

## LESSON NOTES

**SCHOOL: SUVA SANGAM COLLEGE**

**YEAR/LEVEL: YEAR 9**

**SUBJECT: SOCIAL SCIENCE**

<b>STRAND</b>	<b>TIME, CONTINUITY AND CHANGE</b>
<b>SUB STRAND</b>	<b>HISTORY OF FIJI</b>
<b>CONTENT LEARNING OUTCOME</b>	<b>Explore the events that took place from pre-contact to cession and describe how the actions of individuals and groups during these events contributed to cession for Fiji's political development.</b>

**WEEK 1: MONDAY 05/07/21- FRIDAY 09/07/21**

### **ACHIEVEMENT INDICATOR**

Explore the:

- ✓ the history of our ancestors and their origins from early voyaging.
- ✓ people and places that are associated to the history of Fiji.

### **LESSON NOTES**

Pre-Contact Period – period before arrival of Europeans to Fiji.

1. South China and Aboriginal people.
2. South East Asia to Australia and New Guinea
3. Melanesia to the rest of the Pacific and movement from Asia to Micronesia.

### **EXAMPLES**



*All evidence tells a story of the migration and first occupants of Fiji.*

## **ADDITIONAL INFORMATION RESOURCE**

[https://en.wikipedia.org/wiki/History\\_of\\_Fiji](https://en.wikipedia.org/wiki/History_of_Fiji)

### **LESSON ACTIVITY**

1. Which of the voyaging period do you think Fiji was inhabited by early settlers?
2. Name two countries in the South Pacific and two countries in the North Pacific.
3. Which confederacy does the following belong to?

<b>WEEK 2: MONDAY 12/07/21- FRIDAY 16/07/21</b>
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### **ACHIEVEMENT INDICATOR:**

Explore the:

- ✓ the history of our ancestors and their origins from early voyaging.
- ✓ people and places that are associated to the history of Fiji.

### **LESSON NOTES**

#### Social Organization

- The I-Taukei settled and worked the land. They were different people and language/custom practices.
- Movement and sharing developed to form a common ITaukei culture.
- People mostly live in mataqali or village and headed by the chief.
- The mataqali is subordinate to the yavusa or clan and then unites to form the vanua/yasana or small alliance. The small alliance then combines to form the confederacy or matanitu.

### **EXAMPLE**

#### I-Taukei Social Structure

Turaga (chief) – Sauturaga (assistant chief) – Matanivanua (spokesman) – Bati (warrior)– Bete (priest) – Mataisau (carpenter) – Gonedau (fisherman)

## ADDITIONAL INFORMATION RESOURCE

[https://en.wikipedia.org/wiki/Fijian\\_traditions\\_and\\_ceremonies#:~:text=10%20External%20links-Social%20structure,their%20role%20to%20the%20Vanua.](https://en.wikipedia.org/wiki/Fijian_traditions_and_ceremonies#:~:text=10%20External%20links-Social%20structure,their%20role%20to%20the%20Vanua.)

## LESSON ACTIVITY

1. What is the difference in role carried out by Turaga and Sauturaga?
2. What is the difference in role carried out by Bati and Bete?
3. What is the difference in role carried out by Mataisau and Gonedau?

<b>WEEK 3: MONDAY 19/07/21- FRIDAY 23/07/21</b>
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## ACHIEVEMENT INDICATOR:

Explore the:

- ✓ the history of our ancestors and their origins from early voyaging.
- ✓ people and places that are associated to the history of Fiji.

## LESSON NOTES

- TOKATOKA are group of families within a village.
- MATAQALI is referring to village or a village can have more than one mataqali to form a YAVUSA or clan which is headed by a chief.
- The collection of clans then forms the TIKINA or DISTRICT which then unites to form a YASANA or PROVINCE.
- From YASANA or PROVINCE to the larger political group which are the 3 MATANITU or CONFEDERACIES i.e. **KUBUNA, BUREBASAGA and TOVATA.**

## EXAMPLE

In Fiji, there are 3 confederacies, 14 provinces and 195 districts.

## ADDITIONAL INFORMATION RESOURCE

<https://bestfijiguide.com/fiji-provinces/>

## LESSON ACTIVITY

Beside the listed provinces below, write down which confederacy each belong to.

Province/ Yasana	Confederacy/Matanitu
Vanua Levu	
Tailevu	
Ba	
Kadavu	

**WEEK 4: MONDAY 26/07/21- FRIDAY 30/07/21**

### ACHIEVEMENT INDICATOR:

Explore the:

- ✓ the history of our ancestors and their origins from early voyaging.
- ✓ people and places that are associated to the history of Fiji.

### LESSON NOTES

Evidence of the Past demonstrated passed down through the following ways:

- heritage sites and old structures
- custom passed down from generation to generation
- messages in the form of ceremonies, rituals, songs, myths, chants etc
- body decorations/tattoos and masi patterns.
- Dances, stories and old pictures taken during contact period.

### EXAMPLE



Old Bures



Old Bures



Traditional Meke



Dance Costume

### **ADDITIONAL INFORMATION RESOURCE**

<https://www.britannica.com/place/Fiji-republic-Pacific-Ocean/History>

### **LESSON ACTIVITY**

1. Which part of your culture did your parents teach you?
2. How do you feel about your culture and where you come from?
3. Are evidences of the past in danger of extinction due to western influence? Give a reason for your answer.

**WEEK 5: MONDAY 02/08/21- FRIDAY 06/08/21**

### **ACHIEVEMENT INDICATOR:**

Explore the:

- ✓ the history of our ancestors and their origins from early voyaging.
- ✓ people and places that are associated to the history of Fiji.

## LESSON NOTES

### POWER AND STATUS BEFORE CONTACT PERIOD

Chiefs mostly made decisions for the people. But when the population grew, it saw the unification of clans and competition for power grew. This saw the formation of the vanua, yavusa and mataqali in the ITaukei social setting. In 1800, there were 12 powerful matanitu each led by a great chief competing for power over Fiji.

### EXAMPLE



### ADDITIONAL INFORMATION RESOURCE

<https://www.youtube.com/watch?v=iqP10QsmuH8>

### LESSON ACTIVITY

1. How was the Vanua formed or created in Fiji?
2. How was the Yavusa formed or created in Fiji?
3. How was the Mataqali formed or created in Fiji?