

PACIFIC PLACES

The Pacific Places curriculum unit addresses three Hawai'i Department of Education (DOE) benchmarks for the seventh-grade Pacific Islands Studies course: the World in Spatial Terms (PI.7.1) benchmark and two Human and Physical Characteristics in Spatial Terms benchmarks (PI.7.2 and PI.7.3). The unit is designed as a self-contained package that can be used by teachers who are new to the Pacific Islands as well as by those who are familiar with the Pacific. The unit, which contains four lessons and takes twelve classroom periods, includes procedures/activities, resources/tools, and assessment instruments. The website for this curriculum unit is: http://www.hawaii.edu/cpis/resources_7.html

Pacific Places draws on the skills and experience of curriculum development specialists (Donna Mills and Pauahi Baldomero-Kazunaga), classroom teachers (Nino Murray and Peter Wagner), and Pacific specialists (Julie Walsh and Tisha Hickson). Donna Mills was the coordinator for the project, which was made possible by a US Department of Education Title VI National Resource Center grant to the Center for Pacific Islands Studies (CPIS) at the University of Hawai'i at Mānoa (www.hawaii.edu/cpis). Teachers Renee Adams (Kalama Intermediate, Maui), Tracy Palmgren (Ilima Intermediate, O'ahu), and Sean Johnston (Washington Middle, O'ahu), in addition to Murray and Wagner (Waiakea Intermediate, Hawai'i) pilot tested the lessons.

THE "BIG IDEAS" ADDRESSED BY THE BENCHMARKS

The World in Spatial Terms benchmark (PI.7.1) and the Human and Physical Characteristics in Spatial Terms benchmarks (PI.7.2 and PI.7.3) specify that students will come to understand that

- a) geographic representations (such as maps, graphs, diagrams, photographs, and satellite-produced images) can supply information about the physical and human characteristics of a place
- b) the geographic makeup of coral, continental, and volcanic islands directly affects the Pacific region's resource base, which in turn affects the region's potential for economic development

This unit includes *Pacific Island Economies*, a resource developed by James Mak, emeritus professor of economics at University of Hawai'i at Mānoa, is essential reading for teachers. Designed as a classroom reading for students, it is useful in understanding how the physical characteristics of Pacific Island entities affect their economic resources and their potential for economic development. This resource can be downloaded from the CPIS website at www.hawaii.edu/cpis/resources_1.html.

NATIONAL GEOGRAPHY STANDARD 4

The Pacific Places unit explores National Geography Standard 4: The Physical and Human Characteristics of Place (see <http://www.learner.org/series/powerofplace/standards.html#standard4>). According to this standard, the physical characteristics of a place include climate, landforms, soils, hydrology, vegetation, and animal life, while the human characteristics of a place include language, religion, political systems, economic systems, population distribution, and quality of life. The ways in which physical and human processes interact over time are very complex. Because the three Hawai'i DOE

benchmarks highlight the economics and demographics of Pacific places and their interaction with other characteristics of places, the terminology of this unit differs slightly than that of the National Geography Standard 4. The Pacific Places unit uses the term “human characteristics” to refer to selected elements of the built environment, such as bridges, man-made waterways, roads, cities and towns, and buildings, and contrasts these with the human characteristics of a place that pertain to economic activities and demographics.

DESCRIPTION OF LESSONS

- Lesson one is designed to hook students’ interest. It introduces them to the physical characteristics of islands in the Pacific region, also known as Oceania. It also introduces them to the ways that the physical characteristics of an island might influence its inhabitants’ daily activities and the ways they go about obtaining, and going beyond, the basic necessities of life.
- Lesson two is the centerpiece of the unit. It uses a matrix to guide students in gathering information about the physical and human characteristics of a particular place, or location. Students work in groups to research an assigned Pacific Island entity, with particular attention to how economic activities are related to its physical and human characteristics, including demographics.
- Lesson three asks the students to create a product or performance that compares a high-island entity and a low-island entity, with particular emphasis on the relationship between the physical and human characteristics of a location, including its demographics and economic activities.
- Lesson four is an optional extension activity.

CHOICE OF ISLAND ENTITIES

The six island entities for the study unit—Papua New Guinea, Fiji, the Republic of the Marshall Islands (RMI), Chuuk State (one of the four states that make up the Federated States of Micronesia), Guam, and Tuvalu—were chosen with the following characteristics in mind:

- **Low islands vs high islands.** The Pacific Islands region is very diverse, both geographically and culturally. One way of understanding this diversity is by contrasting low islands (coral islands and atolls) with high islands (continental and volcanic islands). Low and high islands offer contrasts in terms of land area, population, climate, and economic resources. Our study matrix includes two Island entities that are primarily coral atolls and can be characterized as low islands—RMI and Tuvalu—and four entities that feature high islands, sometimes in combination with coral atolls
- **Connections to the United States.** Our set of six Island entities is heavily oriented toward entities that have political connections with the United States. Our choice of Guam, RMI, and Chuuk State reflects, in part, the Hawai’i DOE Pacific Islands Studies benchmarks’ focus on the cultural and political relations the United States has with selected islands. It also reflects the presence in Hawai’i of a number of migrants from the Republic of the Marshall Islands and Chuuk State. These two entities are linked to the United States through compacts of free association, which specify that the citizens of these entities may work and live in the United States without having to obtain a visa. Including these two entities gives the growing number of Marshallese and Chuukese students in Hawai’i an opportunity to see themselves

in the curriculum, and it gives other students the opportunity to see their Marshallese and Chuukese peers as part of the broad Pacific Islands region.

- **Culture areas.** Although there is some debate in academic circles about whether the partitioning of the Pacific Islands into three culture areas—Melanesia, Micronesia, and Polynesia—is useful or meaningful, it is still a common way of describing the entire Pacific Islands region. Our selection includes two Melanesian entities (Papua New Guinea, Fiji), three Micronesian entities (RMI, Chuuk State, Guam), and one Polynesian entity (Tuvalu).
- **Size.** Although Papua New Guinea is much larger than any other Island entity, and therefore is atypical in many respects, it is included as a further illustration of the diversity of the region.

RESOURCES

Each lesson is accompanied by resources that are needed for the lesson. In addition, there is a separate Resources web page (http://www.hawaii.edu/cpis/resources_7a.html) for lesson two that contains

- a list of resources on the Pacific Islands region as a whole
- a page for each of the six Island entities containing images and a list of resources

Although the list of resources for the region as a whole has been prepared with teachers in mind, the students may be given this general list, as well as hard copies of the resources for their particular Island entity. Each resource list contains links to online maps. These may be printed and given to each group, or students can access them from the lists and print the maps themselves.

In designing the unit, it was assumed that most, if not all, Hawai'i DOE seventh-grade teachers have a classroom set of Reilly Ridgell's *Pacific Nations and Territories*, third or fourth edition. Students using the third edition may have to rely on the online resources more than students using the fourth edition, which is more comprehensive.

DATA GATHERING

A few notes regarding data gathering and comparison:

- Because the entities selected represent different levels of political sovereignty, comparing and contrasting them is not as straightforward as it might seem. For example, it may not be easy for the students researching Chuuk, one of the four states that compose the Federated States of Micronesia, to find data just for Chuuk, as distinct from the Federated States of Micronesia.
- All of the Island entities that were selected (with the exception of Guam) consist of more than one island or atoll. Because the data are more readily available for the main island/atoll in each entity, we have focused on these main islands, which are in parentheses, following the name of the entity in the data-gathering matrix. However, economic and other activities on the main or capital island/atoll are not necessarily reflected in life on the outlying islands, just as O'ahu offers a number of contrasts with its neighbor islands in Hawai'i.

- While the physical characteristics of an entity affect its economic base, there are other factors that influence an entity's economy and demographics, such as its political status. For example, the political status of free association, which links an entity to a metropolitan power, such as the United States or New Zealand, may convey certain economic advantages and/or migration opportunities for an entity's citizens. In our sample, Papua New Guinea, Fiji, and Tuvalu are independent nations; Guam is a territory of the United States; RMI is a self-governing nation in free association with the United States; and Chuuk is a one of the states that form the Federated States of Micronesia, another self-governing nation in free association with the United States. (For a concise representation of the different kinds of political association in the region, see the Political Statuses of Pacific Islands chart at www.hawaii.edu/cpis/PoliticalStatuses11.pdf.)

Because the wording of the three benchmarks does not refer to political association, the unit, as written, does not address the third "big idea" that is linked with the target benchmarks: migration from rural to urban areas resulted in large Polynesian communities in metropolitan areas. Political status is a very important aspect of Pacific Island entities, however, and teachers (and students) may want to add it as a category on the data-gathering matrix.

Title of Unit: Pacific Places		Course: Pacific Island Studies
Duration: 12 class periods (@50 minutes ea.)		Grade: 7
Hawaii Content and Performance Standards III Benchmarks http://165.248.30.40/hcpsv3/index.jsp : 7PI.7.1 World in Spatial Terms Use geographic representations such as maps or models to explain population distribution and the physical and human characteristics of places in Oceania, including landforms, natural resources, climate, rivers, lakes, bridges, dams, roads, and buildings. 7PI.7.2 Human and Physical Characteristics in Spatial Terms Describe demographic patterns and how they affect places. 7PI.7.3 Human and Physical Characteristics in Spatial Terms Analyze important economic activities and explain the relationship between these activities and the physical (including natural resources, land forms, and waterways) and human (including bridges, canals and roads) characteristics of places in Oceania.		Content Addressed: <ul style="list-style-type: none"> • population settlement/distribution • demographics (eg, population increases, decreases, growth and decline, birth and death rates, race, ethnicity, patterns of movement over time) • economic activity (eg, providing for basic needs, making a living, trading, land and sea resources) • geographic theme of place: physical characteristics of places (eg, waterways, landforms, natural resources, climate, rivers, lakes) and human characteristics of places (eg, bridges, dams, roads, canals, buildings) Skills Addressed: <ul style="list-style-type: none"> • using maps and other geographic representations • describing, explaining, and analyzing • making cause-and-effect connections
	Lesson Title and Duration	Notes/comments
1	Where Would You Live? (one class period)	This introductory lesson includes <ul style="list-style-type: none"> • whole-class map reading and discussion activity • small-group activity addressing the best place to live and why • individual activity that provides each student a chance to design an island community based on his/her own needs/interests The intent is to have students begin to understand the difference between the physical and human characteristics of a place.

<p>2</p>	<p>Our Pacific Islands (eight class periods) A. Introduction (one class period)</p> <p>B. Hawai`i: Our State (one class period)</p> <p>C. Group Research (three class periods)</p> <p>D. Group Presentation (two class periods)</p> <p>E. Group Debriefing (one class period)</p>	<p>Four corners activity in which students begin to classify topics into four categories: physical characteristics, human characteristics, demographics, and economics.</p> <p>Teacher models and includes whole class in using maps, charts, and other resources to glean information and place it on a matrix. Categories on the matrix are clarified and skills such as using a map key are practiced. Class discussion should include the relationship between economic activity and other characteristics of places.</p> <p>Assign students to one of six Island entities. Have students give same information as modeled in 2A and apply what they learned in 2A. They complete matrix after research and prepare for presentations.</p> <p>Groups share their findings with the entire class. Groups submit their matrix to teacher for duplication and distribution to other students who should formulate some questions. (Teachers may want to prepare their own matrix to compare to student submissions.) Presentations should include relationship between economic activity and other characteristics of places.</p> <p>Debrief in small groups using questions provided in Additional Questions to Consider.</p>
<p>3</p>	<p>Comparing Places - Conclusions and Generalizations (two class periods) A. Review (one class period)</p> <p>B. Assessment Task (one class period)</p>	<p>Whole class with teacher: compare and contrast gathered information to identify patterns and offer generalizations. Examine characteristics in detail.</p> <p>Complete final assessment task.</p>

4	Projecting the Future (Optional) This is an extension home-play lesson that takes the student beyond the benchmarks. It may be used for students who are ahead of others and/or be given as extra credit.	Students address the following questions: <ul style="list-style-type: none">• In ten years where would I like to be and what do I need to do to get there?• What skills do I project I will need.• What will this place be like in ten years?• Would I like to live here? Why or why not?• What can I do now to make sure this is a place I will want to live?• In addition to the things we looked at, what other things influence my decision to live in a particular place?
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Pacific Island Economies

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Illustrations by Julianne Walsh

January 2001 (rev July 2012)
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The Center for Pacific Islands Studies is a National Resource Center for the Pacific, partially supported by funds from the US Department of Education Title VI Program. It is part of the School of Pacific & Asian Studies at the University of Hawai'i at Mānoa. The center offers a bachelor's degree and a master's degree in Pacific Islands studies and has an active publishing program, including two book series, a journal on the contemporary Pacific (*The Contemporary Pacific: A Journal of Island Affairs*), an Occasional Paper series, and a quarterly newsletter. It also has an active outreach program to the community, including teachers. The center may be contacted at:

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Chapter 1

What Is An Economy?

An economy is made up of buyers and sellers. In fact, when you buy a Local Motion t-shirt, or a pizza, or a ticket to the movies, you are a buyer and therefore you are part of Hawai'i's economy.

The Local Motion store that sells you the t-shirt is also part of Hawai'i's economy. The store uses your money to rent the store space, hire employees, pay for merchandise, utilities, and other expenses.

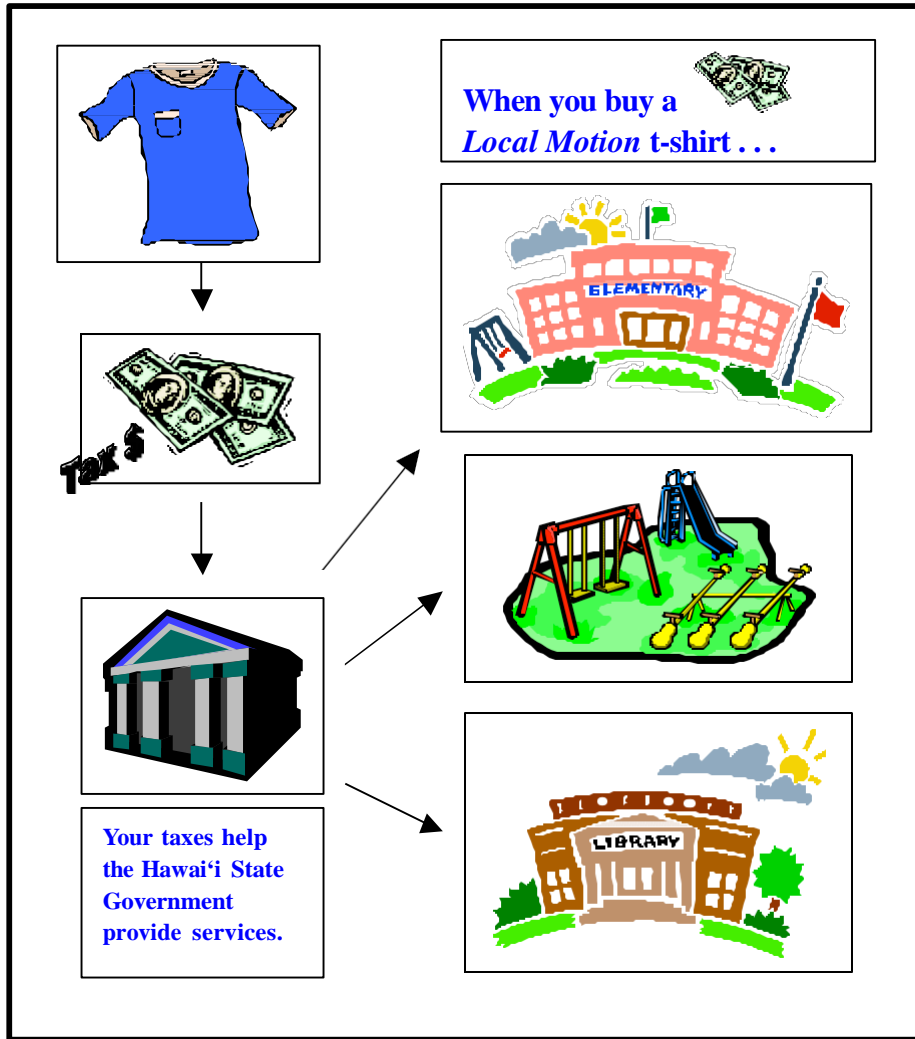
The store employees spend their wages on groceries, cars, clothes, movies, and other things they want. They too are part of Hawai'i's economy.

Also, when you buy the t-shirt, you pay a sales tax to the state government, which uses that money to hire your teachers, buy textbooks, maintain parks and libraries, and provide other public services. Thus, our state government is also part of Hawai'i's economy.

Together, you (and other individual buyers like you), businesses, and our state and county governments make up Hawai'i's economy.

People who do not live in Hawai'i are also part of Hawai'i's economy. For example, when tourists spend money, they too contribute to Hawai'i's economy. The United States government spends money to hire workers to deliver our mail and run our Post Offices and to maintain our military bases like Pearl Harbor, Hickam Air Force Base, and Fort Shafter. The United States government is also part of Hawai'i's economy.

In this learning unit, we study the economies of the Pacific Island Countries (PICs). While we also study Hawai'i's economy for purpose of comparison, the center of attention will be the Pacific Island economies outside Hawai'i.



When you spend your money on a Local Motion t-shirt, the money that you pay in state taxes helps Hawai'i provide services to the public. Public schools, playgrounds, and libraries are just a few of the services provided by Hawai'i to its residents.

Chapter 2

How Big Are Pacific Island Economies?

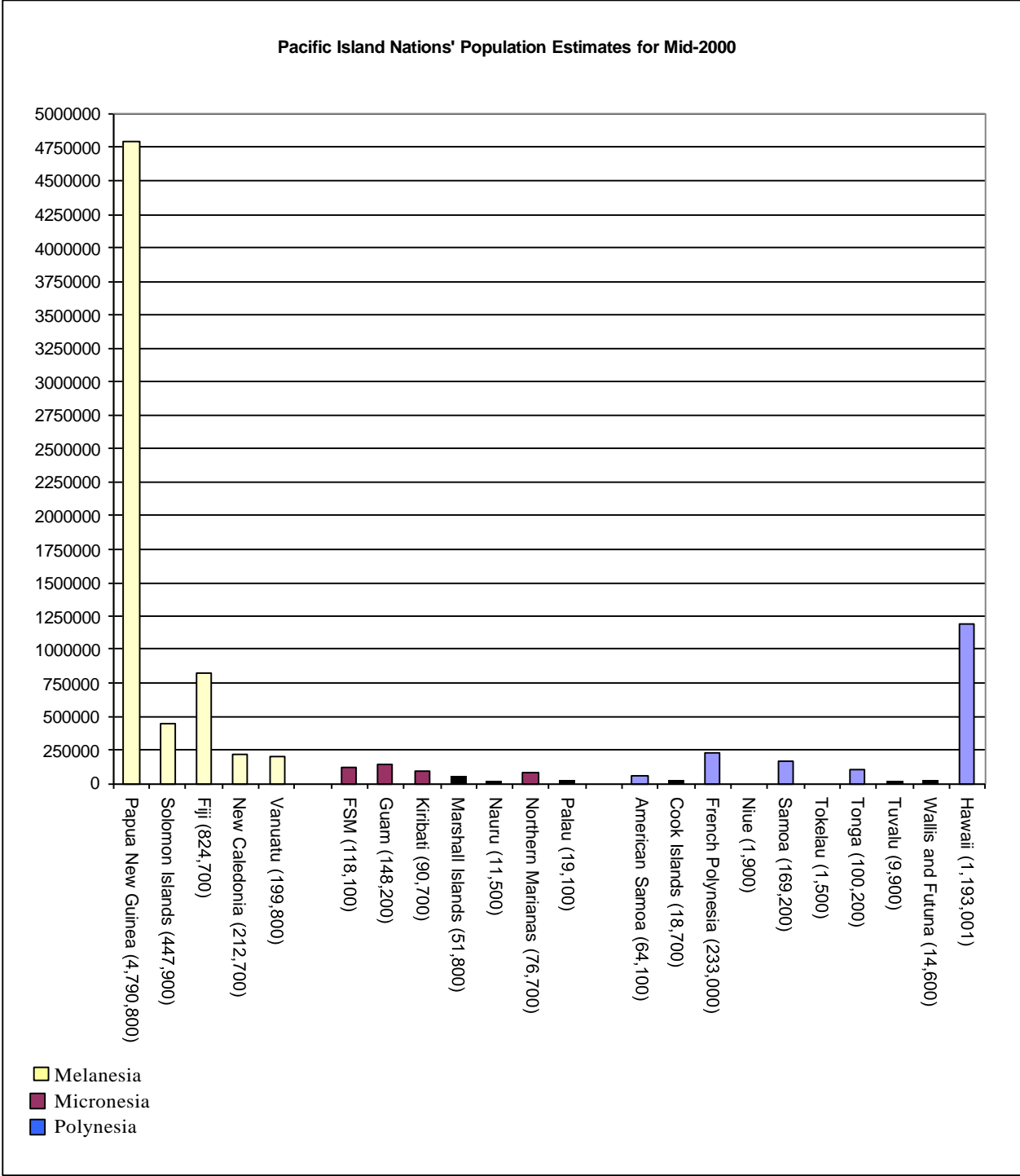
If you were asked, “How big is Hawai‘i compared to the other Pacific Island states?” what information would you use to compare their relative size? Some people use population as a measure of size.

According the US Census Bureau, about 1.3 million people live in Hawai‘i. By comparison, according to the Secretariat of the Pacific Community (see <http://www.spc.int/sdp/>), the country with the largest population in the Pacific, Papua New Guinea (PNG), has about 5 million people. Niue has fewer than 2,000 people. Except for Papua New Guinea, Hawai‘i, is larger than all the other Pacific island countries if we use population as a measure of relative size.

Some people use land area as a measure of size. Using this information, Hawai‘i has nearly 6,400 square miles of land area. By comparison, Papua New Guinea has more than 179,000 square miles. Nauru has only 8 square miles. The uninhabited Hawaiian island of Kaho‘olawe is five times the size of Nauru.

When it comes to comparing the size of countries’ economies, people who study economies use the total amount of goods and services produced (and sold) in an economy as a measure of its size.

If Hawai‘i’s economy produces more t-shirts, houses, and other things than Guam’s economy, then Hawai‘i has a bigger economy.



Source: Secretariat of the Pacific Community. (Figures from 10/30/2000)

Gross Domestic Product (GDP)

One figure that economists use to compare the size of different economies is called the **gross domestic product**, or **GDP**. **Gross domestic product** is simply the money value of the total amount of goods and services produced in an economy in one year.

Hawai‘i’s gross domestic product was approximately \$35 billion dollars in 1998. That represents a lot of goods and services we produced in Hawai‘i in that year. Hawai‘i’s GDP is much larger than the GDP of all the other Pacific island economies combined. In other words, Hawai‘i may not have the largest land area or the largest population, but it has, by far, the largest economy among Pacific island economies.

If Hawai‘i is left out, Papua New Guinea has the largest economy among Pacific island countries, with a GDP of nearly \$5 billion. Tuvalu has a GDP of less than \$4 million. Overall, Pacific island countries generally produce few goods and thus have small economies when compared to the world’s other nations.

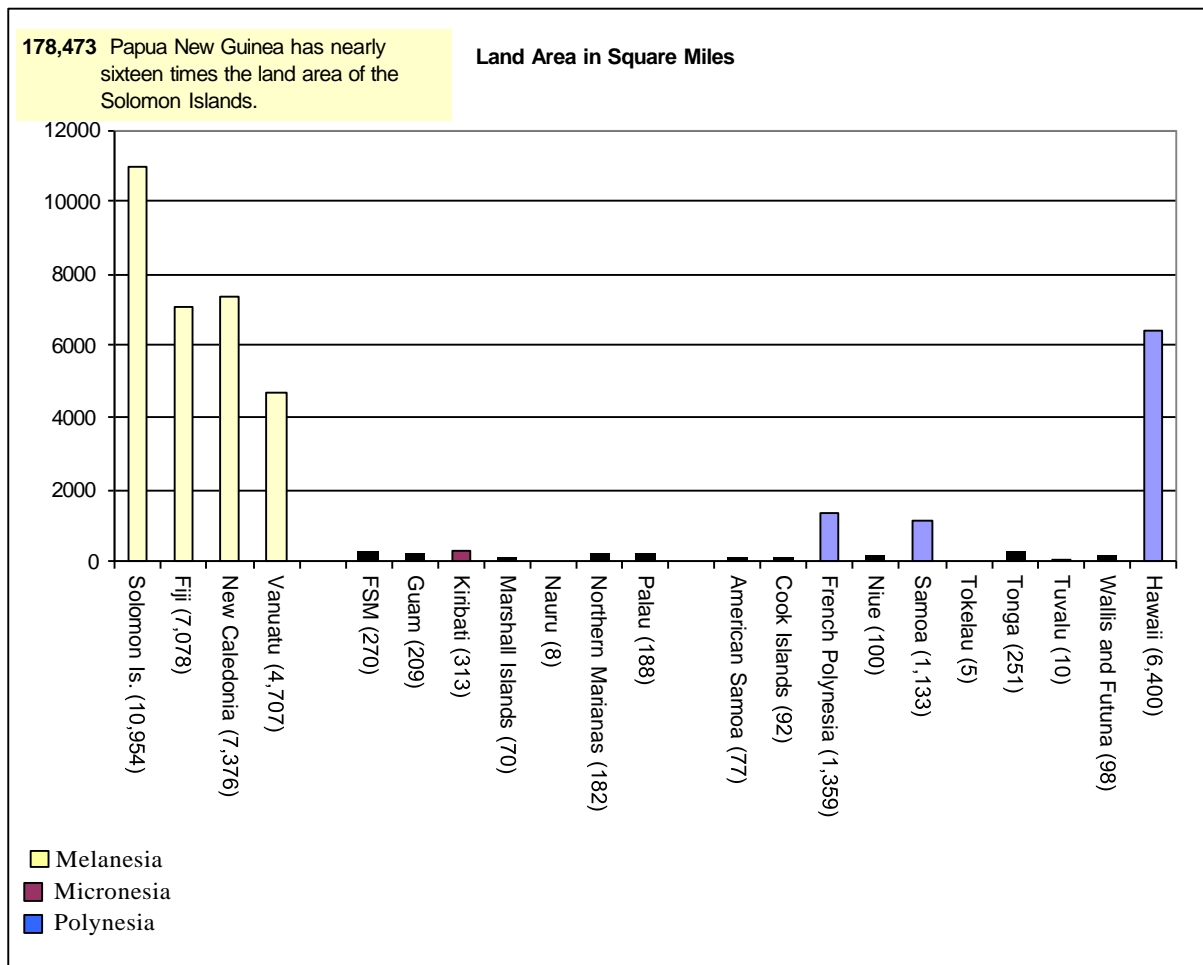
Gross Domestic Product Per Person

Another important economic figure is the **gross domestic product per person** or, **GDP per person**. It is simply the amount of goods and services produced for each person in the economy. It is calculated by dividing gross domestic product by the total population of the country.

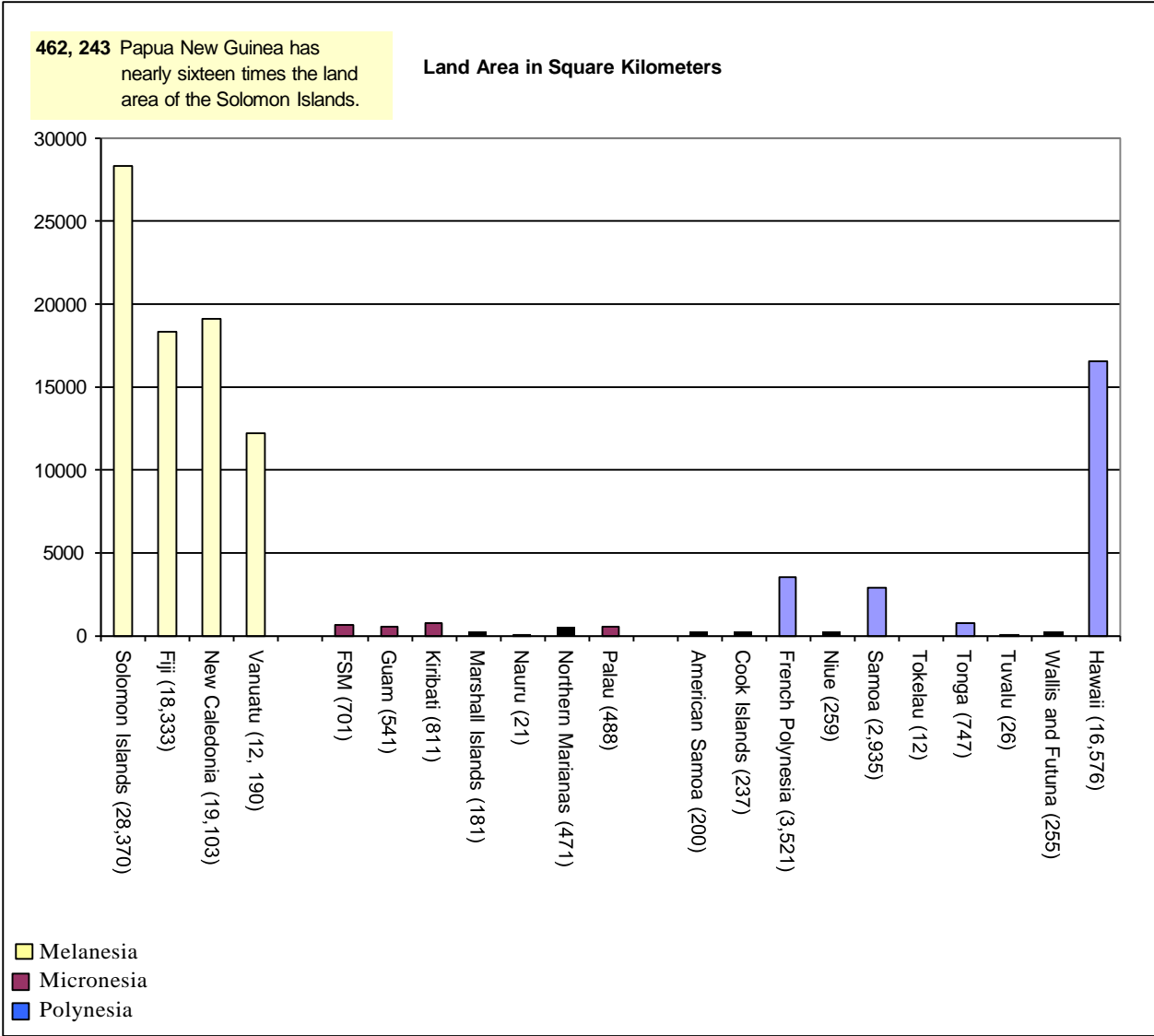
In 1998, GDP per person was nearly \$29,000 in Hawai‘i. This is calculated by dividing Hawai‘i’s \$35 billion GDP in 1998 by the 1.2 million people living in Hawai‘i in that year. In other words, Hawai‘i’s economy produced an average of \$29,000 worth of goods and services that year for every man, woman, and child living in Hawai‘i.

Hawai'i's GDP per person is far larger than that in other Pacific island economies. In some Pacific island countries GDP per person is just a few hundred dollars per person per year.

Economists use the information on GDP per person to compare how well people live in different countries. Since people would rather have more goods and services than less, people generally live better if an economy produces more goods and services per person than if it produced less.



Source: *Selected Pacific Economies: A Statistical Summary*. No. 14. Noumea, New Caledonia 1998, p. 9



Source: *Selected Pacific Economies: A Statistical Summary*. No. 14. Noumea, New Caledonia 1998, p. 9

Chapter 3

Subsistence in the Pacific

Compared to most Americans, Pacific Island peoples have access to far fewer goods and services. But they are not poor compared to people who live in parts of Africa or Asia or even the United States.

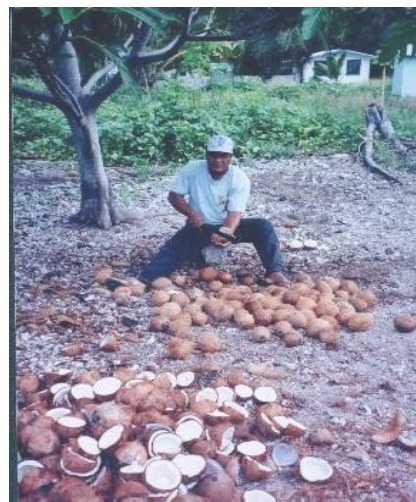
Many Americans are truly poor because they have no place to live or enough to eat. In the Pacific Island Countries there is limited poverty because many people can still depend on a subsistence lifestyle.

Subsistence is when you produce items that you need for yourself.

In the Pacific, many people subsist by fishing, raising pigs, and growing their own food like bananas, taro, breadfruit, and coconuts. They can make tools, utensils, clothing, and homes from available native materials like wood, shell, stone, bone, banana fibers, coconut palms, and pandanas leaves.



This young girl helps her family prepare breadfruit by removing the skin with a cowrie-shell scraper. (Wotje Atoll, Marshall Islands)



Making copra, dried coconut meat, is hard work that requires many steps. After the coconuts are gathered and then husked, they must be split open and left to dry in the sun. (Wotje Atoll, Marshall Islands)

One government official from Niue said that “There's no such thing as ‘unemployment’ in Niue. A Niuean can ‘go bush’ or ‘can go sea’ to survive.” Going “bush” means farming a small garden. A person with a garden trades the products with a fisher for fish.

Subsistence is still an important way of livelihood in many Pacific Island countries even as more and more people, especially those living in urban centers, are working for private businesses and governments for wages that enable them to buy the food, clothing, and housing that they need.

In Tuvalu, nearly three out of four people of working age are in subsistence or fishing activities. In Fiji, two out of five people are engaged in subsistence activities. The subsistence lifestyle has virtually disappeared in highly developed Pacific Island economies like Hawai‘i and Guam. Highly developed economies are defined as economies with high GDP per person.



The Marshall Islands Capitol building reflects life in an urban center.



A fisherman catches small fish from this lagoon in the Marshall Islands.



Chapter 4

What Are “Economic Resources”?

Hawai‘i is famous for its delicious chocolate-covered macadamia nuts. Imagine what it takes to make those chocolates. Most important, you need macadamia nuts. Most of the macadamia nuts that go into the chocolates are grown in Hawai‘i. To grow these nuts you need land and the right climate for the macadamia trees. You will not find those trees growing in Alaska or Michigan.

You also need workers to plant, care for, and harvest the nuts. The workers need machinery to help them harvest and shell the nuts. In addition to the nuts, you need chocolate, machinery to make the chocolate candies, boxes for the chocolates, and cellophane to wrap the boxes. Most of those ingredients have to be shipped into Hawai‘i. Of course, you also need a chocolate factory and workers.

To produce our famous macadamia chocolates, we need to have **resources**.

Resources are the land, the workers, the machinery, the right growing environment for the nuts, and supplies; in other words, all the necessary ingredients to make a box of chocolate-covered macadamia nuts.

Since the most important ingredient is the macadamia nut, which is grown right here in Hawai‘i, we produce the candies right here. We make high quality macadamia chocolates at a reasonable cost, even if we have to pay shipping costs to bring in boxes, cellophane paper, and chocolate.

The story would be different if we were to consider the production of automobiles. Hawai‘i does not have the resources to produce steel, glass, paint, plastics, and other things used in the manufacture of cars. It would be too expensive to produce automobiles in Hawai‘i if we had to bring in all the required resources and then ship the cars out again to customers on the mainland and elsewhere. That is why we in Hawai‘i buy cars from Michigan, Japan, Germany, and other places more suited to car manufacturing.

People from Japan, Germany, and Michigan come to Hawai‘i to vacation because we have better beaches and climate, resources that are important in tropical vacations.

It is now easy to understand that the kinds of resources an economy has are important in determining what are most likely to be produced. In Hawai‘i our resources are best used to produce chocolate-covered macadamia nuts and tropical vacations.

In Michigan, the resources there enable it best to produce cars; Oregon produces lumber from its abundant forestry resources (Hawai‘i also gets a lot of trees each year from Oregon); Idaho is famous for potatoes, Florida for oranges, Washington for apples, Colorado for skiing, and so forth.

Among the Pacific Island countries, there are big differences in the economic resources available to produce the goods and services that make up their gross domestic product.

The countries that are blessed with the most abundant resources are the larger, high-island countries in the Western Pacific: Papua New Guinea, the Solomon Islands, Fiji, and New Caledonia. These countries have agricultural and forestry resources, fisheries, minerals, and tourist attractions. New Caledonia has

the world's third largest nickel deposit. Papua New Guinea has copper and gold deposits as well as oil and gas. Fiji produces large quantities of raw sugar from sugar cane and is also one of the most popular tourist destinations in the South Pacific. It also has some gold deposits. Solomon Islands produces logs and fish products (frozen, canned, and smoked), in addition to small amounts of gold and palm oil. Though tiny, Nauru is one of the richest countries in the Pacific due to phosphate mining; phosphate is used in making agricultural fertilizers.

The main resources of the remaining countries are the sea and the resources of the sea. What are some of the marine resources that you can think of?



Majuro Atoll, Republic of the Marshall Islands

Chapter 5

Marine Resources

The amount of ocean the Pacific island countries control is very large compared to their small land mass. In addition to the nearshore lagoons and reefs, international law allows Pacific Island countries the exclusive control of economic resources in the ocean lying within 200 miles of their land. This huge area of the ocean--called the **Exclusive Economic Zone**-- is nearly six times their total land mass. Within these deep waters, fisheries resources are abundant, especially the valuable migratory tuna.

The Pacific has nearly 90 percent of the world's commercially catchable fish stocks and 70 percent of the world's tuna. So the next time you eat a tuna sandwich, it was most likely made from tuna caught and even canned in the Pacific.

Since the skilled labor needed to catch tuna in open ocean and the money to build ships and canneries are scarce in the Pacific Islands, fishing in the deep ocean and fish processing and canning are mainly done by large foreign fishing companies from countries such as Japan and the United States.

Pacific Island countries receive money from some nations in exchange for permission to enable their fishing fleets to fish in the waters of Pacific exclusive economic zones. Some fishing fleets fish illegally. It is very difficult for Pacific Island countries to patrol the huge Pacific Ocean to catch illegal fishing boats.

Other valuable products from the sea include pearls to make jewelry and Trochus shells to make high quality buttons. In the future, undersea mining may also be possible.



Chapter 6
Land Resources

Except for Papua New Guinea, Pacific Island countries have small amounts of land. Some countries are only a few square miles. The amount of land suitable to grow food crops is much smaller. Thus, differences in land resources are great among Pacific Island countries. While Fiji can raise cattle and grow a sizable range of crops, including sugar, coconuts, rice, cassava, and kava, the tiny atoll communities can grow little, due to lack of topsoil, exposure to salt-laden winds, and lack of fresh water. Copra, a product of the coconut used to make coconut oil, is the main cash crop in many Pacific atoll communities and in other islands as well.



Sokehs Rock, Pohnpei, Federated States of Micronesia



Ujelang Atoll, Republic of the Marshall Islands

HIGH ISLANDS

Coconuts/Copra
Forestry
Fisheries
Minerals

Agriculture
Cassava
Cattle
Tourism

LOW ISLANDS

Coconuts/Copra
Fisheries
Tourism

Coconut trees are found in many Hawai'i parks and yards. Here we pay people to cut down the coconuts and throw them away before they can fall and hurt people or damage property. In the Pacific, the coconut is the most useful plant and a very valuable economic resource with many uses.

Some Uses of the Coconut Tree



Roots: medicine, fertilizer

Trunk: furniture, construction, simple bridges

Bark: (cloth-like material near leaves) strainer, rag, clothing, sandals

Blossom: tapped for *tuba*, a beverage made from sap, which can be either sweet, alcoholic, vinegar, or syrup

Nut stems: decoration, firewood, fertilizer

Baby Nut: eaten, used as a toy

Immature Nut:

husk: fiber rope, mosquito smoker, toilet paper, fertilizer, and firewood

shell: eaten (if young enough)

meat: eaten (is very soft), make soup

water: drink

Mature Nut:

husk: same as for immature nut, plus carving decoration, cork for bottle stopper

shell: cup, scraper, various spoons and utensils, decoration, bra, firewood

meat: make copra (cash crop), make cooking sauce, eaten, candy, soap, coconut oil

water: can be drunk

Sprouting Nut:

husk and shell: same as above.

meat: eaten, but thinner and drier

spongy center: eaten as candy

Leaf:

mid-rib (stem): paddle, stirring utensils, rollers under a canoe

ribs (veins): toothpicks, brooms

individual leaf: decoration, folded into a spoon, magic, body squeegee

whole frond: woven into thatch, mats, baskets, hats, fans.

Heart: eaten (removing the heart kills the tree)

Source: Reilly Ridgell, *Pacific Nations and Territories*, fourth edition (Honolulu: Bess Press, 2006), p. 44.

The next time you see people throwing away coconuts, you might want to take a few home. Leave them out to dry until just before Christmas. Then you can write addresses and holiday messages on the coconuts and mail them (unwrapped!) at the local post office to a friend on the mainland. In this way, you have turned trash into a valuable economic product: an exotic, combination holiday card and present for a mainland friend.



Who Owns the Land in the Pacific

An unusual feature of Pacific Islands land resources is who owns the land. In Hawai'i, land is mostly owned by private individuals and businesses. A person who owns a piece of land can sell it to anyone. That is not the way it is in most of the Pacific Islands, where land is a scarce resource.

Most of the land in the Pacific is owned by community groups such as a village, and not by individuals. Community groups also make the rules for its use. A businessperson who wants to build a hotel on land owned by a village must negotiate with the entire village for the right to build a hotel on the community's land. Getting everyone in the village to agree to allow the businessman to build a hotel on their land may not be easy.

Furthermore, Pacific Island countries (Hawai‘i and Guam are the exceptions) have laws that do not allow non-native people (foreigners) to buy land in their countries. For example, if you and your family moved to Saipan in the Northern Mariana Islands, you could not buy a piece of land on which to build a house. Your parents could not buy a piece of land to start a business. Because you are non-native, you are permitted only to lease (rent) the land and not own it. Your parents can buy a house, but can only rent the land on which the house sits.

One result of not allowing land to be sold to non-natives is that land in the Pacific Islands is still largely owned by the native people. Hawai‘i is an exception; Native Hawaiians own very little of the land in Hawai‘i today.

As Pacific Island countries become more popular as international tourist destinations and their economies grow, the demand for land in the Pacific has grown. As a result, land has become an increasingly valuable resource. Many want to own their own piece of land rather than share it with large groups of people. More land in the Pacific is becoming individually owned. If this practice becomes widespread, it could bring big economic and social changes to Pacific Island societies, as some people would own and have exclusive use of a piece of land while others would have none.

In subsistence communities and in more highly developed economies, land is an important part of the economy. It provides food, living space, and other resources; if people do not own land they must pay money to those who do own land.

Chapter 7

Managing Economic Resources

Renewable and Non-Renewable Resources

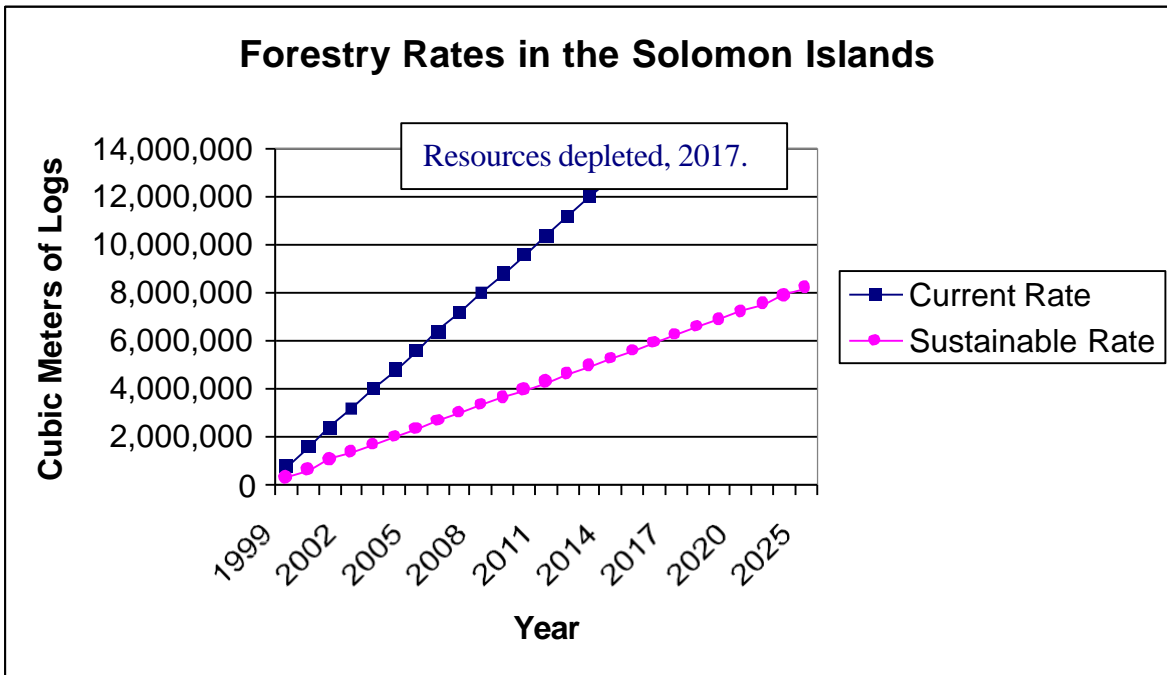
Economists describe resources such as gold, copper, nickel, and phosphate as **non-renewable resources**. In other words they become depleted and cannot be replaced. Once you remove them from the ground, they are gone. Indeed, Nauru's phosphate reserves are expected to be gone in a few years, and the people there will have to find another way to make a living other than from mining.

Even though forestry and fishery resources are **renewable resources** because they can be replenished, they can also be over harvested. If you cut too many trees to harvest logs before you can replace the trees, soon you will be unable to produce any logs. Also, if you catch too many fish from the ocean before they have an opportunity to reproduce themselves, soon you find that there are fewer fish to be caught.

An important economic decision facing people in those countries is whether to harvest as many logs and fish they can. If they do, their children and grandchildren might have nothing left to harvest. Alternatively, they can harvest more slowly today so their children and grandchildren will also have logs and fish to harvest.

In Solomon Islands, the government presently allows 800,000 cubic meters of logs to be cut each year from the country's forests. At this rate of harvest, the country's forest resources will be depleted in about 15 years because there is not enough time for new trees to grow to replace the ones that have been cut.

A **sustainable rate** of harvest that will enable continuous and steady production of logs in the future is around 325,000 cubic meters per year.



In the lagoons and reefs of the Pacific Islands, over harvesting of fisheries resources is common because of rapid population growth in several countries. Mangrove crabs in Pohnpei State (Federated States of Micronesia) are a popular delicacy. Because they are delicious, they would disappear quickly if limits were not placed on their harvesting. The government does not allow mangrove crabs to be exported. If you ever visit Pohnpei, you might be able to eat mangrove crabs there, but you cannot buy Pohnpeian mangrove crabs in the supermarkets in Hawai'i.

In the Pacific, people are beginning to talk about the need to practice behavior that results in **sustainable** use of their valuable economic resources.



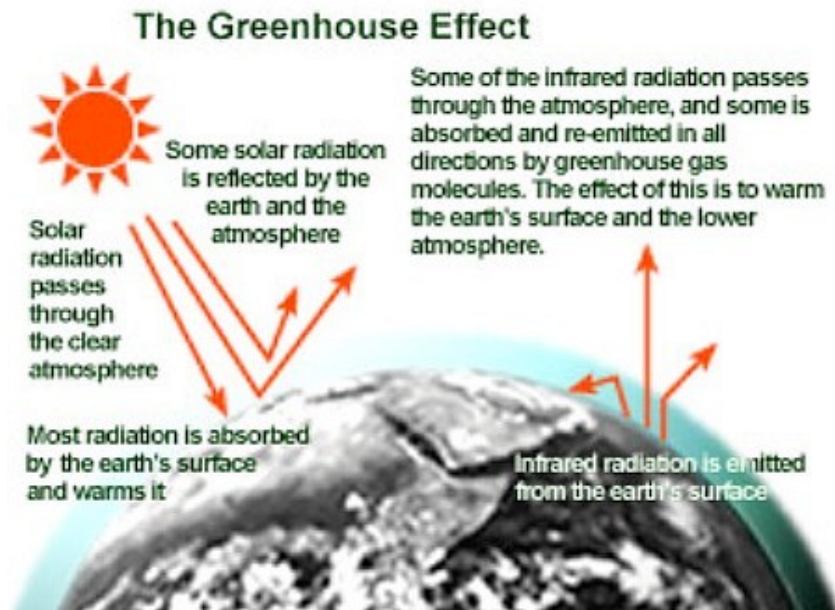
Global Warming

Governments of Pacific Island countries can do little themselves to protect their countries and economic resources from the effects of **global warming**.

Global warming is when the earth's temperature rises.

When people drive their cars or burn oil, gas, and coal to generate power to run industries and businesses, they generate carbon dioxide gases, often called "greenhouse gases," that envelop the earth.

The earth then becomes a greenhouse. When the heat of the sun hits the earth, the greenhouse gases slow the escape of the heat from the earth, trapping the warm air beneath the atmosphere.



Source: <http://www.epa.gov>.

The rising earth temperature melts the ice caps at the North and South Poles causing the earth's oceans to rise. Some scientists believe that by the year 2050, the sea level could be one meter, or approximately three feet, higher than in 1980.

Global warming is expected to have important effects on the world's food production, as agriculture is sensitive to weather and temperature changes. Some areas of the world will have more rain; some less. Rising temperatures could also change marine life in the oceans, an important source of food for Pacific Island countries. Pacific Islanders get about 60 percent of their protein from marine animals.

For some Pacific Island countries, there is a more direct concern. As the Pacific Ocean rises, the coastal areas of islands will be submerged under water. People living on atolls barely a few feet above the ocean will become homeless as parts of their islands are submerged or washed away. With so little land and fragile resources, the Pacific Island countries are especially at risk of becoming environmentally and economically harmed by the high-income, industrialized countries that produce most of the greenhouse gases. Pacific Island countries need co-operation from these rich countries to limit the emission of these gases into the atmosphere.



Chapter 8

Human Resources

People are important resources because they produce goods and services, and one resource that is not scarce in the Pacific Island countries is people. The populations in some Pacific Island countries grow quite rapidly because birthrates are high, that is, families have many children: more than twice the rate of the United States and other industrialized countries. Tonga, Cook Islands, and Sāmoa have slower population growth only because many of their people have moved to foreign countries like Australia, New Zealand, and the United States. The number of people in Niue and Tokelau has actually declined due to **emigration**. **Emigration** occurs when people move out of their own countries to live in other countries.

In Hawai‘i, the population growth is due to immigration, not a high birthrate, like other Pacific islands. Rapid population growth means that the Pacific Island countries have a high proportion of young people. In most Pacific Island countries, about 4 out of every 10 people are children under the age of 15. By comparison, only about 2 out of 10 people in Hawai‘i are children under the age of 15.

Both the very young and the very old depend upon middle-aged people to support them because they are unable to support themselves. Countries with larger populations of children require one person of working age to support many non-working family members, especially young children and the elderly. Money earned in these economies does not go as far as money received by workers who have fewer people on whom to spend their wages. Also, with so many children, the cost of raising and educating them is very high, and growing rapidly.

Unlike in Hawai‘i and the rest of the United States, children in most Pacific Island countries are not required to remain in school until they reach the age of 16 or 18.

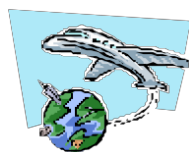
In Fiji, one of the most developed countries in the Pacific with relatively high GDP per person, elementary school is free but not required. Beginning at age 6, more than 9 out of 10 elementary age students go to school. High school is not free. Only half of the 16-year-old Fijian youths are still in school at that age.

In Kiribati, only 3 out of 10 students who finish elementary school go on to secondary school, and only half of those complete their education. Schools are expensive and competitive and not available for everyone.

In countries where the youth population is rising rapidly and many leave school early, the governments face a difficult economic challenge to keep more of the youth in school longer as well as to find jobs for those who finish school.

Labor is not a scarce resource in most Pacific Island countries, but educated and highly trained workers are scarce. In many Pacific Island countries, many of the jobs requiring higher skills are filled by foreign workers even though large numbers of young people cannot find wage-earning jobs.

Unlike most Pacific Island countries, Saipan, in the Northern Mariana Islands, has had a scarcity of workers. Saipan has brought in large numbers of foreign workers to work in its tourist and clothing-manufacturing industries. Today, there are more foreign workers in Saipan than **domestic** workers.



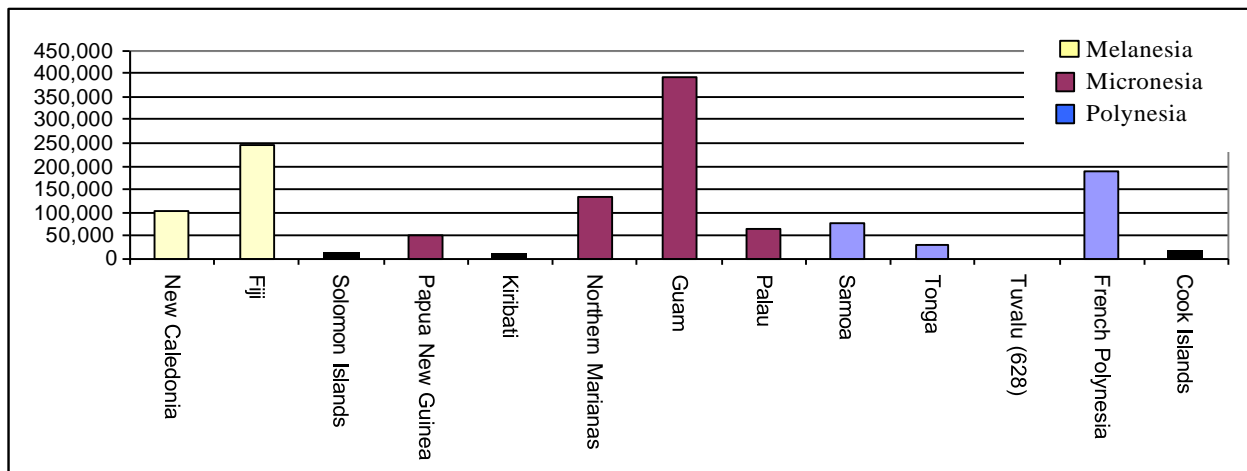
Chapter 9

Tourism Resources

If their land resources are generally poor, some Pacific Island countries have excellent resources for **tourism**. **Tourism** is an activity in which people travel primarily for sightseeing and fun. Hollywood movies have portrayed Pacific Island countries as tropical paradises with excellent beaches, a warm climate, beautiful oceans, and few modern world cares and problems.

Tourism is still a relatively new industry in the Pacific. Widely scattered over the vast Pacific Ocean, these small islands are difficult places to reach except by air travel. Airfares to these countries are expensive, and transportation connections are often not very good, so few tourists can get there. The countries with lots of tourists are French Polynesia (Tahiti), New Caledonia, Guam, the Northern Mariana Islands (Saipan), and Fiji. Even so, the number of tourists visiting those destinations is small compared to the 6,743,140 tourists who come to Hawai'i each year!

Number of Tourist Arrivals in Pacific Destinations: 1998

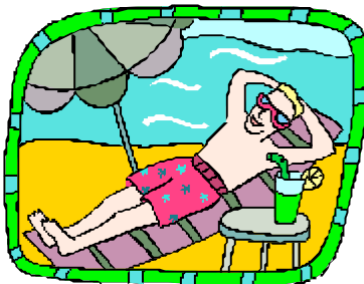


6,743,140 tourists come to Hawaii each year (18 times the number to Guam).

Source: World Tourism Organization, *Barometer of Travel and Tourism*. (Madrid, February, 1999)

Tourism is considered a desirable industry by many Pacific Island governments because it is a growing industry around the world. As people's incomes rise everywhere in the world, more and more people can afford, and want, to travel overseas on vacations. In the Pacific, where the population of working age is growing very rapidly but jobs are not, tourism creates wage-paying jobs for young people who would otherwise have little to do once they leave school. Unable to find jobs at home, many Islanders have migrated to foreign countries like the United States, Australia, and New Zealand to work. While the money they send home is welcomed, families are broken up and the people who are left behind are largely the very young and the elderly. The tourist industry offers jobs that could keep many Islanders at home.

Some people in the Pacific are not enthusiastic supporters of the tourist industry. They fear that tourists could help to spread AIDS in their countries, increase crime, raise the prices of things local people buy, and destroy their traditional cultures. Thus, tourism can be both good and bad for Pacific Island countries.



Chapter 10

Imports and Exports

Like people all over the world, people who live in the Pacific Island countries would like to buy more things than the few products that they themselves produce. They want to eat rice and canned foods, wear Western clothing, drive cars, watch television, and have modern conveniences like piped water, sewage and garbage disposal, paved roads, electricity in their homes, modern medicines and medical care, school books and supplies, and many other things. These goods, or the machinery, equipment, and supplies to produce them, have to be purchased from the United States, Japan, Australia, and other countries. Items that countries buy from abroad are called **imports**.

Most of the money that Pacific Islanders spend is used to buy **imports** of automobiles; fuel for cooking, electricity generation, and transportation; food items like rice, canned fish, and soda pop; and machinery and other manufactured goods. Pacific Island countries spend a lot of money on fuel imports because most have no fossil fuel, such as gasoline, diesel, or kerosene. However, they do have plenty of sunshine and the ocean to produce energy.

To pay for their imports, Pacific Islanders sell some of their products abroad to earn money. Items that countries sell abroad are called **exports**. Since they have so little to sell (a few primary products, such as fish and copra; handicrafts, such as mats, baskets, and hats; and tourism, namely their beaches and ocean environment), and they want to buy so much from abroad, they have to find other sources of money to pay for their imports. This is especially important when the prices they receive for most of the primary products they sell abroad are falling.

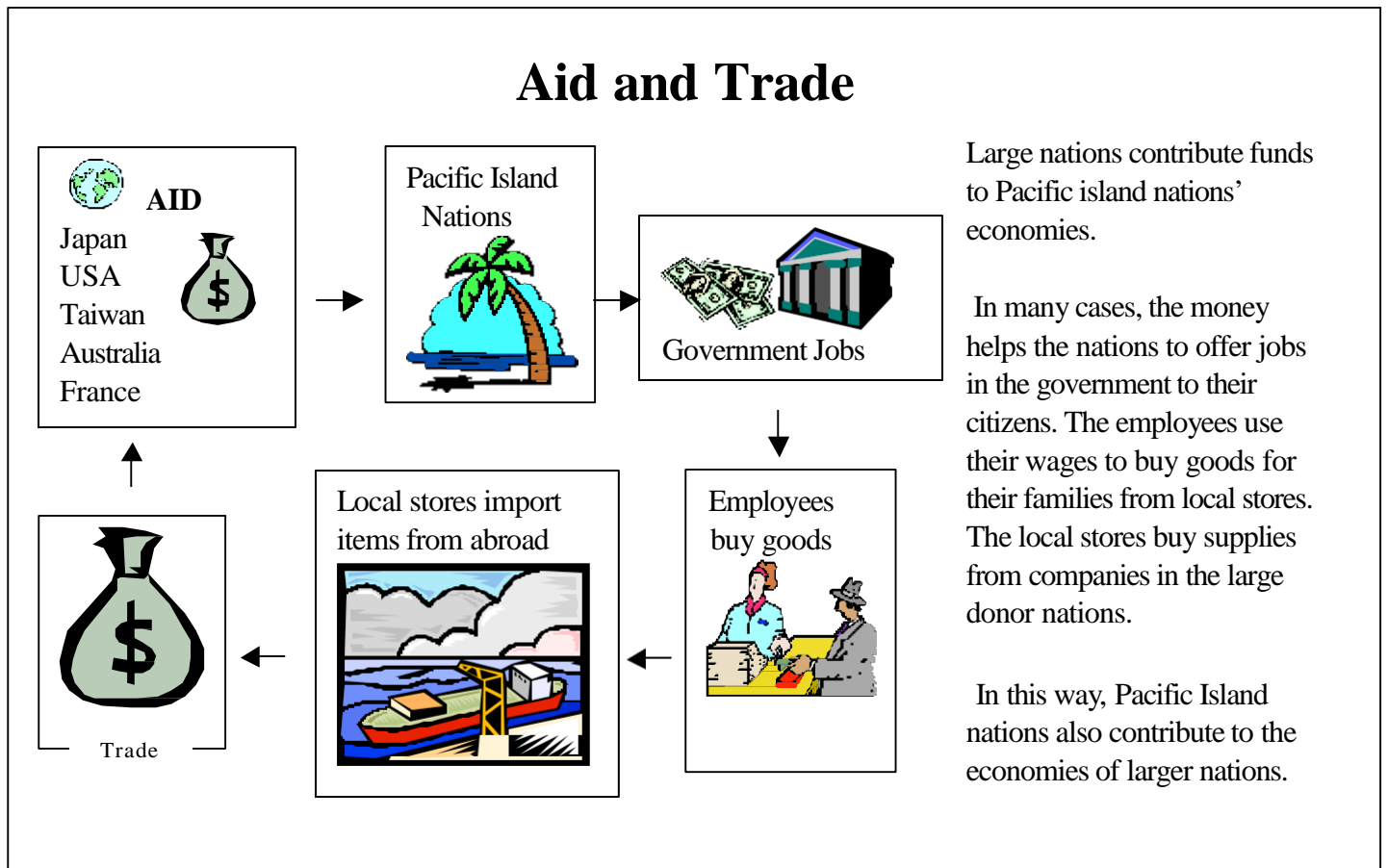
Where does this additional money come from? Kiribati and Tuvalu have schools that train sailors to work on foreign ships, and the sailors bring their wages back to their country's economy. Tuvalu also sends people to work in Nauru's phosphate mines.

For Sāmoa, the Cook Islands, and other nations, an important source of money is money that their citizens who live abroad send home to relatives each year. Money sent home is called a **remittance**. For example, more than 150,000 Pacific islanders live in the United States today, many of them in Hawai'i. They send nearly \$70 million each year to their relatives back home, with Samoans and Tongans receiving the largest amounts. American churches and private charitable organizations also send goods and large sums of money each year to Pacific Island countries.

Many Pacific Island governments also receive large sums of money from foreign governments such as Japan, Australia, France, and the United States. This money not only pays for imports but also hires large numbers of local people to work in government offices and government-owned businesses. In a few countries like Tuvalu, Niue, and the Cook Islands, the government is the biggest employer, providing more than half of the wage-earning jobs. Governments in most Pacific Island countries play much larger roles as buyers and sellers in their economies than governments in the United States and Hawai'i. Thus, governments make up a bigger part of the Pacific Island economies.

Palau's (Belau's) government has an unusual way to get money to pay for the cost of its prisons. It requires inmates to pay part of the cost of feeding and

caring for them in jail. Inmates make money for their upkeep by carving beautiful storyboards to sell to tourists. Local legends and stories are carved into these wooden boards. You can see samples of Palauan storyboards at the Bishop Museum.



In summary, with generally few economic resources, Pacific Island countries produce few things. Most of what they produce are **primary products**, which are goods from agriculture, fishing, forestry, and mining.

Pacific Island countries produce few manufactured goods; most of what is manufactured, like bakery goods, for example, are produced by small businesses and sold locally. Large and economically important manufacturing activities for export include tuna canning in American Sāmoa and Solomon Islands and clothing manufacturing in Fiji and in the Commonwealth of the Northern Mariana Islands.

Pacific Islands contain many types of land, as well as marine and human resources. While they may have fewer resources than other nations, they also find ways of sharing these limited natural resources to improve life in their communities.

Glossary

Domestic: Of, or pertaining to, the services, products, resources, labor, etc. inside a particular nation.

Economic resources: The land, the workers, the machinery, equipment, buildings, and other ingredients used in production.

Emigration: When people leave their own countries to live in other countries.

Exclusive Economic Zone (EEZ): The area of the ocean within 200 miles of land, in which the resources are reserved exclusively for the use and control of the land's inhabitants.

Exports: Goods and services sold outside one's country.

Global warming: The rise in the Earth's temperature due to pollution caused by the burning of oil, gas, and coal.

Gross domestic product (GDP): The value of goods and services produced in an economy in one year. It is used to measure the size of an economy.

Gross domestic product per person: The value of goods and services produced in an economy per person. It is used to compare how well people live in different countries. It is also used to compare how well people in one country live in one year and earlier or later years.

Imports: Goods and services purchased from other countries.

Non-renewable resources: Economic resources, such as gold, copper, nickel and phosphates, which cannot be replaced once they are taken out of the ground.

Primary products: Goods produced from agriculture, fishing, mining, and forestry.

Remittances: Money sent home by family members abroad.

Renewable resources: Economic resources, such as trees and fish, which can be replaced after they are harvested.

Subsistence: A way of living in which people produce items that they need for themselves, such as food, clothing, and shelter.

Sustainable rate of harvest: The use of resources in a way that allows for their replacement and will not diminish the amount of resources for future use.

Tourism: An activity in which people travel primarily for sightseeing and fun.

Appendix

Other resources:

I Had A Dollar in Hawai'i. By Jodi Endicott, illustrated by Hans Loffel. Palila Books. (Age 5–8)

Movies:

Ocean of Dreams, Currents of Change. Series produced in 1989 by Juniper Films.

In this ten-part series, viewers are shown the dazzling diversity of cultures and traditions of the South Pacific islands. Presented are ten island nations: Tuvalu, Fiji, Kiribati, Western Sāmoa, Papua New Guinea, Vanuatu, Solomon Islands, Niue, Cook Islands, and Tonga. These 26-minute films depict the way the people of these islands see modernization influencing their world. All except *Tuvalu* are available in the Hawai'i State Public Library System.

Producing Black Pearls

This 22-minute film describes the farming of black pearls in the South Pacific and offers tips on maximizing the size and quality of cultured pearls. Produced in 1997 by Michael Ogden and Anne Bailey for the Pacific Aquaculture Development Program, University of Hawai'i at Mānoa Sea Grant.

Rising Waters: Global Warming and the Fate of the Pacific Islands

Tracing the impacts of climate change from the tropical Pacific to the island of Manhattan, this 57-minute film examines international policies and the lives of those most urgently affected by the global warming debate. See <http://www.itvs.org/risingwaters/> for more details.

Web sites:

Pacific Island News

Pacific Island Report <http://pidp.eastwestcenter.org/pireport/>

Environmental Problems

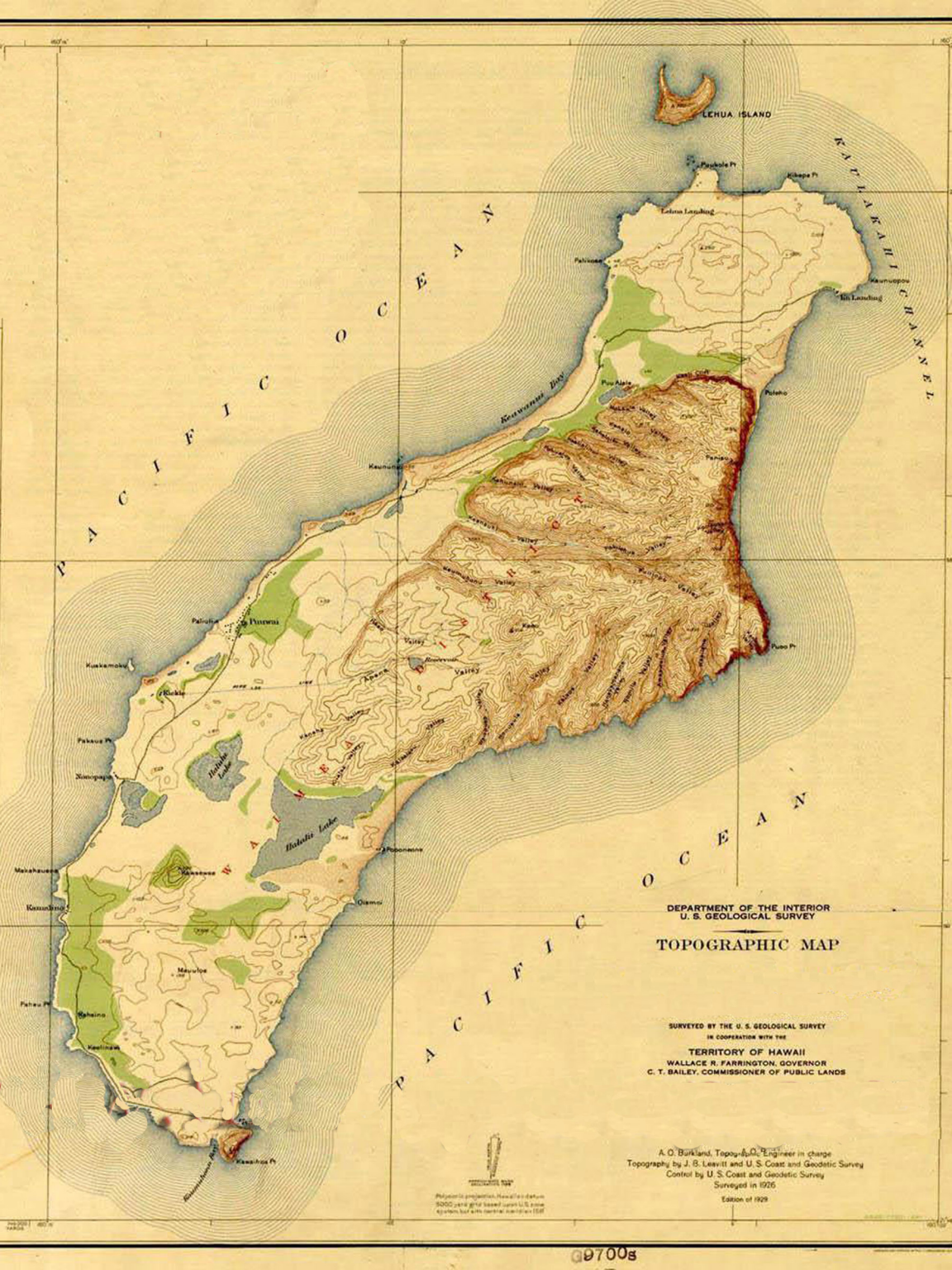
Global Warming <http://epa.gov/climatechange/index.html>

Climate Change <http://www.sprep.org/factsheets/climate/index.htm>

General

Center for Pacific Islands Studies, University of Hawai'i at Mānoa
<http://www.hawaii.edu/cpis>

Lesson One: Where Would You Live?	Title of Unit: Pacific Places	
Duration: 1 class period (50 minutes)	Course/Grade: Pacific Island Studies/Grade 7	
	Goal(s): To engage students and introduce them to the unit through activity related to the geographic theme of place.	
Procedure/Activities	Resources/tools	Assessment
<p>Project maps of Niʻihau (1A and 1B) on the screen.</p> <p>Map reading/discussion with entire class Questions might include</p> <ul style="list-style-type: none"> • What do you see? • What is shown on this map? • What is the size of the island? • How do you know the size of the island? • Where is the island located? • What features does this island have? • How might the map key help us learn more about this island? <p>Teacher records responses on a T-Chart, separating answers into physical and human characteristics.</p> <p>Consider the physical characteristics (mountains, water) and human characteristics (towns and roads). Ask students what they notice about the chart. What are the commonalities of the items under each category?</p> <p>Teacher explains that physical characteristics are those characteristics from nature, whereas human characteristics are man-made.</p>	<p>Maps of Niʻihau (Attachments 1A, 1B) projector</p> <p>Blank T-Chart</p> <p>http://ulukau.org</p>	<p>Formative assessment – conversation recorded in T-chart to show understanding of geographic theme of place</p>
<p>Place students in groups of three to five. Provide hard copy of map 1C for students. Use group-learning strategy to have students respond to the following:</p> <p>Your group is stranded on the island that we have just described. If no settlements are there, where would you live and why?" Mark where you would live on your map and give reasons for your decision.</p> <p>Share group responses.</p>	<p>Strategy – Group Learning</p> <p>Outline map of Niʻihau (Attachment 1C), chart paper, color markers</p>	<p>Completed chart paper and map by each student group, which identifies the site on the map where they would live, with justification.</p>



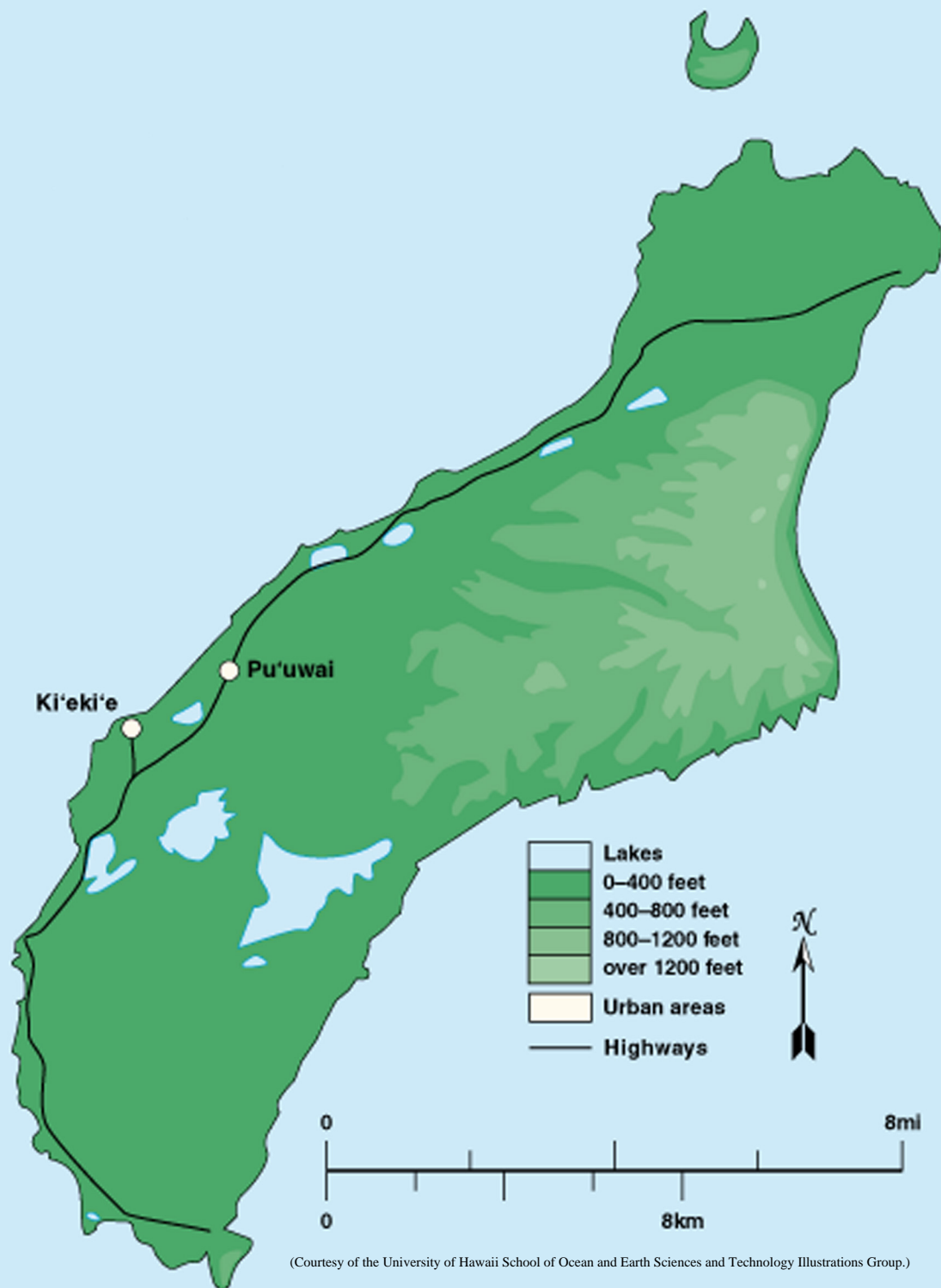
DEPARTMENT OF THE INTERIOR
U. S. GEOLOGICAL SURVEY
TOPOGRAPHIC MAP

SURVEYED BY THE U. S. GEOLOGICAL SURVEY
IN COOPERATION WITH THE
TERRITORY OF HAWAII
WALLACE R. FARRINGTON, GOVERNOR
C. T. BAILEY, COMMISSIONER OF PUBLIC LANDS

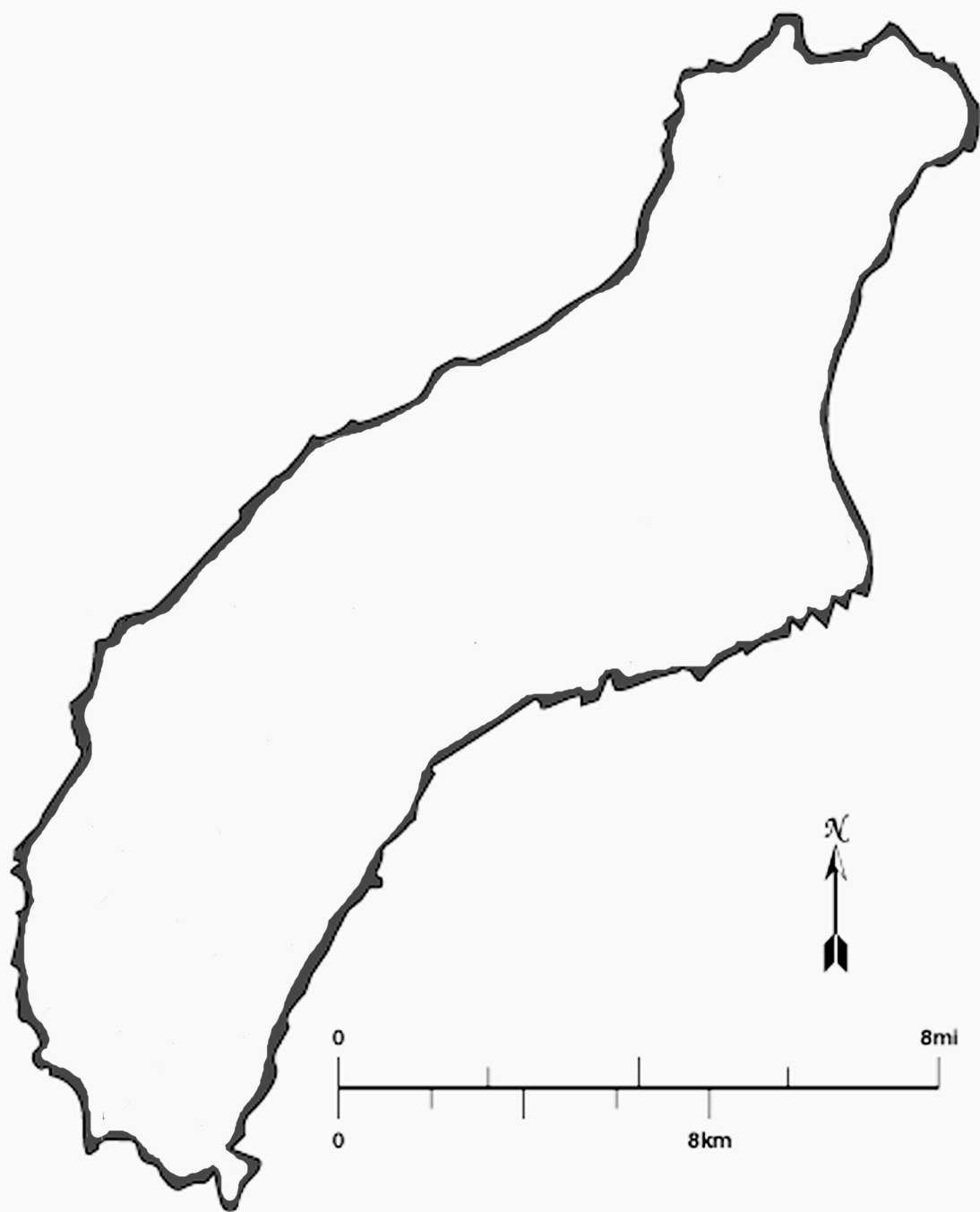
A. O. Barkland, Topographic Engineer in charge
Topography by J. B. Lewis and U. S. Coast and Geodetic Survey
Control by U. S. Coast and Geodetic Survey
Surveyed in 1926

Edition of 1929

Published by projection, Hawaiian datum
3000 feet high based upon U.S. mean
system, but with contour elevations 1916



(Courtesy of the University of Hawaii School of Ocean and Earth Sciences and Technology Illustrations Group.)



Lesson Two: Our Pacific Islands	Title of Unit: Pacific Places	
Duration: 8 class periods (@50 minutes each)	Course/Grade: Pacific Island Studies/Grade 7	
	Goal(s): Students acquire content and skills needed to successfully complete summative assessment task.	
Procedure/Activities	Resources/tools	Assessment
<p>A. Introduction (one class period) Prepare four signs: Physical Characteristics, Human Characteristics, Demographics, Economics (see Attachment 2A-2).</p> <p>Create slips of vocabulary/terminology (see Attachment 2A-3).</p> <p>Students participate in active learning strategy, Four Corners (see Attachment 2A-1). Discuss reflection/debrief questions from the strategy with the whole class.</p> <p>B. Hawai'i: Our State (one class period) Teacher introduces State of Hawai'i Data Chart (see Attachment 2B-1) and reviews or instructs students on skills needed for reading/use of maps and other geographic representations.</p> <p>Note: Answer Sheet (Attachment 2B-2) is provided. Teacher may choose to focus on an individual island instead of the state as a whole.</p> <p>Teacher models/guides students in understanding categories for matrix, terms used, and information to be gathered. Teacher uses inquiry questions to show relationship of place to economics and demographics. For example: Look at your island of study. Is tourism a prominent industry? Where are the hotels located? Why?</p> <p>Exit Pass – How might place affect how people live?</p>	<p>Attachment 2A-1: Active Learning Strategy (Four Corners)</p> <p>Attachment 2A-2: Signs</p> <p>Attachments 2A-3: Vocabulary Slips</p> <p>http://www.una.edu/geography/statedepted/themes.html Five Themes of Geography</p> <p>http://www.hawaii.edu/cpis/paceconomies.pdf <i>Pacific Island Economies</i></p> <p>Attachment 2B-1: Hawaii Data - Student Worksheet</p> <p>Attachment 2B-2: Hawaii Data - Answer Sheet Teaching Strategy – I Do (model)</p> <p>Teaching Strategy – We Do (guided)</p> <p>http://www.lib.utexas.edu/maps/hawaii.html maps of Hawaii</p> <p>http://hawaii.gov/dbedt/info/economic/databook/db2010 State of Hawaii Data Book</p>	<p>Four Corners Reflection Questions</p> <p>Exit Pass <i>Exit passes are like "tickets out the door." Students are given just one to three minutes to write their responses and passes are collected as they leave.</i></p>

<p>C. Group Research (three class periods) Display a printed copy of Our Pacific Island Matrix (Attachment 2C-1). Separate students into learning groups and assign each group a Pacific Island entity to gather information on as modeled.</p> <p>Distribute Student Worksheet (Attachment 2C-2). Explain to students that the information they gather will be shared with the whole class and may be used to help in their final assessment task.</p> <p>Each student group completes a matrix. Teacher guides students and provides students with additional resources as needed. If desired, students and/or teacher may add categories to the matrix. For example, natural attractions (a physical characteristic, such as Waimea Canyon, Kilauea Volcano, or Pipeline) or events (an activity that may add to the economy, such as the Pro Bowl, Sony Open, or Merry Monarch Festival). Blank cells are provided on the student worksheet for this purpose.</p>	<p>Attachment 2C-1: Our Pacific Islands Matrix</p> <p>Attachment 2C-2: Student Worksheet</p> <p>Teaching Strategy – You Do (independent)</p> <p>http://www.lonelyplanet.com user-friendly, searchable site with maps, photos, basic information</p> <p>http://maps.google.com/ Satellite maps showing main roads, rivers, bays, and harbors</p> <p>https://www.cia.gov/library/publications/the-world-factbook/index.html CIA World Factbook</p> <p>http://www.athaia.org/cgi-bin/tools/get-traffic.pl?link=http://www.lib.utexas.edu/maps/guam.html Select <i>Guam relief map</i></p> <p><i>Student Atlas of Guam</i>, by Danko Taborosi and David T Vann. Honolulu: Bess Press. 2006</p> <p>http://www.hawaii.edu/cpis/resources_7a.html See Pacific Places Resources for additional general materials and specific resources for each of the Island entities.</p>	<p>Formative Assessment:</p> <p>Completed matrix and teacher observations and conversations</p>
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<p>D. Group Presentation (two class periods) Groups plan presentation to whole class of gathered information. Each group prepares a completed matrix to give to teacher. Presentations must include a description of the relationship between economic activity and other characteristics of place for their Pacific Island entity. Note: Attachment 2C-1 may be used by the teacher to record information for students to compare, side by side, the different Island entities studied.</p> <p>Presentation may include use of graphic organizers, posters, PowerPoint, and other visuals such as maps and photographs.</p> <p>Exit Pass – Provide two examples to explain how place might impact economic activity.</p>	<p>Attachment 2D: Sample Rubric for Presentation</p>	<p>Exit Pass</p>
<p>E. Group Debriefing (one class period) Whole class looks at completed matrix. Teacher guides discussion to encourage students to notice commonalities and differences in order to form some generalizations about low and high islands.</p> <p>Distribute Student Question Slips (Attachment 2E-1). Allow students time to Pause and Think, in order to formulate their responses.</p> <p>Conduct active learning strategy Milling to Music (see Attachment 2E-2) for students to share their responses.</p> <p>Whole class reflection asking, What similar things did you share? What did you learn?</p>	<p>Attachment 2E-1: Additional Questions to Consider</p> <p>Attachment 2E-2: Active Learning Strategy: Milling to Music</p>	<p>Milling to Music Question Slips</p> <p>Reflection Questions</p>

Attachment 2A-1

Four Corners

1. Prepare signs of main characteristics of places (physical characteristics, human characteristics, demographics, and economics) and post in four corners of the classroom.
2. Prepare vocabulary/terminology slips and distribute one per student.
3. Have students stand in the corner under the sign that they think best describes their vocabulary word.
4. Have students share their individual word within their group. As a group do they agree on the grouping? Does anyone feel they need to move? Why?
5. In each of the four groups, have students decide on a definition/explanation of their main characteristic and share with entire class.
6. Class may want to fine-tune the definitions/explanations and may also want to check other resources to gain clarification.

PHYSICAL CHARACTERISTICS

DEMOGRAPHICS

HUMAN CHARACTERISTICS

ECONOMICS

<p>LANDFORM (high-low, continental-volcanic-atoll)</p>	<p>BRIDGES</p>
<p>LAND AREA</p>	<p>MAN-MADE CANALS</p>
<p>ELEVATION</p>	<p>DAMS</p>
<p>NATURAL RESOURCES (renewable, nonrenewable)</p>	<p>ROADS (paved, unpaved)</p>
<p>CLIMATE (temperature, weather, rainfall)</p>	<p>BUILDINGS</p>
<p>NATURAL WATERWAYS (rivers, lakes, ponds)</p>	

TOTAL POPULATION	INDUSTRY
POPULATION SETTLEMENT /DISTRIBUTION	GROSS DOMESTIC PRODUCT (value of total goods and services produced annually)
ETHNICITY/RACE	TRADE (import, export)
BIRTH/DEATH RATES	WAY OF LIFE (subsistence/commercial, occupations)
POPULATION CHANGES (immigration, emigration)	

Attachment 2B-1
State of Hawai'i Data

Student Worksheet

Descriptors		State of Hawai'i		
		Source and Year		
		Atlas of HI (1998) from http://ulukau.org		
Geographic Theme of Place	Physical Characteristics	Landform (high-low, continental- volcanic-atoll)		
		Land Area (in sq. miles/km)		
		Elevation (in ft/meters)		
		Natural Resources List (renewable, nonrenewable)		
		Climate (including avg. temperature in Fahrenheit, avg. annual rainfall in inches, seasonal weather conditions)		
		Natural Waterways (rivers, bays)		
	Human Characteristics	Bridges		
		Man-made Waterways (canals, dams, harbors/ports)		
		Roads (paved-unpaved)		
		Cities/Towns (eg, names, capitals)		

		Types of Buildings (eg, materials, structure, use)		
Demographics		Total Population		
		Population Settlement (population density, distribution in cities & towns- Where do most live?)		
		Ethnicity/Race		
		Life Expectancy/ Median Age		
		Population Changes (immigration, emigration)		
Economic		Industry (agriculture, manufacturing, tourism, fishing, etc)		
		Gross Domestic Product (GDP—value of total goods and services produced annually)		
		Trade (import/export)		
		Way of Life (subsistence/ commercial, occupations)		

Attachment 2B-2
State of Hawaii Data

Answer Sheet

Descriptors		State of Hawaii		
		Year		
		Atlas of HI (1998) from http://ulukau.org	Pac Nations & . . . (Ridgell 4th ed.)	
Geographic Theme of Place	Physical Characteristics	Landform (high-low, continental-volcanic-atoll)	8 large volcanic islands 124 small islands, reefs, shoals	19 islands and atolls 8 main - volcanic is. 11=northwestern Hawn Is.- Small is. and atolls. Volcanic islands have large valleys and coastal lowlands
		Land Area in sq. mile/km	6,423.4 sq. miles/ 16,636.5 sq. km Inland water 25 sq miles	6,423 sq mi
		Elevation in ft/meter	Varies from sea level to highest peak of Maunakea at 13,796 f/4,205 m. Percentage of state area w/elevation less than 500 ft is 20.8 %. Percentage of state area w/elevation greater than 2000 ft is 50.9 %.	Map p. 249 has elevation but difficult to see. Mauna Kea 14,000 feet (430 meters)
		Natural Resources List (renewable, non-renewable):	Geothermal resources Fresh water supply *sustainable groundwater via rainfall and aquifers. Isolation provided for many native land and marine fauna/life.	
		Climate (including ave. temperature in Fahrenheit, ave. annual rainfall in inches, seasonal weather conditions)	Earthquakes, tropical climate, windward and leeward systems of rainfall W/coastal areas drier. Avg annual rainfall changes with elevation and location (eg, Waikiki 20 in vs Tantalus 160 in). Island topography leads to diversity in trade, clouds, temp, rain etc, Humidity norm 60-80% Highest recorded temp 100 F(1951), but monthly variations is only about 9 degrees	

Human Characteristics			Two seasons – kau (warm May-Sept) and ho’oilu (cooler Oct-April). May be one of most hazardous areas on earth; subject to hurricanes, droughts, rainstorms, flooding, eruptions, earthquakes, tsunamis, erosion, sea level change.	
		Natural Waterways (Rivers, Lakes/Ponds, Bays)	Perennial streams on windward side, major streams include Wailuku River (Hawaii), Waihe’e and Palikea Stream (Maui), Kahana and Kaukonahua Stream (Oahu), Wailua and Waimea River (Kauai), Pelekumu and Wailau Streams (Molokai). Natural Ponds include Waikea (Hawaii), Kanalu (Maui), Halulu Lake (Niihau). Channels include Kaulakaki, Kauai, Kaiwi, Kalohi.	
		Bridges	No significant bridges	
		Man-made Waterways (Canals, Dams, Harbors/Ports)	Harbors on 4 largest islands - Honokohau (Hawaii). Honolulu (Oahu), Nawiliwili (Kauai) as well as numerous small boat harbors. No significant dams. Commercial inter-island air transport began 1920s. Artificial ponds/lakes include reservoirs-Kualapuu (Molokai), Wahiawa (Oahu), Waimea (Kauai).	
		Roads (paved-unpaved)	Land transportation intra-island, freeways (three interstates on Oahu-H1, H2, H3) to single lane highways (highways on six largest islands), Oahu only island with major mass transit system.	
		Cities/Towns	4 counties (Hawaii, Maui, Oahu, Kauai.) Towns (of 1000+ pop) on six largest islands	

		Types of Buildings	Museums, libraries, colleges/universities. Varying architecture from western and eastern influence.	
Demographics	Total Population	1,183,700	1,211,537 (2000 census)	
	Population Settlement/ Distribution in Cities/Towns	75% live on Oahu w/ concentration in Honolulu (45%). 90% live in urban areas.		
	Ethnicity/Race	One of most cosmopolitan states – no single majority, but important minorities include: Hawaiian and other pacific island peoples, Chinese, Japanese, Korean, Filipino, Caucasian.	Japanese, Caucasian, Chinese, Filipinos, Portuguese, Hawaiians, part-Hawaiians, other Pacific Islanders, Vietnamese, Koreans, Hispanics, African-Americans, American Indians	
	Birth and Death Rate	Life expectancy – 75.9 m/ 80.06 f – w/median age 33.7 in 1993 and 104 males for every 100 females. Birth rate 16.5 per 1000 (1994), death rate 6.0 per 1000 (1993). Heart disease leading cause of death.		
	Population Changes (immigration, emigration)	Sharp decline Hawaiians mid to late 1800’s due to disease epidemics. Acceleration early to mid 1900’s due to immigration, military, mortality drop, Mid 1990s # leaving exceeded new arrivals due to economic slowdown.		
Economic	Industry (agriculture, manufacturing, tourism, fishing, etc)	Tourism (6 mil. Visitors annually), Federal Defense Spending, Agriculture	<u>Agriculture</u> =sugar/pineapple being replaced by, taro, coffee, mac nuts, cocoa flowers, live-stock <u>Aquaculture</u> =shellfish/algae <u>Tourism, military (occupies 25 percent of land on Oahu/more than 40,000 military personnel and families)</u> , motion pictures/TV, retail, food/bev, construction/housing	
	Gross Domestic Product (GDP--value of total goods and services produced annually)	33.5 bil 1989 median family income \$43,176. \$25,159 per person capita income (1996).		

	<p>Trade (import/export)</p>	<p>90% imported petroleum. 93% beef/veal and 14% pork imported. Export of tourism related services and re-export of merchandise to tourists. Export “made in Hawaii” items such as Kona coffee, aloha and surf wear, chocolate macadamia nuts. Export non-tourism services such as engineering, financial and medical throughout the Pacific.</p>	<p>Hawaii imports heavily making cost of living one of the highest in the U.S.</p>
	<p>Way of Life (subsistence/commercial, occupation)</p>	<p>Plantations dominated for 100 yrs prior to WWII but continues to decline, then military influence increased, Leading occupations is now tourism related, state/county/city agencies, military related. Urbanization seen as engine for economic growth.</p>	

Attachment 2C-1
Our Pacific Islands Matrix
 (formatted for legal-sized paper)

Our Pacific Islands

Descriptors		Pacific island entity *						
		State of Hawai'i (or island)	Tuvalu (Funafuti)	Chuuk (Weno)	Marshall Islands (Majuro)	Guam	Papua New Guinea (New Guinea)	Fiji (Viti Levu)
Geographic Theme of Place	Physical Characteristics	Landform (high-low, continental-volcanic-atoll)						
		Land Area (in sq. miles/km)						
		Elevation (in ft/meters)						
		Natural Resources List (renewable, nonrenewable)						
		Climate (including avg. temperature in Fahrenheit, avg. annual rainfall in inches, seasonal weather conditions)						
		Natural Waterways (rivers, lakes/ponds, bays)						
	Human Characteristics	Bridges						
		Man-made Waterways (canals, dams, harbors/ports)						
		Roads (paved, unpaved)						
		Cities/Towns						
	Types of Buildings (eg, material, structure, use)							

* Note for each Pacific island entity, should gather information from two separate data-point years and/or sources. This will assist students in seeing changes and/or patterns.

Descriptors		Pacific island entity *						
		State of Hawai'i (or island)	Tuvalu (Funafuti)	Chuuk (Weno)	Marshall Islands (Majuro)	Guam	Papua New Guinea (New Guinea)	Fiji (Viti Levu)
Demographics	Total Population							
	Population Settlement (population density, distribution in cities & towns – Where do most live?)							
	Ethnicity/Race							
	Life Expectancy / Median Age							
	Population Changes (immigration, emigration)							
Economic	Industry (agriculture, manufacturing, tourism, fishing etc.)							
	Gross Domestic Product (GDP—value of total goods and services produced annually)							
	Trade (import/export)							
	Way of Life (subsistence/commercial, occupation)							

* Note for each Pacific island entity, should gather information from two separate data-point years and/or sources. This will assist students in seeing changes and/or patterns.

Sample Rubric for Presentation (based on ELA CCSS for speaking and listening)**GRADE 7**

Indicator	Exceeds	Meets	Approaches	Well Below
<p><i>Present claim* and supporting evidence in a focused, meaningful, and coherent way</i></p> <p>* A claim, or thesis, is a sentence that states the writer's opinion on the topic. It can attempt to inform, persuade, reflect, or come to a decision.</p>	<ul style="list-style-type: none"> • Presents claims and supporting evidence in a clearly logical manner • Evidence and line of reasoning are highly relevant, • Presentation is exceptionally clear and thoughtful • Presentation is clearly focused and adequate to purpose and task 	<ul style="list-style-type: none"> • Presents claims and supporting evidence in a generally logical manner • Evidence and line of reasoning are generally relevant, clear and thoughtful • Presentation is generally focused and adequate to purpose and task 	<ul style="list-style-type: none"> • Presents claims and supporting evidence in a manner that begins to interfere with understanding • Evidence and line of reasoning are somewhat clear • Presentation is somewhat focused and adequate to purpose and task 	<ul style="list-style-type: none"> • Has no clear claim and/or weak supporting evidence • Line of reasoning is not clear • Presentation is inadequately focused as to purpose and task
<p><i>Use digital media</i></p>	<ul style="list-style-type: none"> • Makes exceptional and strategic use of digital media (graphics, audio, visual and interactive elements) • Media choices clearly enhance the presentation; choices reflect thought 	<ul style="list-style-type: none"> • Makes adequate use of digital media (graphics, audio, visual and interactive elements) • Media choices generally enhance the presentation; choices reflect some thought 	<ul style="list-style-type: none"> • Makes some use of digital media (graphics, audio, visual and interactive elements) • Media choices marginally enhance the presentation; choices reflect little thought 	<ul style="list-style-type: none"> • Makes little use of digital media (graphics, audio, visual and interactive elements) • Media choices do not enhance the presentation
<p><i>Deliver a presentation</i></p>	<ul style="list-style-type: none"> • Introduction engages the audience and clearly sets the "plan" for the presentation • Aids are clearly relevant, error-free, organized and clearly guide the audience through the presentation • Exceptionally strong in articulation, use of standard English, posture, eye contact, word choice, speaking rate and volume 	<ul style="list-style-type: none"> • Introduction engages the audience and generally sets the "plan" for the presentation • Aids are generally relevant, error-free, organized and guide the audience through the presentation • Adequate in articulation, use of standard English, posture, eye contact, word choice, speaking rate and volume 	<ul style="list-style-type: none"> • Basic introduction introduces the topic; it marginally sets the "plan" for the presentation • Aids are somewhat relevant, error-free, and organized, and begin to interfere with understanding • Inconsistently adequate in articulation, use of standard English, posture, eye contact, word choice, speaking rate and volume 	<ul style="list-style-type: none"> • Weak to no introduction; it does not set the "plan" for the presentation • Aids are not relevant and might contain errors • Inadequate in articulation, use of standard English, posture, eye contact, word choice, speaking rate and volume

Attachment 2E-1

Additional Questions to Consider

Student Question Slips:

- What is the difference between the physical and human characteristics of places?
 - How do physical characteristics of a place impact population settlement?
 - How might characteristics of places impact our Pacific Islands?
-
- How does population settlement impact the human characteristics of places?
 - In any given Pacific Island entity, were there any patterns of population movement over time?
 - How might characteristics of places impact our Pacific Islands?
-
- How might the physical and human characteristics of places affect demographics?
 - How do physical characteristics of places impact a given Pacific island's economy?
 - How might the physical and human characteristics of places impact our Pacific Islands?
-
- How does a given Pacific island's economy impact the human characteristics of place?
 - How might the physical and human characteristics of places affect an island's economy?
 - How might the characteristics of places impact our Pacific Islands?

Attachment 2E-2

Active Learning Strategy: Milling to Music

Time: 15 minutes

Materials: slips with numbered topics or questions, music player, and lively music

OBJECTIVES

1. To build community inclusion
2. To review curriculum topic

INSTRUCTIONS

1. Prepare for each student a slip in which there are three to four numbered questions.

Example:

- Describe three cities, towns or houses in which you have lived.
 - Share your favorite way to relax or spend vacation time.
 - Describe what your house, apartment, or living space is like.
 - If you were given \$100,000 tomorrow, what would you do with it?
2. Give the students their slips with the topics and ask them to stand up.
 3. Explain that when the music starts they are to begin milling around silently but greeting each other as they pass by.
 4. Explain that when the music stops (or when you give the hand signal), each student is to stop and discuss question #1 with a student standing close by for 1 minute. Explain that when the music begins again, they are to repeat the process until they have discussed all four questions.

SUGGESTED REFLECTION QUESTIONS

Content (cognitive learning)

- What kind of greetings did you use?
- What similar things did you share?

Collaborative (social learning)

- What skills did you, as community members, use to make this activity successful? (suggest some: listening, speaking clearly, sharing time, respecting differences)
- How has the atmosphere changed in the room?
- How do you feel about the community now?

Discovering Gifts (personal learning)

- What did you learn about yourself?
- How are you a unique individual in the community? What special strengths are you proud of?

APPRECIATION

Invite statements of appreciation:

- "I liked it when..."

"Reaching All by Creating Tribes Learning Communities," by Jeanne Gibbs. Centersource Systems: 2006.

Lesson Three: Comparing “Places” - Conclusions and Generalizations	Title of Unit: Pacific Places	
Duration: two class periods (@50 minutes each)	Course/Grade: Pacific Island Studies/Grade 7	
	Goal: Students will complete a summative assessment task showing that they have accomplished the selected benchmarks.	
Procedure/Activities	Resources/tools	Assessment
<p>A. Review (one class period) Review the previous lesson. What were some of the commonalities we noticed about low islands? High islands? What conclusions might we now make?</p> <p>Students Think/Pair/Share two things that are important to remember and one question they might still have.</p> <p>Popcorn share with the whole class.</p>		
<p>B. Assessment Task (one class period) Distribute summative assessment task to students.</p> <p>Students will create product which includes a narrative that answers the following: “Explain the relationship and impact of the physical and human characteristics on population settlement, demographics, and economic activity by comparing two (one high island and one low island) of the Pacific Islands studied.”</p>	<p>Attachment 3B-1: Summative Assessment Task</p> <p>Attachment 3B-2: Rubric</p>	Summative Assessment Task

Attachment 3B-1

Summative Assessment Task

Explain the relationship and impact of the physical and human characteristics on population settlement, demographics, and economic activity by comparing two (one high island and one low island) of the Pacific Islands studied.

Instruction to Students:

You are a delegate to the **Asia-Pacific Economic Cooperation** forum.

You are asked to report back to your peers on your visit to several Pacific Island countries.

Prepare a narrative that explains how physical and human characteristics impact

- population
- demographics
- economic activity

The explanation should provide comparison examples of one high-island and one low-island Pacific entity for each impact shared.

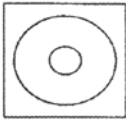
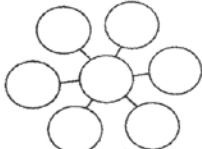
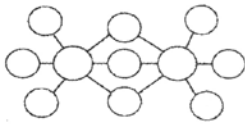
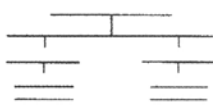

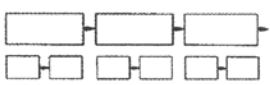
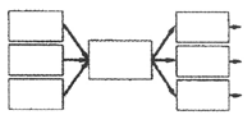
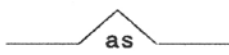
Explain the relationship and impact of the physical and human characteristics on population settlement, demographics, and economic activity by comparing two of the Pacific Islands studied (one high island and one low island).

	Advanced/ Exceeds	Proficient	Partially Proficient/ Approaches	Novice/Well Below
Explain population distribution and the physical and human characteristics of places in Oceania (7PI.7.1)	<ul style="list-style-type: none"> Explains and describes population distribution Explains and describes physical and human characteristics of places Uses clear and precise detail 	<ul style="list-style-type: none"> Explains population distribution Explains physical and human characteristics of places Uses detail 	<ul style="list-style-type: none"> Explains population distribution Explains either physical or human characteristics, but not both Uses minimal detail 	<ul style="list-style-type: none"> Ineffectively explains population distribution, or an explanation is missing Ineffectively explains physical and human characteristics, or explanation is missing
Describe demographic patterns and how they affect places (7PI.7.2)	<ul style="list-style-type: none"> Draws significant conclusions and generalizations about the affect of demographic patterns on a place Formulates accurate conclusions/generalizations 	<ul style="list-style-type: none"> Draws conclusions about the affect of demographic patterns on a place Makes no significant errors 	<ul style="list-style-type: none"> Forms some conclusions about the affect of demographic patterns on a place Makes few significant errors 	<ul style="list-style-type: none"> Does not include a conclusion about how demographic patterns affect places, or Makes many significant errors
Analyze and explain the relationship between economic activities and the physical and human characteristics of places (7PI.7.3)	<ul style="list-style-type: none"> Compares important economic activities Explains the relationship between these activities and the physical and human characteristics of two Islands entities Makes significant connections and insights 	<ul style="list-style-type: none"> Analyzes important economic activities Explains the relationship between these activities and the physical and human characteristics of two Island entities 	<ul style="list-style-type: none"> Names important economic activities Explains the relationship between these activities and the physical and/or human characteristics of two Island entities 	<ul style="list-style-type: none"> Ineffectively explains the relationship between economic activities and the physical and/or human characteristics of places, or Economic activities are identified but an explanation is missing

<p>Lesson Four: Projecting the Future This is an optional lesson, designed as an extension to take students beyond the benchmarks. It may be used for students who are ahead of others and/or may be given as extra credit.</p>	<p>Title of Unit: Pacific Places</p>	
<p>Duration: Intended as home play.</p>	<p>Course/Grade: Pacific Island Studies/Grade 7</p>	
	<p>Goal(s): Students will identify their ideal place. They will describe factors that may contribute towards making it the ideal place and the measures that must be taken to sustain it as such.</p>	
<p>Procedure/Activities</p>	<p>Resources/tools</p>	<p>Assessment</p>
<p>Teacher directs students to refer to their Pacific Island matrix and think about their interests and the career they might like to have in ten years. They should consider what they know about the different locations shared in class and choose one location that best suits where they want to be in ten years.</p> <p>Student describes his/her ideal “place.” Using a Thinking Map, student identifies the characteristics that contribute towards and characterize his/her ideal place (eg, influences such as potential career choices, economic advantages, location, physical characteristics) and the benefits of living there.</p>	<p>Pacific Island matrix from Lesson 2.</p> <p>Attachment 4A: Thinking Map</p>	<p>Thinking Map – visualizing contributing factors and benefits</p>
<p>Students will write essays in which they project themselves into the future. Their essays should respond to the following: -What will my ideal place be like in ten years? -Would I like to live there? Why or why not? -What can I do now to make sure this is a place where I will want to live? How does/can a place shape my life? Student may use their thinking map to assist them in their reasoning.</p>	<p>Attachment 4B: Sample Rubric for Writing an Essay</p>	<p>Essay</p>

Attachment 4A
Thinking Maps

Thinking Maps are visual tools you can use to map your thoughts. Use them to help organize your thoughts. They are useful when taking notes, studying, brainstorming, or developing ideas.

Questions from Texts, Teachers and Tests	Thinking Processes	Thinking Maps as Tools
How are you defining this thing or idea? What is the context? What is your frame of reference?	DEFINING IN CONTEXT	Circle Map 
How are you describing this thing? Which adjectives would best describe this thing?	DESCRIBING QUALITIES	Bubble Map 
What are the similar and different qualities of these things? Which qualities do you value most? Why?	COMPARING and CONTRASTING	Double Bubble Map 
What are the main ideas, supporting ideas, and details in this information?	CLASSIFYING	Tree Map 
What are the component parts and subparts of this whole physical object?	PART-WHOLE	Brace Map 
What happened? What is the sequence of events? What are the substages?	SEQUENCING	Flow Map 
What are the causes and effects of this event? What might happen next?	CAUSE and EFFECT	Multi-Flow Map 
What is the analogy being used? What is the guiding metaphor?	SEEING ANALOGIES	Bridge Map 

Attachment 4B

Sample Rubric for Writing an Essay

Pacific Island Studies - Geography (Places)

Standard: Human and Physical Characteristics in Spatial Terms

Benchmark (7PI.7.2): Describe demographic patterns and how they affect places.

Content	Advanced (4)	Proficient (3)	Partially Proficient (2)	Novice (1)
	Describes, with clear and precise detail, how demographic patterns affect places	Describes, with detail, how demographic patterns affect places	Describes, with minimal detail, how demographic patterns affect places	Ineffectively describes how demographic patterns affect places
Organization	<ul style="list-style-type: none"> Exceeds (3) 	<ul style="list-style-type: none"> Meets (2) 	<ul style="list-style-type: none"> Approaching (1) 	<ul style="list-style-type: none"> Organization Rating
	<ul style="list-style-type: none"> Uses correct format & vocabulary is precise and clear. Beginning, Middle and End are interrelated, cohesive and in order Topic sentence is clear with supporting details. 	<ul style="list-style-type: none"> Uses correct format most of the time & vocabulary is precise and clear. Beginning, Middle and End are usually interrelated, cohesive, and in order Topic sentence is clear with supporting details. 	<ul style="list-style-type: none"> Inappropriate or vague format with basic vocabulary. Parts of the beginning middle and/or end are undeveloped or out of sequence Some of the details do not support the topic sentence, making it unclear. 	<ul style="list-style-type: none"> Comments:
Conventions	<ul style="list-style-type: none"> Exceeds (3) 	<ul style="list-style-type: none"> Meets (2) 	<ul style="list-style-type: none"> Approaching (1) 	<ul style="list-style-type: none"> Conventions Rating:
	<ul style="list-style-type: none"> Grammar & usage are almost always correct. Spelling is correct with few exceptions (i.e. commonly misspelled words) Punctuation is almost always correct. Capitalization is almost always correct. Student work is consistently neat and legible. 	<ul style="list-style-type: none"> Grammar & usage are generally correct. Majority of spelling is correct. Majority of punctuation is accurately used Majority of capitalization & labels are correct. Majority of student work is readable. 	<ul style="list-style-type: none"> Errors in grammar and/or usage affect readability. Many spelling errors. Internal punctuation is missing or often incorrect. Inappropriate capitalization & labels are used. Student work is difficult to decipher and read. 	<ul style="list-style-type: none"> Comments: