer the following questions.

1. How did the Australian Aborigines regard the land?

2. How did the Maoris' regard the land?

3. Why did British settlers choose New Zealand and Australia to settle?

4. How were the Aborigines treated compared to Maoris over their land?

5. What was the conflict of interest between the settlers and the Aborigines?

6. What does the Treaty of Waitangi say about the land?

NOW CHECK YOUR ANSWERS AT THE END OF THE TOPIC 3.
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Lesson 11: Traders, Planters, Labour Recruiters, Miners (others)



Welcome to Lesson 11. You have studied the reactions of the Aborigines and Maoris towards the Europeans and the effects of their settlement. In this Lesson you will look at other groups who came and settled in our region. We will discuss the motives for their coming and the effects they had on the lives of the people.



Your Aims:

- Discuss who they were and why they came
 - Describe the reactions of the Pacific people towards these Europeans
 - Discuss the effects on the Pacific people
-

After most of the main islands had been explored and inhabited, other people came to the Pacific. These were Europeans, Americans, and even Asians. They had different motives for coming and settled in the Pacific. They were the

- traders
- planters
- labour recruiters
- miners
- beach combers and
- whalers

Traders

Economic settlements by Europeans were those of the traders who sold their goods back in Europe for huge profits. Later some traders realised that they could make even more profit by growing the produce themselves instead of trading for it. These traders obtained large areas of land cheaply and became planters. Some settled on one island while others travelled from island to island on ships.

It was hard to make money in the Pacific islands because islanders did not have many goods to trade. Traders bought mostly copra which is the dried coconut meat. They sold copra and a few other goods in China. Traders sold clothes and tools to the islanders. They also sold guns and caused wars and killed chiefs who would not help them.

Planters

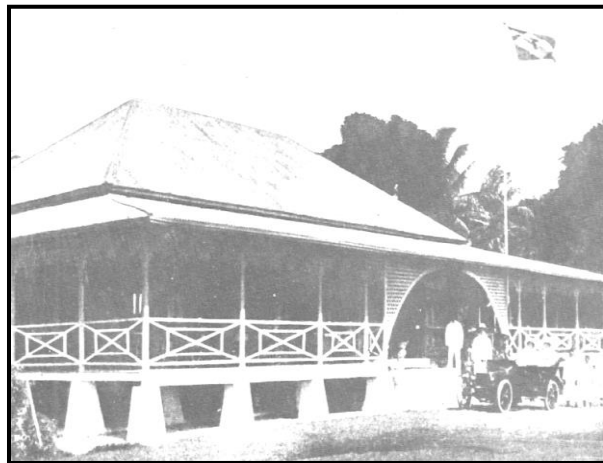
Many planters obtained large areas of land for plantations. They settled and became part of the island life. The islanders began to feel they needed things like metal knives and clothes. They needed money to get these things so they worked to get cash. Chiefs made the most money because they often forced their people to work and they would get the money. The people became angry at their own chiefs. The chiefs were becoming rich and were not close to their people. The culture of the Pacific was weakened and changed by traders and planters and

their money.

'Queen Emma' of New Britain is an example of a planter. Emma Forsayth was one of the first planters in New Guinea. Her mother was a Samoan woman married to an American settler in Samoa. In 1878, Emma came to trade in the Duke of York Islands of New Britain and settled in the area.



Queen Emma



Emma's house

Labour Recruiters

These groups came to recruit people to work on plantations in other countries like Australia. One system of labour recruiting was called '**black birding**' and obtained labourers for the sugar plantations in Queensland. Plantation owners preferred Pacific Islanders because they were much cheaper than white labourers and easier to control.

This system involved ships going to other Pacific islands, usually the Solomons and the coast of New Britain. There the captains would recruit workers whom they called '**kanakas**'. The kanakas were persuaded to sign contracts for three or four years. After this time they could renew contracts or return home.

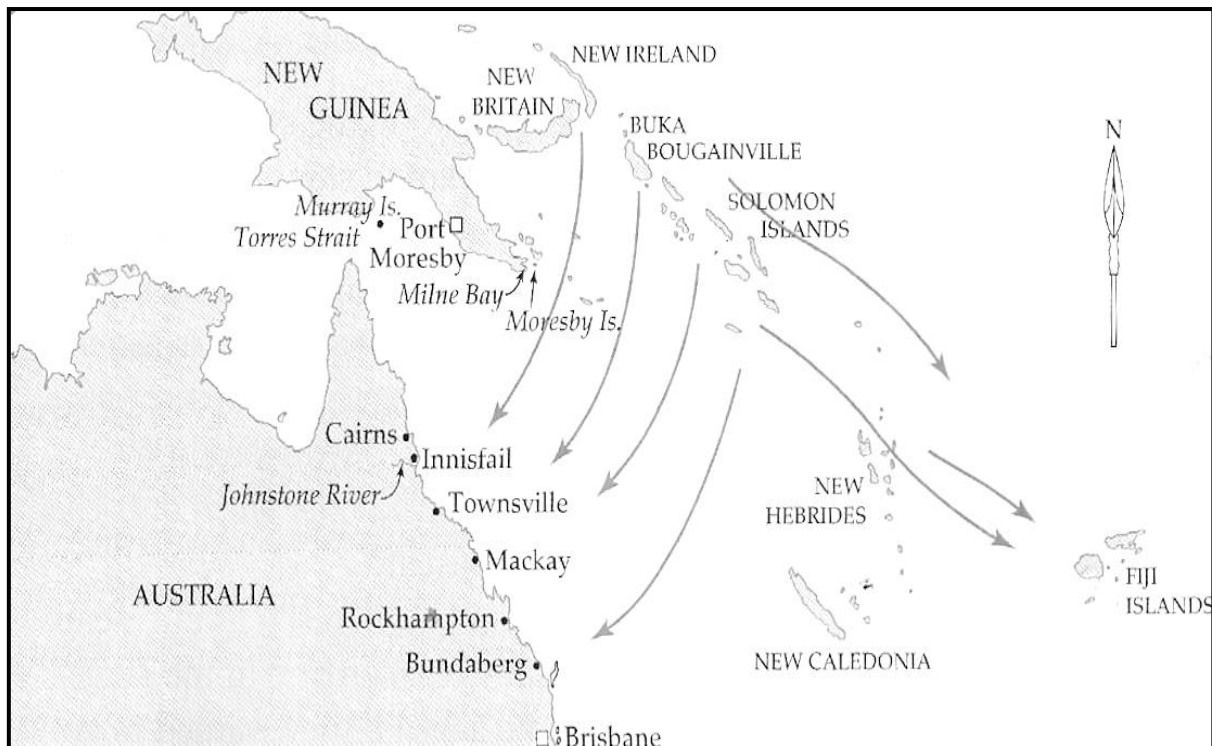
'Black birding' was officially considered as cheap labour and not slavery. Some were tricked into going by being told lies about the life they would lead on plantations. Others went willingly because they were keen to see the white man's world and hoped to acquire the white man's goods.

Culture refers to the customs, arts and beliefs of a group of people or society.

Black Birding is a form of getting people to work on plantations in other countries who were paid very cheaply.

Kanakas was a term used by Europeans which refers to Papua New Guineans and other Pacific Islanders who were recruited to work on plantations.

TRANSPORTATION ROUTES FOR LABOURERS



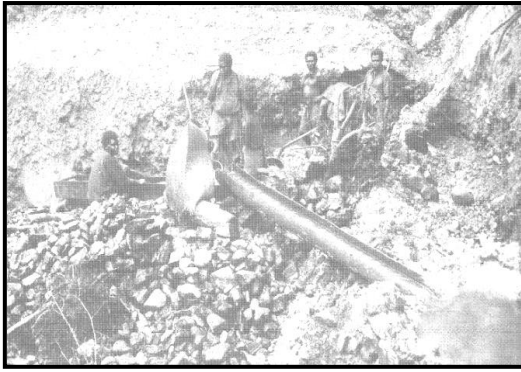
There were also cases of kidnapping or people being taken by force. This gave rise to the name, 'Black birding', a practice many fair-minded people in the Australian colonies objected to. It was likened to the slave trade which for centuries had seen people taken from Africa to be sold to work in American colonies. That is how African Americans came to be in America. The practice of getting workers for the Queensland sugarcane plantations was officially ended in 1904. Most of the 62, 000 Pacific Islanders who were taken to work on the plantations were returned to their home islands. Quite a few died of diseases or accidents and some actually settled in Queensland. Their descendants live along the Queensland coast, many in the city of Mackay.

Miners

The search for gold brought many Europeans and Chinese to Papua New Guinea. As early as 1878, more than 100 white prospectors were looking for gold in the Laloki and other rivers around Port Moresby.

In 1889, gold was discovered on Misima Island. Gold was the reason why many Australians came to Papua New Guinea. In 1926, gold was found in Edie Creek near Wau in the Morobe province. By the end of that year, there were more than 200 miners and 1300 Papua New Guinean labourers in the goldfields around Wau. Like the plantation owners, the miners used labourers to do the hard work. Some villages lost nearly all their strong men who were taken to work in the mines.

In 1927, the first airplane flight from Lae to Wau was made. Soon more freight was being flown out of Lae than any other airport in the world at that time. Giant dredging machines were flown in piece by piece. The Morobe goldfields were very rich and continued to produce gold until the Japanese invasion closed all mining operations in 1942.



Miners at Eddie creek



Mining labourers

Beachcomber

A **beachcomber** is a person who lives on the coast and tries to make a living from what is washed up on the beach. They want warm climate and an easy life in the tropics.

Beachcombers came to the Pacific islands hundreds of years ago. One or two still come around today. The first beachcombers were sailors who left the early explorers' ships because they did not like life at sea. Some came from ships that had been wrecked. Others were **mutineers** who were trying to hide from their ships. Sometimes, ship captains left those that caused trouble on a nearby island. Others came because they really wanted to be beachcombers. They have heard stories of the South seas and thought life would be better on a Pacific island.

Most beachcombers tried to live among the islanders so they were fed and looked after them. On most islands, a beachcomber might marry an island girl. He would learn the language and became a real islander. Some might also end up making trouble and taking advantage of the people. Many beachcombers were not educated. They often caused fights and spread diseases. Some beachcombers even tried to tell the islanders how to run their government.

Whalers

Whalers are people involved in the whaling industry. They were hunting and killing whales for a range of products. The most valuable of these products was oil which could be used for lighting in the days before electricity.

There were three significant whaling grounds in the New Guinea waters.

1. The coast of Sandaun Province
2. In the waters North of Kavieng and
3. Off the Northern and North-western waters of North Solomon Province.

Whaling was a seasonal industry but there were contacts between whalers and people of New Ireland, Buka and Bougainville. Many of the whalers came from the Eastern Coast of the United States of America and Britain.



Sailing whaling ships in north-east New Zealand

The whaling ships stayed in the Pacific until they had enough whale oil. Sometimes that took three years. They had to stop at an island for food and water. The sailors also wanted rest and fun. To them this meant alcohol and women. This brought problems to the islands. They brought gambling and bars.

Whalers often fought and killed islanders as well as each other. Honolulu, Hawaii and Papeete, in Tahiti, were big whaling towns. They were noisy and rough places where Islanders moved into to find jobs. It was hard for the islanders to keep their own customs when the whalers came.

Businesses for the whalers needed lots of workers. Many island boys joined the ships to become whalers. They took the place of sailors lost at sea.

The diseases introduced by the whalers such as sexually transmitted diseases (STDs), small pox, measles and influenza (flu) were the biggest problem. Many islanders died of these diseases.



Summary

You have come to the end of Lesson 11. In this lesson, you learnt that;

- The other groups who came after the explorers were the traders, planters, labour recruiters, miners, beach combers and the whalers.
- Traders came to buy and sell.
- Planters obtained large areas of land and set up plantations to grow cash crops.
- Labor recruiters arrived mainly to take people away to work on plantations in other countries.
- Miners came looking for gold and settled mainly in Wau, Bulolo.
- Beachcombers were looking for an easy life in the tropics and settled with the islanders. They live on the coast and try to make a living from what is washed up on the beach.
- Whalers were hunting whales for its oil in New Guinea waters.
- These different groups have introduced diseases, gambling, bar and have changed the way of life for the Pacific Islanders.
- The culture of the Pacific was weakened and changed by all these foreigners and their money.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.
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Practice Exercise 11

1. Why did traders stay longer in the Pacific?

2. How did the introduction of money and its uses change the culture of the Pacific people?

3. What is the difference between cheap labour and a slave?

4. Where was gold first found in Papua New Guinea?

5. What problems were brought in by the whalers? Give three (3) examples.

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 3.

Lesson 12: Missionaries



Welcome to Lesson 12. In Lesson 11, you studied the arrival and settlement of traders, planters and others in Papua New Guinea and other Pacific islands. In this lesson you will look at missionaries who came and settled in our region. We will discuss their motives for coming and the effects on the lives of the local people.



Your Aims:

- Define missionary
 - Identify the motives of early missionaries to Papua New Guinea and the Pacific
 - Identify the early mission establishments
 - Discuss the impact missionaries had on the local people
 - Identify existing evidences that prove that missionaries did come to Papua New Guinea
-

Who were the missionaries?

The people who were sent to preach the Christian gospel and to convert people. Missionaries representing many different Christian churches were one of the first groups of Europeans to follow the explorers into the Pacific area.

Why did the missionaries come?

Missionaries saw opportunities to convert more souls and to spread the word of their respective faiths.

There were two groups of missionaries in Papua New Guinea.

1. European Missionaries
2. Pacific Island Missionaries (from Samoa and Tonga) who had already been converted

They found themselves in situations of possible conflict with the people. Sometimes the conflict was physical that resulted in attacks and possibly killings. Thus, there were conflicts of interest between the old and the new cultures.

Some aspects of traditional cultures were almost completely destroyed but with other customs the old and the new continue to exist together.

Early Mission Establishments

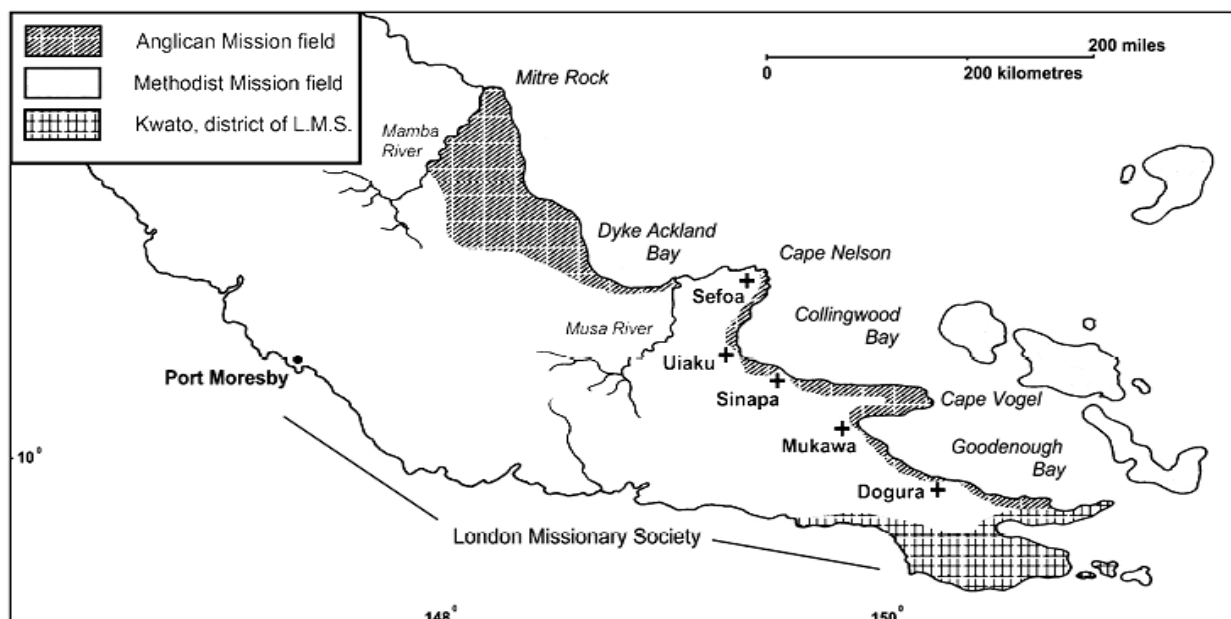
The missionaries wanted islanders to become good Christians. Some wanted them to be Catholics. Others wanted them to become Protestants.

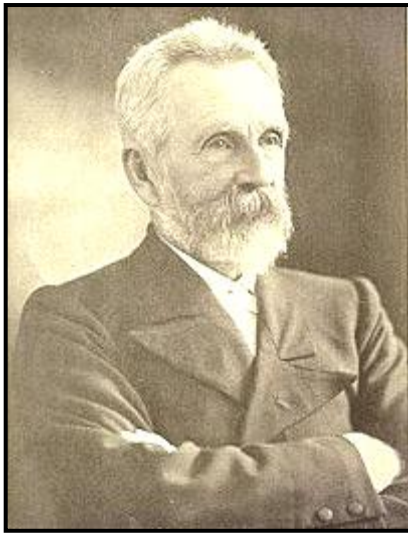
Below is a table showing places where early missions were established.

EARLY MISSION ESTABLISHMENTS

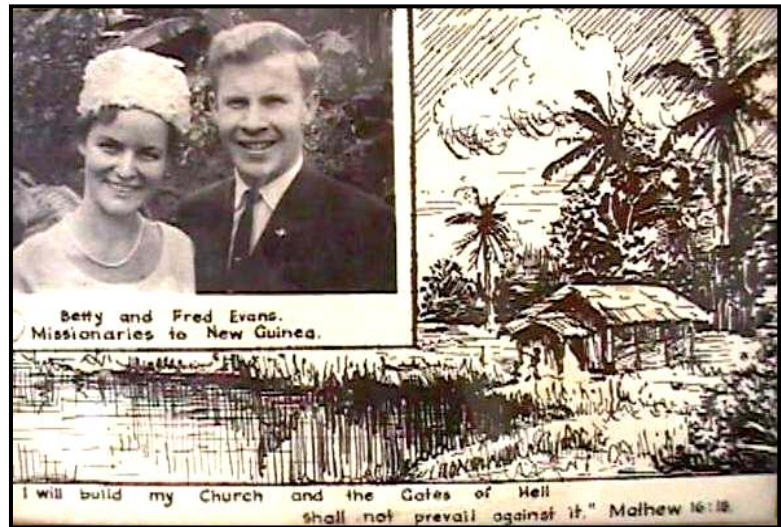
Mission Groups	Place of Establishment	Year
Spanish Catholics	Forced the Chamorros of Marianas to become Catholics	
French Catholics	Marquesas, New Caledonia, Wallis and Futuna	
Society of Mary or Marists (Roman Catholics)	Woodlark & Rooke Islands in Milne Bay (Papua New Guinea)	1847 & 1848
Sacred Heart Mission (Roman Catholic)	New Britain & Yule Island (Papua New Guinea)	1882 & 1885
London Missionary Society (LMS)	Torres Strait and Admiralty Islands Port Moresby	1874
Australian Wesleyan Methodist Missionary Society (AWMMS)	Duke of York Islands under the leadership of Reverend George Brown (Papua New Guinea)	1875
German Lutheran Missionaries	Finschafen in Morobe Province (Papua New Guinea)	1886

THE LONDON MISSIONARY SOCIETY IN PAPUA NEW GUINEA





Reverend George Brown



Fred and Betty Evans, missionaries in Maprik, East Sepik.

Missionaries view of the Pacific Ways

Missionaries often looked on the islanders as **savages**. They did not understand island customs and culture. Many missionaries did not bother to try to understand the islanders. They just felt the islanders must become Christians and get rid of their old religions and customs. Below were some areas of concern to the missionaries.

- Work Habits

Missionaries had problems understanding Pacific islanders' work habits. Pacific islanders did not work on one job all day long every day. They were used to doing different jobs. One day might be spent fishing. Another might be spent fixing a house. On another day an islander works on his canoe. This often upset the missionaries.

- Way of Dressing

Missionaries also did not like the way most islanders dressed. They felt the islanders did not wear enough clothes. Missionaries wanted the women to cover their breasts. They wanted the men to wear pants and shirts. But wearing clothes did not feel good in the humid tropics.

- Customs

They did not like the Pacific Islanders' customs. The missionaries worked hard to stop islanders from having sex before they were married. They also thought that people have only one lover, their husband or wife. Then there would be less vulnerable diseases.

- Old Religion

Some missionaries tried to get the islanders to give up their old ways of dancing. Many dances were about sex and the gods and spirits of the old religion. The missionaries were trying to get rid of that religion.

Savage is an offensive term relating to a culture that is unfamiliar and understood as lower, especially one not using difficult modern technologies.

- Traditional Medicine

They did not like the islanders' medicine. They thought magic was often used in making the medicine even though these medicines were useful and worked very well. They should have been kept but were told to throw them away.

The Pacific Island Missionaries to Papua

Teachers and catechists from other South Pacific islands played an important part in the missions in Papua. These people were earlier converts in their home islands of Tonga and Samoa. The missions thought that the Pacific Island missionaries could provide a link between the white missionaries and the local people. It was also thought that they could tolerate the climate and fevers of Papua better than Europeans. Unfortunately, the main disease was malaria, which does not occur in Polynesia and the island missionaries suffered just as badly as the Europeans.

Pacific Island Missionaries and European Missionaries

There was concern raised by the European Missionaries about the way Papuans were treated by the Pacific Island Missionaries. There were conflicts of interest between the two groups of missionaries on how, the Papuans should be taught. Listed below are some areas that were pointed out.

- Superiority

The European Missionaries were upset by the Island Missionaries' feelings of **superiority** over the Papuans. The Pacific islanders must have found the equality of Papuan society rather strange. They came from **hierarchical** societies. Many had high status in their own societies and thought that the Papuans would understand and respect this status.

- Violence

The Pacific island missionaries use of violence rather than peaceful persuasion also upset the European missionaries. Excessive violence was not liked by Papuans. However, when the island missionaries used fists and sticks to stop fights and control disturbances, they were admired by the Papuans who valued their fighting strength.

- Sharing

The Pacific islanders' cultures emphasised food exchange and sharing, whereas European culture encourages people to be careful and not share things unnecessarily. When the Pacific island missionaries shared their food with the Papuans, Europeans often saw it as wasteful and trying to buy prestige.

Impact of Missionaries on the Local People

Missions varied in their methods throughout the Pacific region. However, wherever they settled they took responsibility for establishing schools and aid posts long before the colonial governments took any real interest in the welfare of the people. For example, at the start of the Second World War, there were no administration schools in Papua and fewer than 500 students in the six administration schools in New Guinea. At that time, however, there were over 90,000 children in mission schools.

Superiority is an exaggerated sense of being better than other people.

Hierarchical societies are places where the society is arranged in a formally ranked order.

As well as bringing the Christian faith to Papua, the island missionaries brought their own island culture and knowledge (for example, music, dance and dress) which has been blended with the ways of many coastal Papuan people.

The Papuans saw less of the European missionaries who only visited the villages for a few days then returned to the mission station. The Pacific island missionaries, however, lived in the villages permanently and so their customs, rather than Europeans' had a long-term effect on villagers in the Papuan region.

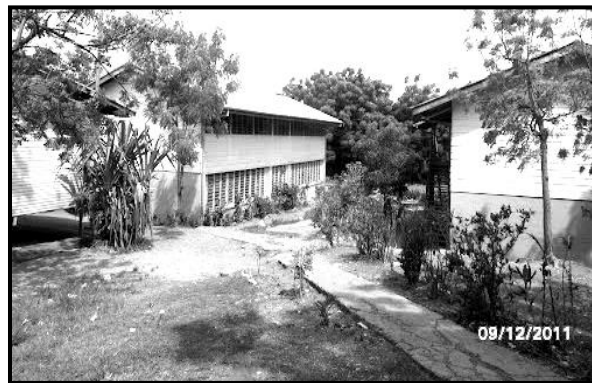
Missionaries were the only people who did not come to the islands looking for food and trade. In fact, they tried to help the islanders by preventing others to take advantage of the people.

The missionaries worked against problems caused by beachcombers, whalers, black birders and traders. They tried to stop wars, cannibalism, and using humans as sacrifices to the gods. Missionaries brought white men's medicine to fight diseases. They tried to improve farming in the islands. Missionaries taught the islanders to write in their own language and built many schools. They helped to educate many islanders. Many Pacific islanders became Christians.

Existing Evidences of Missionaries in Papua New Guinea



First church in Tami Island



Sacred Heart Catholic School, Hohola, Port Moresby



Hospital set up by Methodist Missionaries.



Don Bosco Technical School, Gabutu, Port Moresby.



Summary

You have come to the end of Lesson 12. In this lesson, you learnt that;

- Missionaries are people who were sent to preach the Christian gospel and to convert people.
- There were different groups of missionaries such as the Society of Mary or Marists, the Sacred Heart Mission, London Missionary Society, Australian Wesleyan Methodist and the Lutherans.
- These missionaries set up missions in Milne Bay, Morobe, New Britain and many other places in Papua New Guinea.
- Many missionaries found themselves in situations of possible conflict with the people because they did not understand island customs and culture, therefore they appointed island missionaries to help them.
- Missionaries thought that the Pacific Island Missionaries could provide a link between the white missionaries and the local people.
- European Missionaries were upset by the Pacific island missionaries' because they;
 - used violence rather than peaceful persuasion
 - became superior over the Papuans
 - Pacific islanders' cultures emphasised food exchange and sharing, whereas European culture encourages people to be careful and not share things unnecessarily.
- Missionaries established schools and health centres in remote parts of Papua New Guinea well before colonial administrators.
- Some existing evidences of missionaries are schools such as Don Bosco, hospitals like the Nazarene and many others.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.
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Practice Exercise 12

1. In which province was the first Methodist mission established?

2. Explain why the missionaries disliked many island customs.

3. Name the two Pacific Island countries the Island missionaries came from.

4. Explain briefly why European missionaries were upset with the Island Missionaries.

5. List four ways in which Papua New Guineans benefited from the missionaries.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
-

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 3.
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Lesson 13: Colonial Administrators and Government Representatives in Papua New Guinea



Welcome to Lesson 13. In Lesson 12, we discussed the arrival of missionaries and their impact on the people of Papua New Guinea. In this lesson you will look at Colonial Administrators and Government Representatives in Papua New Guinea. We will discuss the motives of European colonisation of New Guinea.



Your Aims:

- Define administrators and government representatives
- Identify different administrators in Papua New Guinea
- Identify motives of administrators in Papua New Guinea
- Discuss the roles of the first administrators
- Discuss the impact of administrators and government representatives in Papua and New Guinea

In lesson 11 you learnt that there were European traders and planters in our region. In Papua New Guinea, the Germans were cultivating cocoa, coconut and tobacco in the northern eastern half of New Guinea.

On the western half of New Guinea the Dutch were exploiting the spice trade. In New Guinea Island the European traders were more varied though there were Germans.

In the southern half of New Guinea there was no activity except the British ships which sailed past the Gulf of Papua to their Australian colonies.

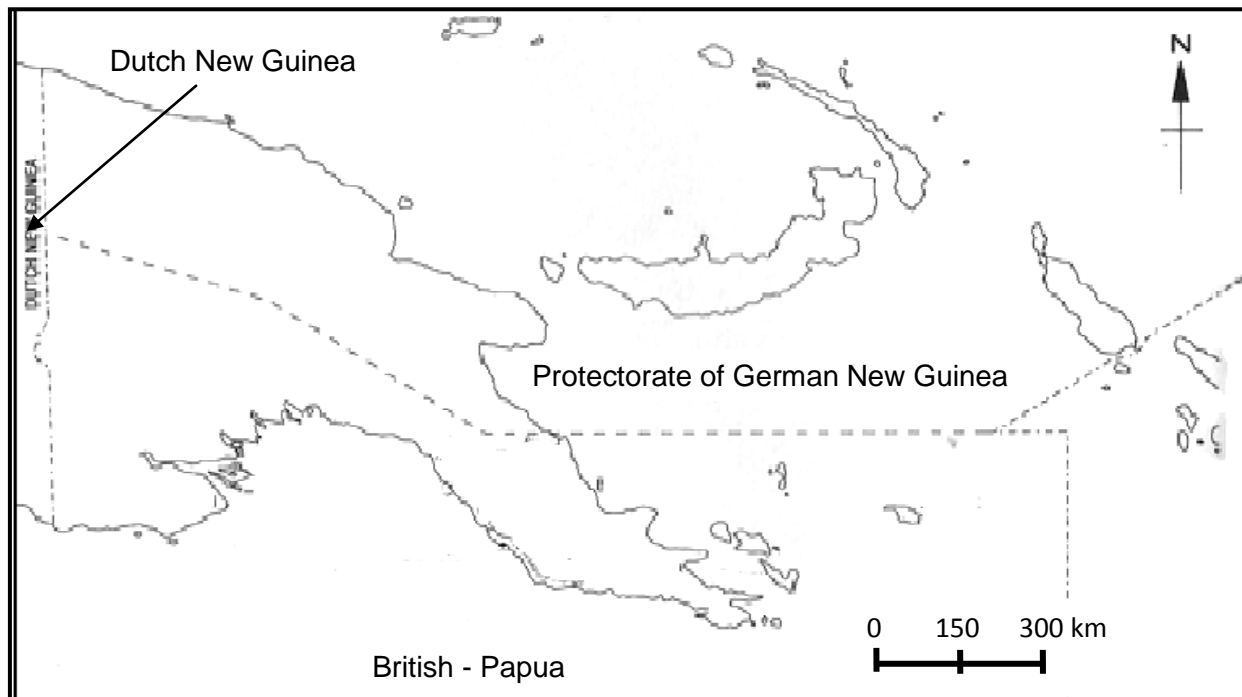
The most important groups were the early administrators and the government representatives who have ruled Papua New Guinea.

Administrators and Government Representatives are Europeans who have governed and introduced a new system of government in Papua New Guinea.

Papua New Guinea's borders were created by three powerful European nations in the 19th century. The western border, along the 141st meridian, was set in 1828 when the Dutch claimed the western half of mainland New Guinea. The Dutch did this to protect the British who might settle close to the profitable Dutch colony of the East Indies (now Indonesia).

The eastern half of New Guinea Island and nearby islands (present-day Papua New Guinea) attracted little attention in Europe until almost 60 years later, when they were carved up by Britain and Germany.

DIVISION OF NEW GUINEA INTO THREE POWERS



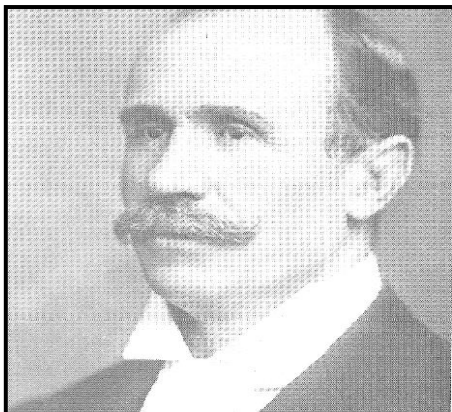
Early Administrators in Papua and New Guinea

A. British Papua

Those appointed by the British to look after the Protectorate were called Special Commissioners. The table below shows names of some early administrators.

Administrator (Name)	Year
Sir Peter Scratchley was a retired British Army General became the first special commissioner. His main concern was security and defence of Australia. He travelled far to extend British control but died of malaria after only three (3) months in office.	December 1884
Hugh Hastings Romily	1885-1886
John Douglas was a former Queensland premier and administrator. He advised that Papua become a British Possession.	1887
William Macgregor was a medical doctor by profession and was the first administrator of the new colony. He established an administrative system that linked Port Moresby with the rest of the colony. British formally annexed Papua and changed from a British Protectorate to British Possession or Colony.	1888
George Lee Hunt created a new northern division	1898-1902
C.S Robinson was removed because of encouraging punitive raids in Papua. He later committed suicide.	

<p>Sir Hubert Murray was appointed Acting Administrator in 1907 and Lieutenant-Governor in 1908. When Murray first went to Papua there were 64 white residents and 230,000 square kilometres of land that was unexplored jungle, with many native tribes.</p> <p>His sympathetic understanding of the native mind continued to be the strongest influence in his government. His policy had become more defined but its basis was always the preservation of the native races, even of those weaker peoples who are not yet able to stand by themselves.</p> <p>Murray held too that each native was an individual entitled to his own life, his own family and his own village. He recognised that natives had their own codes of behaviour.</p> <p>Murray trained suitable men to be policemen and he had Sydney University opened to others to be trained in first aid and rudimentary medicine to fit them to be assistants to white doctors.</p> <p>In some of these things Murray was only carrying on or extending what his predecessor Sir William Macgregor had begun but it is an additional merit in an administrator to recognise the value of earlier men's work.</p> <p>Sir Hubert Murray was the longest serving administrator until his death on the 27th of February, 1940.</p>	1907-1940
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Sir Hubert Murray



Royal Papua New Guinea Constabulary carried the body of Sir Hubert Murray to Port Moresby from Milne Bay

B. German New Guinea

The New Guinea Company was formed in May 1884. It aimed to make profits by using local labour to work on copra, cocoa and tobacco plantations on land bought or taken from the local people. The German government gave the administrative authority to the German New Guinea Company to administer the area. The Company's headquarter and policy was directed by businessmen based in Berlin, Germany. The company director, Adolf Von Hausemann, never visited German New Guinea. In June 1885, company representatives set out from Berlin to prepare the way for German settlers. They reached Finschafen, in November 1885. The German New Guinea Company administered the area for 30 years.

In the second half of the 30 year period, the German government took direct control of German New Guinea. The German government appointed Albert Hahl, an

experienced administrator to extend German influence and encouraged the developments of plantations. The Germans had more money than in Papua. They built roads, bridges, hospitals, colonial district offices, police posts and expanded the police force. The Germans left German New Guinea in 1914 as a result of losing World War I. She lost control of all her colonies as well as German New Guinea.

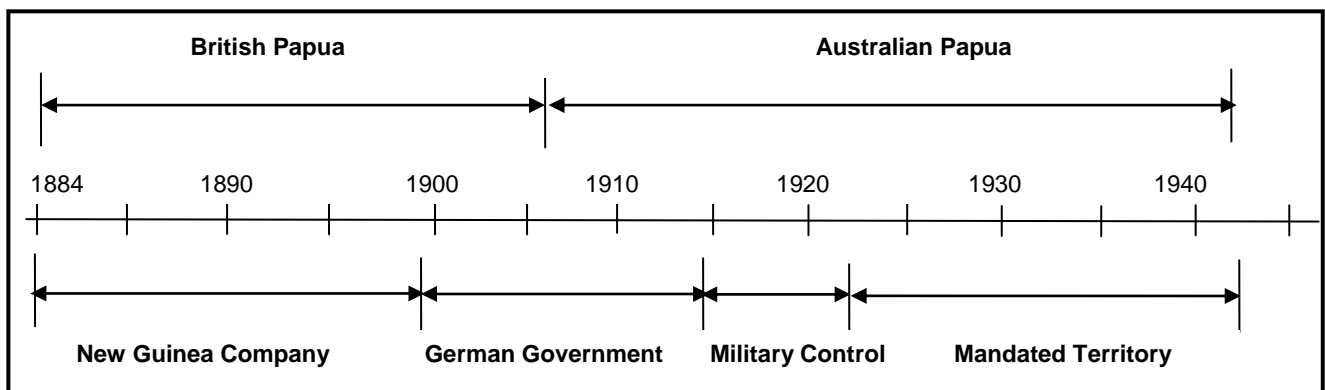
Australian forces looked after German New Guinea from 1914 until 1922. The mandated title stopped in 1942 during the Second World War.

The table shows the administration of New Guinea.

Administrator (Name)	Year
German New Guinea Company	1884
Albert Hahl	
The Australian Forces took over New Guinea	1914
Australia was formally given the mandate to look after it as a mandated territory.	1922

Now, look at the time line below which shows the different stages of administration by various governments in Papua New Guinea. Refer to the preceding notes to interpret the timeline.

PERIODS OF ADMINISTRATION OF EAST NEW GUINEA FROM 1884 - 1942



Motive of Administrators

- The German administrators' main aim, until after WW II, was to protect the interests of the European traders and settlers and govern in a way that would make the most profits for them.
- British administrators' purpose was to protect the interest of the Australians.

From the 1870s, the governments of Queensland and other Australian colonies had been asking their mother country, Britain, to take control of all eastern New Guinea and neighbouring islands. The Australians feared the German government might move first and did not want a potential enemy on their doorstep.

However, Britain, which already possessed many colonies worldwide, had no special interest in eastern New Guinea.

The German traders too, were already settled in New Britain and the Duke of York Islands, pleaded with their government to annex New Guinea before the British stepped in. During that time, there was fierce rivalry between British and German traders throughout the Pacific.

In 1878, Queensland increased her boundary in the Torres Strait to what it is today. By 1883, the Queensland premier, Sir Thomas McIlwraith, was convinced the Germans were about to annex eastern New Guinea. He sent a telegram to the police magistrate on Thursday Island, Henry Chester, ordering him to hurry to Port Moresby and claim all of eastern New Guinea in the name of the British Crown. Chester arrived on 3rd April and on the next day read the proclamation of annexation.

The British government had refused to accept Queensland's action but said it might be willing to take control of New Guinea if the Australians would pay all the administration costs of the new colony. They agreed and in August 1884, the Queensland government passed a law guaranteeing £15, 000 would be set aside for New Guinea each year.

On the 3rd of November 1884, the Germans declared their control over north eastern New Guinea as a **protectorate**.

Three days later on the 6th of November 1884, Southern East New Guinea was declared a British protectorate. These declarations gave notice to other European powers to keep out and gave the British a limited degree of control and a greater ability to protect its Australian colonies in Australia.



The rising of the British flag at Port Moresby, 6th November 1884 (British Annexation)

The function of the German protectorate established by the German government in North East New Guinea in 1884 was economical. It was to protect the interest of the Germans seeking to exploit the land and local labour and the resources.

Protectorate is a country that is defended and controlled by a more powerful state.

Impacts of Government Representatives and Administrators

Good (Advantages)	Bad (Disadvantages)
<ul style="list-style-type: none">• Trained men to be policemen• Opened Sydney university for others to be trained in first aid and rudimentary medicine to fit them to be assistants to white doctors• Changed the mindset of local people to be more organised in their communities by respecting, keeping clean, following rules, etc• Introduced a new system of government• Introduced basic services such as schools, aid posts, police posts, roads	<ul style="list-style-type: none">• Slavery or Black Birding by Queenslanders• Exploited the economic resources for free• Traditional leaders lost powers• Racial discrimination by the whites

**Summary**

You have come to the end of Lesson 13. In this lesson, you learnt that;

- Administrators and government representatives are people who have governed and introduced a system of government to Papua and New Guinea.
- Papua New Guinea was divided into two parts German New Guinea and British Papua.
- The Papuan region was governed by the British from 1884 to 1906.
- New Guinea was governed by the Germans from 1884 to 1914.
- German administrators and government representatives' main aim was to protect the interests of European traders and planters.
- British administrators protected the interests of the Australians.
- Administrators and government representatives taught the local people a more organised way of doing things, brought peace to them, trained the natives to be policemen and assistants to white doctors, introduced basic services and their government system.
- There were negative impacts such as, black birding, traditional leaders lost powers, and most of Papua New Guinea's economic resources were exploited without respect and for free .
- In most cases, there was racial discrimination by the Europeans.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.



Practice Exercise 13

Below is a table of events and dates. Complete the table by writing the missing events and dates.

Events	Dates
Dutch claimed the western half of mainland New Guinea	
Henry Chester, under orders from Sir Thomas Mcllwraith read the proclamation of annexation on Eastern New Guinea	1883
	August 1884
	3 rd November, 1884
British declared southern eastern New Guinea as their Protectorate	
Sir Peter Scratchley became the first special commissioner of British Papua	
	1884
British formally annexed Papua	
Sir Hubert Murray was appointed as Acting Administrator of British Papua	
	1914
Australia was given the mandate to look after New Guinea as a mandated territory	
	27 th February, 1940
World War 2 in Papua New Guinea The mandated title of New Guinea stopped	

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 3.

ANSWERS TO PRACTICE EXERCISES 9 - 13

PRACTICE EXERCISE 9

1. Building of new and better ships and navigational aids like compasses and astrolabe, maps and invention of gun powder.

2.

Explorer	Year	Sailed From	Sailed To
Columbus	1492	Spain	Bahamas
Vasco da Gama	1498	Portugal	India
Magellan	1512-1522	Spain	South Africa
Drake	1577-1580	UK	South Africa

3. Portugal and Spain
 4. It was a revolution or change in the way goods were produced. During the industrial revolution machines were invented to produce goods in larger quantities. Wealthy people set up coal mines, mills and other factories to mass - produce goods. The factory system required large quantities of raw materials. Therefore, imperial nations acquired more colonies to obtain large quantities of raw materials cheaply.
 5. Renaissance is a French word which means rebirth. This was a time of increased interest in learning and discovery. Scholars became fascinated by the world around them. They made scientific studies of plants and animals and tried experiments in astronomy and physics.
-

PRACTICE EXERCISE 10

1. The Aborigines regarded the land as sacred and something that was shared and cared for by the community.
2. For the Maoris, tribal ownership of land is an ancestral right. It is a source of inspiration and pride, and can only be taken from them by force.
3. They chose Australia and New Zealand because the temperate climate and landscape of these lands were similar to Europe and offered huge potential for agriculture and settlement.
4. The Australian Aborigines were badly treated, many were killed and lost most of their land. The Maoris became a minority in their own country but they were never as badly treated as the Australian Aborigines. The Maoris held on to much of their land and culture.
5. The Aborigines valued the land and was scared to be used by everyone while the settlers saw land as a resource to make profit out of it. This has resulted in conflicts of interest that led to clashes between them.
6. Land titles were granted to the Maoris but did not protect them against the

increasing demands of land from the settlers.

PRACTICE EXERCISE 11

1. They obtained large areas of land cheaply and became planters to make more profits.
 2. The culture of the Pacific was weakened and changed by traders and their money. This is because the people's daily activities were disturbed because now they worked for money. The money they got made them to become greedy unlike in the past where they shared goods with each other. With the money earned, they bought European goods that changed their way of life.
 3. Cheap labourers were paid some money for their service and were returned to their place of origin. Slaves were never paid any money and were never returned to their place of origin.
 4. Gold was first found on Misima Island in the Milne Bay Province.
 5. The whalers brought a lot of social problems such as diseases (STDs) to the islands. They brought alcohol, gambling and bars. Whalers often fought.
-

PRACTICE EXERCISE 12

1. The Australian Wesleyan Methodist Missionary Society, started work on the Duke of York Islands in East New Britain Province.
 2. This is because the missionaries often looked at the islanders as savages. They did not understand island customs and culture. They thought that the customs of the island were backward and primitive. They just felt the islanders must become Christians and get rid of their old religions and customs.
 3. Most of the island missionaries were from Tonga and Samoa.
 4. The European missionaries were upset by the island missionaries' feelings of superiority over the Papuans. The island missionaries also used violence rather than peaceful persuasion on the Papuans.
 5. Papua New Guineans have benefited a lot from the missionaries such as;
 - i. established schools to educate people.
 - ii. established aid posts for sick people.
 - iii. helped natives by introducing new ways of farming to improve their production.
 - iv. introduced Christianity to stop wars or tribal fights and cannibalism.
-

PRACTICE EXERCISE 13

Events	Dates
Dutch claimed the western half of mainland New Guinea	1828
Henry Chester, under orders from Sir Thomas Mcllwraith read the proclamation of annexation on Eastern New Guinea	1883
Queensland government passed a law guaranteeing to set aside money to run New Guinea	August 1884
Germans declared control over north eastern New Guinea as a Protectorate	3 rd November, 1884
British declared southern eastern New Guinea as their Protectorate	6 th November, 1884
Sir Peter Scratchley became the first special commissioner of British Papua	December, 1884
German New Guinea Company was given the Administrative Authority to administer German New Guinea	1884
British formally annexed Papua	1888
Sir Hubert Murray was appointed as Acting Administrator of British Papua	1907
Australian Forces took over New Guinea	1914
Australia was given the mandate to look after New Guinea as a mandated territory	1922
Death of Sir Hubert Murray	27 th February, 1940
World War 2 in Papua New Guinea Mandated title of New Guinea stopped	1942

TOPIC 4

WORLD WAR TWO

In this topic, you will learn about:

- **World War II in Papua New Guinea**
- **Experiences of Papua New Guineans during the war**
- **Effects of the war**

TOPIC 4: WORLD WAR TWO

In this topic, you will learn about World War II. World War II started in Europe in 1939 and eventually reached our shores in 1942.

You will study the experiences our people had gone through during the war. You will also learn about the effects of WW II. What happened as a result of the war? What changes have taken place when the war ended?

We were under European's control until Independence in 1975 when Papua New Guinea was recognised as an independent nation.

However, before the independence, Papua New Guinea had gone through various forms of governing systems. Those days were very tough for Papua New Guinea as well as the colonisers especially the Australians.

Lesson 14: World War II in Papua New Guinea



Welcome to Lesson 14 of Topic 4. Lessons in Topic 3 were about the arrival and settlement of foreigners. In this lesson, you will study how and why World War II came to Papua New Guinea and the Pacific.



Your Aims:

- Explain World War I and II
- Identify the countries that fought in World War I and II
- Explain the causes of World War I and II
- Explain how and why World War II came to the Pacific
- Identify the main battle grounds in Papua New Guinea
- Identify and list some existing evidences that prove that World War II occurred in Papua New Guinea

Do you sometimes think of what it would be like, if you were living during World War I and II? Imagine how frightening and scared you would be. You would not know where to hide. Have you ever conversed with those who experienced the war to get first-hand information of what it was like? If you know of someone who had lived through WW II then it is a privilege to obtain as much information as you can about the war.

In the twentieth century (the 1900s), there were two world wars.

1. World War I
2. World War II

1. World War I

WW I was a global war which started in Europe on 28th July 1914 and lasted until 11th November 1918. The war lasted exactly four years, three months and 14 days.

Causes of World War I

There were many factors that led up to the start of World War I in Europe. A lot of these factors were rooted in the deep history of the old powers of Europe including Russia, Germany, France, Italy, Austria, Hungary and Britain.

The real causes of World War I included

- a. Politics and secret alliances and
- b. Imperialism
- c. The assassination of Archduke Franz Ferdinand of Austria

Alliances and Politics

In the years leading up to the war, the countries of Europe were competing for power and making alliances.

- In 1881, Germany made an alliance with Austria-Hungary and Italy. These countries all agreed to protect each other in the event they were attacked by France. However, Italy then went and made a secret alliance with France saying they would not aid Germany.
- In 1892, France and Russia established an alliance.
- In 1904, Britain and France signed an agreement and became alliance.
- In 1907, France, Britain and Russia formed The Triple Entente.
Germany felt that this powerful alliance surrounding them posed a real threat to their existence and power in the region.

Imperialism

Imperialism is when a country expands its influence and power into a large empire. Some European countries, such as France and Britain, had created large worldwide empires and had become very rich. Other European countries, such as Russia and Germany, wanted to create their own big empires. This caused competition and conflict between many of the countries throughout the world.

In 1914, the situation in Europe was tense. Secret alliances, internal politics, and the desire to grow empires had built up distrust and dislike between many of the European powers. All it would take was one international event and Europe would be at war.

Assassination of Archduke Ferdinand

On June 28, 1914, Archduke Franz Ferdinand, heir to the throne of Austria-Hungary, was assassinated in Sarajevo. The Austria government believed that the assassination was organised by the Serbian government. They also saw this as an opportunity to regain control of Serbia.

How did WW I start?

Austria-Hungary issued a number of harsh demands on Serbia, threatening to invade if Serbia did not comply. They gave them 48 hours to respond but Serbia could not meet all the demands, therefore,

- Austria-Hungary declared war on Serbia on July 28.
- However, Russia was prepared to defend its ally Serbia.
- Next, Germany declared war on Russia to protect Austria.
- This caused France to declare war on Germany to protect its ally Russia.
- Germany invaded Belgium to get to France which caused
- Britain to declare war on Germany.

This all happened in just a few days.

Countries that fought in World War I

World War I was fought between the Allied Powers and the Central Powers.

- Members of the Allied Powers were France, Russia and Britain known as the **Triple Entente**. The United States also fought on the side of the Allies after 1917.
- Members of the Central Powers were Germany, Austria-Hungary and Italy known as the **Triple Alliance**.

COUNTRIES THAT FOUGHT IN WW I



2. World War II

World War II began in Europe in 1939 soon after Germany invaded Poland. It was at 4:40 am in the morning of 1st September, 1939 when German planes began bombing Weilmünster City. In that raid, 1,200 lives were lost and about 75 % of the city's infrastructure was destroyed. At the same time at about 4:45 am German naval battleship fired on Polish Military base in Danzig. Later in the day, the German troops crossed into Poland bombing other Polish cities. Two days later, on the 3rd of September 1939, Britain and France declared war on Germany. World War II ended with the surrender of Germany on the 8th of May, 1945.

THE START OF WW II, 1939



World War II has great impact on Papua New Guinea because it was fought on our soil. It had a much bigger effect on our people than World War I. The Second World War was really two wars. One was fought in the Pacific and the other in Europe.

Causes of WW II

Most historians believe that the causes of World War II can be traced back to World War I from 1914 to 1918. Americans had fought in World War I to "make the world safe for democracy." These were the words and goals of U.S. President Woodrow Wilson. But the peace **treaties** that ended World War I did not make the world safe for democracy. Instead, they caused bitterness and anger that led to World War II.

Germany and its allies had been the losers in World War I. Germany was stripped off one sixth of its territory and forced to pay huge **reparations**. After World War I, Germany suffered from high unemployment and inflation. German money became almost worthless.

A League of Nations was set up after World War I to keep the peace. But the U.S. did not join and other countries were too busy with their own problems than to worry about Germany and other trouble spots.

Then, in the early 1930s, the world was hit by an **economic depression**. Workers lost their jobs, and times were hard. People looked for leaders who could bring about change which led to World War II.

Treaty is a formal agreement between two or more states in reference to peace, alliance, commerce, or other international relations.

Allies are groups, or nations which are associated with one another for some common cause or purpose.

Reparations are payments by a defeated country for the destruction it caused in a war.

Inflation refers to the increasing prices of goods and services.

Economic depression is a severe decrease in economic activities, i.e. low employment, production decreases, inflation etc.

Countries that fought in World War II

There were two groups of countries who fought in World War II.

1. Allies

2. Axis

The Axis Powers were made up of

- a. Germany, led by Adolf Hitler
- b. Fascist Italy, led by Benito Mussolini and
- c. the Empire of Japan, led by Emperor Hirohito

On October 15th, 1936, Germany and Italy signed a friendship treaty that formed the Rome-German Axis. The Axis Powers ruled empires and dominated large parts of Europe, Asia, Africa and the Pacific Ocean but the Second World War ended with their total defeat.

The Allies of World War II were the countries that opposed the Axis Powers.

The start of the war on the 1st of September 1939 consisted of;

- a. France
- b. Poland and
- c. The United Kingdom later joined by the British Commonwealth.
- d. These commonwealth nations included Australia, Canada, New Zealand and South Africa.
- e. The Soviet Union joined the Allies in mid-1941 and
- f. The United States joined by the end of the year after the attack on Pearl Harbour.
- g. Other Allies included Belgium, Brazil, Ethiopia, Greece, India, the Netherlands, Norway and Yugoslavia.

The Allies promoted the alliance to stop wars started by the Western and Eastern powers associated with the axis.

How and why did World War II come into the Pacific?

The **Pacific War**, sometimes called the **Asia-Pacific War**, was fought in the Pacific and East Asia. It was fought over a large area which included the Pacific Ocean and islands, the South West Pacific, South-East Asia and in China.

The Pacific War began on 7th December, 1941, when the Japanese bombed Pearl Harbour which was US's naval (military) base in Hawaii. Japan also invaded Thailand and attacked the British possessions of Malaysia, Singapore and Hong Kong as well as Philippines.

Japan's intention (purpose) was to create war with the Americans to displace the United States as the dominant Pacific Power. Japan decided to attack the United States and British forces in Asia and seize the resources of Southeast Asia. It wanted to continue its conquest of East Asian countries with the invasion of China in 1933. Japan planned to attack islands in the south-west Pacific including Australia and New Zealand.

Invade is to attack and enter another country by force.
--

Japanese military rapidly moved down south-east Asia into the Pacific taking Singapore on 15th February, 1942. They were attacking and claiming the **territories** of Britain. Therefore, the Australian's plan was to stop Japan in New Guinea before they could invade Australia. Thus, Papua New Guinea was brought into the war when Australia **counter-attacked** the Japanese troops.

Main Battle Grounds of World War II in Papua New Guinea



Where was the war fought in PNG?

Papua New Guinea was important because it is strategically located to the north of Australia. Its large land area provided safe locations for the air and naval bases for Australian Forces. Papua New Guinea was one of those places which would form a useful link in the chain of defences of the newly conquered area.

Japanese military was aware that the Allies had built up their strength in Australia to attack its naval base at Rabaul. Therefore, it required a number of air bases to protect its naval base in Rabaul.

However, the Allies also wanted these same air bases in Papua New Guinea to support their attack on Rabaul. Port Moresby, Milne Bay, Kokoda, Gona and Buna were locations for potential airfield sites. These locations were of interest for both sides and so became the focus of most of the land, sea and air fighting in Papua New Guinea.

Port Moresby was important because any allied attack north through Papua New Guinea towards Rabaul required Port Moresby as a base. Similarly for any attack south towards Australia, the Japanese required Port Moresby.

On the 23rd of January, 1942, the Japanese extended their control to New Guinea. Rabaul became the forward base for the Japanese campaigns in mainland New Guinea, New Ireland, Manus, the Trobriand Islands and Solomon Islands.

A **sea-borne invasion** launched from the Japanese base in Rabaul was defeated by Australian and American forces in the Battle of the Coral Sea from 4th to 8th May 1942. It was fought along the coast of Central and Milne Bay Provinces.

In July and August, the Japanese army attempted to capture Port Moresby by moving overland from Gona and Buna on the north coast. They moved through the Kokoda track also known as the Kokoda Trail, located along the Owen Stanley Range in Oro Province. This was the major battlefield in Papua New Guinea where over 600 Australian soldiers were killed alongside many Papua New Guineans. American and Japanese soldiers also lost their lives fighting there.

Counter- attack refers to attack in response to the enemy's attack.

Territories refer to areas that are under the control of another country.

Sea-borne invasion refers to attack of the enemy on the sea or undersea by the use of ships or boats and submarines.

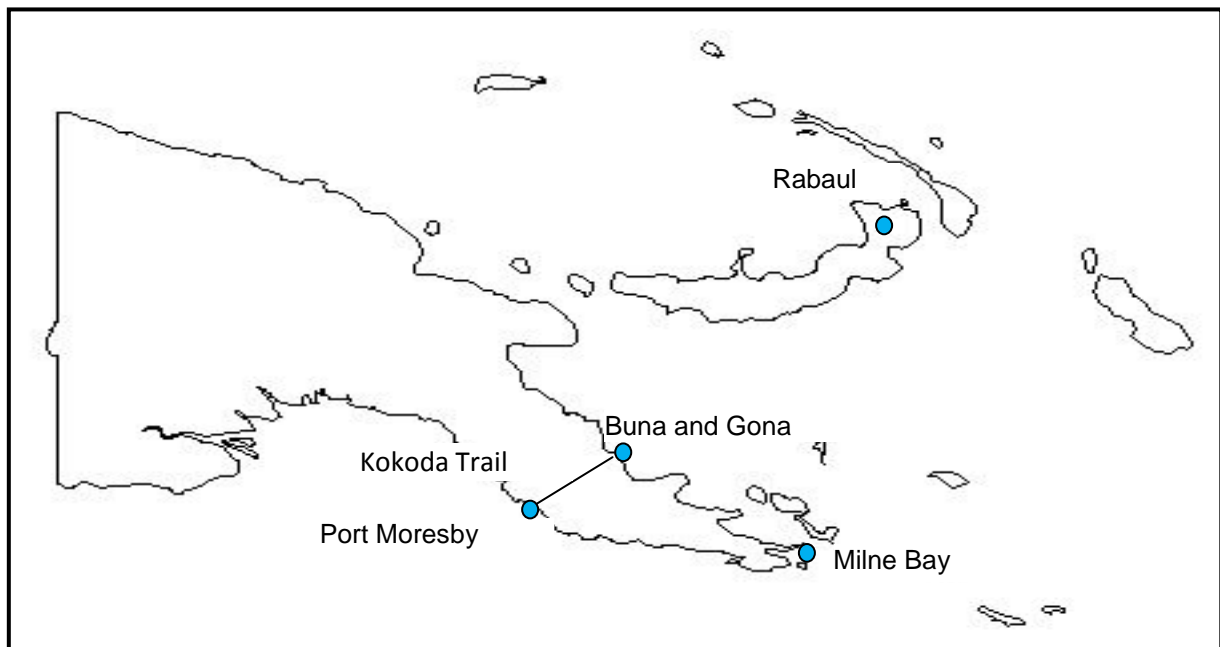


Eora village during the war



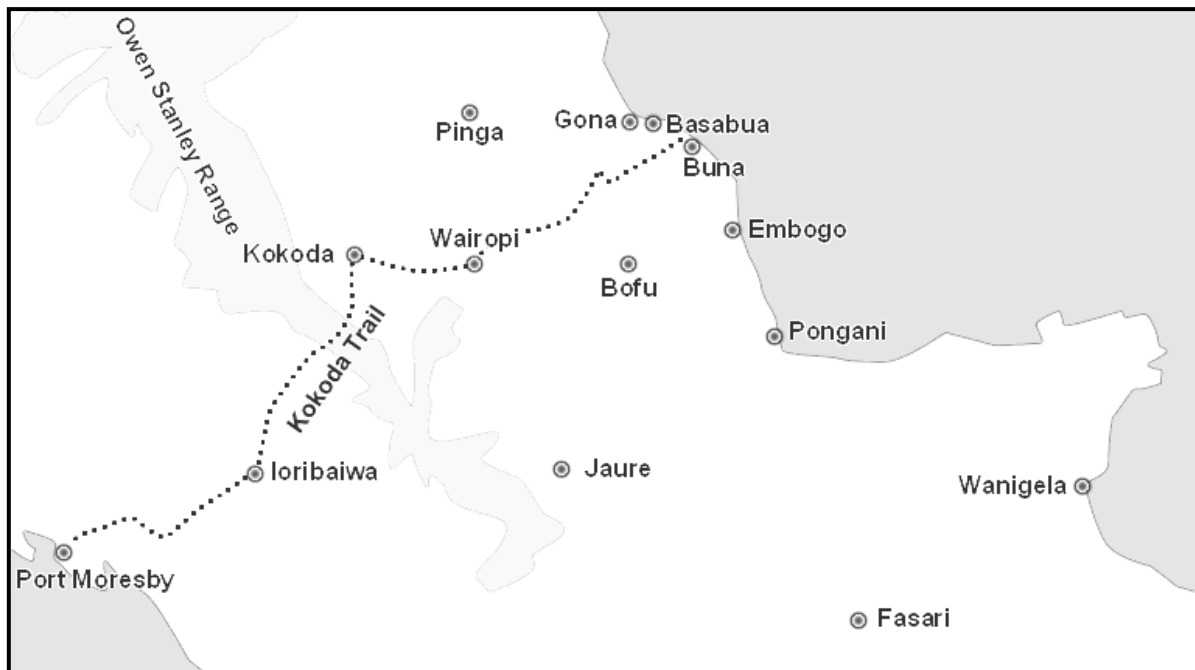
Papua New Guineans help during the war

WW II BATTLE GROUNDS IN PAPUA NEW GUINEA



Please refer to the map on page 55 of the Papua New Guinea Secondary School Atlas (Brown Cover) about European Contact. This map gives you the detailed information on WWII in Papua New Guinea from 1941 to 1945.

BATTLE OF THE KOKODA TRAIL



Existing Evidences of World War II in Papua New Guinea

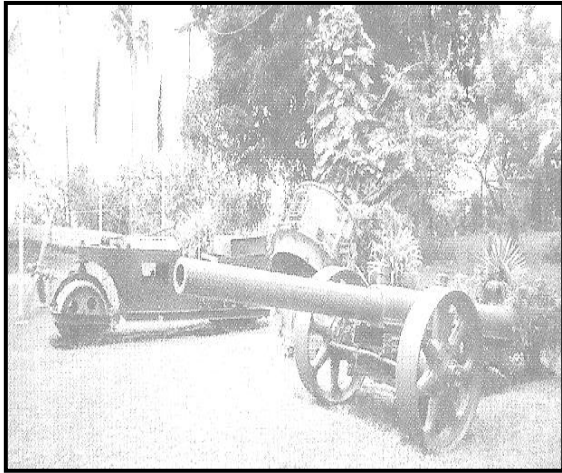
Just off the road from Port Moresby at the southern end of the Kokoda Track is Bomana, the largest war cemetery in the Pacific. It was established in 1942 and contains 3779 headstones. There are 3069 known and 237 unknown Australians from the fighting in New Guinea together with 443 allied soldiers, sailors and airmen.



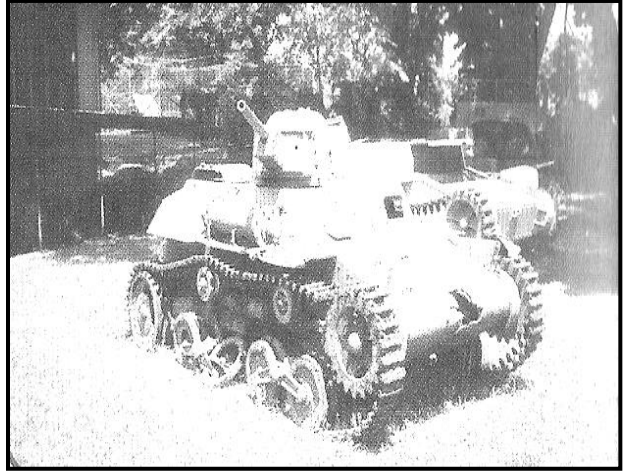
Bomana War Cemetery located outside of Port Moresby

Papua New Guinea Government declared the 23rd of July as a day of remembrance for the loved ones lost in the war. The ANZAC day for Australia is also a day of remembering soldiers who died in the war. Australians travel to Papua New Guinea every year to pay respect. The Bomana War Cemetery comes alive when many people pay respects on these special days.

Here, you can see existing evidence of the war to prove that it did really occur in our country. Relics of the Second World War.



Guns in Rabaul



An armored vehicle from outside the Kokopo Museum



A B-17 Bomber



Soldier's Helmet



Summary

You have now come to the end of Lesson 14. In this lesson, you learnt that;

- World War I started on 28th July, 1914 and ended on 11th November, 1918.
- The causes of World War I
 - Politics and secret alliances
 - Imperialism
 - Assassination of Archduke Franz Ferdinand of Austria
- The Triple Entente was made up of France, Russia and Britain
- The Triple Alliance was made up of Germany, Austria, Hungary and Italy.
- World War II began in Europe on the 1st of September, 1939 and ended on the 8th of May, 1945.
- World War II occurred as a result of failing to fulfill the promises on treaties signed between Germany and the allied powers after World War I.
- The Allied powers of WWII were made up of France, Poland and United Kingdom, the British Commonwealth and others.
- The Axis powers were formed by Germany, Italy and Japan.
- The Pacific War began on the 7th December 1941, when Japan bombed Pearl Harbour and moved southward into the Pacific.
- United States declared war on Japan on the 8th of December 1942.
- Papua New Guinea was the strategic location for land, air and naval bases for Japan to attack Australia.
- Rabaul became the forward base for the Japanese Military.
- Major battles in Papua New Guinea occurred in Milne Bay, Port Moresby, the Kokoda Trail, Gona and Buna.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE



Practice Exercise 14

1. What was the cause of World War I?

2. (i) Who were the Triple Entente members of World War I?

a. _____ b. _____ c. _____

(ii) Who were the Triple Alliances members of World War I?

a. _____ b. _____ c. _____

3. What were the causes of World War II?

4. (i) Who were the Axis Powers in WW II?

a. _____

b. _____

c. _____

(ii) Who were the Allies in WW II?

a. _____ b. _____

c. _____ d. _____

e. _____

5. What has brought WW II into the Pacific?

6. Why was Papua New Guinea involved in WW II?

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 4.
--

Lesson 15: Experiences of Papua New Guineans during WW II



Welcome to Lesson 15. In the previous lesson, you learnt about the start of World War II in Papua New Guinea and the Pacific. In this lesson, you will study the experiences of Papua New Guineans during World War II.



Your Aims:

- State the roles of Papua New Guineans in the war
 - Discuss the relationship between the soldiers and Papua New Guineans during the war
 - Discuss the impact of war on Papua New Guineans
-

The people who lived in the villages along the Kokoda Track knew little about the war until it came to them. They had lived a traditional life, with only occasional contact with Australian patrol officers. Then Australian troops began moving over the tracks, some occupying huts and trampling over gardens. As the fighting came closer, most villagers went further into the thick bush to camp away from the main tracks. While they were away, Australian and Japanese troops destroyed many huts. Hungry soldiers raided the village crops and shot their pigs.

Roles of Papua New Guineans in WW II

A total of 2538 adults and children occupied 21 villages on the river banks of the Mamba, Gira and Eia Rivers. The total adult male population was 354 of whom 21 were recruited as soldiers in the **Papuan Infantry Battalion (PIB)**.

The Papuan Infantry Battalion was a group of soldiers from the Papuan region that were taken to help fight alongside the Australians.

Thirty-five men joined the Royal Constabulary as policemen whilst 110 of the able-bodied men were recruited as labourers and carriers. This left 185 males who were too old or too young or not fit enough to be of any service in the war. The absence of able-bodied men left women with the tasks traditionally undertaken by men.

These included clearing land for gardens, building houses and hunting and fishing. Women also continued with their traditional responsibilities of gardening, raising pigs and looking after children, the aged and the ill.

Papua New Guineans were recruited as;

- a. carriers
- b. stretcher bearers
- c. road and air field construction workers.
- d. interpreters
- e. Local police men

Their roles greatly assisted the Australians to win the war.

For example, they carried stretchers over dangerous barriers, with the patient reasonably comfortable. The care they gave to the patient was magnificent. When night found the stretcher still on the track, they found a level spot and built a shelter over the patient. They made him as comfortable as possible, fetch him water and feed him if food was available, regardless of their own needs. They slept four each side of the stretcher and if the patient moved or required any attention during the night, this was given instantly.

Papua New Guineans were seen as valuable soldiers because of their skills in jungle fighting. They were greatly involved with the Australian Army. Local police and other men were taken into the Australian Army and trained as special fighting units.

Papua New Guinean soldiers were highly regarded by the Australian Army. They achieved much and produced distinguished war heroes. A native hero of such is William Melpti of Manus Province.

The photographs below show the kinds of help Papua New Guineans offered during the war.



Photographs like these, published in Australian newspapers helped to change Australians' attitudes towards Papua New Guineans. Australians were grateful towards our people and after the war they felt it was their duty to provide money through taxes, to help rebuild those parts of Papua New Guinea which had been destroyed during the war.

Relationship between the Soldiers and Papua New Guineans during the war

By now, you are aware of the kind of link between these strange groups. As mentioned above, it was a time when the Australians realised the potential of these great men.

One of the things which signify this relationship is the Kokoda Track. The Kokoda Track was among Australia's most significant areas of World War II. During the second half of 1942 Australian troops took part in a series of punishing military actions as they tried to stop the Japanese advancing across the Owen Stanley Ranges towards Port Moresby. If they became ill or were wounded, the Australians relied on help from local Papuan civilians who carried them on stretchers or guided them through the rugged country that the Track runs through.

Their dedication and courage saved the lives of many men and today the Track remains a symbol of the lasting bond of friendship that exists between the people of Papua New Guinea and Australia.

The Australian Department of Environment works with the Papua New Guinean Department of Environment and Conservation to deliver the Kokoda Initiative. The Australian Kokoda Taskforce coordinate's Australia's high-level involvement.

Activities are carried out with many partners, including the Oro and Central Provincial Administrations, local level governments, local communities, the Kokoda Track Authority, PNG Tourism Promotion Authority and the PNG National Museum and Art Gallery, tour operators and the Australian Department of Foreign Affairs and Trade.

Australia had been presenting commemorative medals to family members of the 'Fuzzy Wuzzy Angels' in recognition of their service to Australian Servicemen during World War Two. The most recent medals ceremony was conducted at Popondetta on 3rd Nov 2011 and was supported by Australia's Federation Guard and the Department of Veterans Affairs.



Impact of War on Local People

You have learnt earlier that the Second World War had a bigger effect on the lives of many Papua New Guineans. Most Papua New Guineans had little idea of what the war was about. One man in a group of carriers recruited from Orokolo village in Gulf Province said, *'I had heard that there was a war between white men and yellow men but I did not know why they were fighting'*. Gradually, few began to know what the war was about.

For about two-thirds of the people of Papua New Guinea, the war became part of their lives. Only remote villages in the upper Sepik and Fly Rivers in the Western and Southern Highlands were untouched by the war. Remote refers to an area far away from the main centres or towns.

Villagers learnt the terror of machine gunfire and bombs. They watched as their homes and gardens were destroyed; they were forced by both sides to join the army and became refugees in their own land. Refugees are people who leave their country to find shelter in another country due to political unrest, war and disaster.

What could have happened to the villages and wives of those men who were taken to fight in the war?



Summary

You have come to the end of Lesson 15. In this lesson you learnt that:

- Papua New Guineans roles during the war included; carriers, stretcher bearers, road and air field construction workers, local police men and interpreters.
- Other Papua New Guineans were recruited as local police who joined the Australian Army and trained as special fighting units.
- War was heavily fought in Northern (Oro), Morobe, Madang, Milne Bay and Bougainville.
- The Kokoda Track signifies the relationship between the soldiers and Papua New Guineans because it was where most intensive fighting took place trying to keep away the Japanese Army. Many soldiers were wounded and died. Papua New Guineans dedication and courage saved the lives of many soldiers.
- The War became part of Papua New Guineans' life. They became used to the terror of machine gun fires and bombs and watched as their homes and food gardens were destroyed. Papua New Guineans were forced to join the army and became refugees in their own land.
- ANGAU refers to the Australia New Guinea Administrative Unit.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.



Practice Exercise 15

1. What do the following abbreviations stand for

(i) PIB: _____

(ii) ANGAU: _____

2. Name the provinces and their towns where war was heavily fought.

Province	Capital (Town)
(i)	
(ii)	
(iii)	
(iv)	
(v)	

3. List the roles of Papua New Guineans during the war.

(i) _____ (iv) _____

(ii) _____ (v) _____

(iii) _____

4. What could be the reason why Papua New Guineans did not have the accurate number of soldiers who fought in the war?

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 4.
--

Lesson 16: Effects of World War II



Welcome to Lesson 16. In the previous lesson, you learnt about the experiences of Papua New Guineans during the war. In this lesson, you will study the effects of the war.



Your Aims:

- Discuss the long term effects of the war on Papua New Guineans
 - Explain how World War II had changed the perception of Australians and vice versa in Papua New Guinea
 - Identify the existing evidence of World War II in Papua New Guinea
 - Classify existing evidence as primary or secondary sources of evidence
-

Long Term Effects of the War on Papua New Guineans

There were a number of effects both positive (good) and negative (bad) experienced during and after the war. A lot of positive things were achieved after the war. The **four notably** long term effects were;

1. Friendship

What left the greatest **impression** from the war experiences was the *friendship* made between Papua New Guineans and the Australian soldiers. *Impression refers to an idea, feeling or opinion.* For instance, Papua New Guineans were able to discuss openly with the Australians their ideas such as running their own country.

2. The External or Outside Push for Decolonisation

Decolonisation refers to those countries looked after by strong, powerful and bigger countries now claiming independence for their own country.



What is independence?

Independence means a country looking after itself by making its own decision on how to run its affairs.



In 1961, the General Assembly of the United Nations established special committee on decolonisation on countries under **colonial rule**. Colonial rule refers to a strong, powerful and big country controlling another country.

For example, Australia taking control of Papua New Guinea from 1945 to 1961. Australia made most decisions for us. However, the United Nations then decided for this to stop and Papua New Guinea to take control of its own affairs.

3. The Internal Push for Independence

The UN committee on decolonisation put pressure on the Australian government to prepare its **trust territory** of Papua New Guinea for independence. Trust territory refers to country claimed or looked after by another country.

4. Tourism

This is the unexpected long term effect of the war. The famous Kokoda Trail in Oro Province was a battle field in World War II. There were about 1000 soldiers wounded plus over 600 Australian soldiers who died there trying to push back the Japanese forces that were on their way to capture Port Moresby. Also many Japanese soldiers died there fighting back. It is estimated that over 50, 000 of our soldiers died fighting alongside the Australians.

It is now a national tourism site where Australians, young and old come to walk this track and feel what it was like tracking this part during the war. Today, the popularity of the Kokoda Trail continues with many young Australians seeing it as physical and emotional challenge as well as a symbol of Australian courage during wartime.

It has been estimated by the Kokoda Track Authority that in 2005 trekking brought in about K11 million to Papua New Guinea. It has one way or the other contributed to the growth of our country's **economy**.

Let us check your understanding of the lesson as you do the activity below. The answers are at the end of the summary.



Activity

1. List four notable long term effects of the war.

(i) _____

(ii) _____

(iii) _____

(iv) _____

2. UN stands for _____

3. Explain how the Kokoda Trail has brought in a lot of money?

<p>Economy refers to how a country makes its wealth that is money and goods and distribute to everyone.</p>
--

Change of Perception by World War II

The war brought a different **perception** of Papua New Guineans to Australians and likewise Australians to Papua New Guineans. **Perception** refers to the point of view of something. Before the war, the Australian government did not provide much money for development.

However, many Australians felt grateful to Papua New Guineans for their support during the war. This was the reason why the amount of money spent by Australia on development of services in Papua New Guinea greatly increased after the war.

After 1945, there was a general movement of world opinion against **colonialism**. Most colonial powers began to give their African and Asian colonies independence. Colonialism refers to the way in which stronger, powerful and big countries taking control of other countries. This may either be willingly or by force from their **colonies**.

The United Nation (UN) began to press Australia for more rapid progress towards independence in Papua New Guinea. Colonies refers to a country ruled by another country.

After the war, the Public Services started to take on its present form with Departments such as Education, Health and Agriculture being established. Compared with before the war, the pace of development after the war was very rapid but even at that time, nobody imagined that Papua New Guinea would be independent in 30 years' time.

Existing Evidence of World War II

Here, you will study evidence that will prove to you that World War II was in fact fought on our soil. We will identify them as primary and secondary sources. As you studied earlier, primary sources are original proof of something that happened in the past. This refers to evidence like war relics, photographs, stone axes and pottery. Secondary Sources are second hand evidence. This may be stories retold or rewritten like text books, myths and legends.

1. Primary Evidence



The graves of Australian soldiers at the Bomana War Memorial Cemetery in Port Moresby. Soldiers who were killed during the Second World War.

2. Secondary Evidence

This is an experience of a man named Kabug Bangan of Karkar Island of Madang Province;

'We talked about the future of New Guinea. They talked Australia...and this was the only time I ever sat down with Europeans. They never turned me away. You see, this was a bad time-war time. So 'master' and natives worked together. Before the war 'masters' were not like this. Before the war they use to make us stay a long way from them. Oh, it was a different thing during army time'.

The story could have been translated from Pidgin to English by those who did interviews then.



Summary

You have come to the end of Lesson 16. In this lesson you learnt that;

- Countries that were fighting in the Second World War in Papua New Guinea were the Japanese against Americans and Australians.
- About 1000 Australian soldiers were wounded whilst over 600 were killed in the Kokoda.
- The four long term notable effects of World War II are friendship, decolonisation independence and tourism.
- The war changed the attitudes of the Australians towards Papua New Guineans.
- Independence refer to a country looking after itself by making its own political decision.
- Colonisation refers to the way in which stronger and powerful and countries taking control of other countries.

Answers to Activity:

1. (i) Friendship
(ii) Decolonisation
(iii) Independence
(iv) Tourism
2. UN stands for United Nations
3. The Kokoda Trail has brought in a lot of money because it is a tourist attraction site where people pay money to walk the track and experience what it was like during the war.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE



Practice Exercise 16

1. Define the following;

- (i) independence _____
- (ii) colonies _____
- (iii) colonisation _____
- (iv) territory _____
- (v) decolonisation _____

2. Why does Australia keep on giving a lot of money to Papua New Guinea?

3. List two importance of the Kokoda Track.

- (i) _____
- (ii) _____

4. Which organisation helped countries like Papua New Guinea gain independence?

5. Which government departments were the first to be introduced to Papua New Guinea?

- (i) _____
 - (ii) _____
 - (iii) _____
-

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 4

ANSWERS TO PRACTICE EXERCISES 14 - 16

PRACTICE EXERCISE 14

1. World War I was caused as a result of politics and secret alliances, imperialism and assassination of Archduke Franz Ferdinand Austria

2. (i) Triple Entente

a. France

b. Russia

c. Britain

(ii) Triple Alliance

a. Germany

b. Austria-Hungary

c. Italy

3. World War II occurred because Germany was unable to fulfill all the demands that were stated in the peace treaties signed after WW I. For example, paying of reparations to other countries for the destructions caused in WW I.

-Another reason was due to the failure of powerful countries like USA to join the League of Nations to keep world peace which raised anger.

-The economic depression was another contributing factor to the start of WW II.

4. (i) Axis Powers

a. Germany, led by Adolf Hitler

b. Italy, led by Benito Mussolini

c. Japan, led by Emperor Hirohito

(ii) Allies

a. France

b. Poland

c. United Kingdom

d. The British Commonwealth

e. Others

6. World War II reached the Pacific after Japan had bombed Pearl Harbour in Hawaii which was US's naval base and moved rapidly down southward. It attacked countries like Malaysia, Singapore, Hong Kong and Philippines. Japanese military aimed to attack Australia and New Zealand

7. Papua New was involved in WW II and was important because of its strategic location. Its large land area was safe for the air and naval bases for the Australian military. Papua New Guinea was one of those places which formed a useful link in the chain of defenses of the newly conquered areas.

PRACTICE EXERCISE 15

1. (i) PIB : Papuan Infantry Battalion

(ii) ANGAU: Australian New Guinea Administrative Unit

2.

Province	Capital (Town)
(i) Northern (Oro)	Popondetta
(ii) Morobe	Lae
(iii) Milne Bay	Alotau
(iv) Madang	Madang
(v) Bougainville – Autonomous Region of Bougainville (ARB)	Arawa

3. (i) carriers (ii) stretcher bearers (iii) road workers
(iv) interpreters (v) air field construction workers (v) local policemen
4. The reason why the number of Papua New Guineans who fought in the war were not mentioned because they did not have proper records. At that time majority of Papua New Guineans still lived their traditional life and did not have formal learning.

PRACTICE EXERCISE 16

1. (i) Independence refer to a country looking after itself by making its own political decisions.
(ii) Colony refers to a country ruled by another country.
(iii) Colonisation refers to the way in which stronger and powerful countries taking control of other countries.
(iv) Territory is an area or country claimed by another country.
(v) Decolonisation refers to those countries looked after by strong and powerful countries.
2. Because Papua New Guineans helped the Australians in the war. They were very loyal, kind dedicated and showed great courage and were very brave when serving the army.
3. (i) Tourist attraction site making money for the locals and our country as a whole
(ii) War Memorial site
4. The United Nation's Committee for decolonisation
5. (i) Department of Education
(ii) Department of Agriculture
(iii) Department of Health

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SUBJECTS AND GRADE TO STUDY

Grade Levels	Subjects
Grades 7 and 8	1. English Language
	2. Mathematics
	3. Science
	4. Social Science
	5. Making a Living
	6. Personal Development
Grades 9 and 10	1. English
	2. Mathematics
	3. Science – Biology/Chemistry/Physics
	4. Social Science
	5. Business Studies
	6. Personal Development
	7. Design and Technology- Computing
Grades 11 and 12	1. English - Applied English/Language and Literature
	2. Mathematics - Mathematics A/Mathematics B
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Business Studies
	6. Personal Development
	7. ICT

REMEMBER

- For **Grades 7 and 8**, you are required to do all six (6) courses.
- For **Grades 9 and 10**, you must study English, Mathematics, Science, Personal Development, Social Science and Commerce, Design and Technology-Computing is optional.
- For **Grades 11 and 12**, you are required to complete seven (7) out of thirteen (13) courses to be certified.
- For **Matriculation**, you must successfully complete 8 courses; 5 core and 3 optional courses.

Matriculation Certificate**CORE COURSES**

- Basic English
- English 1
- English 2
- Basic Maths
- Maths 1
- Maths 2
- History of Science & Technology

OPTIONAL COURSES

- Science Stream:
Biology, Chemistry and Physics
- Social Science Stream:
Geography, Introduction to Economics, and Asia and the Modern World

Your Provincial Coordinator or Supervisor will give you more information regarding each subject.

