

## **GRADE 7**

## **SOCIAL SCIENCE**

## **STRAND 3**

## **CULTURE**

**SUB-STRAND 1: NATIONAL CULTURE**

**SUB-STRAND 2: INFLUENCES ON NATIONAL CULTURE**

**SUB-STRAND 3: PARTICPATION IN NATIONAL CULTURE**

## **ACKNOWLEDGEMENT**

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

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

We also acknowledge the professional guidance provided by Curriculum and Development Assessment Division throughout the processes of writing, and the services given by member of the Social Science Review and Academic Committees.

The development of this book was Co-funded by GoPNG and World Bank.

**DIANA TEIT AKIS**  
PRINCIPAL

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Printed by Flexible, Open and Distance Education.

ISBN: 978-9980-87-272-2

National Library Service of Papua New Guinea

Published in 2017 by the Flexible, Open and Distance Education, Papua New Guinea  
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## SECRETARY'S MESSAGE

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

This course is part and parcel of the new reformed curriculum. The learning outcomes are student-centred with demonstrations and activities that can be assessed.

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

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

The course promotes Papua New Guinea values and beliefs which are found in our Constitution and Government Policies. It is developed in line with the National Education Plans and addresses an increase in the number of school leavers as a result of lack of access to secondary and higher educational institutions.

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

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

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

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

I commend all the teachers, curriculum writers and instructional designers who have contributed towards the development of this course.



**DR. UKE KOMBRA**  
Secretary for Education

## STRAND 3: INTRODUCTION

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Welcome to Strand 3 of the Grade 7 Social Science Course. This Strand looks at **Culture**.

Therefore, you will:

- identify and describe the main features and elements of Papua New Guinea's National Culture
- identify factors that influence national cultures
- identify the forces and conditions that contribute to change in cultures
- look at ways in which you can participate in national cultures

The three Sub-strands you will study are:

1. National Culture
2. Influences on National Culture
3. Participation in National Culture

In Sub-strand 1, **National Culture**, you will learn about the elements that make up Papua New Guinea's National Culture and its importance.

In Sub-strand 2, **Influences on National Culture**, you will learn about the factors that influence Papua New Guinea's national culture. This means you will study the different factors that influence national culture.

In Sub-strand 3, **Participation in National Culture**, you will learn about the different cultural activities and practices that encourage, strengthen and promote national culture.

Each Sub-strand has **Lessons** with **Practice Exercises** and **Answers**. You must read each lesson and work through the Practice Exercises. You will have to correct your own answers. The answers to the Practice Exercises are given at the end of each Sub-strand. When you complete a Sub-strand, you will then complete the **Sub-strand Test** in the **Assignment Booklet**. You will repeat the same process until you complete the Strand.

We hope you will enjoy this strand.

## STUDY GUIDE

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Follow the steps given below and work through the lessons.

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



Lesson 1: Elements of Papua New Guinea's National Culture

### Assignment: Sub- strand Test and Strand Test

When you have completed all the lessons in a Sub-strand, do the Sub-strand Test for that Sub-strand, in your Assignment Booklet. The Strand book tells you when to do this.

### Marking:

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

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

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

| TIME          | MONDAY                                                                      | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|-----------------------------------------------------------------------------|---------|-----------|----------|--------|
| 8:00 – 10:00  | FODE STUDY TIME                                                             |         |           |          |        |
| 10:00 – 11:00 |                                                                             |         |           |          |        |
| 1:00 – 2:00   |                                                                             |         |           |          |        |
| 2:00 – 4:00   |                                                                             |         |           |          |        |
| 6:00 – 7:00   |                                                                             |         |           |          |        |
| 7.00 – 9:00   | Listen to or watch current affairs programs. Write your diary, read a book. |         |           |          |        |

## **SUB-STRAND 1**

### **NATIONAL CULTURE**

**In this sub-strand you will learn about:**

- **Elements of PNG National Culture**
- **National Flag and Currency**
- **National Crest or Emblem, Dress, Animal And Plants**
- **National Events And Ceremonies**
- **Traditional Houses, Bilas And Artefacts**
- **Traditional Laws**
- **Contemporary National Laws**
- **Consequences of Breaking Laws**

## SUB-STRAND 1: INTRODUCTION

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### National Culture

In Sub-strand 1, you will learn about the elements that make up Papua New Guinea's National Culture and how important they are as part of the national culture. In this Sub-strand, you will explore the importance of national symbols such as the national emblem, national dress, national flag, national plants and animals and so on.



Some of PNG's many cultures

National symbols are very important in any country's culture and history because it signifies the national identity, cultural heritage and national history of a particular country. Thus in this strand, you will learn about symbolic elements of Papua New Guinea such as the traditional artefacts, traditional bilas and even traditional houses. You will also learn about the national events and ceremonies in Papua New Guinea and their importance. These are also important symbolic elements that play a big part in Papua New Guinea's culture.

In the second half of this strand you will take a look at Traditional and Contemporary Laws in Papua New Guinea, and identify their features and importance.

We hope you will enjoy reading this Sub-strand.

## Lesson 1: Elements of Papua New Guinea National Culture



Welcome to Lesson 1 of sub-strand 1. In this lesson you will define elements of Papua New Guinea (PNG) Culture, Language and Dialect, and identify National Languages within Papua New Guinea.

### Your Aims

- define elements of PNG culture
- list examples of elements of Papua New Guinea culture
- explain elements of Papua New Guinea culture, language and dialect
- recall and write the national anthem, pledge and song

### What are Elements of Papua New Guinea Culture, Language and Dialect?

**Culture** is the way a particular group of people or society lives at a particular time. **Elements** are the basic or most important things or parts of something. Elements of Papua New Guinea Culture are, therefore, the basic or most important things that make up the way of life of Papua New Guineans.

The elements of Papua New Guinea culture include ceremonies of the people of that culture, what they believe in, language, stories, songs, dances, customs and laws, their crafts, art, music and even way of transport.

### Papua New Guinea Cultures

A **society** is a group of people who share the same culture. It is not known how many cultures there are exactly in Papua New Guinea. Usually people say 'more than 800' because there are more than 800 different languages. So this is probably how many cultures there are. Traditional culture is strong in Papua New Guinea. Our culture changes as modern ideas and beliefs become part of our lives. Our culture today has some parts that are traditional and some parts that are new.



Some of our many cultures on display

## Language

**Language refers to spoken or written words used and understood by a group of people to communicate with each other.**

Do you think we can have a culture without a language? No, it is not possible because language is an important symbol and part of our culture.

People need to communicate with each other to form a society. Language is used so that the life of the society can be discussed. Everyday things such as food items can be named and so that songs can be sung and stories told.

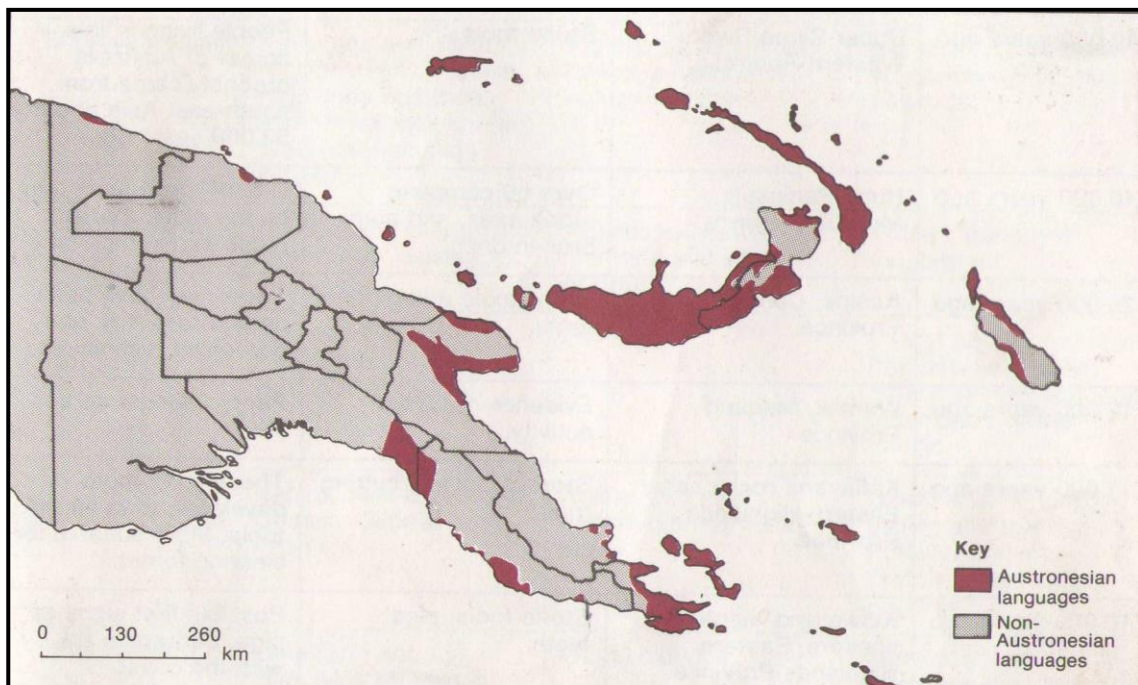
Some scientists, called **linguists** (or people who study language), have divided the 800 plus languages of Papua New Guinea into two main groups: **Austronesian** and **Non-Austronesian**.



The Kitava people speak the Kiriwina language which spoken throughout the Trobriand Islands

Take a look at the map below. It shows the distribution of languages throughout Papua New Guinea.

### AUSTRONESIAN AND NON-AUSTRONESIAN LANGUAGES IN PNG



## Origin of Language

Non-Austronesian languages may have descended from the original language of the first settlers who arrived from Sunda Land (the extended continent of south-east Asia) about 50,000 years ago. There are about 500 non-Austronesian languages, spoken by most Highlands people and some are spoken on the coast and on the islands of New Britain and Bougainville.

It is believed that the Austronesian languages came to Papua New Guinea with later settlers from South East Asia, about 6000 to 2000 years ago.

## National Language

A **National Language** is one that can be used for official purposes in a country. This means you speak and learn this language in school and use it at work place. It is hard for Papua New Guineans to see themselves as a united society because of the many different languages. At the time of Independence, the government chose three national languages for Papua New Guinea. They are Tok Pisin, Hiri Motu and English.

Tok Pisin started as a trade language during the colonial times when Papua New Guineans went to work in mines and plantations in Samoa and Queensland in the late 1800s. You will learn more about Tok Pisin in lesson 15 of Sub-Strand 2.

Hiri Motu or Police Motu was used during the Australian Administration. It was used by the magistrates and patrol officers. It grew from the Hiri trade between Central and Gulf people. It is also a written language and there are radio broadcasts using the language. Pure Motu is the language of the Motuan people who live in villages along the coast of Central Province from Gabagaba to Lealea. Pure Motu and Hiri Motu have English words such as redio (radio) in them. These words came as trade goods and new ideas were introduced.

English on the other hand, is the official language used for official records. It was the language of education for many years under the Australian administration. Papua New Guinea's two daily newspapers, *The National* and *Post Courier* are published in English.

Sometimes people use the word **dialect** instead of language. Well, **dialect** is a form of language that is spoken in one area with grammar words and pronunciation that may be different from other forms of the same language. For instance, on Buka Island in the Autonomous Region of Bougainville (ARB), the Austronesian word for *betel nut* in the Halia dialect is *kutu* or *buko* whereas in the Haku dialect it is called *irra*.



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Culture is the way a particular group of people or society that lives at a particular time
- Elements of Papua New Guinea Culture are the basic or most important things that make up the way of life of Papua New Guineans
- The elements of Papua New Guinea culture include ceremonies of the people of that culture, what they believe in, their language, stories, songs, dances, customs and laws, crafts, art, music, way of transport
- A society is a group of people who share the same culture
- Our culture changes as modern ideas and beliefs become part of our lives
- Our culture today has a mixture of both traditional and modern elements
- Papua New Guinea languages are divided into two main groups: the Austronesian and non-Austronesian languages
- PNG's three main languages are: *Tok Pisin*, *Hiri Motu* and *English*
- English is the official language of business in Papua New Guinea.

---

**NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE**



## Practice Exercise 1

1. How many languages can you speak?

2. Name the three national languages?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

3. Write and recite the National Anthem and the National Pledge. Use the boxes below to write the National Pledge and the National Anthem.

## National Anthem

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be a standard notebook page.

## National Pledge

[illegible]

**NOW CHECK YOUR ANSWERS AT THE END OF THE SUB-STRAND 1**

## Lesson 2: National Flag and Currency



Welcome to Lesson 2. This is another interesting lesson on the elements of culture. This time you will learn about the National Flag and currency.

### Your Aims

- define national flag and national currency and their features
- describe the origin of other national symbols
- identify the features of the national flag and currency

Our nation of Papua New Guinea is made up of many different cultures. These cultures share some important ideas as shown in the table below.

| Our Tribes                                                                     | Our Nation                                                                                                                                   |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Our tribes have stories about our origin.                                      | Today our nation has its written history                                                                                                     |
| Our tribes have rituals (ways of conducting important occasions).              | Our nation has modern-day rituals and celebrations that make us feel that we belong to our nation. For example, singing the national anthem. |
| Our tribes have ritual objects.                                                | Our modern day ritual objects are the flag, etc                                                                                              |
| Our tribes have special places.                                                | Our nation has important structures such as Parliament House                                                                                 |
| Our tribes have celebrations which help members of the tribe feel they belong. | Our nation has special days such as Independence Day                                                                                         |

### Our Nation's Symbols

**Symbols** are things that stand in for something else. Nations have symbols that make people feel they belong to the nation. These symbols also tell other nations who we are and identify, and display our national culture. For example, when our flag flies at the United Nations it tells other nations that we are a member of the United Nations. So we can say that The National Flag and the National Anthem are national symbols that identify Papua New Guinea from other nations in the world.

## Our National Flag

Papua New Guinea's National Flag, was formally adopted in 1971. It is divided diagonally from the top of the hoist to the bottom. On the upper part appears a yellow Bird of Paradise on a red background. On the lower part are five white stars, representing the Southern Cross on a black background. Black, red and yellow are traditional colours in Papua New Guinea.



On the flag, the Bird of Paradise is shown soaring above the Southern Cross, with its plumes trailing, symbolizing the emergence of Papua New Guinea into nationhood. The Southern Cross appears on the flag to signify Papua New Guinea's historical relationship with Australia and friendship with other nations of the South Pacific. The PNG flag was designed by Susan Karike, a 15-year old student of the Gulf Province.

## National Currency

Firstly, currency is the lawfully accepted bills and coins of a country. The currency (money) of a country is part of its national identity. The Kina, is the national currency of Papua New Guinea. Between 1950 and 1960, Papua New Guinea was using the British pounds and shillings. From 1966 up to 1975, the Australian dollars and cents were used as the currency.

The **Kina** and **Toea** replaced the Australian Dollar and Cent on the 19th April, 1975. The coins in circulation are in denominations of 5, 10, 20, 50 toea and the 1 Kina. The banknotes in circulation include the 2 Kina, 5 Kina, 10 Kina, 20 Kina, 50 Kina and 100 Kina notes. The currency is issued by the Bank of Papua New Guinea.

The kina (K) is named after the big oyster shells used as traditional money in the Highlands and Sepik areas. The one Kina coin has a hole in the middle like traditional money. The toea (t) is named after an arm shell used on the Papuan coast for trade and bride-price payments. Our currency has symbols of Papua New Guinea. All notes and coins except the one Kina coin, has the national emblem, (Bird of Paradise, kundu drum and ceremonial spear) on the back. All of the coins have pictures of different animals. The **50t** coin has a different design to the other coins. Similarly, the notes also have drawings which show many different form of traditional money.



The K20.00 note



The K2.00 note



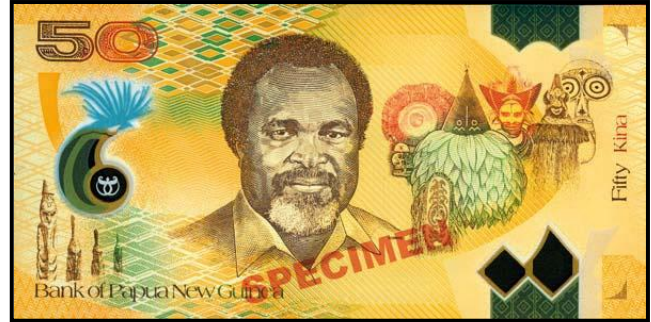
The K10.00 note

You have just learnt that our currency has symbols of Papua New Guinea. All notes and coins but the one kina coin has the national emblem, (Bird of Paradise, kundu drum and ceremonial spear) on the back. The coins have pictures of animals while of the **50t** coins have different designs.

Here are two more of the banknotes that are in circulation in Papua New Guinea.



The K5.00 note



The K50.00 note

Now do this activity. You can correct your work by checking the answers at the end of the Summary.



### Activity

The table below has descriptions of coins on the left column. Write the name of the coin that matches the description on the right column of the table below.

| . Description of the coin                                                                                                                                                                                     | Name of the Coin |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 3 This note is purple with a <i>hombuli</i> mask used for bride price in the East Sepik Province. It also has the kina shell from the Highlands and shell necklaces from Milne Bay and New Ireland Provinces. |                  |
| 4 On this note you will see a pig's head, a toea armband from Central Province, a cowrie necklace from Madang and a shell ornament from Western Province. The colour is red.<br>Which note is it?             |                  |



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Symbols are things that stand in for something else
- Symbols identify and display our national culture
- The PNG flag and national currency are important symbols
- Currency is the bill and coins used in a country
- The currency (money) of a country is part of its national identity
- The Kina is the national currency of Papua New Guinea
- Before independence, during the 1950s and 1960s, Papua New Guinea was using the British shilling and pence. It began using the Australian dollar and cent from 1966 to 1975
- The Papua New Guinea flag design was based on one made by Susan Karike
- The 1t, 2t and the old large one kina coins are now out of circulation

---

## Answers to Activity

(i) . 5 kina note

(2). 20 kina note

---

|                                                    |
|----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE</b> |
|----------------------------------------------------|



## Practice Exercise 2

---

1. Briefly explain the importance of the National Flag and National Currency in the space provided below.

(i) National Flag

(ii) National Currency

2. Research and write a short article on Susan Karike, the person who designed the National Flag. Find out where she is from; where she went to school; how old she was at the time; how she chose the colours on the flag and the symbols.

---

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1

## Lesson 3: National Crest or Emblem, Dress, Animals and Plants



Welcome to Lesson 3. You will continue to learn more on national symbols and cultures. This time, you will study the National Crest, Dress, Animals and Plants.



### Your Aims

- define and describe the National Crest or Emblem
- describe the significance of the National dress, National Animals and Plants, Flag Carrier and National Stamps

### National Emblem or Crest

First of all, let us look at the definition of an Emblem or Crest.

**An *emblem* or a crest is a design or picture that represents a country or a particular organization.**

The history of Papua New Guinea's crest began in 1964 during the life of the first House of Assembly. This was when the Committee on Constitutional Development under the chairmanship of the late Dr. John Guise called upon the people and schools throughout Papua New Guinea for submissions from all sections of the Territory of Papua and New Guinea.

The National Emblem shows a widespread Bird of Paradise (*Genus Paradisaea*) perched on a *Kundu*, which is a drum used for traditional ceremonial purposes. Behind the drum is a spear.

The emblem represents all parts of Papua New Guinea since the three symbols appearing on it are well known over a wide area of the country.



The National Emblem of PNG

Bird of Paradise is shown in its different natural colours. It has a yellow head, grey-blue bill, black neck, green breast with yellow band, and light brown abdomen. The wings and long tail feathers are reddish brown while the display plumes are deep red. The Kundu and spear are black with white highlights and decorations.

Use of the National Emblem is restricted to official government use as laid out in the National Identity Ordinance of 1973.



The meri-blouse is PNG's national dress

### PNG's National Dress

The national costume of Papua New Guinea is the meri blouse, laplap and bilum.

Laplap is a sarong worn by men and women. Bilum is a hand woven bag of string or yarn. Meri Blouse is a loose shirt worn by most New Guinean women over their laplaps (sarong). The style was brought in by Christian missionaries to cover women's breasts. They are now a national fashion, with varying style and suit all types of body sizes. Little girls wear them as dresses.

### National Animals

The Raggiana Bird-of-paradise, (**Paradisaea raggiana**) also known as Count Raggi's Bird-of-paradise, is a large bird in the bird-of-paradise family Paradisaeidae. It is distributed widely in southern and northeastern New Guinea, where its name is **kumul**. The Raggiana Bird-of-paradise is the **national bird** of Papua New Guinea; indeed in 1971 this species, as *Gerrus paradisaea*, was made the national emblem and was included on the national flag.



The Raggiana Bird-of-Paradise



Flame of the Forest is PNG's national plant

The **National Plant** is the **Flame of the Forest**, (*Mucuna bennettii*), a large, climbing liana found in the rainforests of Papua New Guinea. Mature plants can have stems as thick as a person's thigh and the glowing, scarlet flowers can be seen from a great distance against the greens of the rainforest. It usually hangs hundreds of feet up in the branches of the tallest trees and increases in gardens in tropical and subtropical regions and in several botanical gardens. Flame of the Forest is also known as D'Albertis' Creeper, after the Italian explorer, Luigi D'Albertis, the first European explorer to venture far into the interior of Papua New Guinea around the late 18th century.

You can also observe other national symbols on our national stamps. These stamps are unique to Papua New Guinea.

Here are some national stamps that have national symbols.



National symbols on PNG's national stamps



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- An emblem or a crest is a design or picture that represents a country or a particular organization
- The National Flag carrier of Papua New Guinea is Air Niugini
- The national costume of Papua New Guinea is the meri blouse, laplap and billum.
- The Raggiana Bird-of-Paradise is the national bird of Papua New Guinea. In 1971, this species, (*Gerrus paradisaea*) was made the national emblem and was included on the national flag
- Flame of the Forest is PNG's national plant

**NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE**



### Practice Exercise 3

---

1. Define national emblem.

---

---

2. Find, cut out and paste pictures of:

(i) A National Animal

(ii) A National Plant

(iii) The National Flag Carrier (Air Niugini)

---

**CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1**

## Lesson 4: National Events and Ceremonies in Papua New Guinea



Welcome to Lesson 4. In the last lesson, you learnt about the National Emblem, Dress, Animals and Plants. As you know these symbols are parts of our culture. In this lesson, you will learn few more aspects of culture. These are National Events and Ceremonies.

### Your Aims

- define National Ceremony and Independence
- identify days and periods of national events and describe their importance
- identify examples of national ceremonies and describe their significance

Have you ever participated in any national event or ceremony? I am sure you did. You may have either been observing or participating in some activities in celebrating National Events.

### What is National Ceremony?

**National Ceremony** is the important event or events that the nation respects or observes such, as the Independence Day. We all know that the Independence Day is when we celebrate the day we gained our political independence (16<sup>th</sup> September). Independence celebration is one of the nation's very important events where the people of Papua New Guinea celebrate in many different ways remembering the day when Papua New Guinea was first self-governed. It is on this day, every year the whole country observes and celebrates this important day by participating in national and local programs and celebrations.

There are many other important events and days that we observe. Some days are important in our history so the whole nation observes these days as public holidays. For example, the Remembrance Day is important to our history because we remember our countrymen who took part in the Second World War that was fought in Papua New Guinea.

Have a look at the table below. It shows some of these important events and their dates.

| Event            | Date         |
|------------------|--------------|
| New Year's Day   | January 1    |
| Good Friday      | April 10     |
| Easter Monday    | April 13     |
| Queen's Birthday | June 8       |
| Remembrance Day  | July 23      |
| Independence Day | September 16 |
| Christmas Day    | December 25  |
| Boxing Day       | December 26  |

Here are few more examples of special national activities.

| <b>Event</b>            | <b>Date</b>                                  |
|-------------------------|----------------------------------------------|
| National Census Week    | 16 <sup>th</sup> – 20 <sup>th</sup> March    |
| National Book Week      | 3 <sup>rd</sup> – 7 <sup>th</sup> August     |
| National Library Week   | 7 <sup>th</sup> – 12 <sup>th</sup> September |
| National Education Week | 5 <sup>th</sup> – 9 <sup>th</sup> October    |

On the other hand, Public Notice Days are to be observed but not as Public Holidays. The table shows some public events and dates.

| <b>Month</b> | <b>Date</b> | <b>Event</b>                                                  |
|--------------|-------------|---------------------------------------------------------------|
| February     | 21          | International Mothers Language Day                            |
| March        | 8           | United Nations Day for Women's Rights and International Peace |
|              | 9           | Commonwealth Day                                              |
|              | 29          | National Day for People with Disabilities                     |
| April        | 7           | World Health Day                                              |
| May          | 31          | World Tobacco Day                                             |
| June         | 5           | World Environment Day                                         |
| July         | 11          | World Population Day                                          |
|              | 19          | Provincial Government Day                                     |
| September    | 8           | International Literacy Day                                    |
| October      | 5           | International and Teachers Day                                |
|              | 24          | United Nations Day                                            |
| November     | 20          | Universal Children's Day                                      |
| December     | 1           | World Aids Day                                                |

Now do Activity 1 on the next page. You can correct your work by checking the answers at the end of the Summary.



## Activity 1

Study the national events table and answer the following;

1. What event is celebrated on the
  - (i) 7<sup>th</sup> April? \_\_\_\_\_
  - (ii) 31<sup>st</sup> May? \_\_\_\_\_
  - (iii) 5<sup>th</sup> October? \_\_\_\_\_
2. List four National Events that are celebrated throughout a week?
  - (i). \_\_\_\_\_
  - (ii). \_\_\_\_\_
  - (iii). \_\_\_\_\_
  - (iv). \_\_\_\_\_
3. Imagine you were attending a high school in your province. Your school has been asked to prepare a program to observe and celebrate the International Teachers' Day.  
List the activities that will be done on this day.

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Next you do Activity 2. You can correct your work by checking the answers at the end of the summary.



## Activity 2

Write down the importance of the events in the table below. The first example has been done for you.

| Event                                               | Day | Significance (How and why it is important)                                                                                                                                                                              |
|-----------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (i) UN Day for Women's Rights & international Peace |     | It is a day when we observe anything to do with Women's rights. We reflect on how women are treated unfairly, abused, mistreated and so on. In some places, people have programmes and activities to celebrate this day |

| Event                         | Day     | Significance (How and why it is important) |
|-------------------------------|---------|--------------------------------------------|
| (ii) World Population Day     | July 11 |                                            |
| (iii) World Aids Day          | Dec. 1  |                                            |
| (iv) Universal Children's Day |         |                                            |

There are many ways we can improve and celebrate these important days. It is therefore very important that we involve all levels of society, from school students all the way to the highest office in the country.

Much improvement is needed in participation and involvement of different groups of people in these national programmes and activities. The Government should be able to observe other important events and provide funding to celebrate these days. In most cases other organizations try their best to undertake active roles in their initiatives to celebrate these important events.



HIV/AIDS Awareness in a school

These students are listening to a talk on World Aids Day. We can also effectively participate in activities and programmes on special days!





## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- A national ceremony is the nation's important event the nation observes and respects
- An Independence Celebrations is one of the important events of the nation
- Some national events are observed while others are seen as public holidays
- Each national event and ceremony is observed and celebrated differently according to its importance and purpose
- There are many ways we can be able to improve these events and ceremonies

## Answers to Activities

## Activity 1

1.

- (i) 7<sup>th</sup> April-World Health Day  
(ii) 31<sup>st</sup> May-World Tobacco Day  
(iii) 5<sup>th</sup> October-International Teachers Day

2.

| Event                   | Date                                         |
|-------------------------|----------------------------------------------|
| National Census Week    | 16 <sup>th</sup> – 20 <sup>th</sup> March    |
| National Book Week      | 3 <sup>rd</sup> – 7 <sup>th</sup> August     |
| National Library Week   | 7 <sup>th</sup> – 12 <sup>th</sup> September |
| National Education Week | 5 <sup>th</sup> – 9 <sup>th</sup> October    |

3.
  - (i) Prepare a meal for the teacher
  - (ii) The whole class or individual students write special cards for their teachers
  - (iii) Write and read poems for teachers
  - (iv) Class groups present songs
  - (v) Speeches by principal or other important people

*(Accept any answers that are reasonable)*

**Activity 2**

| <b>Event</b>                 | <b>Day</b>  | <b>Significance (How and why it is important)</b>                                                                                                                                                                             |
|------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (ii) World Population Day    | July 11     | It is important to learn about population so that you are aware of the problems of overpopulation such as land shortage and lack of services                                                                                  |
| (iii) World Aids Day         | December 1  | It is important to learn about HIV AIDS because it affects many lives. By learning about it helps prevention and also educates one to accept /care for those living with HIV AIDS                                             |
| (v) Universal Children's Day | November 20 | It is a day when we observe anything to do with children's rights. We reflect on how children are treated unfairly, abused, mistreated and so on. In some places, people have programmes and activities to celebrate this day |

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**NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE**



## Practice Exercise 4

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1. Define the term 'National Ceremony'?

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2. Explain the importance of the following events.

(i) National Remembrance Day

---

---

(ii) World Environment Day

---

---

3. List three activities you do during Book week celebrations.

(i). 

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(ii). 

---

(iii). 

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4. State three activities you would involve yourself in to celebrate the World Water Day.

(i). 

---

(ii). 

---

(iii). 

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|                                                          |
|----------------------------------------------------------|
| <b>NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1</b> |
|----------------------------------------------------------|

## Lesson 5: Traditional House, Bilas and Artefacts



Welcome to Lesson 5. In this lesson, you will learn about the traditional symbols that identify and signify Papua New Guinea's unique traditional cultures. These traditional symbols are evident in traditional houses, traditional bilas, and traditional artefacts.

### Your Aims

- identify traditional bilas used in the different regions of Papua New Guinea
- identify traditional houses used in the different regions of Papua New Guinea
- describe traditional artefacts of different parts of Papua New Guinea
- describe the uses of these traditional houses, bilas and artefacts

It is a known fact throughout the Asia-Pacific region that Papua New Guinea has a colourful culture that is displayed in its multi-coloured traditional bilas, its beautiful traditional artefacts and its fine, unique traditional houses. Traditional bilas, artefacts and traditional houses are very important symbols that express Papua New Guinea's rich and diverse culture. You will now learn about these symbols of our culture.

**Symbols** are images or items that represent something

### What is a Traditional Artefact?

A Traditional Artefact is any form or piece of art or craft work made from traditional material of a particular cultural group or area.

One important symbol that signifies our culture is the traditional artefact. You can imagine how fascinating and creative all the different artefacts all around Papua New Guinea are. There are so many diverse types of traditional artefacts. Each artefact has its own uniqueness and style. Most artefacts are made for decorations. Others have other purposes and uses.



Coconut shell tops with incised designs



A mask from the East Sepik Province

## Traditional Bilas

Firstly, the word '*bilas*' in Tok Pisin means traditional costume or dress. In Papua New Guinea, people refer to *bilas* when someone wears traditional dress to take part in a singing or cultural show. Each of the 22 provinces has distinct and varied traditional *bilas*. The *bilas* is unique due to the different characteristics and features each has. Every *bilas* is unique because of how it is made and its specific uses. You will notice that the traditional *bilas* that is found in the Highland Region is quite different from that of the New Guinea Islands Region.

The *bilas* itself is made of every little decoration from the head to the feet. All accessories that make up the entire dress vary across provinces. The head dress usually consists of bird's feathers, beads and natural decorations like leaves. Other accessory decorations are usually armbands made from beads.

In some places women wear grass skirts made from woven pandanus leaves. In other parts of Papua New Guinea, people wear tapa cloth. In the Highland Region and some parts of the New Guinea mainland, men wear a special dress called *tanget* or *malo* which is made from bush ropes or even bark of certain trees.

Take a look at the pictures below. They are examples of traditional *bilas* in some parts of Papua New Guinea.



Wife of a chief in the highlands of PNG



A female dancer from the Mekeo area of the Central Province

## What is a Traditional House?

Since most Papua New Guineans live in the rural areas, their houses are usually made from materials from the surrounding natural environments. The structures are made to suit their local climate and general social settings. Examples of materials people use to build houses include timber, grass, ropes and bamboos.

Imagine you were asked to travel on an excursion to the deepest jungles of one of the most remote parts of the Highlands of Papua New Guinea. Just think of the surroundings and the type of house or shelter you would have to sleep in for a few days! Yes, you would have to sleep in a Highland *roundhouse*. A **roundhouse** is unique to the Highlands region. It is specially built to keep people warm as it is cooler in the Highlands.



Traditional round house in the Eastern Highlands Province of Papua New Guinea

There are other types of traditional houses in other parts of Papua New Guinea. Here is an example of a description of a traditional house found in the coastal regions of Papua New Guinea.

The traditional houses found in the coastal areas are built and designed differently from the houses found in the highland region. Papua New Guinea has very interesting architectural houses and each house is designed appropriately to suit different conditions; its surroundings, its climate, its needs and so on.

The size, shape and materials used to make traditional houses vary in different places. Generally, those in coastal and lowland areas are built on stilts, raising them off the ground. This makes them cooler, drier and free from pests. The walls are woven from pandanus or palm fronds, and the floor may be made of split bamboo or palm. The roof is usually made of woven palm leaves. Traditional houses in the Highlands are built on the ground to keep them warm. The walls are woven from pitpit, and the roof is made of grass.

Houses along the floodplains and banks of big river systems like the one in this photograph are generally built on stilts. This keeps them safe from rising floodwaters during the wet seasons



Stilt house along the Sepik River

Next you do the Activity below. You can correct your work by checking the answers at the end of the summary.



## Activity 1

Refer to the photographs below to answer Question 1.

1. Identify which provinces these traditional bilas come from.

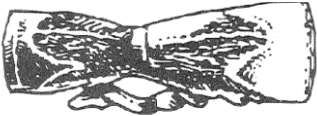


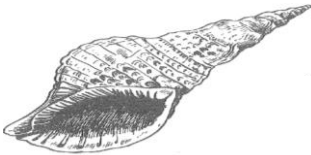
(a) \_\_\_\_\_



(b) \_\_\_\_\_

2. Study the table below. Complete it by filling in the details.

| Traditional Artefact                                                                                       | Profile of the Artefact                                                                                                        |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <p>(a) Name: _____</p>  | <p>Where it is found: _____</p> <p>What is made of: _____</p> <p>Its Uses : _____</p> <p>_____</p> <p>_____</p>                |
| <p>(b) Name: _____</p>  | <p>Where it is found: _____</p> <p>What it is made of. _____</p> <p>_____</p> <p>Its uses: _____</p> <p>_____</p> <p>_____</p> |

| Traditional Artefact                                                                                 | Profile of the Artefact                                                |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| (c) Name: _____<br> | Where it is found: _____<br>_____<br>Its uses: _____<br>_____<br>_____ |



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Papua New Guinea's culture is symbolised in traditional artefacts, traditional bilas and traditional houses
- Traditional artefacts are simple objects (tools or objects) showing human art(handiwork) and representing a culture stage or development in culture
- Traditional bilas refers to traditional dress or costumes and ornaments used on special occasions, festivals and ceremonies
- Traditional houses are built from materials obtained from the surrounding natural environment. The types of houses found in Papua New Guinea vary from region to region mainly determined by location, climate and relief.
- Traditional artefacts are used for different purposes such as decorations and gifts.

---

## Answers to Activities

1. (a) Central Province

(b) Madang Province

2.

| Profile of the Artefact - Description                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (a) <b>Name:</b> <i>Lime Gourd</i><br><b>Where it is found:</b> <i>Mainly in coastal areas where betel nut is cultivated and chewed. Lime is used to chew betel nut.</i><br><b>What it is made of:</b> <i>Gourd fruit</i><br><b>Its uses:</b> <i>To store lime (kambang)</i> |

(b) **Name:** *Kundu Drum*

**Where it is found:** *In many parts of Papua New Guinea*

**What it is made of:** *Special kind of wood/tree, lizard skin, cuscus skin*

**Its Uses:** *Traditional musical instrument, used in traditional dances*

c) **Name:** *Conch Shell*

**Where it is found:** *Mainly in many parts of Coastal Papua New Guinea. It is found in the sea*

**Its uses:** *An instrument used for communication*

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**NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE**



## Practice Exercise 5

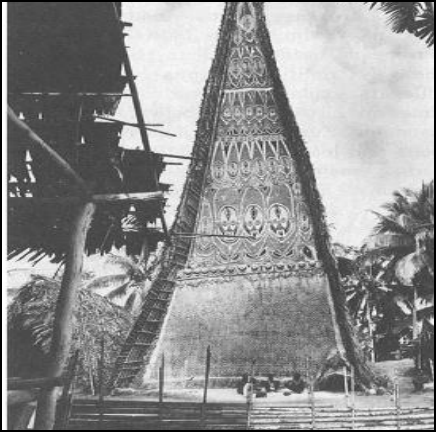
1. Study the table below. Identify and write the name of the traditional bilas (dress) of people of different regions of Papua New Guinea. Write the specific name of each bilas and describe when and where it is worn. The first example has been done for you.

| Regions            | Traditional Bilas                | When and Where is it worn?           |
|--------------------|----------------------------------|--------------------------------------|
| New Guinea Islands | The Tolai people wear the tanget | Feasts, festivals and cultural shows |
| Momase             |                                  |                                      |
| Papuan             |                                  |                                      |
| Highlands          |                                  |                                      |

2. Describe any 3 traditional artefacts from a place you are familiar with or from your own area. Describe how it is made and what is used for.

| Traditional Artefact | Province/Tribe | How it is made | Its Use |
|----------------------|----------------|----------------|---------|
|                      |                |                |         |
|                      |                |                |         |
|                      |                |                |         |

3. Refer to the photographs of traditional houses below. Identify each of them by filling the table below.

| Traditional House(specific name)                                                                                                           | State its Place of Origin and Explain its Importance |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <p data-bbox="203 384 381 422">(i) Lowland</p>            |                                                      |
| <p data-bbox="194 1068 440 1106">(ii) Inland/Sepik</p>  |                                                      |

**NOW CHECK YOUR ANSWERS AT THE END OF THE SUB-STRAND 1**

## Lesson 6: Contemporary National Law

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Welcome to Lesson 6. In the last lesson, you studied the importance of traditional symbols of Papua New Guinea. In this lesson, we will learn about the basic Contemporary Laws of Papua New Guinea.



### Your Aims

- define contemporary national laws and the national constitution of Papua New Guinea
- state the basic contemporary laws contained in the National Constitution of Papua New Guinea

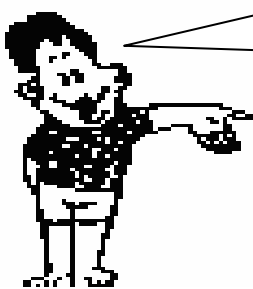
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Let us remind ourselves that laws help shape and control society. They are made by the government. Our society in Papua New Guinea is guided by our traditional rules and laws which are made by the government. But having laws is not enough for us to live happily and safely. We need to have ways of making sure the laws are obeyed. If the laws are not obeyed, we have a law and order problem and there will be problems in the society. This affects the development of the nation and the lives of the people.

### What are Contemporary Laws?

The word *contemporary* means modern or present day. Thus, contemporary laws are modern laws that are made to suit the present time.

The *National Constitution* is the system or body of laws that a country or organisation is governed by. Papua New Guinea has its own Constitution that governs the whole country and its people. A country's Constitution contains written rules that the government and the people must follow. The purpose of a Constitution is to give everyone in the country a good government. A Constitution determines the structure of the government, its court system and other bodies.



You can now see that the Constitution forms the basis of all contemporary or modern laws.



Remember! The National Constitution is the Modern Law!

Modern laws come from the national parliament and are written down. The police and the courts make sure the laws are followed. There are punishments for breaking the laws such as fines and jail sentences.

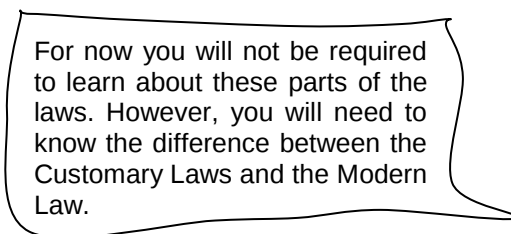
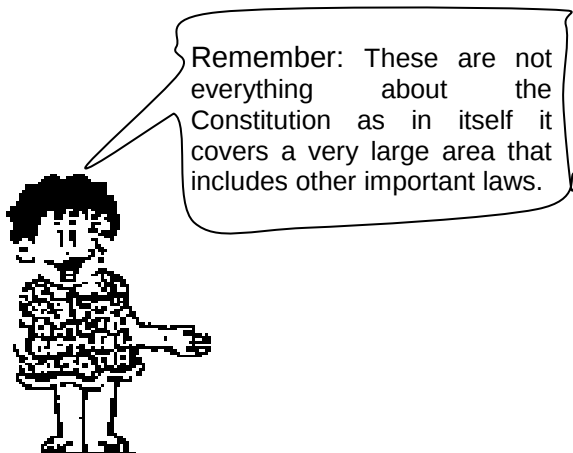
You will learn more about the other organisations and institutions that ensure that our laws are followed. Since independence, the laws of Papua New Guinea have been made up of:

- The Constitution;
- The Organic Law,
- The laws and rules of the national parliament,
- Rules of the constitution,
- English common Law (laws about theft, rape, murder, etc) and
- Customary law.

### What Does the Constitution Tell Us?

The Constitution shows us that there are **three** main laws that are made by the Government or Parliament. These are Constitutional Laws, Acts of the Parliament and delegated legislation. The Constitution is the most important law and its **Organic Law** defines and gives details of the government system. These include the National Goals and Directive Principles; the Basic Rights and Social Obligations of individuals.

**Organic Law is a law or system of laws which forms the foundation (base) of a government, business or other organizations body of laws.**

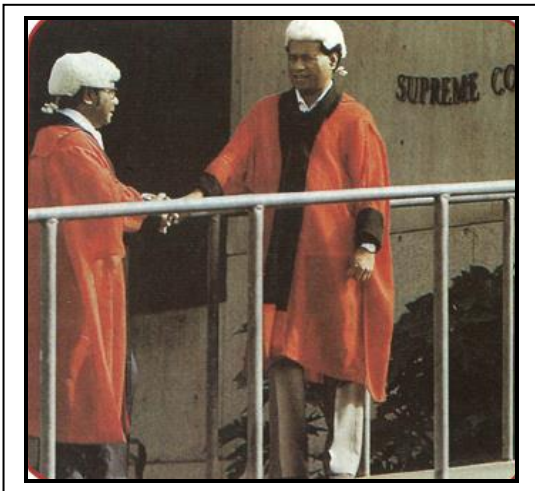


The Constitution is made up of the following main laws:

1. The underlying law is developed about things for which no written law exists. These underlying laws must rely on laws passed in the National Court, or on Papua New Guinea's customary laws or on common law (which is the law of the United Kingdom). This allows such customary rules to adapt to changes taking place in Papua New Guinea and become an effective body of law.

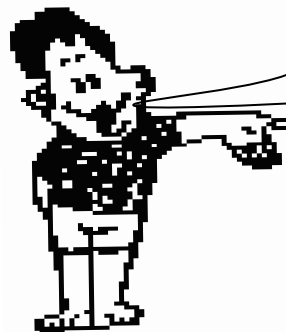
2. Customary Laws are the various traditional practices of the people of Papua New Guinea which are recognised by the Constitution as proper laws for governing certain local situations and problems. They are most often applied by Village Courts in settling disputes.

**Customary Laws must abide by the National Constitution. For example, it may be custom of two village groups to fight and even to kill each other. However, killing is against the constitutional right to life and therefore, this custom cannot be followed as law.**



Lawyers outside the Supreme Court in Port Moresby

Lawyers are people who interpret the laws of a country, including the Constitution. When a person commits a crime and is brought before a court of law, he or she is represented by a lawyer. The lawyer defends the offender by providing counter arguments and evidence to prove that the accused has not committed the offence.



Now, let us see if you can define some terms you just learnt.



### Activity

Fill in the blank spaces with the most appropriate word.

- The \_\_\_\_\_ is the system or body of laws that a state, country or organisation is governed by.
- State the three main Laws that are made by the government.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- People who enforce the laws of the Constitution are called \_\_\_\_\_.
- The offender stands trial and then is judged according to the crime he has committed and stands before a \_\_\_\_\_.



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Contemporary Laws are Modern Day Laws or laws that are made to suit the present time
  - The National Constitution is the system or body of laws that a country or organisation is governed by
  - Modern or Contemporary Law is made by the National Parliament
  - Since independence, the laws of Papua New Guinea have been made up of:
    1. The constitution,
    2. The organic law,
    3. The laws and rules of the national parliament,
    4. Rules of the constitution and,
    5. English Common Law (laws about theft, rape, murder, etc) and Customary law
- 

## Answers to Activity

### Vocabulary Exercise

- a) The Constitution is the system or body of laws that a state, country or organisation is governed by.
  - b) The three main Laws that are made by the Government. (i) Constitutional Law; (ii) Acts of the Parliament and (iii) Delegated Legislation.
  - c) People who enforce the laws of the Constitution The Judiciary
  - d) The offender stands trial and then is judged according to the crime he has committed and stands before a Judiciary.
- 

|                                                    |
|----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE</b> |
|----------------------------------------------------|



## Practice Exercise 6

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1) What is Contemporary Law?

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2) Describe the Constitution.

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3) What are some types of laws that make up the Constitution?

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4) Explain what Customary Law is.

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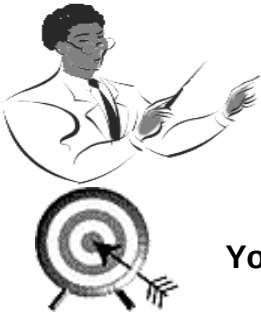
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|                                                          |
|----------------------------------------------------------|
| <b>NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1</b> |
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## Lesson 7: Traditional Laws

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Welcome to Lesson 7. In this lesson, you will learn about the traditional laws that exist in Papua New Guinea.

### Your Aims

- define traditional law
  - identify traditional laws of different regions of Papua New Guinea
  - describe the purpose of these laws in a traditional setting
- 

### What are Traditional Laws and why do they exist?

We all know that traditional laws are very important in our society. These laws govern our society and help us to live harmoniously and peacefully in our communities and society as a whole. The traditional rules of our society have been used for thousands of years. They are not written down. They are passed down the generations by *spoken* words. In traditional times children heard the customs and rules of their clan a thousand times. Then they re-told their children the same things.

Customary rules are based on two things:

1. respect for elders and ancestors and
2. how to interact with other people

Customary rules help people to remember the right kind of behaviour in societies. They tell what is right and what is not right. Traditional rules are used in modern society as well as having been used in the past. They do not control people by force. Problems between groups are solved through mediation by leaders.

There are many traditional laws found in different parts of PNG. For example, The *Korafe* speaking people of the Tufi area in the Oro Province have a traditional law which they still follow today. If you are accused of practising sorcery are trialled and punished severely. In the olden times, people were killed through payback killing or even have their hands cut off. Nowadays, they are brought before a village court to decide.



What happens in your society? Does the same thing happen to people who are suspected of sorcery?

Now do this activity. You can correct your work at the end of the summary.



### Activity

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1. Think of a traditional law from your area. Write a brief description of a traditional law you are familiar with and state its purpose.

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### Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Our traditional societies are guided by our traditional rules and laws
  - Traditional Laws and rules are bound by our traditional beliefs and customs
  - Traditional Laws are passed down from generations by spoken word
  - Traditional Laws and rules are used in modern society as well as having been used in the past
- 

### Answer to Activity

Students answer will vary according to where he or she comes from.

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**NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE**



## Practice Exercise 7

1. Fill in the table below by discussing traditional law from your area. State your region, town and village. Compare this law with one from another province or region.

| Region                                                                | Traditional Law | Purpose of Law |
|-----------------------------------------------------------------------|-----------------|----------------|
| Your region:<br>_____<br><br>Your province and village:<br>_____      |                 |                |
| Name the other region:<br>_____<br><br>Province and village:<br>_____ |                 |                |

2. What are some traditional laws that are similar to modern day, contemporary laws? Discuss one of these traditional laws. Write down your answers in the space provided.

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**NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1**

## Lesson 8: Consequences of Breaking Laws

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In the last lesson you learnt about traditional or customary laws. It is important to note that customary laws were used in the past and are still being used today. In this lesson, you will learn about the consequences of breaking traditional and modern Laws.

### Your Aims

- define consequence
- contrast and compare the consequences of breaking traditional laws and contemporary laws
- discuss the court system and types of courts

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### The Consequences of Breaking the Law

Imagine you were living in traditional times and you were punished for some offence you had committed. What would have been the punishment? Well, I am sure that you would have been punished fairly according to the seriousness of the crime. You will always have to face the consequence of breaking the law.

**Remember: A consequence is the result or outcome of an action.**

In the past, everyone knew when a law was broken and who the lawbreaker or offender was. This made it easy for the group to deal with the offender accordingly. For example, in the past, people who did not follow the rules were threatened by sorcery or magic. Elders would meet in the men's house and decide on the punishment for the offender. For serious crimes such as rape, the offender was subjected to death.

Today the laws are quite different. Many traditional laws do not apply especially to people in the town. People who have moved away from their cultures adapt to new cultures. It is very different from the time when everyone knew each other and everything that was going on in the society.

In modern times, if you are caught breaking a law you will be brought before and dealt with at the court systems. In Papua New Guinea the decisions about cases are made by magistrate and judges. This is different from many countries that use a jury system. Under a jury system, men and women from the community listen to the court cases and make decisions. You may find this system in developed countries like the United States of America and Great Britain.

Now do this activity. You can correct your work at the end of the summary.



## Activity 1

Imagine you have broken a certain law in the following areas listed below. Write the consequences of breaking these laws.

| Rule/Law            | Consequence | Who Makes the Decision |
|---------------------|-------------|------------------------|
| (i) A school rule   |             |                        |
| (ii) A traffic rule |             |                        |
| (iii) A house rule  |             |                        |



What happens to a person who commits a crime? What are the types of courts in PNG?



He or she will be taken to court off course. There are several levels of courts in our country and you will learn these different court levels in the following passages.

Before discussing the court system, let us familiarise ourselves with certain terms.

**Crime is an illegal act or an action forbidden by law or a failure to act as required by law. It can also mean an activity that involves breaking the law. For example, the law says do not commit murder. When you break this law you have committed a crime.**

## The Court System

The court system involves judges, magistrates and lawyers. Judges and magistrates are law officers whom conflicts are brought before to be heard. Lawyers are law officers who represent people involved in conflicts before judges. When someone is charged by the police for breaking a law he or she is taken to court. The court will decide whether he or she is guilty or not depending on the evidence provided.

There are different levels of courts in Papua New Guinea that deal with cases of different degree of seriousness. Starting from the lowest, they include;

### 1. Village Courts

A village court takes care of villages and settlements. The court settles problems and usually supports, and promotes traditional laws but makes sure it follows the national constitution. Village Courts are run by village court magistrates, the village court clerk and the peace officer. This courts settle disputes like tribal and clan disputes or domestic problems.

### 2. District Courts

The magistrate hears the criminal and civil cases and decides which ones are serious enough to go to the national court. District courts can also deal with marital or domestic cases and including customary marriage.

### 3. National Courts

Serious charges, such as murder are heard at the National Courts. Civil cases that involve large amounts of money are also heard here. In addition, cases where someone is not satisfied with the decision of a lower court can appeal the decision and have it heard at the National Court as well. Only one judge hears the cases at the National Court.

### 4. Supreme Court

The highest court in Papua New Guinea, the Supreme Court has three judges who preside or sit to hear cases. The Supreme Court hears appeal cases against the decisions of the lower courts. The Supreme and the National Courts are run by the Chief Justice.

Now do this activity. You can correct your work at the end of the summary.



## Activity 2

1. Unjumble the following words for the meanings given.

| Words                  | Meaning                                                  |
|------------------------|----------------------------------------------------------|
| (i) Fhice Ujscitie     | a senior judge that takes cases at the Supreme Court     |
| (ii) eeosquncne        | the result or outcome of something you have done         |
| (iii) nalrattido awl   | another name for criminal law                            |
| (iv) miciniarl focafen | an act or action that is done and against the laws       |
| (v) nishmepunt         | an action that is done to people who break rules or laws |
| (vi) tiiscrid urtoc    | the court that deals with civil and criminal cases       |

2. Study the cartoon below and answer the questions that follow.



- a) What is the woman in the picture accused of? \_\_\_\_\_
- b) Do you think the method used by the men is appropriate or not and why? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- c) What do you think is the most appropriate way in dealing with such case? \_\_\_\_\_
- \_\_\_\_\_



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- A consequence is the result or outcome of someone's action that happens because of an action
- In traditional times the consequences of breaking the rule or traditional law depended on the severity of the law that was broken
- In modern times if you are caught breaking the law, you will be brought before a court and dealt with
- The judiciary and the court system in PNG has the following courts: Village Courts, District Courts, National and the Supreme Courts

You will find the answers to the activity on the next page.

## Answers to Activity 1

---

1. The students' answers will vary according to the students choice.

| Rule/Law                             | Consequence            | Who Makes the Decision                               |
|--------------------------------------|------------------------|------------------------------------------------------|
| (i) Do not speak Tok Pisin in school | cut grass after school | The Principal/duty teacher                           |
| (ii) Drive within speed limits       | Pay a fine             | Traffic Division/Police/National Road Safety Council |
| (iii) Complete house chores          | Double chores          | Parents                                              |

## Answers to Activity 2

---

1. (i) Chief Justice    (ii) consequence    (iii) traditional law    (iv) criminal offence  
       (v) punishment    (vi) district court

2.

- a) The woman is accused of sorcery
  - b) I do not agree with the method used by the men because someone cannot be punished on accusation alone, but will need to be brought before a court for the matter to heard and resolved according to law.
  - c) Anyone accused of a crime must always be brought before a lawful court for the matter to be properly heard and appropriate punishment is given
- 

|                                                    |
|----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE</b> |
|----------------------------------------------------|



## Practice Exercise 8

---

1. Read this article and answer the questions below.

### Uni student caught with drugs

A UNIVERSITY student is in the police custody after allegedly trying to smuggle drugs into the university of Technology Taraka campus in Lae on Tuesday.

The Third year student from the University of Goroka was allegedly trying to smuggle marijuana and sell it to fellow students who were taking part in the University games, currently underway at Unitech.

Kuima Security Services (KSS) confirmed the incident yesterday and said the student from the Morobe Province, was caught and handed over to Lae police for questioning. KSS operations commander Martin Temai said the student allegedly loaded the pack of marijuana in a plastic bag under his armpit and entered the university gates at 5.30 pm.

Mr Temai said guards manning the gates were suspicious and ran a thorough check, seizing the drugs which had a street value of more than K100.

Lae police confirmed the report and said the student was in custody at the police lock-up for being in possession of dangerous drugs, adding that charges were yet to be laid against the suspect.

*Source: Post Courier, Thursday July 1, 2010*

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(i) Why was the student caught and what crime did he commit?

---

---

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(ii) How was the offender punished?

---

---

---

(iii) What is the consequence of breaking the law by committing such an offence?

---

---

---

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|                                                          |
|----------------------------------------------------------|
| <b>NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1</b> |
|----------------------------------------------------------|

2. Fill in the table below.

| <b>Customary Rules</b> | <b>What Happens When You Break The Rule?</b> | <b>Who Makes The Decision?</b> |
|------------------------|----------------------------------------------|--------------------------------|
|                        |                                              |                                |
|                        |                                              |                                |
|                        |                                              |                                |
|                        |                                              |                                |

3. Compare and contrast traditional and modern laws by listing their differences in the table below.

| <b>Traditional Times</b>           | <b>Modern Times</b>                           |
|------------------------------------|-----------------------------------------------|
| You could kill someone for payback | Payback killing is murder and against the law |
|                                    |                                               |
|                                    |                                               |
|                                    |                                               |

---

**NOW CHECK YOUR WORK AT THE END OF SUB-STRAND 1**

## ANSWERS TO PRACTICE EXERCISES 1- 8

---

### PRACTICE EXERCISE 1

1. The answer depends on how many languages the student can speak.
2. (i) English, (ii) Hiri Motu and (iii) Tok Pisin.
3. National Anthem

O arise all you sons of this land  
 Let us sing and rejoice in to be  
 Praising God and rejoicing to be  
 Papua New Guinea

Chorus  
 Shout our name for the whole world to  
 hear  
 Papua New Guinea  
 Let us raise our voices and proclaim  
 Papua New Guinea

Now give thanks to our Good Lord above  
 For his Kindness and wisdom and Love  
 For his land of our fathers so free  
 Papua New Guinea

Shout again for the whole world to hear  
 Papua New Guinea  
 We are independent and we're free  
 Papua New Guinea

### National Pledge

We the people of Papua New Guinea,  
 pledge ourselves united in One Nation,  
 We pay homage to our cultural heritage,  
 the source of our strength.

We pledge to build a democratic society  
 based on justice, equality, respect and  
 prosperity for Our People.

We pledge to stand together as  
 One People, One Nation, One Country.  
 God bless Papua New Guinea.

### PRACTICE EXERCISE 2

- (i.) The national flag of Papua New Guinea is unique to PNG, in that symbolizes our national identity and national culture. It is a symbolic representation of our country and who we are and where we are in the world.
  - (ii.) The importance of the national currency is unique to PNG, in that symbolizes our country's national identity and national culture. It is a symbolic representation of our country and who we are and where we are in the world. It is the legal tender meaning that it is widely accepted as the means in exchange for trade.
2. Susan Karike, the designer of the National Flag was a teenager attending OLSH High School in Yule Island, Central Province in 1975. She was 15 years old. The reason for her choosing the colours and symbols on the flag were significant to her at that time when PNG was at the eve of independence.

**PRACTICE EXERCISE 3**

1.



2. Students' answers will vary depending on what pictures they choose

**PRACTICE EXERCISE 4**

1. National Ceremony is important events that the nation respects or observes, such as the Independence Day. Our country gained its political independence from Australia on the 16<sup>th</sup> September, 1975.
2. The significance of these days are:
  - (i) National Remembrance Day – we remember the time Papua New Guineans helped the Australians during World War II.
  - (ii) World Environment Day – to appreciate the world we live in and to take care of the environment.
3.
  - (i) Games, Quizzes, debates, dramas,
  - (ii) Parade of characters, contests
  - (iii) Spellathons, recitation of books,
4.
  - (i) Poster and essay competitions
  - (ii) Dramas and contests
  - (iii) Speeches by various people on the conservation of water

**PRACTICE EXERCISE 5**

1.

| Regions                | Traditional Bilas                                                                                                              | When and Where it is worn?                     |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| The New Guinea Islands | The Tolai people wear the tanager<br>People wear Malo<br>Take note in the olden times people had to wear this as their clothes | For special occasions<br>For special occasions |

|               |                                                                                                                    |                                                |
|---------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| The Momase    | grass skirts, susu bilum, malo, string bag, bark palm leaves, bush ropes- these are all used for traditional dress | For special occasions<br>For festive occasions |
| The Papuan    | Woven grass skirts, beads, necklaces, headdress                                                                    | For special occasions<br>For festive occasions |
| The Highlands | purpur , tanget, bilums, malo                                                                                      | For special occasions<br>For festive occasions |

2. Answers will depend on student's choice. These are some possible answers.

| Traditional Artefact(name) | Province/Tribe                      | How it is made                | Its Use                       |
|----------------------------|-------------------------------------|-------------------------------|-------------------------------|
| Conch Shell                | found in the coastal parts of Papua | natural                       | for communication, decoration |
| Claypot                    | found in the coastal parts of PNG   | made and rubbed from clay mud | cooking, decoration and gifts |
| Traditional Masks          | found in all parts of PNG           | mainly from carved wood       | decorations, gifts            |

3.

|                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(i) <u>The (Lowland) Sepik Haus Tambaran</u><br/>This traditional house is common in the East Sepik Province. It is a man's meeting house commonly found in coastal areas. Elders and men meet in house to discuss and make decisions</p> | <p>(ii) Originally the (Inland) Sepik Haus Tambaran was very important in East Sepik society. Apart from its use as a meeting venue, initiation ceremonies were also held in this house. Furthermore, it also served as a storage house to store food items like yam.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PRACTICE EXERCISE 6**

1. Contemporary Law is modern Law or the Law of the present time or era
  2. The National Constitution is the system or body of laws that a state, country or organization is governed by. The purpose of a Constitution is to give everyone in the country a good government. A constitution determines the structure of the government, its' court system and other bodies.
  3. Some laws that make up the Constitution are:
    - The Constitution
    - The Organic Law
    - The laws and rules of the National Parliament
    - Rules of the constitution
    - English Common Law (laws about theft, rape, murder, etc) and
    - Customary Law
  4. Customary laws are traditional practices of the people of various parts of Papua New Guinea. These laws are recognised by the Constitution as proper laws for governing certain local situations and problems. They are most often applied by village Courts in settling disputes.
- 

**PRACTICE EXERCISE 7**

1. The answers will depend on the students choice

| Regions                | Traditional Laws | Purpose of These Laws                            |
|------------------------|------------------|--------------------------------------------------|
| The New Guinea Islands | taboos           | to maintain/preserve the traditional taboos      |
| The Momase             | initiation       | observe and accept changes in social development |

|               |                                |                                                                                                             |
|---------------|--------------------------------|-------------------------------------------------------------------------------------------------------------|
| The Papuan    | bride price marriage laws      | to maintain/preserve the traditional taboos<br>to maintain status and wealth<br>promote marriage links/ties |
| The Highlands | Initiation, first menstruation | purification<br>hygiene                                                                                     |

2. The answers will depend on the students' choice.

3. Traditional Laws that are similar to modern laws are:

- | <b>Laws on marriage</b>                           | <b>Modern</b>                                                |
|---------------------------------------------------|--------------------------------------------------------------|
| i. Allow or promote monogamy                      | This applies to modern law and Based on Christian principles |
| ii. Traditional criminal offences stealing/murder | This applies to modern law                                   |

The answers will depend on the students' choice.

### PRACTICE EXERCISE 8

1.

- (i) A third year university student was caught trying to smuggle drugs into the University of Technology's Taraka campus in Lae.
- (ii) The student was in police custody and locked-up for being in possession of dangerous drugs, adding that charges were yet to be laid against the suspect.
- (iii) The consequence of breaking the law by attempting to smuggle drugs would be a heavy fine or even serving a jail term depending on how serious the crime is.

2.

| Customary Rules                                | What happens when you break the rule?                                        | Who makes the decision?   |
|------------------------------------------------|------------------------------------------------------------------------------|---------------------------|
| Rules against Rape/Murder                      | You are killed as payback                                                    | Village elders and Chiefs |
| Rules against Stealing other people's property | Compensation that covers all stolen property', sometimes beaten up in public | Village elders and Chiefs |
| Rules against Adultery                         | The person accused has to pay compensation                                   | Village elders and Chiefs |

3.

| Traditional Times                                                                 | Modern Times                                  |
|-----------------------------------------------------------------------------------|-----------------------------------------------|
| You could kill someone for payback                                                | Payback killing is murder and against the law |
| Whip lashing and beating someone who has broken a rule                            | This is no longer practised                   |
| Sometimes the person is sent to live in exile away from the rest of the villagers | This is no longer practised                   |

## **SUB-STRAND 2**

### **INFLUENCES ON NATIONAL CULTURE**

- **National Culture and Sub-culture**
- **Emergence of Sub-cultures**
- **Arrival of Foreigners**
- **Forces, Conditions and Cultural Change**
- **PNG Before and After the Arrival of Foreigners**
- **Cultural Adaptation**
- **Tok Pisin**
- **Wantok System**
- **Fostering National Culture**
- **Changing Culture**
- **Culture Preservation**

## SUB-STRAND 2: INTRODUCTION

---

This Sub-strand is a continuation of the previous sub-strand. This Sub-strand is called **Influences on National Culture**. In this Sub-Strand you will have the opportunity to:

- identify and describe the main factors that influence cultural change
- identify the forces and conditions that contribute to change in cultures
- describe the main features of sub-cultures and national cultures

You will learn about the different factors that changed culture before and after the arrival of Europeans. You will explore the things that took control of and influenced the elements of PNG's culture: the influence on lifestyle, the adaptation of foreign cultural values, ideas and traditions, and the influence of foreign technology. These are just a few examples you will come across in the lessons.

You will also study the features of sub-cultures and national cultures in Papua New Guinea and abroad.

## Lesson 9: National Culture and Sub- Culture

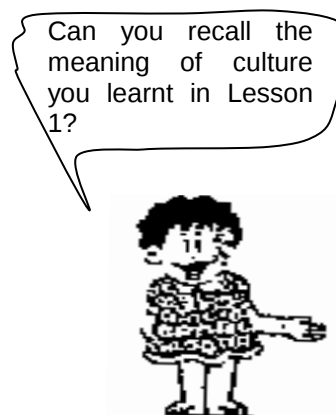


Welcome to Lesson 9. This is the first lesson of Sub Strand 2 and it focuses on another aspect of Papua New Guinean societies. You will be learning about National and Sub-Cultures.

### Your Aims

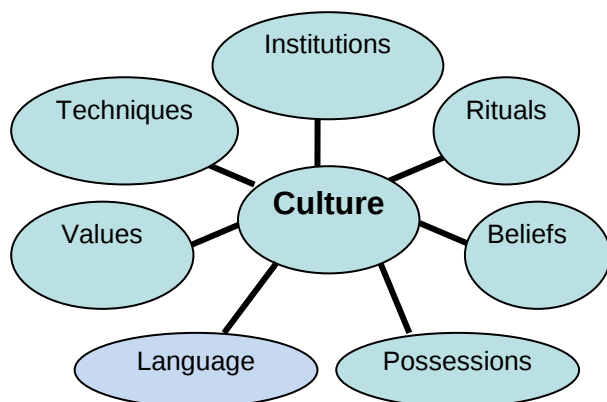
- define culture, sub-culture and national culture
- identify factors that contribute to the development of a national culture

A *society* is a group of people who share the same culture. In Lesson 1 we defined culture and some important elements of culture. The way a particular group of people or society live at a particular time is called their *culture*. Each cultural element is identified with a specific social group. In the Oro Province, the *Korafe* speaking people in Tufi, speak a different language from the Binandere. Although, both groups are from Tufi, each has a different language and slightly different customs and traditions. Can you think of other similar examples in your area?



Culture elements or parts all make up culture. There are also different levels of culture: the main-stream culture (main culture), national and local cultures and sub-cultures. The diagrams below show the different levels of culture.

### 1. ELEMENTS OF CULTURE CHANGE



### 2. LEVELS OF CULTURE

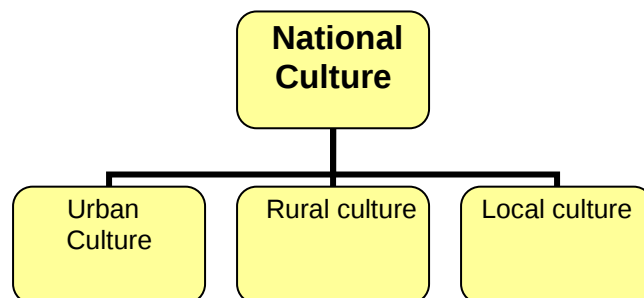


Diagram 2 shows different levels of culture. For instance, in Papua New Guinea, we have the national cultures, and some sub-cultures that come under national cultures.

We will now look at national cultures. It is important to learn about national cultures before we study sub-cultures.

### What is National Culture?

*National Culture* are practices that belong to or are commonly accepted and shared by everyone in a country. For example, Papua New Guinea has its own culture or way of life and this is also a part of the Pacific culture. In the same way, the Africans have their own national culture. Each African country has certain elements and institutions that define each national culture, such music, dress, dance and food. Some examples of our national culture include symbols like the national bird (Bird of Paradise), the National Parliament, the National Flag, National Crest and the Emblem. You learned these in Lessons 1, 2 and 3.

Now do the following activities. You can correct your work at the end of the summary.



### Activity 1

---

Now how well do you know Papua New Guinea's National Culture?

- |                                  |                 |
|----------------------------------|-----------------|
| a) A famous Tolai Dish           | A _____         |
| b) Our National Bird             | R _____         |
| c) Sepik Architectural Structure | H _____ T _____ |
| d) A common highlands dance      | W _____         |

Now let us look at another important concept that we need to study when we look at the elements of cultures.

A **sub-culture** is a part of a specific culture. In Western culture, there are several subcultures or sub-cultural groups whose members have their own way of dressing and talking, specific music preferences and a certain type of pass-time. A **sub-culture** develops when the behaviour of people in society becomes different from those of most people.

In the past, everyone in society shared and lived the same culture. They wore similar type of clothes, spoke the same language and shared the same communal activities.

However, with change and western influence, and ideas, similarities have changed too. Groups began to form or split from the main groups. Hence, Sub-cultures developed. '**Sub**' means underneath or within that culture. It still belongs to the main culture.

An example of sub-cultures in Papua New Guinea is the *Cargo Cult Movements* that were and are still practised in some parts of Papua New Guinea. For example the *Paliau Moloat Movement* of the Manus Province. Even in some Papua New Guinean societies today, there are some cult movements that have moved away from the mainstream culture.

## Factors that Contribute to the Development a National Culture

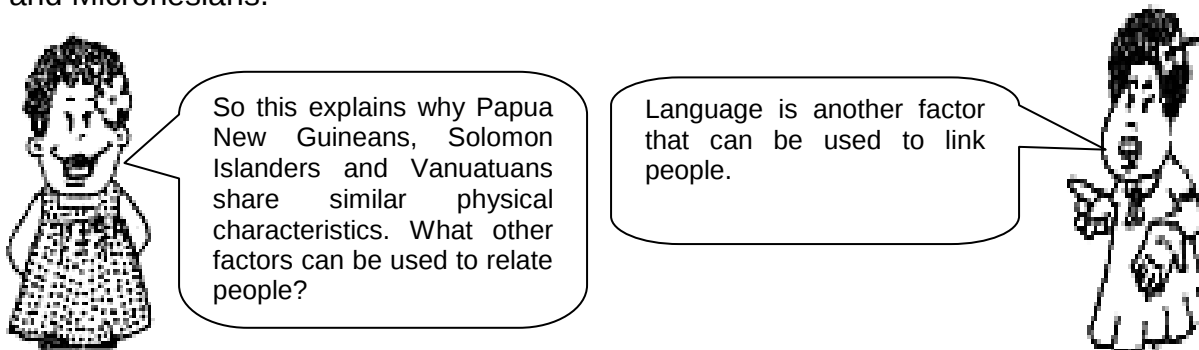
There are many factors that contribute to the development of a National Culture. Here are some of them.

- **Common National Identity**

There is a sense of belonging to a certain cultural or ethnic group or even a nation. These strong feelings contribute to a strong national culture. All Papua New Guineans have the national identity of being Papua New Guineans.

### Common Descent

Almost all countries claim that they belong to a certain origin. It is an important part of the national identity in most nations. Ancestry (having the same ancestors) *shared* among the members of the nation unites them, and sets them apart from other nations. For example, it is believed that Melanesians in the Pacific share a common ancestor, so does the Polynesians and Micronesians.



### Common Language

A language is the primary element in the making of a society. Without a common language a society cannot evolve. A common culture and a common history is dependent on language. Thus, even if a group of people sharing a common language, culture and history may live in different countries can still consider themselves attached to their respective nations as long as they share the same language. 'Tok Pisin' is a national culture of all Papua New Guineans.

### Common History

Our history has shaped and contributed to our national culture. For example, we have always believed in and lived the Melanesian Way. This way of life and belief system is still part of our national culture. For instance, the Melanesian way of 'wantok system' is a national culture of all Papua New Guineans.

### Common Religion

Religion is sometimes used as a defining factor for a nation. For example, in PNG, Christianity is the main religion of most people. As such, Christian values, morals and principles influence, and contribute to the development of our national culture, and the way we live.

## Laws and Rules in Society

There are certain laws and rules that we follow and in our society. These laws are important and specifically made to suit our life and our culture. They also contribute to the development of our national culture. For example, we have traditional laws and contemporary laws (the Constitution) that are specifically made to suit our nation and our culture.

Now do Activity 2 below. You can correct your work at the end of the summary.



### Activity 2

Papua New Guinea has many examples of National Culture. Identify some of these cultures and list three examples of national culture.

An example has been done for you.

| Element of Culture | Example(s)      | Descriptions               |
|--------------------|-----------------|----------------------------|
| Language           |                 |                            |
| National Dress     | The meri-blouse | Worn by woman all over PNG |
| National Food      |                 |                            |
| National Music     |                 |                            |



### Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Culture is about everything that groups of people have or make. It includes group beliefs and values, attitudes, ways of doing things, roles and relationships, responsibilities and material things
- Traditional cultures are an important part of our national identity
- We show our national culture and national identity through symbols such as the flag, the national emblem, and the national anthem. National culture is used, observed or practised by the whole country

Now check your answers to Activities 1 and 2 on the next page.

## Answers to Activity 1

---

- |    |                                 |         |
|----|---------------------------------|---------|
| a) | Water Transport found in Venice | Gondola |
| b) | Italian national food           | Pizza   |
| c) | Japanese National Dress         | Kimono  |
| d) | Filipino National language      | Tagalog |
| e) | Famous Hawaiian Dance           | Hula    |
| f) | Famous Fijian Drink             | Kava    |

Now how well do you know Papua New Guinea's National Culture?

- |    |                               |               |
|----|-------------------------------|---------------|
| a) | A famous Tolai Dish           | Aigir         |
| b) | Our National Bird             | Raggiana      |
| c) | Sepik Architectural Structure | Haus Tambaran |
| d) | A common highlands dance      | Waipa         |

## Answers to Activity 2

---

Papua New Guinea has many examples of National Culture. Identify some of these cultures by listing three examples.

| Element of Culture | Example(s)                      | Descriptions                                                               |
|--------------------|---------------------------------|----------------------------------------------------------------------------|
| Language           | Tok Pisin<br>and Hiri Motu      | Commonly used in Papua New Guinea. Hiri Motu is used by Papuans            |
| National Dress     | Meri Blouse                     | Worn as part of the National dress                                         |
| National Food      | Traditional Mumu<br>Tolai Aigir | All parts of the New Guinea and the Highlands, Aigir is used by the Tolais |
| National Music     | Local bands      String         | In all parts of PNG music is composed of traditional and western music     |

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|                                                    |
|----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE</b> |
|----------------------------------------------------|



## Practice Exercise 9

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1. What is National culture?

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2. We show our national culture through symbols. List three symbols of Papua New Guinea's National Culture and describe each one of them.

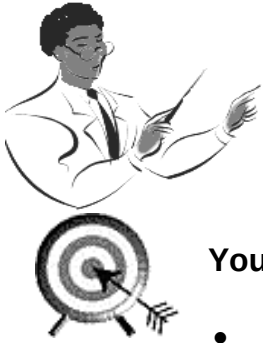
- a) \_\_\_\_\_
- b) \_\_\_\_\_

3. What are three factors that contribute to the development of National Culture?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- 

|                                                          |
|----------------------------------------------------------|
| <b>NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2</b> |
|----------------------------------------------------------|

## Lesson 10: Emergence of Sub-cultures



Welcome to Lesson 10. Did you enjoy the last lesson? In this lesson you will look at the emergence of new cultures.

### Your Aims

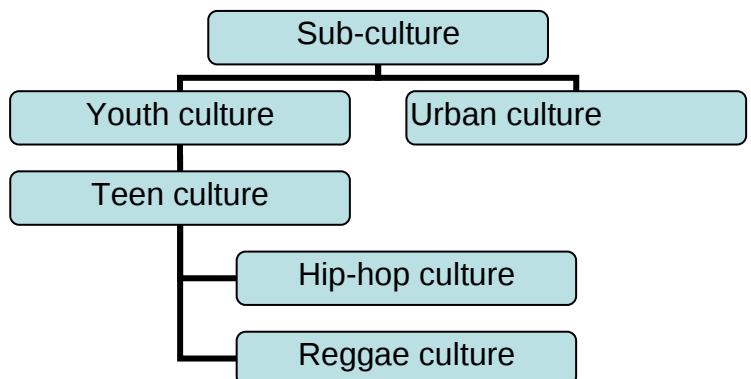
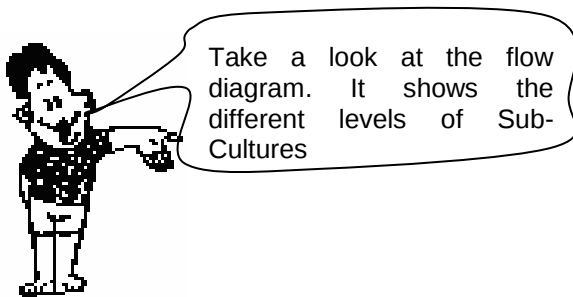
- identify reasons for the emergence of sub-cultures within a society
- identify examples of sub-cultures in Papua New Guinea

You learned in the previous lesson that sub-cultures are part of the main sub-culture.

**Sub-cultures** are formed when groups of people decide to come up with their own way of doing things.

You must also realise that sub-cultures form in any society in rural and urban settings. However, sub-culture is often associated with **contemporary culture**, usually limited to urban cultures. These are small groups of people who share common interests.

Let us look at what makes sub-cultures. The features of sub-cultures in the urban culture are that members of these groups tend to have similar world views, dress styles and behavioural patterns. The diagram below illustrates different sub-cultures that can be found in an urban sub-culture.



### Types of Sub-Cultures in Urban Setting

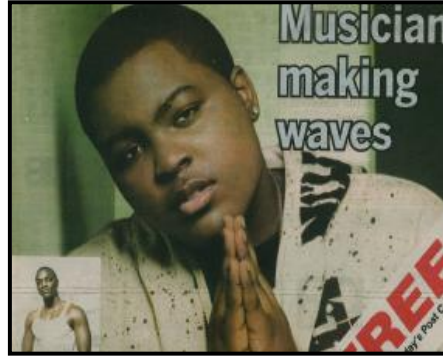
In every modern society, there are many sub-cultures that people identify themselves with. Most of these sub-cultures or groups formed have been heavily influenced by the western world and they have certain rules they follow. In urban areas, the common sub-culture is the youth sub-culture. Youth sub-culture is a youth-based sub-culture made up of youths or young people with distinct styles, behaviors and interests. This culture is

usually formed outside of normal social units such as family, work, home and school. Social class and cultural group can be important in relation to youth sub-cultures.

### Features of Youth Sub-cultures

Youth sub-cultures are often identified by cultural elements such as fashion, music beliefs, slang (language), behaviors or interests. Many youth sub-cultures are connected to specific music. Examples of these are Punks, Ravers, Metal heads and many more. Some cultures are based more on class (Where you fit in society according to how wealthy you are) such as high, middle and low class. A lot of the youth of today make up their own sub-cultures such as the **teen culture**.

American music has influenced teenagers throughout the world including Papua New Guinea. American Rap Artists influence teenagers to dress up, act and live like them. Many youths and teenagers adopt the **Rap Culture** by copying and living the lifestyles of artists and musicians like Sean Kingston and Akon.



Sean Kingston, insert (Akon)

In Papua New Guinea youth culture, we have a sub-culture that promotes the music of reggae artists like the late Bob Marley. Many youngsters wear clothes with the reggae colours of red, green and gold. They also follow reggae **Rastafarians** by wearing their hair as long dreadlocks and also adopt the habit of smoking marijuana. This young Papua New Guinean girl displays reggae culture by wearing dreadlocks; a symbol of reggae culture.



Now do Activity 1 and 2. You can correct your work at the end of the summary.



### Activity 1

1. To which sub-culture do you belong? What type of music of music does the members of your sub-culture listen? Give examples.

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2. Do members of the sub-culture you belong wear any specific clothes, jewellery or hairstyles? Give few examples.

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### Emergence of Sub-cultures

According to Social Scientists urban sub-cultures emerged in the 1960s and 1970s when societies and cultures were changing, adapting and evolving. Different groups of people were trying to accept changes and developments taking place around them. Some could not fit in societies while others did not accept changes. They begin to form their own cultural groups and as a result the sub-cultures appeared.



Photo of popular *punk culture* - a sub-culture common in young people in the developed countries

### Cultural Icons

**Urban sub-cultures** have also emerged as a result of the influence of **cultural icons**. A **cultural icon** is a symbol or part of that culture, usually something famous and easy to recognise. Some cultural icons are famous musicians like the late Michael Jackson who influenced popular music in his time.

Religions also have cultural icons that promote their religion, for example *Buddha* is the cultural icon that signifies *Buddhism*. You will learn more about cultural icons in Grade 8.



### Activity 2

1. Explain the following terms:

(i) Teenage Culture

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(ii) Urban Culture

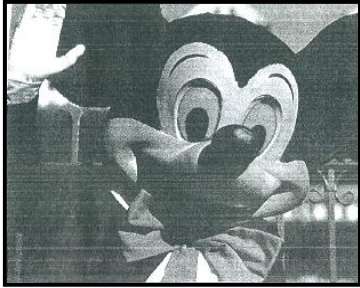
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2. Name these famous 'Cultural Icons' below.

Picture 1



(i) \_\_\_\_\_

Picture 2



(ii) \_\_\_\_\_



### Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Sub-cultures are formed when groups of people decide to form their own ways of doing things, thus moving away from the mainstream culture
- Sub-cultures might also emerge with a minority group such as 'punk' within the youth culture
- Sub-cultures have their own worldviews, principles, laws, style (fashion), behaviour and language (slang)
- Sub-cultures are also influenced by *cultural icons*
- A **Cultural Icon** is a symbol of that culture or part of that culture

---

### Answers to Activity 1

Answers to this activity will depend on the type of sub-culture you belong to. See example below

1. Francis belongs to a teen sub-culture called Comrades. This group consists of all boys and they often listen to rap music.
2. The standard of dressing includes jeans, shorts or long pants that are slightly oversize and are worn below the waist line or even around the bum. This type of dressing is known as "apet" or loose bum. They keep their hair short but grow pony tail.

### Answers to Activity 2

---

(1)

- (i) *Teenage culture* is a special type of culture that involves teenage groups

(ii) *Urban Culture* is a culture that is found only in urban areas and cities

(2)

**Picture 1**

(i) The famous Disneyland Character known as  
*Mickey Mouse*

**Picture 2**

(ii) Michael Jackson

---

**NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE**



## Practice Exercise 10

1. Define:

a. Sub-culture

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b. Rap Culture

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2. Read the article below on cargo cult in Papua New Guinea and answer the questions that follow.

### CARGO CULT- A SUB-CULTURE?

Sub-cultures form when people in a certain cultural group break away to form a new culture or form a new way of doing things. In rural Papua New Guinea and some parts of Melanesia, a sub-culture called a **cargo cult** was formed.

The *cargo cult*, a religious movement was created in response to European influence during colonial times. Cargo cults helped Melanesians explain the role of Europeans in the universe. When Europeans first arrived, the Melanesians were impressed by the huge amounts of material goods, or "cargo," they brought with them. The islanders believed that the Europeans must have acquired such wealth through strong magic, and they gradually developed cargo cults in an effort to gain knowledge of this magic for themselves.

Members of the cargo cults believed that one day an ancestral spirit, tribal god, or culture hero would bring cargo to the people. To prepare for this day, the cults built structures representing docks for boats, runways for planes, and shelters for storing the cargo when it arrived. Such activities disrupted traditional economic practices and caused a lot of changes in some parts of Melanesian society. Colonial authorities feared such changes and tried to put an end to the cults, but with little success.

a. In which period did cargo cults in Melanesia emerge?

A) After independence

B) After World War II

C) During colonial period

D) Before colonial period

b. Write **true** or **false** next to each statement.

(i) \_\_\_\_\_ People thought Europeans brought cargo as a result of magic

(ii) \_\_\_\_\_ They hoped for a cultural hero to bring cargo one day

(iii) \_\_\_\_\_ Cargo Cults emerged as a hope to free people from colonial rule

3. List two main features of sub-cultures?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

4. List three examples of sub-cultures found in youth sub-culture.

(i) \_\_\_\_\_

(ii). \_\_\_\_\_

(iii) \_\_\_\_\_

5. Describe a sub-culture in urban sub-culture and explain why it became an urban sub-culture.

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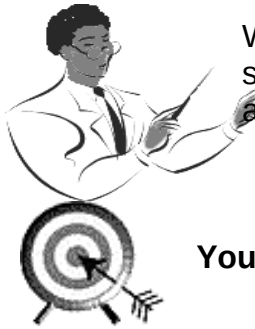
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**NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2**

## Lesson 11: Arrival of Foreigners

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Welcome to Lesson 11. In the last lesson, you learnt about the emergence of sub-cultures in Papua New Guinea. In this lesson, you are going to look at the arrival of different groups of foreigners.

### Your Aims

- read information on a timeline on the arrival of the different groups of foreigners
  - identify and describe the different foreigners that came to Papua New Guinea
- 

Many different groups of people moved to Papua New Guinea as early as the 15<sup>th</sup> Century. We will now take a closer look at the different groups of foreigners who arrived in Papua New Guinea.

First of all, let us define *foreigner*. A **foreigner** is a person from another country who lives and works in another country. For example, a Papua New Guinean who lives in Australia is called a foreigner because that is not his country of origin.

### The First Explorers

Historians are not sure when our ancestors were first visited by people from other countries. The earliest visit was by people from Asia 1,200 years ago. For the next 1000 years, Chinese, Malays and people from what is now Indonesia visited both the north and south coast of New Guinea. Even today, oral (spoken) history in parts of East and West Sepik Provinces says that the first “outsiders” who came to these areas were Malay traders.

Evidence has shown that there have been trading contacts between Indonesia and the western part of the island of New Guinea from the 13<sup>th</sup> century. It is possible that these contacts extended east to what is now Papua New Guinea. In the 15<sup>th</sup> Century, Malay raiding parties captured coastal people, from east and west New Guinea to be sold as slaves.



Did you know that the explorers came searching for spices?

### The Spanish and Portuguese

The first Europeans came to our region in the 16<sup>th</sup> century. They sailed from Spain and Portugal looking for spices such as nutmeg and mace. (*Spices are plant/herbs used in flavouring or for preservation of food*) These Europeans named the islands of Indonesia as the ‘spice islands.’

In 1525, Jorge de Meneses, a Portuguese explorer, landed on the west coast of the main island of New Guinea while searching for spices. He named the island *ilhas dos Papuas* which means *Island of the Papuans*. 'Papua' came from a Malay word meaning fuzzy-haired.

In 1545, Inigo Ortiz de Retes of Spain landed at the mouth of the Mamberamu River (now West Papua). He called the area Nueva Guinea because he thought the land looked like the Guinea coast of West Africa. The first detailed mapping of the New Guinea coast was undertaken by Luis Vaez de Torres, another Spanish explorer.

### The Dutch, the British and French

In the middle of the 16<sup>th</sup> Century, Dutch (Holland) traders competed with the Portuguese for spices. By the end of the century the Dutch controlled the spice trade. In the 18<sup>th</sup> century ships from Britain and France visited our region. In 1699, a British explorer, William Dampier, sailed along the north coast of the main island of New Guinea.

In 1767, Philip Carteret, from France, explored the strait between New Ireland and New Britain and sailed south of Manus Island. Two other French explorers, Louise de Bougainville (1788) and Antoine d'Entrecasteaux (1792) also explored the region.



Louis Antoine  
de Bougainville

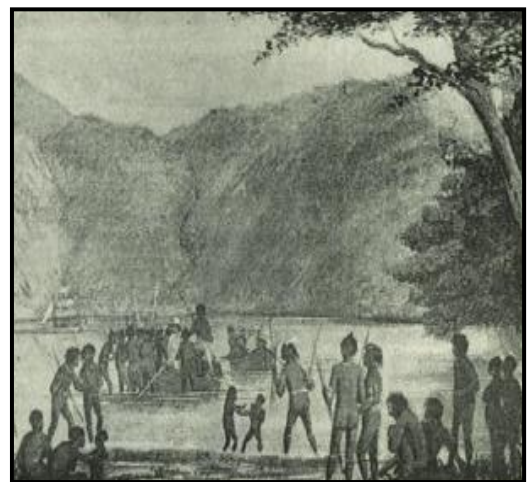


Captain James Cook

British explorer Captain James Cook sailed around the world twice and made three voyages to the Pacific region. He was the first European to visit Hawaii where he was killed in a fight by the islanders. Cook also sailed to Tahiti, New Zealand, Australia and Vancouver Island.

Traders also came to trade for goods such as **sandalwood** and **mother-of-pearl shell**. They traded cloth, metal axes, and knives with Papua New Guineans. Another group of foreigners that visited our country were the Labour recruiters. These foreigners came to recruit people to work on sugar cane plantations in Queensland (Australia), Fiji, and Samoa. In the 1870s and 1880s, about 5,000 Papua New Guineans were taken to work on plantations in these countries.

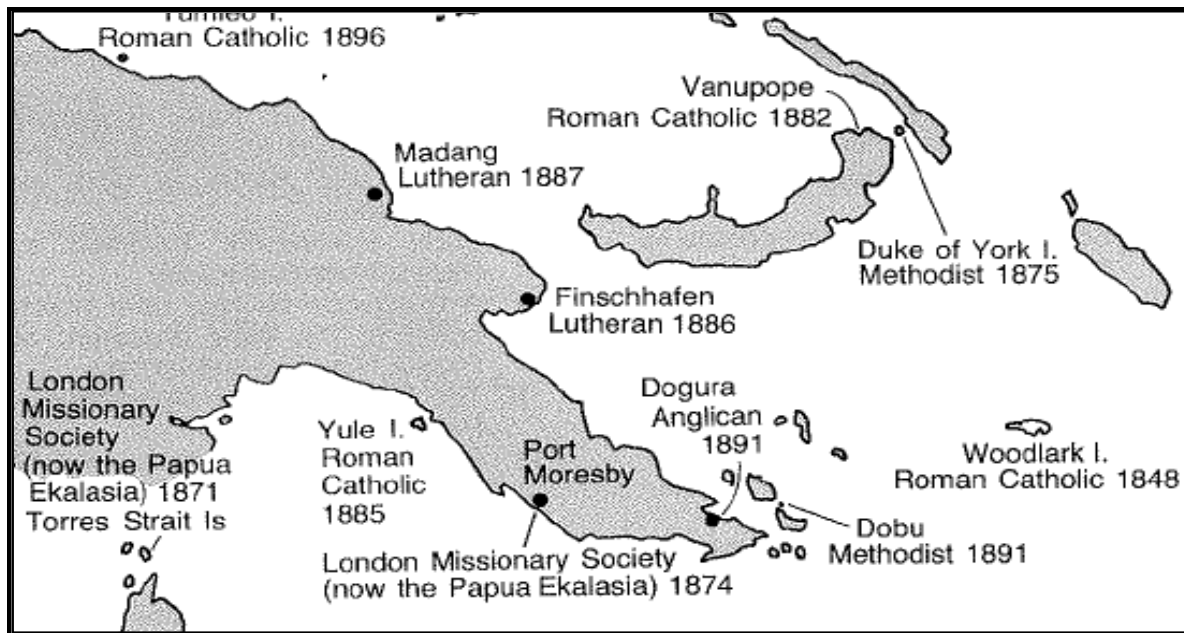
Apart from the Traders and Labour Recruiters, Missionaries also came to our country. In 1606, fourteen children from Mailu were taken to the Philippines by the Spanish explorer Torres and given a Christian baptism. It was not until the 1800s that the work of the missionaries really began in Papua New Guinea.



Early labour recruitment of indigenous  
people

Take a look at the map below. It shows locations of some first mission stations in Papua New Guinea.

### MAP OF EARLY LOCATION OF MISSIONS



Below is a timeline showing information about the arrival of different groups of foreigners.

| Key Dates | Historical Events                                                                                                                                   |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1526      | Jorge de Meneses gave the name Papua to the north-west coast of the island of New Guinea.                                                           |
| 1545      | Inigo Ortiz de Retes named the island New Guinea                                                                                                    |
| 1606      | Luis Vaez Torres sailed along the south coast of New Guinea and established that there was a strait between Australia and the island of New Guinea. |
| 1768      | Louis de Bougainville sailed along the coast of the island of Bougainville                                                                          |
| 1788      | The British established a colony in Australia                                                                                                       |
| 1828      | The Dutch claimed the western half of the island of New Guinea                                                                                      |
| 1847      | Catholic Marist Brothers established a mission on Woodlark Island.                                                                                  |
| 1871      | Nicolai Miklouho-Maclay landed at Astrolabe Bay. J. C. Godffrey and Sons established a trading base in Rabaul.                                      |
| 1874      | Rev. Lawes and Chalmers established a London Missionary Society station in Port Moresby                                                             |
| 1875      | Luigi Maria d'Albertis landed on the Papuan coast. A Methodist missionary, Rev. Brown, commenced work in the Duke of York Islands                   |
| 1880      | Thomas Farrelll and Emma Forsythe established coconut plantations in the Duke of York Island                                                        |
| 1884      | Britain and Germany agreed to split the eastern half of the island of New Guinea                                                                    |



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Foreigners are people who live and work in another country
- The Asians were the first foreigners who came to New Guinea as traders
- Spanish and Portuguese explorers followed soon after the Asians. They were mainly interested in spices
- British and French explorers followed closely after the Spanish and Portuguese explorers
- Other foreigners who came were traders, labour recruiters and missionaries

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**NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE**



## Practice Exercise 11

Refer to the Timeline below to answer Question 1.

| Key Dates | Historical Events                                                                                                                                   |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1526      | Jorge de Meneses gave the name Papua to the north-west coast of the island of New Guinea.                                                           |
| 1545      | Inigo Ortiz de Retes named the island New Guinea                                                                                                    |
| 1606      | Luis Vaez Torres sailed along the south coast of New Guinea and established that there was a strait between Australia and the island of New Guinea. |
| 1768      | Louis de Bougainville sailed along the coast of the island of Bougainville                                                                          |
| 1788      | The British established a colony in Australia                                                                                                       |
| 1828      | The Dutch claimed the western half of the island of New Guinea                                                                                      |
| 1847      | Catholic Marist Brothers established a mission on Woodlark Island.                                                                                  |
| 1871      | Nicolai Miklouho-Maclay landed at Astrolabe Bay. J. C. Godffrey and Sons established a trading base in Rabaul.                                      |
| 1874      | Rev. Lawes and Chalmers established a London Missionary Society station in Port Moresby                                                             |
| 1875      | Luigi Maria d'Albertis landed on the Papuan coast. A Methodist missionary, Rev. Brown, commenced work in the Duke of York Islands                   |
| 1880      | Thomas Farrelll and Emma Forsythe established coconut plantations in the Duke of York Island                                                        |
| 1884      | Britain and Germany agreed to split the eastern half of the island of New Guinea                                                                    |

1.

- a. In what year did the island of New Guinea get its name?

\_\_\_\_\_

- b. Which colonial power ruled Australia?

\_\_\_\_\_

- c. Which two people made settlements and plantations?

\_\_\_\_\_

- d. Which province did the Catholic Marist brothers establish their missions in 1847?

\_\_\_\_\_

2. Name three other groups of people that came to Papua New Guinea in the table below and state their reasons for coming. Write your answers in the table below.

| Foreigners    | Reason for Coming |
|---------------|-------------------|
| (i) Explorers |                   |
| (ii)          |                   |
| (iii)         |                   |
| (iv)          |                   |

3. Complete the table below by filling in the missing information.

### The Early Explorers

| Date  | Name of Explorer       | Nationality |
|-------|------------------------|-------------|
| 1526  | Jorge de Meneses       | _____       |
| _____ | Torres                 | _____       |
| 1699  | _____                  | English     |
| 1767  | _____                  | English     |
| _____ | Louise de Bougainville | _____       |

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**CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2**

## Lesson 12: Forces and Conditions of Cultural Change

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Welcome to Lesson 12. In this lesson, we are going to look at the forces and conditions which led to cultural change.

### Your Aims

- define cultural change
  - discuss forces and conditions which lead to cultural change
- 

### How Our Cultures Change

Cultures change when different cultures meet. When people arrived in Papua New Guinea 50, 000 years they brought their cultures with them. These cultures then changed as the first settlers adapted to the new environment and found new resources. Then changes happened when other people arrived and settled in the coastal areas about 6, 000 to 2, 000 years ago. Cultures also changed when agriculture started and people moved away from the coast to the Highlands. In the same way cultures changed as people traded with each other.

All of these changes were slow or *gradual*. The change often came when adapting to new environments and new resources. People did not notice that their culture was changing. This slow change ended when foreigners came to Papua New Guinea. Missionary, traders, business people and government brought many cultural changes. These people brought items as well as new ways of doing things. However, many traditional beliefs and ways of doing things are still strong in Papua New Guinea.

### Forces and Conditions which have led to Cultural Change

#### Early Contact

By 1884, both Britain and Germany had claimed part of the island. In German New Guinea, the local people traded copra and Bird of Paradise skins and feathers for trade goods such as clothes and steel axes. Trading goods led to changes in societies.

The introduction of new technology and items influenced culture and changed it. You will see that early exploration did not cause much change in culture. It was not until the foreigners who then explored and then settled in our lands.

Remember! The early explorers did not bring about change but the early settlers did!





Catholic missionaries in Papua

### Missionaries

The first mission stations were set up by French Catholic missionaries in Woodlark Islands in Milne Bay Province (1847-1855), New Britain (1882) and Yule Island (1885). Other early missions were the London Missionary Society in Port Moresby (1874) and the Methodists in the Duke of York Islands (1875).

In many places the Christian religion and the traditional beliefs in the spirit world were both believed at the same time.

So you see, religion also influenced changes in the culture, both in a positive and negative way.



The introduction of the Christian religion resulted in village elders' losing their authority. The elders had less control over village life which led to the community no longer working together as before. Elders were unable to solve family or land disputes and crime and violence started to become common in the community.

### Traders

As traders settled and set up stores, people started to grow cash crops to buy store goods. This meant they had less time for traditional gardening, building of houses and other important activities in their communities. Many of the trade items replaced traditional technology and some skills were lost.

Did you know that the **migration** or movement of people from place to place also led to changes in culture? But why did these people migrate?

People left their villages for many reasons but most came to towns with the hope of finding jobs.



## The Colonial Government

The colonial government brought changes to our cultures with their values, ideas and laws. The government officers' first main task was to stop tribal fights and maintain peace and order in societies. The government also set up schools, which meant that young people spent a lot of time away from their traditional ways of doing things such as gardening.

## Traditional and Modern Culture

Traditional and modern cultures are linked together. You can see evidence of both of them at the same time. Take a look at the following examples.

### Visual Art

Tribal and clan art is very important in traditional culture. Art was taught by the older people in the society. In the past an artist had skills and knowledge that came from the past generations. Their art has shown clearly how culture changes. In modern art, artists combine traditional and modern techniques to show their art, as shown in this photograph.



A Sepik carving - traditional art

### Music

Papua New Guinea has a tradition of music. There are many traditional songs and instruments. Songs were sung for ceremonial purposes and for fun. They were not written down and they changed over time. Musical instruments that were used in the past are still being used today. Drums are still being used and are found in every province. In modern music today, musicians or artists combine traditional and modern music. People also use traditional words and rhythms. This also shows evidence of traditional and modern cultures existing together.



Garamuts from the Manus Province

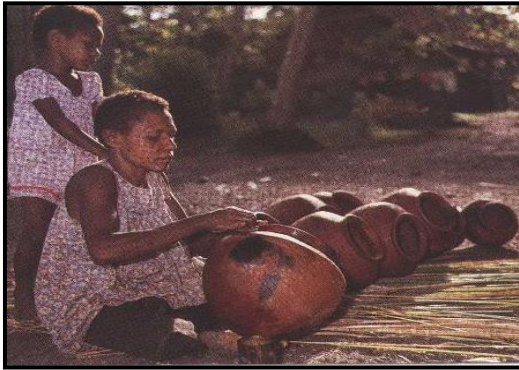


Kundu drums from Western Highlands Province

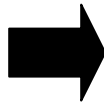
## Technology

**Technology is any form of material that is used to produce something**

Technology, in the past was linked to everyday life in that a culture was able to make the most of the technology it needed with its own resources. Modern-day technology brings into a culture things from outside that culture. This began when the first contact was made. There were trade items such as steel axes. Today there is a mixture of both.



Traditional clay pot cooking In Markham



Women using modern technology and traditional technology in cooking

## Modern Technology and Communication

In today's world, global communications and technology are external forces and are the main influential factors that cause change to our cultures. The use of the internet, telecommunications and global technologies has affected our traditional cultures.



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Cultures change when different cultures meet
- Cultures change when people adapt to new environments and situations
- In the past, cultures changed as a result of contact especially with missionaries, explorers, traders, business people and the government
- Traditional and modern cultures are linked together
- There are advantages and disadvantages of cultural change

**NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE**



Practice Exercise 12

1.

Explain *cultural change*.
2.

List three examples of forces and condition which led to cultural change.

a.

b.

c.
3.

List three advantages and three disadvantages of cultural change you are familiar with.

| Advantages | Disadvantages |
|------------|---------------|
| (i.)       | (i.)          |
| (ii.)      | (ii.)         |
| (iii.)     | (iii.)        |

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2

## Lesson 13: Papua New Guinea Before and After the Arrival of Foreigners

---



Welcome to Lesson 13. In the previous lesson you learnt about the forces and the conditions that caused cultural change.

In this lesson you shall learn about life, mainly culture and lifestyle in Papua New Guinea before and after the arrival of foreigners.

### Your Aims

- discuss the reasons why foreigners came to Papua New Guinea
- describe life in Papua New Guinea before and after the arrival of foreigners

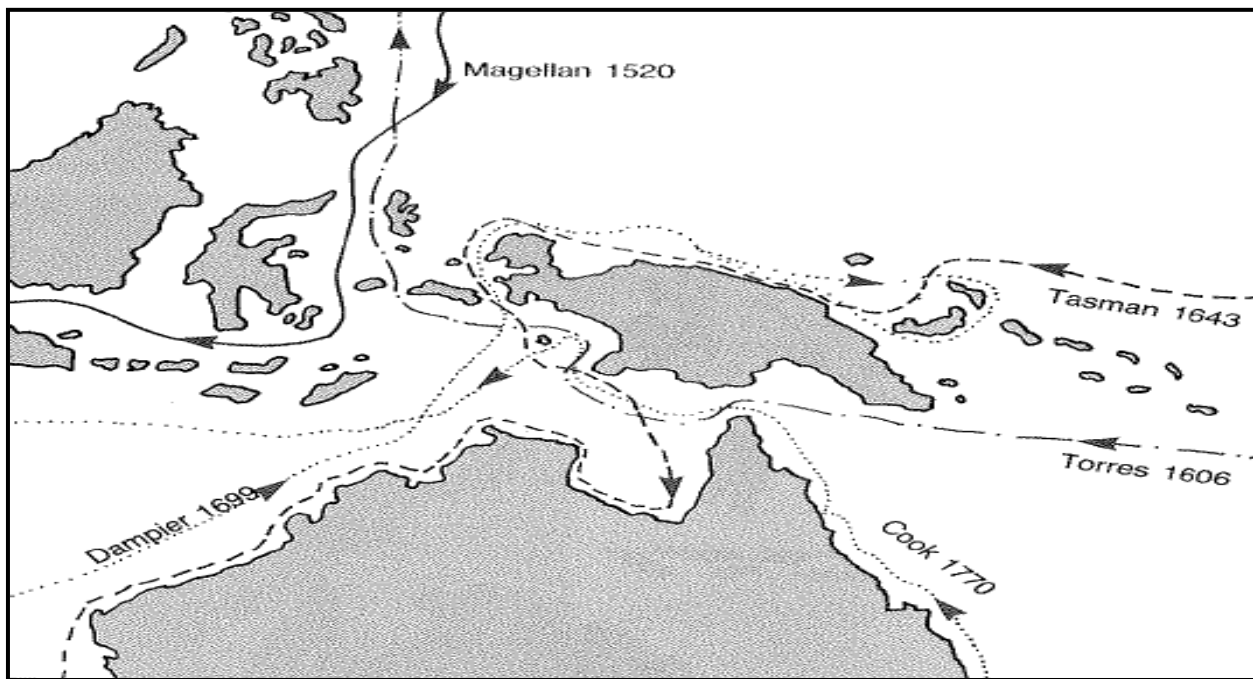
By now you should be familiar with the meaning of the word *foreigner*. We will now look at groups of foreigners and how they influenced Papua New Guinea culture and lifestyle. We will study the period before and after the arrival of Europeans but before we do so, you will look at the reasons for foreigners coming to Papua New Guinea.

Now look at the information given in the table below. These are examples of the groups of foreigners and their reasons for coming to this country.

| Groups (5)                  | Purpose/ Reasons                                                                     |
|-----------------------------|--------------------------------------------------------------------------------------|
| Missionaries                | To convert people to Christianity through the work of evangelisation                 |
| Traders                     | To trade, like the Malay traders                                                     |
| Explorers (Europeans)       | To look for spices                                                                   |
| Labour Recruiters           | To look for people to work in plantations in Fiji, Samoa, and Queensland (Australia) |
| Scientist – Anthropologists | To study and research on newly discovered lands, cultures, and so forth              |

Now turn to the next page. The map shows the voyage routes of early explorers around Papua New Guinea, Australia and parts of Asia.

## SAILING ROUTES OF EARLY EUROPEAN EXPLORERS



Routes of early European explorers sailed.



### Activity 1

1. What was the similarity in the motive of the traders and labourer recruiters?

It is interesting to learn by comparing the life before and after the arrival of foreigners.



Now let us try to find out what happened before and after the arrival of foreigners. How did people live?

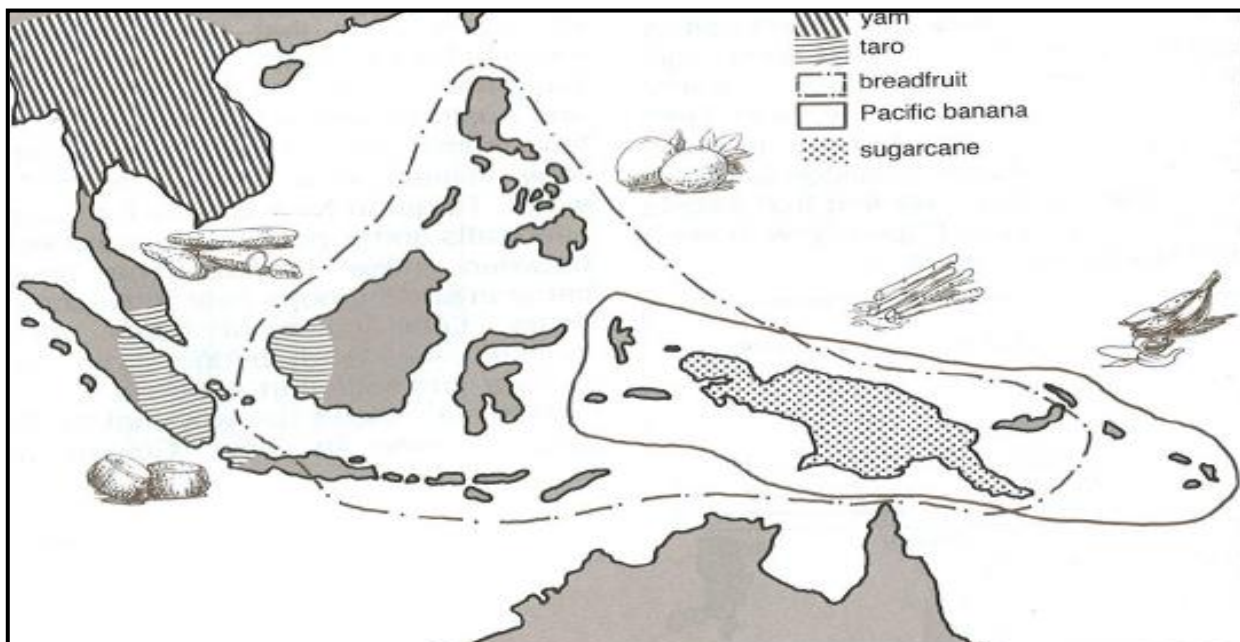
### Before The Arrival of Foreigners

Before the arrival of foreigners, people lived in traditional ways by practising their customs and traditions. In order to survive, the people practised trade, barter system and simple, subsistence farming techniques. They had their own oral history. Communication was mostly by “word of mouth”. For effective communication between tribes they used simple technologies like the beating of drums or the “garamut”.

In the past, people had to adapt to certain ways of living. Although the first arrivals were hunters and gatherers, early evidence shows that people managed the forest environment to provide food. Gardening was also practised at the same time that agriculture was developing in Mesopotamia and Egypt. Early garden crops included sugarcane, Pacific bananas, yams, and taros, while sago and pandanus were two commonly exploited native forest crops. Sweet Potatoes and pigs were later arrivals. Slowly with early forms of agriculture, people developed the idea of taking care of food plants. They cut down trees using stone tools, dug drains and brought water to their gardens. To have gardens people had to settle down. From their nomadic way of life, people started living and experiencing a more settled life in permanent settlements.

Here is a map showing the origin of early food that was brought to Papua New Guinea by early traders.

### ORIGINS OF IMPORTANT FOOD



### When Europeans Came

When Europeans first arrived, inhabitants of New Guinea and nearby islands had a productive agricultural system. They traded along the coast, where products mainly were pottery, shell ornaments, and foodstuffs. Gradually foreigners began to stay longer in the Pacific. As they did, they had more effect on the original people of the area.

Another group of people came to our country were **settlers**. They came and stayed for a short time. Very few settled permanently for example, the Asians in East New Britain and some Europeans in the Highlands. You will later study these groups of people in detail and how they brought a lot of changes when you go to Grade 9.



## Activity 2

The table below shows a list of cultural practices. Give examples of cultural practices of each aspect of culture practised before the arrival of foreigners and after the arrival of foreigners. The first example has been done for you.

| Cultural Practice        | Before the Arrival           | After the Arrival                         |
|--------------------------|------------------------------|-------------------------------------------|
| Dress                    | Billums, Grass-skirt, "Malo" | Modern bags, skirt, meri blouse, trousers |
| Language                 |                              |                                           |
| Music songs-dance        |                              |                                           |
| Tools – Kitchen, hunting |                              |                                           |

How did you go with the exercise? Did you manage to identify some obvious changes? Good effort!

### Influences on Local and National Culture

Foreign influences have resulted in creating many changes to the different elements of culture. These impacts or changes were both negative and positive. An example of a negative impact was that people were confused and slowly began to lose some of their cultures. The positive impact is people became civilized and gradually started experiencing new life styles, and communication with the outside world. Similarly, sub-cultures were created, and lived because of all these changing influences, conditions and forces on both national and local cultures. Cultural practices were also affected. The change from the old to the new concepts of living, gradually led to accepting new ideas of life.



### Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- There are national, local and sub-cultures
- All cultures change through history
- Cultures change as a result of external forces and conditions
- The early foreigners came to our country with different motives

- Some foreigners came and settled permanently while others came and then left for their country
- The early foreigners brought changes that affected some of our cultural elements and practices
- Today foreigners continue to bring changes that affect our cultural practices

## Answer to Activity 1

1. Their main motive was to make money.

## Answers to Activity 2

| Cultural Practice        | Before the Arrival                                                                                                       | After the Arrival                                                        |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Dress                    | string grass-skirt, "malo"                                                                                               | Modern skirt and Blouses                                                 |
| Language                 | language spoken was mainly local vernacular                                                                              | People began to speak Tok Pisin, Motu & English                          |
| Music-(Songs and Dance)  | Songs were mainly old folklore, traditional songs and dances                                                             | Songs and the style of dance became westernised e.g. Pop and Rock & Roll |
| Tools Kitchen<br>Hunting | traditional pots, people used their hands when cooking & eating<br>-people used traditional nets, spears, bows & arrows. | Modern kitchen utensils<br>Modern hunting and fishing equipment.         |

**NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE**



## Practice Exercise 13

---

1. State *three* reasons why foreigners came to PNG.
    - (i) \_\_\_\_\_
    - (ii) \_\_\_\_\_
    - (iii) \_\_\_\_\_
  
  2. Look at the following cultural practices and explain how and why they changed in your area.
    - (i) Dressing: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
    - (ii) Traditional Obligations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
    - (iii) Ways of Communication: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
    - (iv) Transportation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 

|                                                          |
|----------------------------------------------------------|
| <b>NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2</b> |
|----------------------------------------------------------|

## Lesson 14: Cultural Adaptation

---



Welcome to Lesson 14. We will learn about *adaptation* of various cultures.

### Your Aims

- define *adaptation*
  - discuss a timeline showing periods and the adaptation of various cultures
- 

### What is Adaptation?

*Adaptation* is the key word that you are to remember for this lesson. We must first explain what adaptation means.

**Adaptation is making something suitable for a new purpose.**

Culture is always changing. For example, when you are born into a culture you quickly learn how to live within your environments. You soon learn how to relate with other people within the rules of the cultural system, whether it is in a rural or urban setting. Then, as you grow older your culture also changes and you adapt to suit the environment and world you live in.

### How Do Cultures Adapt?

New cultures are formed, exchanged and even adapted to suit man's needs. Some cultures change identities. Some sub-divide, while others migrate and re-organize. So how and why do cultures adapt? One culture may have different sub-groups that develop many cultural identities. One culture may adopt cultural traditions of another cultural group as a way to connect between cultures. This happened during migration and trading voyages, for example, the Hiri Trade between the Gulf and the Central people. Some people even migrated to live in another society so they took their cultures with them. An example is the inter-marriages between the Gulf and Central people. After these trading expeditions, there was an integration (*to combine*) of some elements of both cultures.

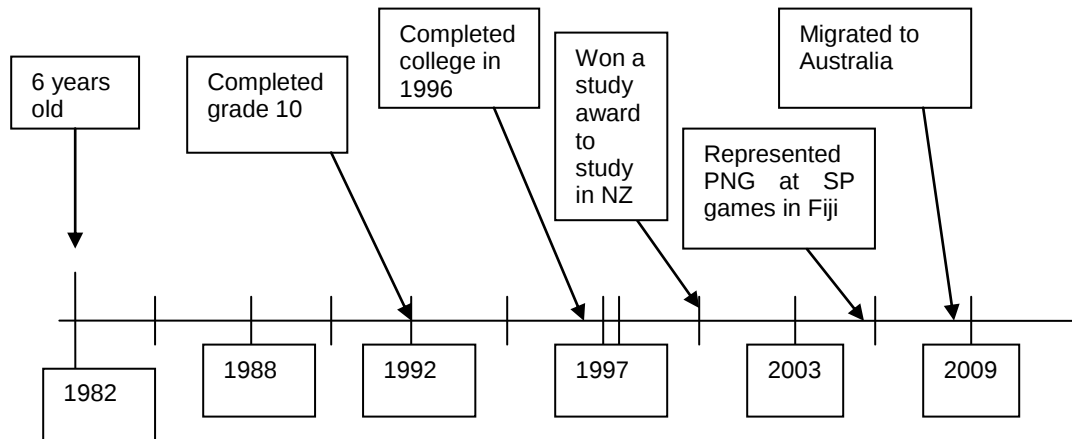
As you have seen cultural adaptation took place when different cultures met before and after the Europeans came. Even today, European culture and lifestyle has had a great impact on our cultures. Cultural adaptation is still continuing on from year 2000 and beyond.

The timeline below shows how people can come into contact with different cultures in different situations and events in their life time. This is a timeline of an individual.

You will also read a short account or story that describes how this person *adapts* to new cultures throughout her lifetime.

Damana is a 33 year old woman who has been living in Australia for the past two years ago. She tells us how she had to adapt her way of doing things in order to live the Australian culture.

Below is a timeline of her life.



Scale: 1cm = 3 years

Here is a short account of Damana's experiences in trying to adapt to the Australian culture.

"I remember when I first moved into my new home in Brisbane, everything was so different. I had to get used to moving around by myself, because by then my husband was already working. I had to learn to catch a train or the coach (bus) on my own, drive around town to get things done. Driving is quite different because the road system is complex, not like our own little Poreporena Freeway. They have state highways and so many lanes and cars are so fast you will be left at the back.

The culture here is that everyone is so busy about their own lives. People rushing here and there are unlike our casual, care free, relaxed lifestyle. Our culture makes us so dependent on the system and even dependent on our relatives that we take too much for granted.

Food culture is very different too. People eat out at restaurants because they are too busy to prepare dinner at homes. Others rely on doorstep delivery: *take-away meals*. Food is different too.

I missed the food we eat at home like fresh kaukau greens and market food. Coconut cream is canned and not like the ones from the market. We even miss Buai. We have to adapt to the buai sold by a handful of Papua New Guineans living in Aussie and it's so expensive too.

We dress according to the seasons so summer clothes for summertime. When it is winter I have to wear some leggings or stockings and even many under clothes and jackets. Here I am trying to fit into all these different clothes... You see I have to adapt and adjust and even re-organise my life so that I can adapt and fit into Australian culture.

Now do the Activity on the next page. Check your answers at the end of the summary.



## Activity

Study Damana's timeline to answer these questions.

1. Which events in Damana's lifetime did she experience foreign cultures?

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2. Give an example of the event and her new experience.

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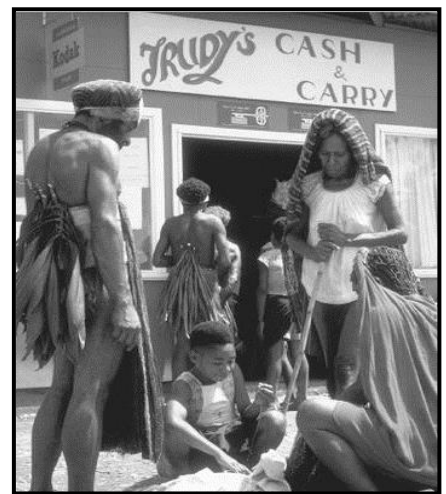
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We must realise that it is through the adaptation process that we learn realities of changes that affect various cultures. Lifestyles are changing. Most Papua New Guineans are exposed to learning and adopting new ideas and modern technologies. One important factor that has deeper impact is the modern formal education system. This is an example of Cultural Adaptation.

When we say we are adapting to various cultures we mean we are integrating other cultures into the mainstream cultures. In Lesson 9 and 10 you learnt the types of sub-cultures that come under the main culture or national cultures. Adaptation of cultures also makes the society of Papua New Guinea become more complicated and rich in the different sub-cultures and the local cultures. These pictures show the adaptation of modern clothing.



Clothes worn at a modern wedding



Modern clothes worn in a rural area



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Adaptation is making something suitable for a new purpose changes .It refers to the process of changing something, for example your behaviour, to suit a new situation.
- Our culture has been going through adaptation stages to suit a particular time and era.
- Adaptation of cultures also makes the society of PNG become more complicated and rich in the different sub-cultures and the local cultures.
- Some of these cultures include: *national culture, local culture, sub-culture, urban culture* and rural cultures

---

## Answers to Activity

1. The events

- a) When she won a study award to NZ
- b) When she migrated to Australia
- c) When she represented PNG overseas at the SP games

2.

- a) When she won a study award to NZ- she experienced living in New Zealand, living among other students that were studying at the university. Also being in a multicultural society, she had to learn other cultures as well.
- b) When she migrated to Australia, a multicultural society, she had to learn other cultures as well the Australian culture.
- c) When she represented PNG overseas at the SP games, she had to accept and learn the cultures of other participants at the games

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|                                                     |
|-----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE</b> |
|-----------------------------------------------------|



## Practice Exercise 14

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1. Define *adaptation*:

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2. Read the account of Damana's experience on cultural adaptation on page 90. How did Damana adapt to the new Australian culture?

### Elements of Culture

### Australian Culture

Type of Clothes

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Transport

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Food Culture

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3. Give an example of *adaptation* of a new culture in your area. (Use an example of one in your own time). For example, the adaptation of traditional music and modern music.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND**

## Lesson 15: Tok Pisin

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Welcome to Lesson 15. You will look at Tok Pisin language which is an aspect of Culture

### Your Aims

- define Tok Pisin
  - discuss the origin of words in Tok Pisin
  - discuss the similarity of words in Tok Pisin and those of the English words
- 

As you learnt in Lesson 1, language is a very important part of Culture. You also learnt in Lesson 14, that certain elements of culture are adapted and changed. As you will later learn, Tok Pisin was first introduced during the colonial days, however its structure and some of its language features have slowly adapted, and changed with time.



Have you ever wondered how Tok Pisin began? Or where it originated from? Let us find out.



Before we discuss the origins of Tok Pisin, we will have to define "Pidgin" itself. What is a Pidgin?

Tok Pisin is a **trade language** spoken by more than half of the people in Papua New Guinea. Over 43.9 percent of people can speak, read and write it. In addition, between 5 - 6 million people use Tok Pisin to some degree while 1 - 2 people million are exposed to it as a first language. It is now seen as the official language of Papua New Guinea and the most widely used in the country. Most words are adopted from English, with some words taken from the Kuanua language of East New Britain and German.

**Pidgin** is a language based on other languages. It is used as a common language by peoples of different native languages. Pidgin developed when people of different languages were brought together to work in different parts of our country by the colonial administration. Pidgin usually gets its vocabulary (or words) from one main language, but its grammar will either show the structures of each speaker's native tongue. One example of language that has given rise to pidgin is English. In Papua New Guinea pidgin, the spellings of words may change - for example, the English word *belong* is spelt *bilong* ("of").

Many ideas are expressed by phrases, for example, *lait bilong klaut* (“lightning,” literally “light of cloud”) in Tok Pisin. Borrowings from other languages may be added, Tok Pisin, for instance, has two forms of the word *we*: *mipela*, “I and others but not you” (from *mi*, “I,” plus plural ending, *pela*, derived from “fellow”); and “*yumi*” we, including you.

### Where did Tok Pisin Originate From?

Tok Pisin is said to have started as a trade language. Tok Pisin developed as a result of Pacific Islanders intermixing while working as labourers on plantations in Queensland and various other Pacific islands. The labourers developed a pidgin to communicate amongst themselves, using words from English, German, Malay, Spanish and their own languages, such as the Kuanua language of the Tolai people. Some examples of Kuanua words that were adapted into the pidgin language include “*laka*” (em orait), *matmat* (cemetery), *Karangi* (longlong) and *marmar* (rain tree).

Tok Pisin grew from a mixture of languages on plantations in Samoa and Queensland in the late 1800s. Workers from New Britain and New Ireland brought it back and taught it to others who wanted such work. Tok Pisin was spread in the same way by mainland villagers who worked on Papua New Guinea plantations. A lot of words in Tok Pisin came from the Kuanua language of East New Britain Province (for example, the word *birua*). Around 1875, many coconut plantations were started in the Gazelle area and the New Guinea Islands. People came from Madang, East Sepik and Sandaun to work. When people went home, they took the language with them. Moreover, the language was spread by sailors on trading ships around the coasts. Later workers from the highlands went to the coast and took the language back with them.

Tok Pisin developed as a trade language from various other languages including English and is still growing today, as new ideas and new technologies have emerged. Today Tok Pisin varies greatly in terms of its expressions and structure as spoken by people from different areas of the country and between the older and younger members of society.

Tok Pisin is now a common language spoken mainly by urban families. Rural villagers speak it and for some villages it is slowly becoming the main means of communication. Similarly, members of the Parliament often use Tok Pisin in debates. Tok Pisin is often broadcast on local radio stations such as 93.9 Nau FM, NBC, Wantok Radio Light, and other provincial radio stations. Wantok, a weekly newspaper is printed in Tok Pisin since 1970.

Here are some Tok Pisin words and their origin.

| English     | Tok Pisin | Where the Tok Pisin word comes from                              |
|-------------|-----------|------------------------------------------------------------------|
| cassowary   | muruk     | Kuanua(15% of Tok Pisin words come from here)                    |
| don't worry | maski     | German from <i>es macht nichts</i> which means it doesn't matter |
| radio       | redio     | English                                                          |



It is interesting to know that some Tok Pisin words actually originated from German.



Yes, and of course there are some Kuanua words that have also been adapted into Pidgin too.



## Activity

1. Unjumble the jumbled words. Write the correct word in the space provided.
  - a) Tok Pisin is a **GALENGUA** \_\_\_\_\_ that was spoken during the ALINLOOC \_\_\_\_\_ times.
  - b) Tok Pisin started as a DETRA \_\_\_\_\_ language.
  - c) A lot of the Tok Pisin words came from the **UKAUAN** \_\_\_\_\_ and **MENRAG** \_\_\_\_\_ Languages
  - d) Tok Pisin was spread in the same way by main land villagers who worked on island **SNOITTAPLAN** \_\_\_\_\_
  - e) The language was also spread by sailors on GRADINT SIPSH \_\_\_\_\_ around our coasts.
2. What are the English words for these words in Tok Pisin?
 

|                |                  |
|----------------|------------------|
| a) Hair _____  | d) Rainbow _____ |
| b) Water _____ | e) House _____   |
| c) Box _____   | f) Sea _____     |



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Tok Pisin is a pidgin language spoken by more than half of the people in Papua New Guinea
- Tok Pisin is said to have started as a trade language
- The Tok Pisin language is a result of Pacific Islanders intermixing when people speaking different languages were sent to work on plantations in Queensland and various islands in the late 1800s

## Answers to Activity 1

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1. a) language, colonial      b) trade      c) Kuanua and German  
d) plantations      e) trading ships
2. a) garas      b) wara      c) boks      d) renbo      e) haus      f) solwara
- 

|                                                     |
|-----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE</b> |
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### Practice Exercise 15

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1. Define Tok Pisin

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2. Explain the origin of Tok Pisin.

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3. What were some factors that allowed the spread of Tok Pisin and how did the language spread to other parts of the country?

a) 

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b) 

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c) 

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4. Give some examples of areas where Tok Pisin is commonly used.

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**NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 5**

## Lesson 16: Wantok System

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Welcome to Lesson 16. In this lesson, you will learn about another important aspect of Papua New Guinea culture - *The Wantok System*.

### Your Aims

- define '*wantok system*'
  - discuss the disadvantages and advantages of Wantok System in Papua New Guinea
- 

### What is the Wantok System?

Do you have a *wantok* or a close relative living with you? Looking after others is an important part of our societies. This common practice is referred to as the '**Wantok System**'. The Wantok System is a way of life for all Papua new Guineans. It is a concept that clearly defines Papua New Guinea culture and the Papua New Guinean way and lifestyle. Before we start our lesson, we must define the word Wantok.



This is an extended family unit - an example of Wantok System

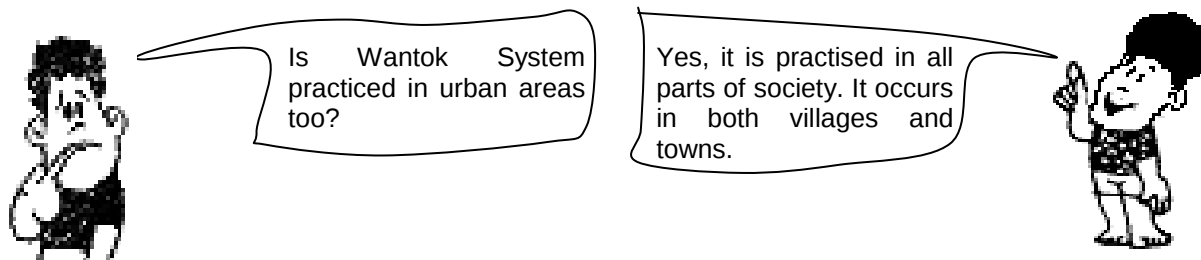
The word '**wantok**' is a Papua New Guinean and **Melanesian concept** taken from the phrase **one talk** usually referring to a person or kin who speaks the same language as you. In Papua New Guinea, a person is born into a clan and village where he or she gets his or her identity and security. Every Melanesian is born with duties to their wantoks but they also have certain rights. Today, the Wantok System affects every level of society from the rural to the urban areas of Papua New Guinea. Within the clan and village a person can expect to be housed or fed and even to share in the common community assets. There are many examples of the Wantok System practice in Papua New Guinea. Can you think of any examples?



Later on in the lesson, we will look at the good and bad points about Wantok System. Now we will see where Wantok System is commonly practised

In the village the Wantok System helps support the rural way of life. Every clan and family member supports each other in times of need. People are obliged to care for their extended families and tribesmen. This is part and partial of the wantok system.

The wantok system has a number of important uses related to kinship. **Kinship** means relationship by blood or marriage to another or others. Traditionally, wealth was given along clan lines. This means that people who are wealthy in rural areas help a lot of other people. Rural people also get help from their urban relatives or *urban wantoks*. For instance, if they want to visit the hospital or do other business, they still have somewhere to stay and get support from their wantoks. Village people also send goods, especially food to their urban wantoks.



Today, the wantok system has become a big influence in business circles in urban areas. People rely on each other in towns because life in the city is expensive and demanding. When rural people move to towns, their wantoks feel that they have a duty to support them. Due to accessibility by roads and other means of transport, more and more people are able to move around the country in recent times.

There are sometimes many problems when people from different cultures marry. The husband and wife have to look after wantoks from two cultures. It is hard to provide for a lot of people in towns because it is too costly and sometimes urban wantoks are not always able to help their rural wantoks at all.



### Activity

Read the following captions which express views about the wantok system. Which of these is **in favour** and which is **against** the system?

Write your answers in the space provided here.

A. \_\_\_\_\_

B. \_\_\_\_\_

*"My name is Maraga. My wife and I work and we have four small children attending primary school. We live in a large house shared by two other smaller families. We have family obligations and we all share, cooperate and help each other. There is enough food to go around and we are always happy and satisfied."*

*"Hi.... I'm Tiso and I'm a single working mother of two small children. I am also the eldest of 5 other siblings who all live in the village. Every fortnight I have to send half of my salary to my family in the village. They don't really understand that I am a single mother struggling to bring up my two children in the city"*

*"Hello, Mark is my name. I am the acting director of a mining company. Although, I have a good job and a large house, I have a lot of problems and never ending family commitments. All my relatives bother me for money and even jobs. Most times, my house is always full and packed with my in-laws, because they think that I am the World Bank....."*



You must know that there are both advantages and disadvantages in the Wantok System.

Now let us discuss the advantages and disadvantages of **Wantok System**.

| Advantages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Disadvantages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Is a system of togetherness</li> <li>• Prevents loneliness</li> <li>• Provides support for the old and the sick</li> <li>• Provides food and money for those in need</li> <li>• Provides child-minding when parents are at work</li> <li>• Helps pay for children's and relatives school fees, education and other expenses</li> <li>• It is an important aspect of Melanesian culture</li> <li>• It is a two way process: help others and help yourself</li> </ul> | <ul style="list-style-type: none"> <li>• Encourages division into groups</li> <li>• Wage earners have excessive demands made on them</li> <li>• Houses have to be shared with wantoks</li> <li>• Wantok pressure can lead to divorce</li> <li>• Encourages laziness as jobless wantoks expect money and other help</li> <li>• Encourages corruption as police let wantoks go free.</li> <li>• Being favoured in promotion</li> <li>• One way process: <i>some always help and are never helped</i></li> </ul> |



There are many other advantages and disadvantages to add to this list... I am sure you can think of other reasons that relate to your own life!



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- The word *wantok* is a Melanesian concept derived from the phrase **one talk** referring to a person or kin who speaks the same language
- Every Melanesian is born with duties to their wantoks but they also have privileges
- The Wantok System impacts every level of society of Papua New Guinea
- Within the clan and village a person can expect to be housed or fed, to share in the common community assets
- There are advantages and disadvantages of the Wantok System

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## Answers to Activity

A. Favourable

B. Unfavourable

C. Unfavourable

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|                                                     |
|-----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE</b> |
|-----------------------------------------------------|



## Practice Exercise 16

1. Define and explain the Wantok System.

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2. Read the article below and answer the Questions that follow.

*Flora and Ragu have been married for eight years. Like every other young married couple, they have their struggles and challenges living in the city. Both are working and rent a two bedroom flat at Gerehu. Ragu comes from a very big family and he is the eldest boy in a family of four girls and three boys. Flora is the eldest of six girls. Both have five children who all attend primary school.*

*In Ragu's culture, family must come first and he is bound by a set of well defined **obligations** to his own **kin**. Both Ragu and Flora have family obligations and have to meet their family expectations and demands. Ragu is obligated to his two brothers who are currently residing with the couple. All his brothers are unemployed and totally depend on his income.*

*Every fortnight the couple have to send money to the old widow in the village. In addition, they have to give money to their smaller brothers and sisters. They also take care of other wantoks who are visiting in town and have nowhere to reside for the time they are in town.*

*Most times they spend money on their relatives and have little left to spend on their children.*

- (a) Which of the following words mean the same as the highlighted words? Circle the correct word

- |      |                    |       |            |              |             |
|------|--------------------|-------|------------|--------------|-------------|
| (i)  | <b>Obligation:</b> | duty, | finance,   | expectation, | challenge   |
| (ii) | <b>Kin:</b>        | ties, | relatives, | money,       | possessions |

- (b) State two **obligations** of the Wantok System mentioned in the article.

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3. Discuss one **advantage** of the Wantok System and give an example.

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4. Discuss one **disadvantage** of the Wantok System and give an example.

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**NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2**

## Lesson 17: Fostering National Culture

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Welcome to Lesson 17. You are learning about how we can be able to foster and strengthen our national culture.

### Your Aims

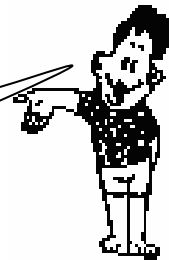
- explain fostering and strengthening national cultures
  - explain and discuss ways in which a national culture can be fostered and strengthened
- 

Before we discuss the topic, we will define a few words so that you are familiar with them as we go through the lesson. When we say that we foster and strengthen our national culture, we simply mean that we promote or encourage the advancement of our national culture.



We learned that our national culture is the main culture and it is adopted by everyone in the country.

There are many examples of national culture. Some are symbolised, for example the National Flag.



### Our Shared National Culture

Many countries have *shared* culture. Our national culture can be shared and observed with previous generations. This means that culture is passed down from generations. Shared culture with common ancestors is identified with the past and present culture and these may be largely symbolic. For example, history has shown that the Hiri Trade that united the Gulf and Central people is not only a shared culture between these two groups. Most Papuans share and observe the importance of this historical event. It is a national culture and national symbol. Some examples of our national culture where all Papua New Guineans share are the national flag, national emblem, national currency, the Parliament House, and even national ceremonies and events.

**Fostering culture means to strengthen all cultures including those that are material and non-material. Remember our national culture can be divided into the material culture and the non-material culture.**

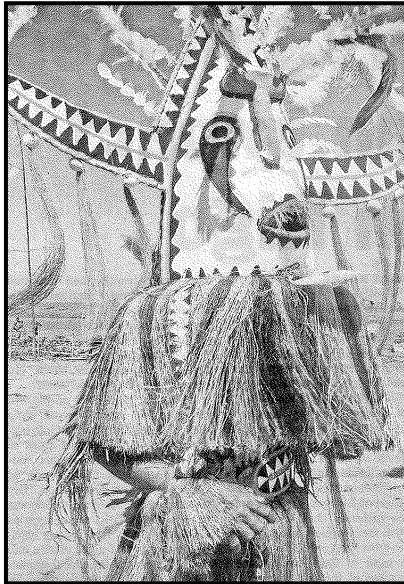
Material culture consists of all those things that are made by members of a society. It includes such objects as buildings, clothing, jewellery, machines and paintings. You studied these in Lesson 5 of this strand. Non-material culture consists of a society's behaviours, customs and beliefs. For example, a handshake is a gesture in Melanesian Culture. This is intangible culture (culture that cannot be seen).

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



## Activity

Study this picture. Do you think it is a form of material or non-material culture? Explain how it can be seen as material and or non-material.



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## Ways of Fostering Our National Cultures

There are many ways that we can foster our national cultures and heritage. Papua New Guinea is a country that has always promoted its diverse cultures. We will look at areas where our national cultures are fostered and promoted.

### 1. Arts Fostering through Cultural Celebrations

There are many local, provincial and national cultural celebrations held annually in Papua New Guinea. These cultural events show dances, songs, traditional bilas and traditional practices. These events help revive and preserve our cultures. The Goroka and Mt Hagen Cultural Shows are famous events. The Canoe Festival in Alotau, the Yam Festival in the Trobriand Islands and the week-long Malangan Festival in Kavieng are all examples of events that promote and foster our cultures.

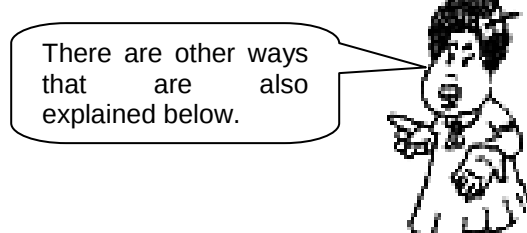
### 2. Tourist Attractions in Village Setting

In some remote villages throughout Papua New Guinea you can find tribes that passionately maintain their individual heritage through their art, singsings, dancing and initiations. Some examples are the Baining Fire Dancers near Rabaul, the Asaro Mud Men and Huli Wigmen in the Highlands region. These tribes in their colourful traditional clothing perform and welcome visitors into their villages to learn more about the customs of their tribe. Visits to villages also provide you with plenty of opportunities to see and in some

instances purchase primitive art, timber carvings, decorated masks with hair, shells, pig tusks, string bags (bilums), crafts, hand dyed tapa cloth and many more.



Tourism strengthens our culture by attracting tourists to come and see our cultures.



There are other ways that are also explained below.

### 3. Cultural Institutions

In order to foster our cultures we have to promote, encourage and assist institutions that relate to protecting our non-material cultural heritage. The Creative Arts School of the University of PNG is an educational institution that educates many young people on becoming artists. It supports and promotes national culture through its programmes. The School offers courses in graphic design, textile design, fine arts, and music. The National Cultural Commission funds the theatre groups like the Raun Raun Theatre, a popular theater movement that attempts to change traditional cultural forms into contemporary theater and address the concerns of rural society.

### 4. Filming

Some individuals and groups film and document our material and non-material cultures. They produce documentaries (movies) that can be kept and viewed later by different audiences.

### 5. Writing and Publications

Since the 1960s and 1970s, people have tried to promote culture in writing. Some well known publications include the journals *Bikmaus*, *Ondobondo* and *The PNG Writer*. **Autobiographies** have been published by overseas companies and by the National Research Institute. Books have been written on PNG legends and myths.

**Autobiography is the story of a person's life written by that person.**

### 6. Preserve Culture through Young Generation

Young people are creative and need to be encouraged to take an active part in the cultural life of our society. In this way they can help to promote and maintain our culture. More efforts should be made towards empowering and educating young people in their cultural heritage through the development of their cultural identities and appreciation of traditions.

### 7. Education Programmes

It is important for culture to be promoted in schools in Papua New Guinea. It is only observed on special occasions like the cultural shows or days to celebrate a special event like the Independence Day. It is important that culture should be integrated into the Education System, particularly the Curriculum. This means that it should be taught to

students as a separate subject. This option is done in many other countries where culture is integrated into the Education system.

Off Course, there are many other ways we can foster and promote our culture. Can you think of other ways you can promote culture?



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Many countries have *shared* culture, the national culture
- The national culture can be shared and observed with previous generations
- Shared culture with common ancestors is identified with the past and present culture and these may be largely symbolic
- Some examples of our national cultural symbols all Papua New Guineans share are the national flag, national emblem, national currency and even the Parliament House
- There are many ways that we can foster our national cultures and heritage
- Papua New Guinea is a country that has always promoted its diverse cultures
- Some of the ways we can foster national cultures are cultural festivals, publications, film documentation and cultural institutions

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## Answer to Activity

It is a material culture because the mask is an object made by the people however it also symbolises the beliefs in the traditional society which is the non-material culture.

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**NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE**



## Practice Exercise 17

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1. What do we mean by fostering our national culture?

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2. Discuss two ways in which our national culture can be fostered and strengthened.

a) 

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b) 

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3. Read the article below and answer the Questions that follow.

### The Sepik River Crocodile Festival

The Sepik River Crocodile Festival (SRCF) was initiated by the World Wide Fund for Nature (WWF) and its partners in March 2007.

This initiative started with the main aim of promoting conservation using the crocodile as an iconic species because of its cultural, economic and environmental significance.

The festival through various activities calls for communities to value the natural environment from which their culture, identity and survival derives from. The festival, in the last three years has gone from strength to strength. This was largely due to the stake holder's support, large media publicity, local community participation and international tourist attendance.

The festival is held every second week of August every year in the Ambunti District of East Sepik Province, Papua New Guinea. The two day festival is celebrated with sporting activities, music, school essays, and drawings, dramas and singsings and dances.

Various organisations use the occasion to spread messages of importance on social and development issues such as HIV, gender and youth, mining, invasive species, carbon trade and many more.....

### Questions

a) What is the name of the cultural festival held?

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b) What was the main aim or purpose of this festival?

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c) What are some of the activities during this festival?

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|                                                      |
|------------------------------------------------------|
| <b>CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2</b> |
|------------------------------------------------------|

## Lesson 18: Changing Culture

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Welcome to Lesson 18. In this lesson, we will look at factors that are causing changes in culture.

### Your Aims

- discuss and describe the main features of culture
  - list changes that have happened and are changing the culture in an area
- 

First of all let us explain what 'Changing Culture' is. It simply means that culture changes either fast or slow as society develops from a primitive to modern civilization. Our culture has been always changing.

### When Do Cultures Change?

You learned in the previous lesson that cultures change when different cultures meet. Cultures also changed as people migrated, traded with others, exchanged ideas and shared technology.

All of these changes were slow. The change often came from a culture adapting to new environments and new resources. If you compare the past with modern times, you will see that culture is changing at a faster rate than before.

There are **reasons** why cultures change. There shall never be any change without a *cause* or *influence*.

**As we talk about cultural change, we are also able to predict changes in the future.**

### Modern Culture

Culture is constantly changing and will continue to change. Today, there exist two types of lifestyle. Often both are practised at the same time. Many people still provide for themselves by growing enough food for their family to live on (subsistence lifestyle). Others grow cash crops and buy extra food in the store or markets. Others get paid money as wages for working for someone else or for working in their own business.

There has also been a change in the way people look at other societies. They meet with people from different cultures and learn to accept these cultures.

Education is another influential factor that has made an impact on all cultures in Papua New Guinea, connecting our culture to the outside world. Many people in Papua New Guinea mix their traditions with modern cultures. For example, a young person in the village might go fishing with a traditional spear. When he comes home, he sits down and listens to music (CD) on a CD player. People in rural areas even watch television and can see how different life is in other parts of the world. This is what we mean by culture changing.

Village families buy store goods such as rice, sugar and tea. Most people have used some kind of modern transport or technology. Although many people now live in an urban culture, they are still proud of their culture. This helps them keep up their social and culture ties.

Culture changes! There are many aspects and areas of culture that are changing. We can study these areas as themes. Let us now look at an activity on Cultural Themes



## The Themes of Culture

### 1. Rural People

Most people in the Pacific region are rural dwellers. In these pictures, students can examine rural dwellers and their activities, tools, social groups and clothing. What do these pictures tell us about these rural cultures?

### 2. Schools and Religious Places

There are many similarities in the schools and places of worship in the Pacific region. Have the students examine the physical design of the buildings. What roles do you think schools and religious places have in culture? What do different religious buildings tell us about different cultures? What different cultural influences can students find in these pictures?

### 3. Traditional culture performances in the Pacific

Cultural performances vary from place to place. These performances may take the form of storytelling, singing, dance and drama. Think of some pictures you have seen on cultural performances. What type of traditional dress or costume are the people wearing? Compare Papua New Guinean traditional cultural performances with other Pacific examples. What do they have in common? What is different?

### 4. Raising Children

Different cultures have different ways of raising children. How were you being raised? Compare the pictures in front of you with your experiences. Observe how children are raised in a rural setting and in an urban setting. What are some rules and values in raising children that you can identify? How have these values changed today?

## 5. Urban Settlements and Life

What are some changes you have noticed in the last 10 or 15 years? How many new buildings, roads and other infrastructure have been developed? What do you notice about the style of dressing, lifestyle habits and even past times and leisure activities? What can you find that still reflects Pacific cultures?

## 6. Food

Food is in itself a culture of its own. How people obtain and prepare food and what type of food is eaten is indeed an important aspect of culture. Many foods have been introduced into our culture. What do you notice about the use of traditional food today? What are some observed changes in the methods of preparation, the equipment used and so on?

## 7. Settlement and Housing

Settlement and housing reflect many parts of culture. What are these pictures telling you about Pacific cultures? You can tell that the type of housing has really changed over the years. What can you say about the type of housing 15 years ago? Compare this with housing today.

## 8. Transportation

How many different ways can you find where transportation is changing cultures?



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Changing Culture simply means a change in culture whether fast or slow as society develops from primitive stage to civilization and modernization
- There are two types of lifestyle now: *the traditional and the modern lifestyle*
- People try to practise the two types of lifestyle and cultures in these modern times
- Traditional culture and modern culture are preferred together as we see both of them at the same time
- It is important that we must try to accept and understand these cultural adaptations and changes and at the same time try to maintain our traditional cultures

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**NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE**



## Practice Exercise 18

1. Complete this passage on Culture. You are to use only one word. Write the missing word in the spaces provided.

### What is Culture?

Culture is the total (1) \_\_\_\_\_ that people live. It is created by groups of human beings. Everywhere you look you can see parts of (2) \_\_\_\_\_. There are many different cultures. Cultures overlap, cultures borrow from each other, cultures (3) \_\_\_\_\_ and innovate, and cultures are always changing.

All nations, all over the world have certain things that define their culture. They include such things as: language, art and craft, music and dance, clothing and personal decoration, food and cooking, laws, customs and traditions, taboos, myths and stories

As you can see cultures are adapting and changing to suit the changing world. We can say that (4) \_\_\_\_\_ that have come into our country have brought new ideas and ways that have caused adaptation and change to our existing cultures. Technological innovation is another big factor that has (5) \_\_\_\_\_ changing cultures. We can also observe that some of these changes in our cultures are good and some are bad. Yet, we have to learn to accept these changes and at the same time we must try to (6) \_\_\_\_\_ our own traditional cultures.

2. Consider one of the areas of change written in this unit (such as music) and describe how it was in the past and how it is today. The first one has been done for you.

| Area of Change      | How this was in the Past                       | How it is Today (Modern) |
|---------------------|------------------------------------------------|--------------------------|
| 1. Music            | Music was played with traditional instruments- |                          |
| 2. Food Preparation |                                                |                          |
| 3. Arts/Crafts      |                                                |                          |

3. You are given eight (8) Themes of Culture on pages **119**. Read the eight themes describing notes for this activity. After reading, choose **only one as example** of changing culture. The set of given questions are only to guide you.

### Report: Changing Culture

**Theme:** \_\_\_\_\_

**NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2**

## Lesson 19: Culture Preservation

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Welcome to the last lesson of Sub-Strand 2. In Lesson 19, you will learn about preserving our cultures and traditions.

### Your Aims

- define culture preservation and explain its importance
  - discuss reasons why certain features of cultures should be preserved
- 

### What is Cultural Preservation?

**Culture Preservation** means to keep and maintain our cultures so these cultures do not fade away or die out.

So far you have been learning many different things about culture. Did you know that there are more than 1000 different cultural groups in Papua New Guinea? Because of this, many different styles of cultural expression have emerged. Each group has created its own expressive form of art, dance, weaponry, costumes, singing, music, architecture and much more.

You also learned that our cultures are changing because of many factors or reasons.

We also learnt that many of our cultures are rooted into family units, clans and tribes, for example, the Melanesian way. Every Papua New Guinean community has a traditional culture that is unique. These traditional cultures are part of our Melanesian way of life of our ancestors for many years. Many elements of our cultures have not changed much because of the preservation of our cultures and traditions. Some of the elements of culture preserved and kept alive are our arts, paintings, sculptures, carvings, dances and songs, legends, architecture, literature and so on.



Tiko, what is the status of our cultures? Why is it important to preserve our cultures?

Well, history is showing us that our cultures are now being threatened and they are slowly dying out, which is why we need to preserve them.



Culture is the very core of our existence - it reflects our history, language, tradition and beliefs. However, with global changes and modernisation taking place in the world around us, our cultures and traditions do not remain constant but change overtime. Papua New Guinea, is one of the most culturally rich and diverse countries in the world. However, many of the elements of our culture are on the edge of disappearing.

What has caused our cultures to slowly die out? Let us find out!



### **What are the Factors that affect Our Cultures?**

Migration affects our cultures. When people migrate to new places within the country or abroad, they take their cultures with them. They mix their cultures with new cultures they come across. Sometimes many of their own cultures adapt or change and change in order to suit the new environment. When this happens some elements of culture may lose its value.

Changes in technology and communication has had a big impact on our cultures traditions. Our interactions with other cultures and the outside world challenge us with the risk of losing our cultures and traditions, whether it is material or non-material.

### **Is Our Culture Threatened?**

Papua New Guinea's rich traditional cultures and indigenous systems may be lost if we do not regularly practice, record and preserve them. Our cultures are at risk from western influence. The mixing of one culture with another also has the potential of killing off culture. If we do not record and preserve our cultures our cultures may be lost forever. The challenge is to preserve our cultures by practicing and making them part of our lives.

**If we do not teach our children our languages, our dances, our folklore and songs, our fashion, our future will lose its identity.**

This is a comment from a 79 year old elder in one of our local communities.

"I am afraid that there won't be anyone left to sing traditional songs for singsings and gatherings in my village. Every time there is a traditional singsing in town or in the village, I always have to sing the traditional songs. The younger generation, young boys and men cannot sing fluently like me. When they sing they sing the wrong tune and spoil the song. I am worried that when I die who no-one is going to sing these songs. Sometimes these young people are not confident enough to sing these songs. These are special songs that have to be sung in a special way, a special tune, not like you are singing in a local string band or some karaoke..."

"I'm worried that the art of singing these songs is fading away." Even then, not many people know the words and meanings of these traditional songs."

Now do the activity on the next page. Check your answers at the end of the summary.



## Activity

Think of a part of your culture that is slowly dying out. What factors are causing it to die out? What would you do to preserve it? Refer to the example of the 79 year elder on page 121. (Note: your answers will vary depending on your cultural setting).

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### In what ways can we Preserve Culture?

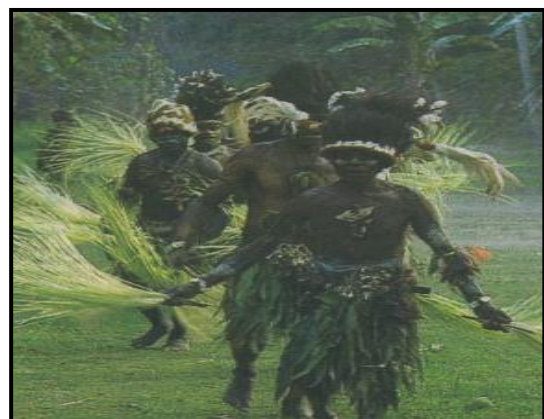
Here are some photographs of cultural festivals held in some parts of Papua New Guinea. These pictures are examples of ways in which we can promote and preserve our national cultures.



Cultural dancing



Mask festivals



Cultural festivals

## **Ways of Preserving our National Cultures and Traditions**

### **1. Writing and Publications**

People should be encouraged to promote Papua New Guinea culture through literature and published books that promote both tangible and non-tangible culture.

### **2. Oral Preservation**

Oral traditions relating to clan ancestry and generations, initiation and rituals, magic and sorcery, and the teaching of children about their cultures are being passed down the generations. Many of these have been collected, analyzed, documented and published.

### **3. Filming and Documentation**

There are some individuals and organizations that have produced documentaries and films that promote our cultures, for example through *The National Cultural Commission* through its other branches and agencies.

### **4. Cultural Celebrations**

There are many local, provincial and national cultural celebrations held annually in Papua New Guinea. Cultural shows and festivals and art exhibition should be promoting and preserving our cultures at local and provincial levels.

### **5. Cultural Institutions**

We have to try to promote, encourage and assist institutions that relate to protecting our intangible cultural heritage.

### **6. International Cultural Exchange Programmes**

Young people need to understand and appreciate cultures of other societies in order to foster friendly relationships and advance global peace and harmony. This can be achieved through their participation in international youth gatherings and international cultural changes.

### **7. Education Programmes**

It is important that culture be integrated into the School Curriculum of the Education System. This means that it should be taught to students as a separate subject. This option is done in many other countries where culture is integrated into the Education system.

### **8. Agreements, Treatises and Conventions**

PNG should now be a signatory to Organisations that promote and protect cultures through conventions and treaties. UNESCO's Convention for the Safeguarding of the Intangible Cultural Heritage is an illustration of the growing awareness of the impacts of globalization and other external influences that are serious threats to cultural diversity of humankind.

## 9. Laws and Legislation

There are some laws already in place that cover intangible culture, however, there are no specific sections in the law on safeguarding our cultural heritage. There should be strict laws and legislations related to cultural property rights to protect our cultural heritage. Additionally, institutions and organizations that make and enforce these laws must make sure they are been followed



As you can see, there are many ways that you can preserve our cultures.



### Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Culture Preservation means maintaining, conserving and keeping our cultures so that they do not die out
- Our cultures are preserved and kept alive through our arts, paintings, sculptures, carvings, dances and songs, folklores, architecture and literature
- Papua New Guinea's rich traditional cultures and indigenous systems may be lost if not regularly practiced, properly recorded and preserved and widely promoted
- The young generation today needs to practice the rich cultures of the country so that they are preserved for the future generations

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**NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE**



## Practice Exercise 19

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1. What is culture preservation?

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---

2. Give one reason why we preserve our cultures.

---

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3. What do you think might happen if our cultures are not preserved?

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4. What are four ways in which we can preserve cultures?

- (i) 

---
- (ii) 

---
- (iii) 

---
- (iv) 

---

5. Read this account of a mother's story on how she tries to preserve her culture and answer the questions based on this account. Refer to the questions on the next page.

"I remember when we were small, my mother would tell us legends of how her clan originated. She would tell us legends and because we were very young at primary school age, we were always eager and fascinated by everything she said. She told us that these legends were passed down from generations. I can still remember one or two of these but others I've forgotten. Repeating stories in this way is a form of oral preservation.

I have told my children these two stories. But I feel I need to document it by writing it down in a little booklet, in case I forget or they forget too.

My children have suggested for us to make a booklet on all the legends and myths from their grandmother's area and publish it. My daughter even suggests that we print copies and she uses it at her school when they cover the topic: My Culture. In this way they are not only learning but preserving these legends and stories by having them documented in a booklet."

(i) List two ways of culture preservation mentioned in the passage.  
\_\_\_\_\_ and \_\_\_\_\_.

(ii) What is one **disadvantage** of oral preservation?

\_\_\_\_\_

(iii) What is one way to help with oral preservation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

|                                                   |
|---------------------------------------------------|
| NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2 |
|---------------------------------------------------|

## ANSWERS TO PRACTICE EXERCISES 9-19

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### PRACTICE EXERCISE 9

1. National Cultures are cultures that belong to and are commonly accepted and shared by everyone in a country. For example, Papua New Guinea, has its own culture - The Melanesian Way or Papua New Guinea way of life and is also a part of the Pacific culture
  2. We show our national culture and national identity through symbols.  
Some of these symbols are the:
    - a) National Emblem shows the Bird of Paradise, Kundu Drum and spear together
    - b) National Anthem is a song which symbolizes unity and the origin of Papua New Guinea
    - c) National Parliament
  3. Some of these contributing factors are:
    - a) Common national identity
    - b) Common language
    - (c) Common descent
    - (d) Common history and the past
- 

### PRACTICE EXERCISE 10

1. (a) Subcultures are formed when groups of people decide to form their own way of doing things, not conforming to the mainstream culture.  
(b) Rap Culture is the kind of music developed by Afro-Americans (Black Americans)
  2. (a) during colonial period  
(b) (i) T (ii) T (iii) F
  3. They have their;  
(i) own world view (ii) own dress style (iii) own music (iv) own language (slang).  
(Any two of the above answers can be correct)
  4. (a) teen culture (b) reggae culture (c) hip-hop culture
  5. The students' answer will vary, depending on the choice.
- 

### PRACTICE EXERCISE 11

1. a) 1545  
b) Britain  
c) Thomas Farelle and Emma Forsythe)  
d) Milne Bay Province

2.

| Foreigners                                                                    | Reason for Coming                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (i) Explorers<br>(ii) Traders<br>(iii) Labour Recruiters<br>(iv) Missionaries | They were looking for spices for cooking.<br>To get goods such as sandalwood and mother-of-pearl shell.<br>They were looking for people to work on plantations in Queensland, Fiji and Samoa.<br>To spread the Word of God. |

3.

| Date | Name of Explorer      | Nationality |
|------|-----------------------|-------------|
| 1526 | Jorge de Meneses      | Portuguese  |
| 1606 | Luis Vaez Torres      | Spanish     |
| 1700 | William Dampier       | English     |
| 1767 | Philip Carteret       | English     |
| 1768 | Louis de Bougainville | French      |

---

### PRACTICE EXERCISE 12

- Cultural change is when people adapt to a new way of doing things.
- Examples of forces and condition which lead to cultural change were early contact with missionaries, traders and even government.

| Advantages                                                                                                                                                                                                                                     | Disadvantages                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (i) Oral history was written down when people began to learn to read and write.<br>(ii) People began to grow cash crops so they could buy store goods.<br>(iii) New ideas and technologies brought in by foreigners made life easier for many. | (i) Christian religion meant that the elders' teachings became less important.<br>(ii) Many trade items replaced traditional technology and some skills were lost.<br>(ii) Most young people lost their cultures and traditions as they spent more time in school. |

---

### PRACTICE EXERCISE 13

- These are some of the reasons;
  - Missionaries came to evangelise and spread the Word of God
  - Traders came to trade spices
  - Explorers came to discover new lands

- (iv) Labour Recruiters came to recruit people to work on plantations
- (v) Anthropologist came to study cultures and the lifestyle of certain groups of people.

2. Students own answer

Answer is possible and factual from his or her encounter in cultural change drawn from his or her place.

---

### PRACTICE EXERCISE 14

1. Adaptation refers to the process of changing something, for example your behaviour, to suit a new situation. It can refer to anything that goes through changes to suit a new situation
2.

| <b>Elements of culture</b> | <b>Australian culture</b>                     |
|----------------------------|-----------------------------------------------|
| Type of Clothes            | They wear seasonal clothes and modern clothes |
| Transport                  | Coaches, bus, trains, fast cars,              |
| Food Culture               | Western Food such as pizzas                   |
3. Answer: The teachers accept the student's own true and possible answer. Students answer is based on the reality happening or taking place in his/her area.

---

### PRACTICE EXERCISES 15

- 1) Tok Pisin is a Pidgin language spoken throughout all parts of PNG. It is an adaptation of the original Tok Pisin which started as a trade language used by the plantation labourers during the colonial days of German and Britain.
- 2) Tok Pisin first originated or came about during the colonial days when German colonised New Guinea and Britain colonised Papua. This was the language used by plantation workers or labourers, as a result of Pacific Islanders intermixing, when they were sent to work on plantations in Queensland and various islands. The labourers began to develop a pidgin, using words from English, but also from German, Malay, Portuguese and their own Austronesian Languages (especially from the Kuanua, of the Tolai people).
- 3) There were many ways in which the language spread.
  - a) Labourers and plantation workers who worked on the plantations in New Guinea Islands learnt the language and then took it back home to their homeland and taught their people. These were people from Madang, East Sepik and Morobe.
  - b) It was also spread by the sailors on sailing ships.
  - c) People who traded also traded the language of Tok Pisin. It also became the language of trade.

4) Tok Pisin is commonly used in many ways:

- a) The Parliament sessions allow Tok Pisin spoken in their sessions.
- b) Some local radio stations and radio broadcasts are done in Tok Pisin
- c) Some elementary Schools teach Tok Pisin to their students instead of their own vernacular.

### PRACTICE EXERCISE 16

1. The Wantok System is a type of culture and system that exists in every Papua New Guinean society whereby people depend on and take care of each other. People depend on each other for financial help and support.

2. (i) duty (ii) relatives

(b) Ragu has all these obligations. All his brothers are unemployed and totally depend on his income. Every forth-night he has to send money to the old widowed mother in the village. In addition they have to give money to their smaller brothers and sisters. They also take care of other wantoks who are visiting in town and have nowhere to reside.

3. Advantages of the Wantok System. *(Any of the following can be correct)*

|                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Is a system of togetherness</li> <li>• Provides support for the old and the sick</li> <li>• Provides food and money for those in need</li> <li>• Provides child-minding when parents are at work</li> </ul> | <ul style="list-style-type: none"> <li>• Helps pay for children's and relatives school fees, education and other expenses</li> <li>• It is an important aspect of Melanesian culture</li> <li>• It is a two way process: help others and help yourself.</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4. Disadvantages of the Wantok System. *(Any of the following can be correct)*

|                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Encourages division into groups</li> <li>• Not appropriate for modern urban life</li> <li>• Wage earners have excessive demands made on them</li> <li>• Houses have to be shared with wantok</li> </ul> | <ul style="list-style-type: none"> <li>• Encourages laziness as jobless wantoks expect money and other help</li> <li>• Encourages corruption when a police let wantoks go free</li> <li>• Being favoured in promotion</li> <li>• One way process: some always help and are never helped</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PRACTICE EXERCISE 17**

1. Fostering our national culture means to make our cultures strong.
2. Ways by which cultures can be fostered (and any of those mentioned in the lesson)
  - a) Cultural shows
  - b) Cultural exchange programmes
  - c) Film documentation
3. a) The Sepik River Crocodile Festival
  - b) The aim of these festivals was to promote and conserve using the crocodile as an iconic species because of its cultural, economic and environmental significance. The festival through various activities calls for communities to value the natural environment from which their culture, identity and survival derives from.
  - c) Activities include sporting activities, music, essays, drawings and dramas.

**PRACTICE EXERCISES 18**

1. (a) way (b) culture (c) adapt  
(d) foreigners (e) influenced (f) maintain
- 2.

| Area Of Change      | How this was in the Past                          | How it is Today(Modern)                                          |
|---------------------|---------------------------------------------------|------------------------------------------------------------------|
| 1. Music            | Music was played with traditional instruments-    | Modern and traditional music are mixed together to produce music |
| 2. Food Preparation | Traditional Methods                               | Traditional and Modern Methods                                   |
| 3. Arts/Crafts      | Traditional Crafts were used for traditional uses | Crafts have traditional and modern uses                          |

3. The students answer will vary according to his/her choice.

A Sample Answer**Report Writing****Theme: Food Culture**

We have seen that food is a culture in itself. How people obtain and prepare food and what type of food is eaten is indeed an important aspect of culture. Many foods have been introduced into our culture. What do you notice about the use of traditional food today?

In many societies in PNG, traditional food is still grown, harvested, prepared and eaten as in the past. Although western food is dominant, people still prefer to eat garden crops such as taro, banana, kaukau, cassava, and local meat and sea food.

Today culture is changing and peoples' choice of food is also changing. Many people now consume imported food such as rice, flour and sugar. Bread and scones have now become a staple diet for many urban dwellers. Common drinks are tea, milo and coffee. Soft drinks like Coca Cola and cordial are common drinks in most homes.

Prepared foods have also influenced remote villages. Canned corned beef and tinned fish are great favorites. In villages or towns with refrigeration, cheap frozen "mutton flaps" imported from New Zealand are popular.

People no longer make an earth oven every day. Most daily cooking is done cooking in battered pots over open fires in the village, and on gas or electric stoves in some of the larger towns. People are also cooking and preparing western meals such as Chinese cooking, European and other foreign dishes. Some people prefer take away meals such as 'Big Rooster' and 'Ken Mighty' food.

---

### PRACTICE EXERCISE 19

1. Culture Preservation means to keep and maintain our cultures so they do not fade away or die out.
2. Our culture is important to the future of our children and to our nation, because culture ensures a history, a past, present and certainly a future. If we do not record and preserve our cultures they may be lost. This simply means that people from other cultures will steal and abuse our culture.
3. If we do not teach our children our languages, dances, folklore and songs, fashion, indeed the totality of our Melanesian life style, our future will lose its identity. This simply means that people from other cultures will see us as people with no culture and history.
4. Ways in which we can preserve cultures
  - a. **Education Programmes**  
It is important that culture is integrated into the Education System.
  - b. **Agreements, Treatises and Conventions**  
PNG should now be a signatory to Organisations that promotes that promote and protect cultures through conventions and treaties.
  - c. **Laws and Legislation**  
There are some laws already in place that cover intangible culture, however, there are no specific parts in the law on safeguarding our cultural heritage. Laws be amended to include ways of safeguarding our cultural heritage.
5.
  - i. Oral preservation and compiling stories in a booklet
  - ii. You can forget these stories over a period of time.
  - iii. Document them by writing them down in a book or even recording the story tellers.

## **SUB-STRAND 3**

### **PARTICIPATION IN NATIONAL CULTURE**

**Lesson 20: Cultural Events in Papua New Guinea**

**Lesson 21: Participation in National Cultural Events**

**Lesson 22: Cultural Tools and Weapons**

**Lesson 23: Cultural Crafts**

**Lesson 24: Cultural Art**

**Lesson 25: Cultural Song and Dance**

**Lesson 26: Languages**

## **SUB-STRAND 3: PARTICIPATION IN NATIONAL CULTURE**

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The main area you will study in these Sub-strands are:

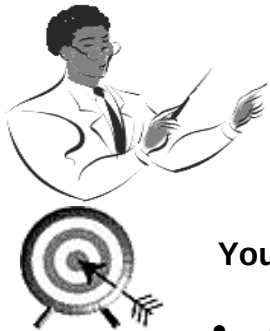
- identify and describe cultural events in different parts of Papua New Guinea
- identify and describe the significance of different cultural arts, crafts, songs and dance
- identify and describe the different tools and weapons
- discuss the different elements of languages in Papua new Guinea

In this sub-strand you will identify and explore some of the different elements of PNG culture. You will learn about the cultural tools and weapons, crafts and art. Cultural Art is interesting because you will learn that it is not only to do with traditional art, paintings and drawings but with traditional preparation or even a specific ritual or ceremony. You will also describe cultural dances and performances, some of which are from your own area

It is also fascinating to learn about the traditional art, crafts, tools and weapons. You will explore how some of them were used in the past. You will also have to describe how these traditional items were used in your local area. Some of these traditional items are still being used today.

We hope you will enjoy studying this Sub-Strand.....

## Lesson 20: Cultural Events in Papua New Guinea



Welcome to Sub-strand 3, lesson 20. In this lesson we will learn about cultural events in Papua New Guinea.

### Your Aims

- define cultural event
- identify the dates on which cultural celebrations in Papua New Guinea are held.

### What is Cultural Event?

A Cultural Event is a planned public or social occasion which is connected with the culture of a particular society or group, its customs, beliefs, art, way of life and social organization.

You have learnt what culture preservation is and why certain features of culture should be preserved. It is interesting to note that one important way to preserve culture is through the promotion of cultural celebrations. Some examples of cultural celebrations in Papua New Guinea are: The Hiri Moale Festival, Goroka Show and Madang Festival. Each of these and other cultural celebrations are celebrated for different purposes and reasons, but mainly to promote and preserve our cultures and traditions so they do not die out. The photograph here shows an example of cultural celebrations of some societies of Papua New Guinea.



A Dukduk of East New Britain

Below are some examples of Cultural events in Papua New Guinea.

- |                                             |                                      |
|---------------------------------------------|--------------------------------------|
| (a) The Hiri Moale Festival`                | (f) Sepik Crocodile Festival         |
| (b) Madang Festival                         | (g) Mt Hagen Show                    |
| (c) Goroka Show                             | (h) Malangan Show (N.I.P)            |
| (d) Morobe Show                             | (i) Canoe Festival (Milne Bay)       |
| (e) East New Britain Province Mask Festival | (j) Wabag Cultural show              |
| (f) Maborosa Festival (Madang)              | (k) Milamala Yam Festival (Mine Bay) |

In addition to our traditional cultural events we also have national events that are recognised and observed by all people around the world, for example, Mothers Day. Can you be able to identify the following celebration and festival events in the activity below?



## Activity

Study the pictures and answer the questions below.



a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

1. Name the event of celebration labelled a-d below. The first letter has been given.

a) C \_\_\_\_\_

b) V \_\_\_\_\_

c) B \_\_\_\_\_

d) W \_\_\_\_\_

2. Now choose two words from the list below and match them with the correct answer in the above question.

**Gifts, dating, cake, bride, tree, decorate, cake, romantic, blessing**

| Event | Words |
|-------|-------|
| a) C  |       |
| b) V  |       |
| c) B  |       |
| d) W  |       |

The table below on the next page shows some examples of national cultural celebrations, their dates and the reasons for their importance.

| EVENT                      | DATE                              | IMPORTANCE                                                                                                       |
|----------------------------|-----------------------------------|------------------------------------------------------------------------------------------------------------------|
| Madang Festival            | 12 – 16 September yearly          | To revive the culture in the province<br>Tourism purposes<br>To reduce law and order problems in the province    |
| Independence Celebration   | 16 <sup>th</sup> September yearly | National Identity is displayed<br>Promote our culture and tradition<br>Unity, Peace and Harmony                  |
| Christmas Day Celebrations | 25 <sup>th</sup> December yearly  | Remember the birthday of Jesus Christ<br>School or university students return home and unite with family members |



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- A **Cultural Event** is a planned public occasion which is connected with culture.
- Papua New Guinea has rich and varied cultural traditions expressed in more than 800 languages, ceremonies, rituals, songs and dances
- Most cultural traditions can remain powerful influences through our lives.
- Cultural celebrations and events preserve and promote the culture and traditions of most societies in PNG.

## Answers to Activity

1. a) Christmas Day b) Valentine's Day c) Birthday d) Wedding Day

2.

| Event             | Words       |                  |
|-------------------|-------------|------------------|
| a) Christmas Day  | i. Gifts    | ii. Tree         |
| b) Valentines Day | i. Dating   | ii. Romantic     |
| c) Birthday       | i. Cake     | ii. Sweet Treats |
| d) Wedding        | i. Blessing | ii. Bride        |

**NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.**



## Practice Exercise 20

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- 1) Here are some Cultural celebrations that are held annually in Papua New Guinea. See if you can identify them. Find out where they originate from

| Festival                      | Province where it originates from |
|-------------------------------|-----------------------------------|
| (a) The Malangan Festival     |                                   |
| (b) The Milamala Yam Festival |                                   |
| (c) The Gogodala Festival     |                                   |
| (d) The Hiri Moale Festival   |                                   |
| (e) Tufi Cultural Show        |                                   |

- 2) Choose any *one* of the festivals mentioned in the activity on page 136 or any other you know of. Write a brief summary on this festival. Discuss where, when and why it is held annually. Discuss its importance.

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|                                                          |
|----------------------------------------------------------|
| <b>NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2</b> |
|----------------------------------------------------------|

## Lesson 21: Participation in National Cultural Events

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Welcome to Lesson 21. You learnt about the different cultural events and the importance of these events.

### Your Aims

- describe the different ways you can be involved in national cultural events
  - report your involvement in a national cultural event
- 

### What is a National Cultural Event?

Can you remember what a cultural event is? It is an event or festival that involves cultural activities such as singing and dancing. We looked at some events in lesson 4 and lesson 20.

When was the last time you spent time with friends at a cultural event or show? Events and outings such as cultural shows promote togetherness and unity. People like to spend time with others. Shared activities can bring joy and satisfaction to individuals and communities.

In the past people in villages performed traditional dances to mark important ceremonies as feasts or bride price exchange. They shared their art, took part in initiations, funerals and ceremonial food exchanges. These social activities helped create good relationships within the community.

Today, you have national cultural events that unite people and communities.

Here is a photograph of a cultural event that you could also participate in.



As responsible and proud citizens of our country we must take active participation in these national cultural events. We must be proud of our culture!



Children participating in Independence Day Celebration

## Participation in National Cultural Events

Participation in our national cultures is very important because it adds meaning and purpose to these events. One of the most important National Event that brings Papua New Guineans together is our Independence Day celebration. Most Papua New Guineans participate in the activities by having cultural celebrations. In some provinces, people play sports and have traditional sing sings and so on. Young people and children fully take part in these activities.

Here are photographs of people participating in cultural events in different ways.



Hiri Queen – Hiri Moale Festival



Hiri Lakatoi – Hiri Moale Festival



### Activity 1

Complete the table below.

| Level         | Celebration          | How We Celebrate/Participate |
|---------------|----------------------|------------------------------|
| National      | Independence Day     |                              |
|               | Christmas Day        |                              |
|               | Mothers Day          |                              |
| Provincial    | Cultural Show        |                              |
|               | Yam Festival         |                              |
|               | Local Art Exhibition |                              |
| Local/Village | Initiation           |                              |
|               | Traditional Wedding  |                              |

Here is an account of someone who participated in the 1994 independence celebration.

“I remember the day clearly. We stayed up all night oiling our traditional costumes. The next day we were to participate in the Independence Day celebrations organised by the UPNG students and held at the UPNG Oval. I was dancing with the UPNG Oro students.

The next day we dressed ourselves and marched down to the oval. We were lucky they put us to dance in the earlier part of the morning. We performed very well and as a result, claimed the second prize. Although we were all tired our dance trainers told us that we were to join the other Tufi dancers who were performing at the main stadium at Konedobu.. Excited that we had just won second prize, we all jumped on the truck and rode to the stadium.. It was fun. There were cultural groups from all parts of PNG. We danced our hearts out. I still remember this day clearly in my head..

I am proud even to this day that I had taken part in this very important cultural event.

Have you ever taken part in an important event in your lifetime?

**Remember! You will also have to write about an important event you participated in.**



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Shared activities can bring joy to individuals and communities
- Participation in cultural events promote healthy living, encourage friendship and cooperation
- Organised cultural activities prevent bad behaviour and reduce law and order problems
- Participation is important because many of these events help to bring out the real meaning and purpose of these events.
- Most Papua New Guineans participate in the activities by having cultural celebrations.

## Answers to Activity Exercise 1

1.

| Level         | Celebration          | How We Celebrate/Participate                                        |
|---------------|----------------------|---------------------------------------------------------------------|
| National      | Independence Day     | Public holiday, cards ,flowers, traditional singsing                |
|               | Christmas Day        | Celebrate in Church, give gifts                                     |
|               | Mothers Day          | Cards and flowers / gifts                                           |
| Provincial    | Cultural Show        | Traditional dancing and crafts, competitions                        |
|               | Yam Festival         | Harvest dances, competitions                                        |
|               | Local Art Exhibition | Display of arts and crafts                                          |
| Local/Village | Initiation           | Tattooing, feasting, teaching traditional stories                   |
|               | Traditional Wedding  | Feasting, Exchange of wealth,food and gifts for the bride and groom |

**NOW DO PRACTICE EXERCISE ON THE NEXT PAGE**



## Practice Exercise 21

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1. List three different cultural events normally held in your community.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
2. Explain two different ways that you involve or participate in during these cultural events
  - a) World Environment Day  
\_\_\_\_\_  
\_\_\_\_\_
  - b) International Children's Day  
\_\_\_\_\_  
\_\_\_\_\_
3. What is the significance of being involved in national cultural events? List down the importance of participating in:
  - a) Art Exhibitions  
\_\_\_\_\_  
\_\_\_\_\_
  - b) Traditional Dances  
\_\_\_\_\_  
\_\_\_\_\_
  - c) Organised cultural activities  
\_\_\_\_\_  
\_\_\_\_\_

4. Write two (2) paragraphs about your participation in a National Cultural Event and discuss the significance of the national cultural event.

[illegible]

**NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 3**

## Lesson 22: Cultural Tools and Weapon

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Welcome to Lesson 22. Can you still remember what you learnt in lesson 21? Let us review the main points of the lesson. In your last lesson you learnt about national cultural events in Papua New Guinea and the importance of these events.

### Your Aims

- define cultural tools and cultural weapons
- identify tools and weapons from different regions of Papua New Guinea and discuss their uses
- use traditional methods to make a model of a weapon or tool

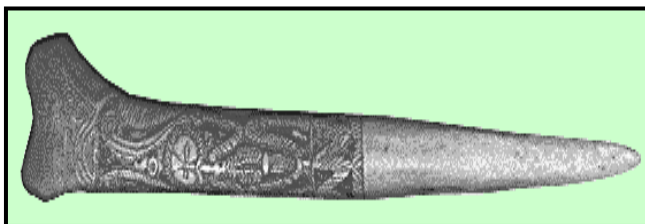
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Imagine if you were given the chance to hold a tribal spear, one that was handed down from generations. In Papua New Guinea we are privileged to have a variety of traditional tools and weapons that are found in all the different parts of our country. Let us now look at what weapons are and what they are used for.

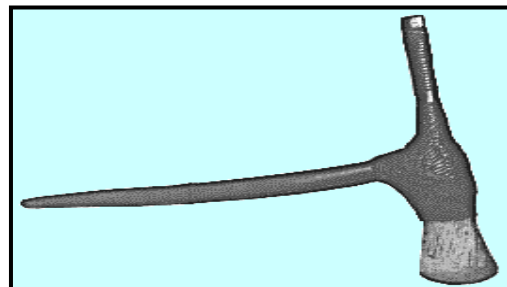
Basically, a **weapon is a tool** used to apply or threaten to apply force for the purpose of hunting and self defence or war. Cultural Weapons are simply bows and arrows, shields spears and stone clubs used for hunting and fighting. In the past, the most important materials used were wood and stone. Weapons were often designed and decorated according to each tribe and clan.

**Cultural Tools** are anything that is used to do a job. Cultural tools are used for different purposes depending on the environment where people live. You may find that along the Sepik River people use basket nets made from canes from the bush for catching fish. Cultural or traditional tools and weapons in Papua New Guinea are made of things that are found locally, such as plants, stones and shells. Simple technology, such as digging sticks for the cultivation of land and fishing tools that do not have metal parts, are still widely used because they still work and can be made without having to buy anything.

Let us look at some cultural tools and weapons from Papua New Guinea and discuss their uses.



Bone Dagger



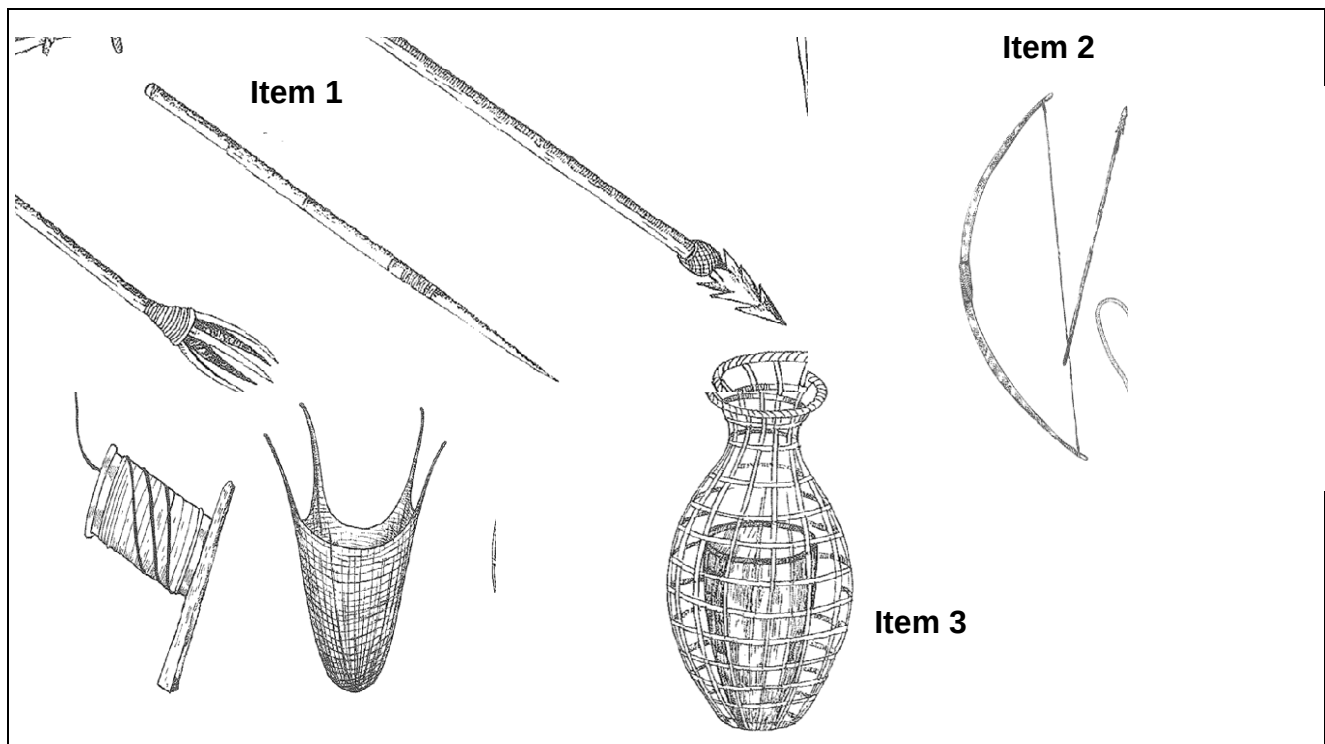
Axe

| Weapon and Tool                                         | Regions/Province                                           | Purpose/Use                                       |
|---------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------|
| Spear                                                   | All over Papua New Guinea                                  | Fighting, Hunting                                 |
| Sharks tooth tool                                       | Some coastal areas in PNG                                  | Carving designs on shells and other hard surfaces |
| Adze – A tool with a sharpened stone tied onto a handle | Early settlers who settled in Morobe and Central Provinces | Digging soil when cultivating                     |
| Cassowary Bone                                          | Momase, Highlands                                          | Hunting, Fighting                                 |



## Activity 1

Study the pictures below and answer the questions.



1. What are these items? What are they used for? List the names and their uses

a) Item 1- \_\_\_\_\_ used for \_\_\_\_\_

b) Item 2- \_\_\_\_\_ used for \_\_\_\_\_

c) Item 3- \_\_\_\_\_ used for \_\_\_\_\_

### How stone axes were made for trade in the Highlands areas

1. Stones were collected from a traditional quarry. The quarry was a large hole made in the side of a small rocky hill.
2. Cracks were produced in the solid rock partly by hammering it with wooden tool
3. Then the rock was alternately heated with fire and then pouring cold water on it.
4. Wedges were next forced into the cracks and blocks broken free.
5. Then using vines, these blocks were raised to the surface.
6. Once quarried, rough edges of the stone were smoothened.
7. The stone was tied onto a handle with strong fibres of strings from bush canes.

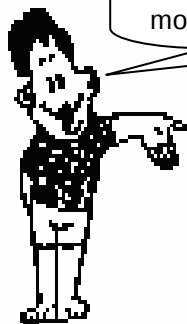
**Figure 1: Hagen axe with patined wood handle showing use.** Many contemporary Hagen axes have fancy bindings with yellow orchid vine. Some axes have words woven in the designs



**Figure 2: Large stone axe collected near Wamena, Papua (Irian Jaya).** It is approximately 3 feet (1 meter) long and quite heavy.



Read the steps on how stone axes were made. This will be discussed in the assignment booklet.



Remember you learned how a stone axe was made. Now can you make your own model of a tool?



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Cultural Weapons and tools are used for different purposes
  - Cultural weapons are simply bows and arrows, shields, spears, stone clubs used for fighting and hunting.
  - Cultural tools and weapons are used in different societies for different purposes.
  - Some weapons and tools are used for trading
  - Cultural tools and cultural weapons are made using traditional methods
- 

## Answers to Activity

1. (a) Item 1 : spears used for hunting and fishing  
(b) Item 2: bow and arrow used for hunting and fishing  
(d) Item 3: used for trapping fish
- 

|                                                     |
|-----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 22 ON THE NEXT PAGE</b> |
|-----------------------------------------------------|



## Practice Exercise 22

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1. What are cultural tools and weapons?

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2. Identify **two** weapons and tools from the picture below and explain their uses.



(i)

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(ii)

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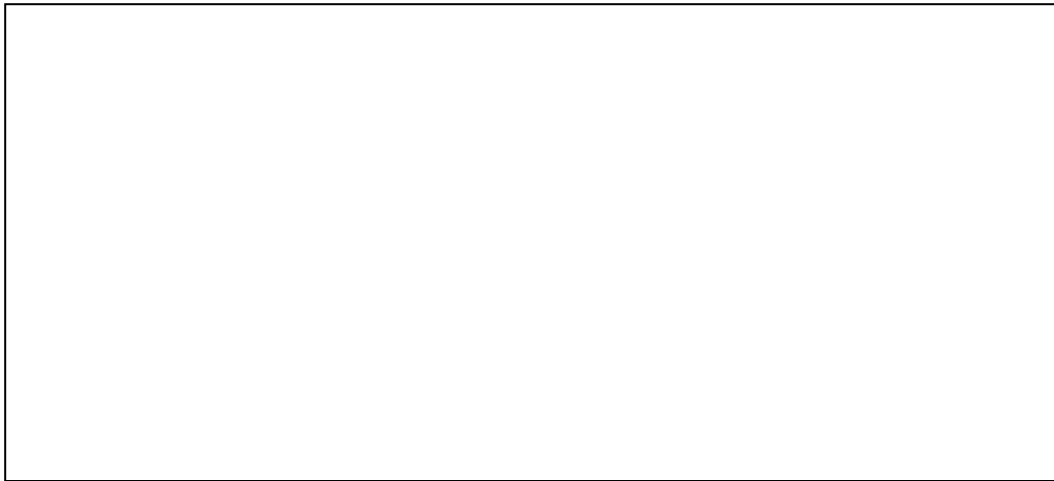
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3. Fill in the blank spaces using the words from the wordlist given below.

|                                                                                                    |
|----------------------------------------------------------------------------------------------------|
| <b>Word list:</b> money, tribal fight, occasions, stones, today<br>body oil, weapons, tools, axes, |
|----------------------------------------------------------------------------------------------------|

Ceremonial axes generally have a blade length of 30 cm and a thickness of 0.8 to 1.5 cm. Most famous of those (i) \_\_\_\_\_ is the Mount Hagen axe. The stone is quarried, and most of the axes were made in the villages in the Jimi Valley, north east of Mount Hagen. They were carried or worn in the belt on special (ii) \_\_\_\_\_ such as sing-sing and moka exchanges. Because of the risk of breaking the thin blade they were only used for cutting off fingers as a sign of grief and sometimes in (iii) \_\_\_\_\_. They were also used as money to buy other commodities like salt, (iv) \_\_\_\_\_, shells, brides, etc. The axes produced (v) \_\_\_\_\_ are identical to those made in the past, except that most of the stone used now is softer and more fragile as it is easier and quicker to work.

5. Draw a tool or weapon from your local area. State its use and purpose



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## Lesson 23: Cultural Crafts

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Welcome! In your last lesson you learnt about cultural tools and cultural weapons. You learnt to identify the different tools and weapons of different parts of Papua New Guinea.

### Your Aims

- define cultural craft
- identify crafts from different areas in Papua New Guinea and discuss their uses
- use traditional methods to make a model of a craft

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### What is Cultural Craft?

Imagine the diversity in Papua New Guinea's cultural art and crafts. You only have to look around you and see the beautifully decorated bilums, baskets, pottery and even paintings that display the uniqueness of Papua New Guinea's craft.

So what is cultural craft? **Cultural craft is using skills to produce a product** using traditional materials available. When we define it in this context we refer to the actual activity – for example, the craft of basket weaving or pottery. **A Cultural craft is also the product of the craft activity.** The product of weaving is the craft basket. There are varieties of craft – more so in the lowlands than in the highlands. These include sculpture, carving masks, bark cloth, baskets and string bags, known as bilums in Melanesian tokples. Decorated objects include wood and clay bowls, jars, shields weapons, canoes and musical instruments. Skilled people spend a lot of their time and effort to produce attractive and useful products.

#### Craft - Activity



Craft - Activity

#### Craft - Products



Craft - Products

Regular items such as carved ebony bowls, pottery, bilums and baskets, are also very beautiful to look at and are bought by tourists. Traditional musical instruments, such as kundu (skin drums) and flutes, are not only used for making sounds, but are also beautiful handmade works of art and craft. A great deal of attention is paid to the way they look as well as the way they sound. Some things, such as masks and jewels, are made simply for decoration.



## Activity 1



Study the photo and answer these questions below.

- i. What is the type of cultural craft shown in picture 1?  
\_\_\_\_\_
- ii. What is the purpose of this craft?  
\_\_\_\_\_
- iii. What do you think the item is made of?  
\_\_\_\_\_

Let us look at the uses of examples of crafts found in different regions of PNG.

| CRAFT               | LOCATION                                                                    | USE                                                                                                                                           |
|---------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Pottery             | Buka, Autonomous Region of Bougainville (ARB), Milne Bay, Madang, Morobe    | Cooking                                                                                                                                       |
| Traditional Baskets | East Sepik Province, Manus, East New Britain, New Ireland, West New Britain | <ul style="list-style-type: none"> <li>•Used as bags to carry food etc.</li> <li>•used as fishing nets</li> <li>•food storage bags</li> </ul> |
| Tapa Cloth          | Oro Province                                                                | <ul style="list-style-type: none"> <li>•Decoration</li> <li>•Singing costume</li> </ul>                                                       |

|                         |                                                                    |                                                                                                                                                     |
|-------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Traditional Masks       | Eastern Highlands                                                  | <ul style="list-style-type: none"> <li>• Decoration</li> <li>• Singing Costume</li> </ul>                                                           |
| Traditional Carvings    | East Sepik Province, West New Britain, West New Britain, Milne Bay | <ul style="list-style-type: none"> <li>• House Posts</li> <li>• Decoration</li> <li>• Resemble the clan culture</li> <li>• Bride Payment</li> </ul> |
| Traditional Bilums      | Madang, Morobe, East Sepik and Highlands Regions                   | <ul style="list-style-type: none"> <li>• Carrying bags</li> <li>• Bride Price Payment</li> </ul>                                                    |
| Necklaces and Arm bands | Coastal provinces and some parts of the Highlands region           | <ul style="list-style-type: none"> <li>• singing Decoration</li> <li>• Mourning for death</li> </ul>                                                |
| Coconut Shell bowl      | Coastal Provinces                                                  | <ul style="list-style-type: none"> <li>• Water storage container</li> <li>• Lime pot</li> <li>• Food container</li> </ul>                           |



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Cultural craft is using skills to produce or manufacture a product using traditional materials available
- Skilful people produce attractive and useful products using the natural resources available
- Cultural crafts serve many different purposes
- A lot of time and effort is put into producing a particular hand craft

## Answers to activity

- Traditional dugout canoe
- Mainly for transportation
- Wood from a special tree

**NOW DO THE PRACTICE EXERCISE ON THE NEXT PAGE**



### Practice Exercise 23

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1. Explain Cultural or Traditional Craft

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2. What is a skill? (Use a dictionary)

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3. Name 2 places or provinces in the country that produce clay pots?

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4. What are some uses of armbands and necklaces in your area?

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5. Make a sample traditional craft of your choice.
- 

|                                                           |
|-----------------------------------------------------------|
| <b>NOW CHECK YOUR ANSWERS AT THE END OF SUB- STRAND 3</b> |
|-----------------------------------------------------------|

## Lesson 24: Cultural Art

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Welcome to Lesson 24. In this lesson you will learn about cultural art in Papua New Guinea.

### Your Aims

- identify examples of different types of cultural art and state which region of Papua New Guinea they are from
- explain how these forms of art are significant and unique

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Can you remember what you learnt in the previous lesson? Were you able to make a model in your last lesson? Well, cultural crafts are expressions of cultural art.

### What is Cultural Art?

Let us now look at the meaning of Cultural Art.

**Cultural Art is expressing feelings, ideas, imaginations through songs, paintings, drawings, poems, carvings, tattoos etc.**

In this lesson, you learned that cultural craft is to do with the skill of making or producing something artistic. When we try to study cultural art, it is important to consider the craftsmanship (skill) and the technology used to create something beautiful and artistic. Remember, in art, technology and craftsmanship are important things that makes up culture. Art includes paintings, clothing, tools, pottery, weapons and buildings. Some of these things are made just for every day use while others are produced just because they are beautiful. Other times things are made for both reasons.

The arts often reflect the culture and environment people live in. All art works varies from place to place. Each community has a specific style of artefact that often resembles an important symbol of their ancestor, their clan or something unique and special.

There are other forms of Cultural Art. One such form is portrayed and displayed in body painting, Decorating and Body Art.



## Forms of Art

Tattooing and face painting are good examples of Art. In some parts of Papua New Guinea, it is a tradition that young women and men have tattoos put on them during initiations or other special ceremonies.

Maisin women of Collingwood Bay, Oro Province today are among the last coastal Papuans to wear tattoo. Tattoos were applied during puberty and particularly before the months leading to large public celebrations at which time the newly tattooed girls displayed themselves. Maisin women were tattooed by close female relatives. Maisin tattoo kits were similar to other Papuan groups except that the pigment comes from an herb called **buwa kain** which means ("tattoo medicine").



Maisin Women of Collingwood Bay, Oro Province

Here are examples of other forms of cultural art:

- Craft and Weaving of bilums, baskets and bamboo blinds in Momase and New Guinea Islands and modelling clay pot (Bilbil – Madang Province)
- Carvings and totem poles in East Sepik Province
- Sculptures and art structures made from copper, iron and other metal Paintings and drawings by various artists



## Activity

Match the following examples of art with their correct descriptions. Draw arrows.

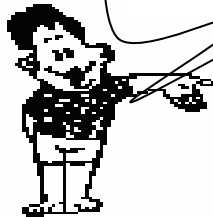
|                    |                                                                                                                                    |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------|
| (i) Tattooing      | Can be done using traditional body paints taken from natural seeds, nuts and leaves                                                |
| (ii) Face painting | a creatively designed cloth made from a bark of the mulberry tree                                                                  |
| (iii) Pottery      | Usually done on faces and the body, traditionally done using a sharp implement enough to pierce the body with the aide of charcoal |
| (iv) Carvings      | These are made out of clay or mud and are moulded into different sizes and shapes                                                  |
| (v) Tapa Cloth     | Usually carved out from special type of wood, has beautifully designed artwork                                                     |

## Similarities and Uniqueness

Some art forms are similar (same) in many ways. They may also be unique and different in other ways. **Unique** means **different**. For example, the art on the tapa may change as you move along the coast of Oro. Different parts of Oro Province display different designs and patterns. So the art may be different. However, the use and purpose of the tapa may be similar.



Clay pots are used for the same purpose, for storage and for decoration



But the designs and patterns on clay pots are different in different places

| CULTURAL ART   | PROVINCE                                   | SIMILARITIES/UNIQUENESS                                                                                                                                                                             |
|----------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Clay pot       | Madang and East Sepik                      | Similarities: Cooking, Food storage<br>Uniqueness: In Madang the clay pot are decorated with designs where as in the East Sepik Province pots are not designed.                                     |
| Basket Weaving | Sepik, East and West New Britain Provinces | Similarities: Used as bags<br>Uniqueness: Woven from coconut leaves in the East New Britain and West New Britain Province. In East Sepik Province, woven from special shrub leaves grown in swamps. |



Let us now look at Tapa Cloth and how it is prepared!

Yes, let us discuss the steps below



Tufi Women, Oro Province

## How Tapa Cloth is made

Tapa is made from the bulk of the mulberry tree. Strips of bark are soaked, scraped and beaten out on logs or special tables with tapa beaters. The beaters are made of stone or heavy wood and are sometimes beautifully carved and painted for use.

Sticky pieces of bark are laid on top of each other and beaten together to form large sheets. Sheets are folded, beaten out, refolded and beaten out again and again to make a uniform cloth without holes.

Tapa can be made as thin and fine as lace or layered into lengths.

Traditional or contemporary patterns and decorations add meaning to bark cloth. Tapa patterns are created by painting, stamping and stencilling. In New Guinea, the designs are hand painted. Traditional colors come from local clays, native plant dyes and charcoal.

So now you have a fair idea how Tapa Cloth is made. You will now discuss your summary points.



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Cultural Art is an expression of one's ideas, feelings and imaginations through cultural activities.
- Cultural Art is used for many reasons and purposes.
- Cultural art can take many forms; traditional artefacts and traditional tools, musical instruments, decorations and ornaments, body painting.
- Each traditional art represents the culture where they belong.
- Some traditional arts are similar while others may be very different

---

## Answers to Activity 1

1.

- (i) Tattooing: Usually done on faces and the body, traditionally done using a sharp implement enough to pierce the body with the aide of charcoal
  - (ii) Face painting: Can be done using traditional body paints taken from natural seeds, nuts and leaves
  - (iv) Pottery: These are made out of clay or mud and are moulded into different sizes and shapes
  - (v) Carvings: Usually carved out from special type of wood, has beautifully designed artwork
  - (vi) Tapa Cloth: creatively designed cloth made from the bark of the mulberry tree
- 

**NOW DO PRACTICE EXERCISE ON THE NEXT PAGE**



## Practice Exercise 24

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1. What is Cultural Art?

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2. Name examples of different types of cultural art in your area.

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3. Study the picture and answer these questions.

a) What form of cultural art is shown in the picture?

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b) What is the purpose of this and when is it used?

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|                                                          |
|----------------------------------------------------------|
| <b>NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 3</b> |
|----------------------------------------------------------|

## Lesson 25: Cultural Songs and Dances

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Welcome to lesson 25. In your last lesson you have learnt about different types of cultural art in Papua New Guinea. In this lesson you will learn about cultural songs and dances in different regions of Papua New Guinea.

### Your Aims

- define cultural song and dance
- identify popular cultural songs and dances, their origin and importance within Papua New Guinea
- describe a cultural dance or song in your area, explain and demonstrate its significance

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### What is Cultural Song and Dance?

Do you know of any special cultural dances or song from your local area? What do you call it? How is it performed?

Cultural songs and dances are forms of cultural art performed by different groups of people. They reflect the life style, customs and beliefs, values of a particular group or society and their relationship with other neighbouring cultural groups. Usually, cultural songs and dances are performed during special occasions or ceremonies. However, they are also performed during leisure time and even for fun.

In the past cultural dances were not written down. They changed overtime. Musical instruments like drums flutes, rattles and whistles play an important role in traditional songs, and dance. These musical instruments have different uses and purposes. In many places flutes are sacred. Other times they are used at initiations and ceremonies.

Dancing has been part of traditional life for thousands of years. In the past traditional dancing was part of rituals. Dancing was used to remember ancestors, help plants grow and welcome people. It was also performed during ceremonies about marriage or death and even for a good harvest. In modern times, dance is also performed for these traditional purposes. Dancing also shows other cultures what our culture is like. There is dancing when churches, bridges, or important buildings are opened, to welcome important guests and even at national and provincial celebrations.

Traditional dress and traditional dancing continue to be important. It is very interesting to note that every single song and dance has a significant use and purpose. Most people know their dances from their own area. Can you think of any special dance from your area?

Dancing is for people of all ages. Even children at a very young age perform dances. Here is a photograph of young Huli girls dressed for a ceremonial dance.



**Young Huli (Hela Province) girls dressed for traditional ritual dance.**

These young girls have used manufactured paint to decorate their faces, in place of the more traditional *ambwa yellow clay*. Their bodies are covered in *mbagwa tree oil*, and they are wearing traditional *hurwa grass skirts*. Nowadays, young girls such as these take part in **mali dances**. Young girls now dance this ritual, which was previously danced by the young males. The female dancers cover their breasts and wear traditional leaves on their lower body.



## Activity

1. Listed below are some examples of famous cultural dances from the different parts of Papua New Guinea. See if you can guess their names correctly. The first letter is given for you.
  - a) The B\_\_\_\_\_ fire dancers of East New Britain Province
  - b) The K\_\_\_\_\_ dancers of Daru, Western Province
  - c) The H\_\_\_\_\_ dancers of Southern Highlands
  - d) The A\_\_\_\_\_ M\_\_\_\_\_ of Goroka
  - e) The D\_\_\_\_\_ of East New Britain Province
2. The diagram below is a musical instrument.



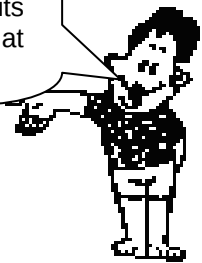
What is the name of this instrument and where it is from? What is the purpose of this instrument?

Refer to this photograph and answer the question below.



Can you identify this group of men in the picture? Who are they and where are they from?

We all know that songs and dances are performed during special occasions. Here is a song and its lyrics (song words). Find out what the words mean.



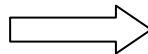
This is a traditional song from the Manus Province. The song is sung in the Kurti Language. It is a song that is sung as a lullaby.

Pihbal

*Pihbal Pa-le Pal P a- le (2x)*  
*Pihbali okuni Pihyapi todo Kise*  
*We Yu Kupu e es hepe ii*

*Pui pui, ou amba eru nedu*  
*Eru nedi kara-au*  
*Karla m'busue pat andru*

From the Manus Province



This song tells of a father's plea to bring back his child who was taken away by the mother.



## Summary

You have come to the end of lesson 25. In this lesson you have learnt that:

- Cultural songs and dances are cultural art performances during special occasions.
  - Cultural songs and dances reflect the cultures of different groups.
  - Cultural songs and dances are important elements of culture
  - Cultural songs and dances are performed during special occasions or ceremonies.
  - Some songs and dances are also performed during leisure time and even for fun.
  - Musical instruments like drums flutes, rattles and whistles play an important role in traditional songs and dance.
  - Every song and dance has a specific use and purpose.
- 

## Answers to Activity

1.
    - a) The BAINING fire dancers of East New Britain Province
    - b) The KIWAI dancers of Western Province
    - c) The HULI dancers of Southern Highlands Province
    - d) The ASARO MUDMEN of Goroka
    - e) The DUKDUK dancers of East New Britain Province
  1. The Garamut is mainly found in the Manus Province and is usually beaten by young men, while people dance to the Garamut beat.
  3. These are the Engan dancers from Enga Province.
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|                                                     |
|-----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 25 ON THE NEXT PAGE</b> |
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## Practice Exercise 25

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1. What are cultural songs and dances?

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2. Name a **popular** cultural song and dance within Papua New Guinea and where they originated from. Explain its significance.

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2. Write a description of a cultural dance or song in your area, explain its importance. Write its lyrics and words.

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| NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 3 |
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## Lesson 26: Non- Austronesian and Austronesian Languages

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Welcome to lesson 26. Remember you learnt about Tok Pisin in Lesson 15 of this strand. Well, in this lesson you will learn more about Languages in Papua New Guinea. Remember, **language** is an important part of our culture.

### Your Aims

- review the word language
- distinguish between the Austronesian languages and Non-Austronesian languages

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How many Tok Ples can you speak apart from Tok Pisin? Can you speak your mother tongue? Well, believe this or not. The first settlers who arrived 50000 years ago probably spoke the same or similar languages. There is no way we can know exactly what languages they spoke.



Here are some words you might have to familiarize yourself because you will come across them in this lesson.

- **Dialect:** the form of a language that is spoken in one area with grammar and pronunciation that is different from other forms of the same language
- **Mother tongue:** the language that you first learnt to speak when you were a child
- **Linguist:** A person who studies different languages
- **Bilingual:** able to speak or use two languages
- **Monolingual:** able to speak or use one language
- **Vernacular:** the language that is spoken in a particular area by a particular group of people, especially one that is not official.

### Language and Culture

The total number of languages in Papua New Guinea is over 800. Some of these language groups are very big and they are growing as the population increases. Others are very small. In some cases, there are so few speakers that some languages have died out. We have so many languages in Papua New Guinea because of our history. The languages of Papua New

Guinea is called **vernacular or mother tongues** (the language we speak in our homes) or tok ples (the Tok Pisin word for the language we speak in a culture).

The first settlers who arrived 50 000 years ago probably spoke the same or similar languages. When they reached Papua New Guinea they spread out and settled in small groups. The groups became separated from each other. Big rivers, swamps and high mountains made it hard for one group to meet with another group. People became separate from each other and this may have caused people to change their language. Slowly these languages became very different from each other. The groups began to develop their own languages. Today it is hard to see how these languages have developed.



Remember that there are two types of languages in Papua New Guinea: the Austronesian languages and the Non-Austronesian Languages.

### Non-Austronesian Languages

The languages that came with the earliest settlers from 50 000 thousands years ago are called **Non-Austronesian languages**. **Linguists** (people who study language) say these languages are different from the languages of Australia, the Pacific and Asia. There are about 500 Non-Austronesian languages in Papua New Guinea. Most of the Highlands people speak a Non-Austronesian language. There are some Non-Austronesian languages on the coast and on the islands of New Britain and Bougainville. These languages are more complicated than Austronesian Languages.

Linguists have divided Non-Austronesian languages into groups of languages which have some similarities about them. The biggest group is called **Trans New Guinea**. There are about 300 languages in this group. The group spreads from one side of Papua New Guinea to the other, from Toaripi in the Gulf Province to Kalam in the Madang Province. Simbu and Enga are the largest languages in the Trans New Guinea language group.

### Austronesian Languages

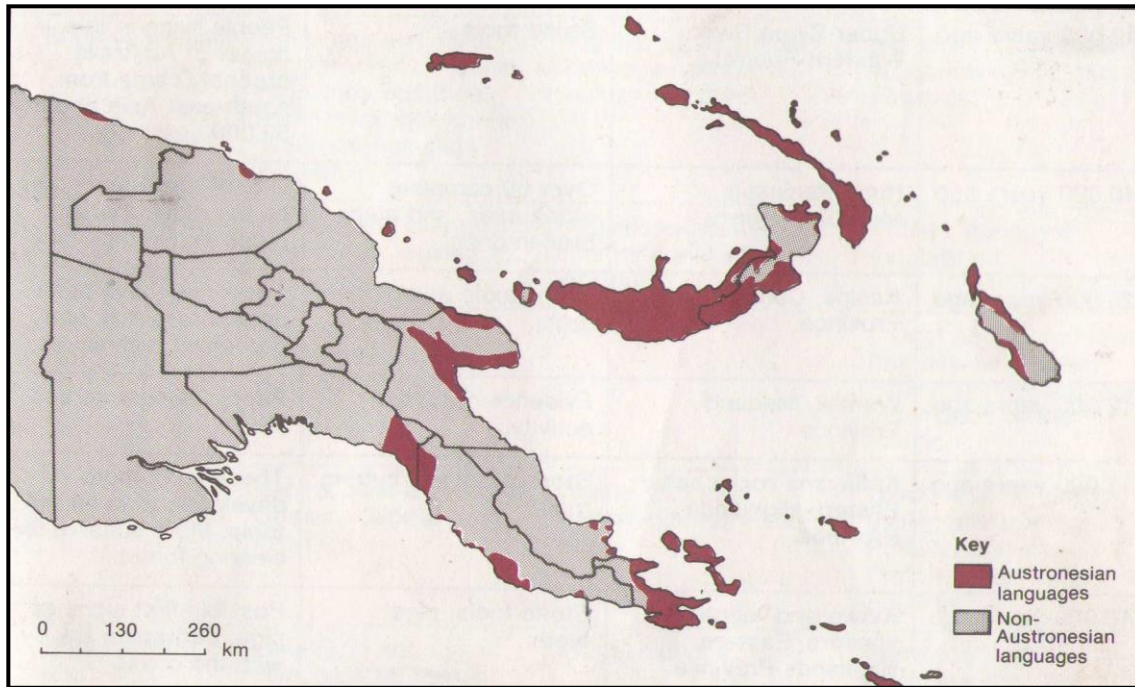
The other kinds of languages in Papua New Guinea are the Austronesian languages. Linguists can see links between our Austronesian languages and the languages of Aboriginal Australia, the Pacific Islands and Indonesia.

Austronesian languages came to Papua New Guinea with later settlers, about 6000 to 2000 years ago. The same people went on to other Pacific Islands such as the Cook Islands and New Zealand.

The map we saw earlier in our very first lesson in this strand shows the distribution of Austronesian and Non-Austronesian languages in Papua New Guinea.

**AUSTRONESIAN AND NON-AUSTRONESIAN LANGUAGES IN PNG**

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Austronesian languages are spoken in many parts of the coast of the main island, the islands in the South-east, Bougainville and the Bismarck Archipelago. On the mainland, these languages are spoken away from the coast in areas where it was easier for the later people to move in land. This happened in some areas like Bereina, Markham Valley, Kwikila, Cape Vogel and East New Britain. Kuanua (ENB) has the most speakers of an Austronesian language. Parts of the coast that do not have Austronesian languages are Gulf and Western on the south coast and Sandaun, East Sepik and Oro on the north coast.

Different cultures among Austronesian speakers have different languages. Some may not be able to understand each other. For example, Adzera is an Austronesian language, but is quite different from other Austronesian languages. Some Austronesian languages are more similar than others. The Austronesian languages are all part of a big family of languages. This means:

- Some words are the same;
- The grammar and the order of the words are similar;
- The sounds used for speaking are similar. Many parts of the words end in vowels, for example, Hanuabada 'hahine' and 'wahine' in Maori for woman; and
- The languages are not as complicated as non-Austronesian languages.



## Activity

Do you belong to the Austronesian group or the non-Austronesian group? Explain why you think you belong to this group (Check the map on Page in lesson 1 to help you)

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The following table shows you different vernaculars, one Austronesian and one non-Austronesian language.

### Comparing Languages

| English         | Tok Pisin | Austronesian<br>(Kuanua) | Non-<br>Austronesian<br>(Oguru of<br>Bundi, Madang<br>Province) |
|-----------------|-----------|--------------------------|-----------------------------------------------------------------|
| woman           | meri      | vavina                   | anabia                                                          |
| man             | man       | tutana                   | winbia                                                          |
| child           | pikinini  | natnabul                 | movrebombrene                                                   |
| village         | ples      | gunan                    | tamane                                                          |
| ocean           | solwara   | valiant                  | -                                                               |
| rain            | ren       | bata                     | kote                                                            |
| sun             | san       | keake                    | phor                                                            |
| moon            | mun       | gai                      | lois                                                            |
| sweet<br>potato | kaukau    | kaukau                   | ogoi                                                            |

Some vernacular languages were used by early missionaries to spread the Christian teachings. For example, Lutheran church missionaries translated the scriptures, church services and hymns into Yabim (coasts of Morobe) and Kote (from inland of Morobe) for non-Austronesian areas. These languages were used outside their own areas and spread quite widely in Papua New Guinea. Kote was spread when the missionaries spread into the Highlands. Other languages used by missions were Motu and Kuanua. Many vernaculars of Papua New Guinea have been set down as written languages. Usually this was done as part of a bible translation.

Today some languages of Papua New Guinea can be used for the education with the Tok Ples or vernacular language elementary school system. There are 435 Tok Ples languages used in elementary schools in Papua New Guinea. Eighty-one percent of elementary schools use Tok Ples. There is no other country in the world that uses as many languages in schools as we do in Papua New Guinea. Seventeen percent of elementary schools use Tok Pisin and a few (mostly in the National Capital District) use English.



## Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- People need to be able to communicate with each other to form a society.
- The total number of languages in Papua New Guinea is over 800.
- The languages of Papua New Guinea are called **vernaculars, mother tongues** (the language we speak in our homes) or Tok Ples (the Tok Pisin word for the language we speak in a culture).
- There are two main languages in Papua New Guinea: **the Austronesian languages and the Non-Austronesian Languages.**
- The languages that came with the earliest settlers from 50000 thousands years ago are called non-Austronesian languages
- Austronesian languages came to Papua New Guinea with later settlers, about 6000 to 2000 years ago. The same people went on to other Pacific Islands such as the Cook Islands and New Zealand.

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## Answers to Activity

The answer depends on where the student comes from, if the student is able to identify that he comes from the coastal areas of Papua or New Guinea islands and if they can be able to identify the similarities in languages whether Austronesian or Non-Austronesian then the student can identify which language group they belong to.

For example, I come from the Aroma Coast of Papua. We speak Austronesian languages. Our language has similar words that sound the same as other Central villages along the Motuan Coastline of Papua and also some parts of eastern Papua coastline in the Milne Bay area.

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|-----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 26 ON THE NEXT PAGE</b> |
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## Practice Exercise 26

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1. Define National Language

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2. What are the two names that linguists use for Papua New Guinea languages?

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3. What is the largest Austronesian language called?

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4. Why do you think most Austronesian languages are on the coast?

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5. What are the three national languages?

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|------------------------------------------------------------|
| <b>NOW CHECK YOUR ANSWERS AT THE END OF THE SUB-STRAND</b> |
|------------------------------------------------------------|

## ANSWERS TO PRACTICE EXERCISES 20-26

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### PRACTICE EXERCISE 20

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1. Festival                   | Province where it originates from |
| (a) The Malangan Festival -   | New Ireland Province              |
| (b) The Milamala Yam Festival | Milne Bay Province                |
| (c) The Gogodala Festival     | Western                           |
| (d) The Hiri Moale Festival   | Central, NCD and Gulf             |
| (e) Tufi Cultural Show        | Oro                               |
| (f) The Maborosa Show         | Madang                            |
2. The students answer depends on the choice he or she makes  
The Correct Dates depend on the cultural event.
- 

### PRACTICE EXERCISE 21

1. (a) Yam Festival (b) Bride Price Payment (c) Initiation (*Answers will vary*)  
The culture depends on the community where you live.
2. a) Draw posters, Drama, Tree Planting, Song Presentation and Poem Writing
- b) Sports, Drama /Role Play, Exchanging Gifts, Party with your age groups, Song Presentation, Poem Writing
3. a) Art Exhibitions, Artistic Skills, talents and craftsmanship when displayed, promotes culture and traditions
- c) The significance of traditional dances are is that it helps promote culture and tradition, and know the origin of the dance through legend or Tumbuna stories. Know about your family history and background
- C) Organised cultural activities prevent bad behaviour and reduce crime
4. Students' answers will vary depending on what types of National Cultural Event they participated or took part in.
- 

### PRACTICE EXERCISE 22

1. Cultural weapons are tools used for fighting and hunting like spears, bows and arrows. Cultural tools are things used to do something. Eg. A stone axe is used for chopping trees.

2. The two weapons or tools identified in the picture are the stone axe and the bow and arrow. The stone axe is used for hunting, cutting, sharpening and other specific purposes. The bow and arrow is mainly used for hunting animals but in the olden days it was also used in tribal wars.
  3. i. axes    ii. Occasion    iii. Tribal fight    iv. Body oil    v. today
  4. Students' answers will vary depending on the type of tool they choose in their area.
- 

### **PRACTICE EXERCISE 23**

1. Cultural craft is using skills and knowledge to produce something using traditional materials available.
2. A skill is an ability to do something well.
3. Autonomous Region of Bougainville and the Oro and Milne Bay Province
4. Uses of armbands or necklaces are for decorations in singsings, mourning for death, dressing for special occasions
5. Any sample or model of your own choice.

#### Criteria

1. Neatness
  2. Traditional Material
  3. Durable
- 

### **PRACTICE EXERCISE 24**

1. Cultural Art is expressing feelings, ideas and imaginations through songs, paintings and many other cultural activities.
  2. Any form of art depending on the student's choice.  
(Sepik) Tattooing. Boys learn the skills their culture through the initiation process
  3. (a) Designing, painting and dying of tapa cloth.  
  
(b) The Tapa Cloth originally comes from the Oro Province. Traditionally, the Tapa Cloth was used for clothing. In modern times it is used for traditional dress or bilas. It can also be sold for money.
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### **PRACTICE EXERCISE 25**

1. Cultural songs and dances are cultural art performed during special occasions.
2. Eg. Baining Fire Dance, Waipa, Huli Dance  
Huli dance is performed during celebrations like Independence Day, Culture show etc.

3. (Description and song and dance performance depends on the background of the student).
- 

### **PRACTICE EXERCISE 26**

1. A national language is a common language that is widely spoken
  2. Austronesian and the non- Austronesian languages
  3. Kuanua is the largest Austronesian speaking language
  4. It is believed that Austronesian speakers travelled and settled along the coastal areas of Papua and New Guinea mainland which explains the reason for the Austronesian languages to be found along the coast lines
  5. English, Tok Pisin and Hiri Motu
- 

|                                                       |
|-------------------------------------------------------|
| <b>THIS IS THE END OF THE GRADE 7 STRAND 3 COURSE</b> |
|-------------------------------------------------------|

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**FODE PROVINCIAL CENTRES CONTACTS**

| PC NO . | FODE PROVINCIAL CENTRE | ADDRESS                  | PHONE/FAX          | CUG PHONES | CONTACT PERSON  |              | CUG PHONE |
|---------|------------------------|--------------------------|--------------------|------------|-----------------|--------------|-----------|
| 1       | DARU                   | P. O. Box 68, Daru       | 6459033            | 72228146   | The Coordinator | Senior Clerk | 72229047  |
| 2       | KEREMA                 | P. O. Box 86, Kerema     | 6481303            | 72228124   | The Coordinator | Senior Clerk | 72229049  |
| 3       | CENTRAL                | C/- FODE HQ              | 3419228            | 72228110   | The Coordinator | Senior Clerk | 72229050  |
| 4       | ALOTAU                 | P. O. Box 822, Alotau    | 6411343 / 6419195  | 72228130   | The Coordinator | Senior Clerk | 72229051  |
| 5       | POPONDETTA             | P. O. Box 71, Popondetta | 6297160 / 6297678  | 72228138   | The Coordinator | Senior Clerk | 72229052  |
| 6       | MENDI                  | P. O. Box 237, Mendi     | 5491264 / 72895095 | 72228142   | The Coordinator | Senior Clerk | 72229053  |
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| 8       | KUNDIAWA               | P. O. Box 95, Kundiawa   | 5351612            | 72228144   | The Coordinator | Senior Clerk | 72229056  |
| 9       | MT HAGEN               | P. O. Box 418, Mt. Hagen | 5421194 / 5423332  | 72228148   | The Coordinator | Senior Clerk | 72229057  |
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| 11      | WEWAK                  | P. O. Box 583, Wewak     | 4562231/ 4561114   | 72228122   | The Coordinator | Senior Clerk | 72229062  |
| 12      | MADANG                 | P. O. Box 2071, Madang   | 4222418            | 72228126   | The Coordinator | Senior Clerk | 72229063  |
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| 15      | RABAU                  | P. O. Box 83, Kokopo     | 9400314            | 72228118   | The Coordinator | Senior Clerk | 72229067  |
| 16      | KAVIENG                | P. O. Box 284, Kavieng   | 9842183            | 72228136   | The Coordinator | Senior Clerk | 72229069  |
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| 18      | MANUS                  | P. O. Box 41, Lorengau   | 9709251            | 72228128   | The Coordinator | Senior Clerk | 72229080  |
| 19      | NCD                    | C/- FODE HQ              | 3230299 Ext 26     | 72228134   | The Coordinator | Senior Clerk | 72229081  |
| 20      | WABAG                  | P. O. Box 259, Wabag     | 5471114            | 72228120   | The Coordinator | Senior Clerk | 72229082  |
| 21      | HELA                   | P. O. Box 63, Tari       | 73197115           | 72228141   | The Coordinator | Senior Clerk | 72229083  |
| 22      | JIWAKA                 | c/- FODE Hagen           |                    | 72228143   | The Coordinator | Senior Clerk | 72229085  |

**SUBJECT AND GRADE TO STUDY**

| <b>GRADE LEVELS</b> | <b>SUBJECTS/COURSES</b>                            |
|---------------------|----------------------------------------------------|
| Grades 7 and 8      | 1. English                                         |
|                     | 2. Mathematics                                     |
|                     | 3. Personal Development                            |
|                     | 4. Social Science                                  |
|                     | 5. Science                                         |
|                     | 6. Making a Living                                 |
| Grades 9 and 10     | 1. English                                         |
|                     | 2. Mathematics                                     |
|                     | 3. Personal Development                            |
|                     | 4. Science                                         |
|                     | 5. Social Science                                  |
|                     | 6. Business Studies                                |
|                     | 7. Design and Technology- Computing                |
| Grades 11 and 12    | 1. English – Applied English/Language & Literature |
|                     | 2. Mathematics - Mathematics A / Mathematics B     |
|                     | 3. Science – Biology/Chemistry/Physics             |
|                     | 4. Social Science – History/Geography/Economics    |
|                     | 5. Personal Development                            |
|                     | 6. Business Studies                                |
|                     | 7. Information & Communication Technology          |

**REMEMBER:**

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

**GRADES 11 & 12 COURSE PROGRAMMES**

| <b>No</b> | <b>Science</b>              | <b>Humanities</b>         | <b>Business</b>                       |
|-----------|-----------------------------|---------------------------|---------------------------------------|
| 1         | Applied English             | Language & Literature     | Language & Literature/Applied English |
| 2         | Mathematics A/B             | Mathematics A/B           | Mathematics A/B                       |
| 3         | Personal Development        | Personal Development      | Personal Development                  |
| 4         | Biology                     | Biology/Physics/Chemistry | Biology/Physics/Chemistry             |
| 5         | Chemistry/ Physics          | Geography                 | Economics/Geography/History           |
| 6         | Geography/History/Economics | History / Economics       | Business Studies                      |
| 7         | ICT                         | ICT                       | ICT                                   |

**Notes:** You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.