

LESSON NOTES

SCHOOL: SUVA SANGAM COLLEGE

YEAR/LEVEL: YEAR 10

SUBJECT: SOCIAL SCIENCE

STRAND	TIME CONTINUITY AND CHANGE
SUB STRAND	HISTORY OF FIJI: (CESSION TO INDEPENDENCE- 1874-1970)
CONTENT LEARNING OUTCOME	Explore the significance of cession in Fiji's history and discuss the valuable contribution of colonial government to Fiji's history during cession.

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

ACHIEVEMENT INDICATOR

Examine what Sir Arthur Gordon was known for.

LESSON NOTES

SIR ARTHUR GORDON

1. In 1875, the first Governor of Fiji, Sir Arthur Gordon, arrived in Fiji. He was chosen after Fiji was ceded to Great Britain.
2. Gordon, was also known as the **Champion of Native Rights**. He was the former governor of New Brunswick, Trinidad and Mauritius. He was experience dealing with planters who wanted the country run to suit their needs. Therefore, he was well prepared for similar situations in Fiji.



LESSON ACTIVITY

1. Name another place apart from Fiji where Gordon was a Governor.
2. What was Gordon known as?
3. When did he arrived in Fiji?

ADDITIONAL INFORMATION RESOURCE

<https://www.britannica.com/biography/Arthur-Gordon>

WEEK 2: MONDAY 12/07/21- FRIDAY 16/07/21

ACHIEVEMENT INDICATOR:

Identify the problems and solutions faced by Governor Gordon.

LESSON NOTES

PROBLEMS FACED BY GORDON & SOLUTIONS

1. Measles Epidemic– a measles epidemic had just wiped out approximately one quarter of the population.

The measles epidemic which was thought to be introduced to the country by Cakobau and his son after returning from a short visit to Australia had created much ill feeling between many tribes and the Europeans in Fiji.

2. Uprising of Sigatoka Valley People

They had been attacking Christian Itaukei villages, murdering and eating many of the inhabitants.

Solution - With the help of local Chiefs he was able to defeat the uprising

3. Land Issue

Gordon had understood the importance of land to the Itaukei.

He once said “**for those who had been acquainted with the Itaukei know very well that if you separate them from their land the race will die out**”.

Solution – Gordon’s land policies.

- ❖ **All land become crown land**(owned by British government) **unless occupied by a chief or a tribe, or occupied by Europeans** and other foreigners.
- ❖ **All Europeans were required to prove their lands had been fairly bought**, and a Land Claim Commission was set up in 1875 to examine several claims put to it. Only 164,000 hectares were proven to be fairly bought.
- ❖ All remaining lands, except for crown land, **were to be kept as Native land and not to be sold except to the government**

4. Taxation

Solution - A new form of tax in which the Roko collected crops from the people. This produce (crops) was then sold and the amount of tax due was paid to the government. **(taxation in crops)**. itaukei did not pay tax with money but with produce (crops).

LESSON ACTIVITY

1. Discuss the solution to taxation that Gordon set up?
2. What did Gordon say about the importance of land to the I- taukei?
3. How was measles thought to be introduced in Fiji?

WEEK 3: MONDAY 19/07/21- FRIDAY 23/07/21

ACHIEVEMENT INDICATOR:

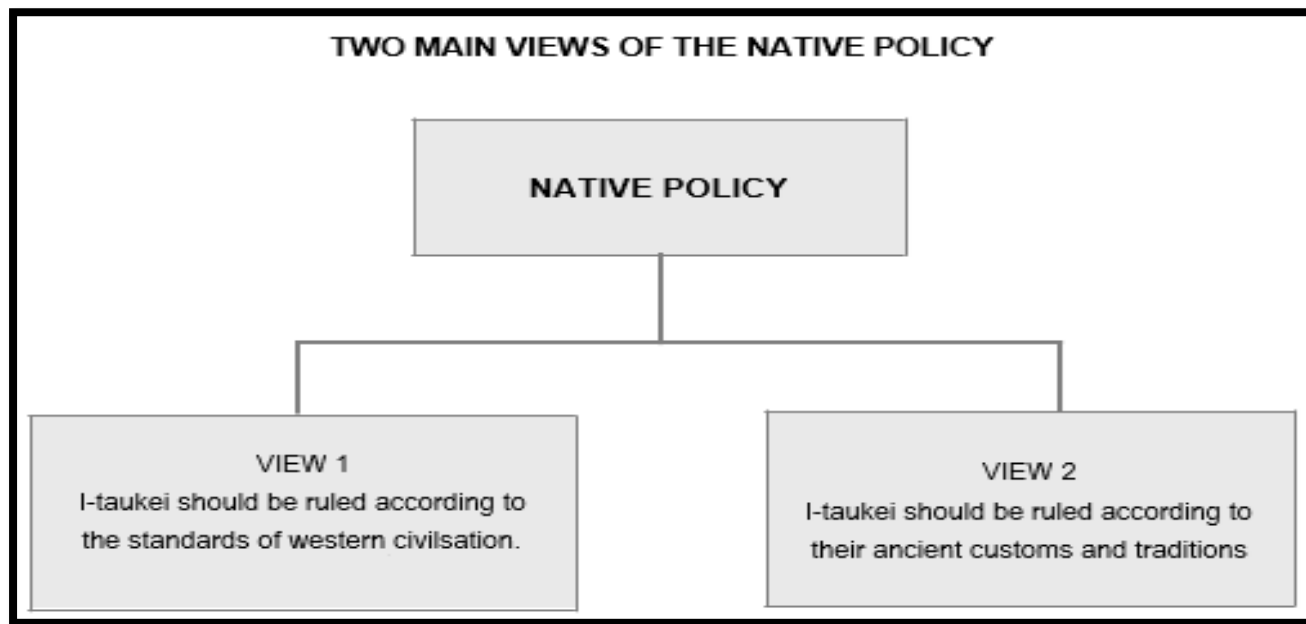
Identify the two main views of the Native Policy.

LESSON NOTES

NATIVE POLICY

Native Policy – the governing of the Indigenous population.

1. To answer the question of how the I- Taukei should be governed, there were **two** main views on Native Policy, when Gordon took over as governor.
2. One of the views was fully **supported by the settlers (VIEW 1) and** those who have business interest in Fiji while the other was **viewed by Gordon (VIEW 2)**



LESSON ACTIVITY

1. What do you understand by the term Native Policy?

2. Who supported View 1 and View 2?

View 1: _____

View 2: _____

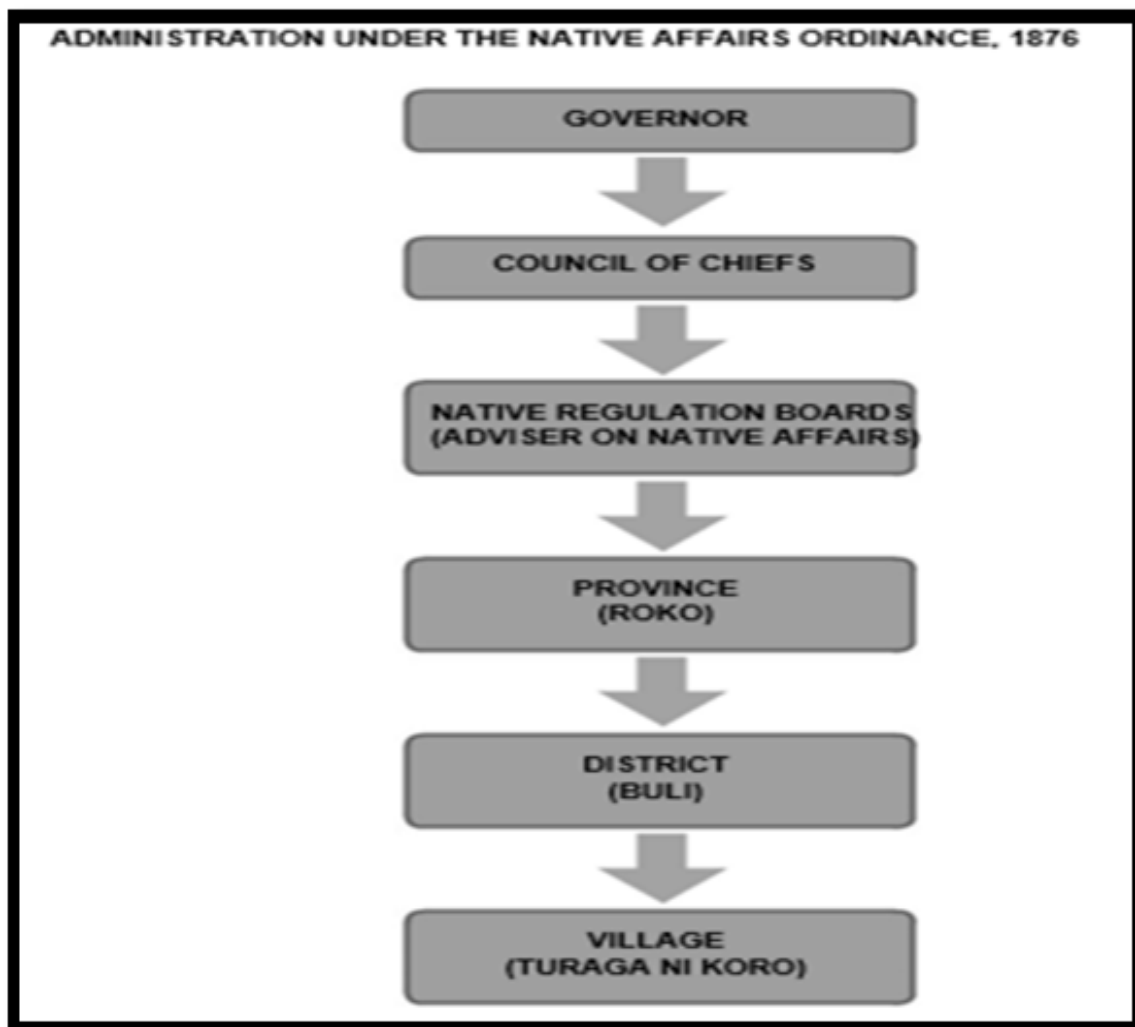
3. Differentiate between the **two** main views of the Native Policy

ACHIEVEMENT INDICATOR:

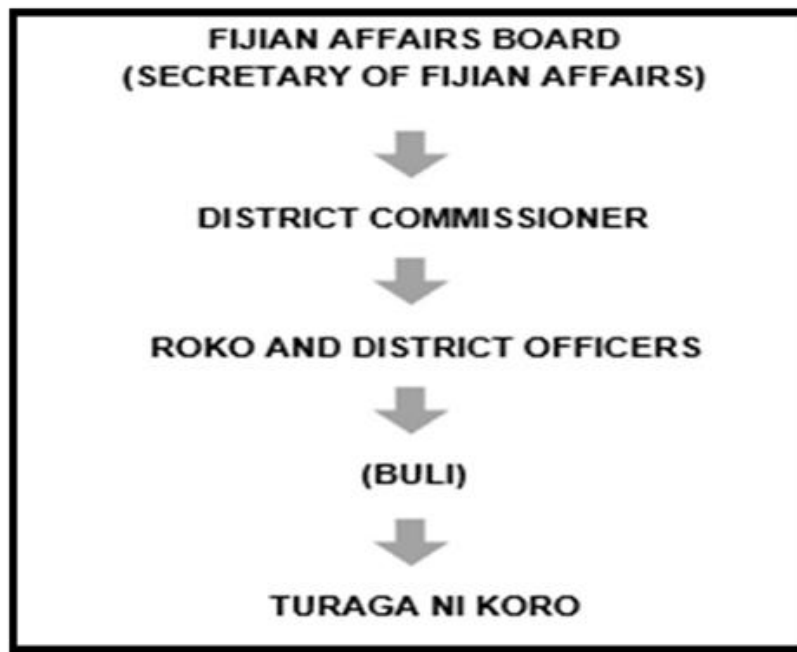
1. Identify the purpose of Native Affairs Ordinance in 1876
2. Describe the administration under Native Affairs Ordinance
3. Identify the major change that occurred in the Fijian Administration in 1945

LESSON NOTES

1. Sir Arthur Gordon established the Native Affairs Ordinance in 1876 to protect I-taukei customs and interests and safeguard native land
2. Under the Native Affairs Ordinance, a Fijian Administration was set up.



3. In **1945** the Officer responsible for Itaukei Affairs had his name changed from **Adviser on Native Affairs** to **Secretary for Itaukei Affairs**



*Three districts were formed, the Northern, the Southern and the Eastern Districts.

*Each has a European **District Commissioner**.

*The **District Commissioner** had a **Roko** in charge of each of the thirteen provinces, District Officers (usually Europeans).

***Buli** was in charge of each of the **Tikina**, and the **Turaga-ni-Koro** in charge of the villages.

LESSON ACTIVITY

1. Identify the main purpose of the Native Affairs Ordinance of 1876
2. State the major change to the Fijian Administration in 1945?
3. How many districts and provinces were formed?

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

ACHIEVEMENT INDICATOR:

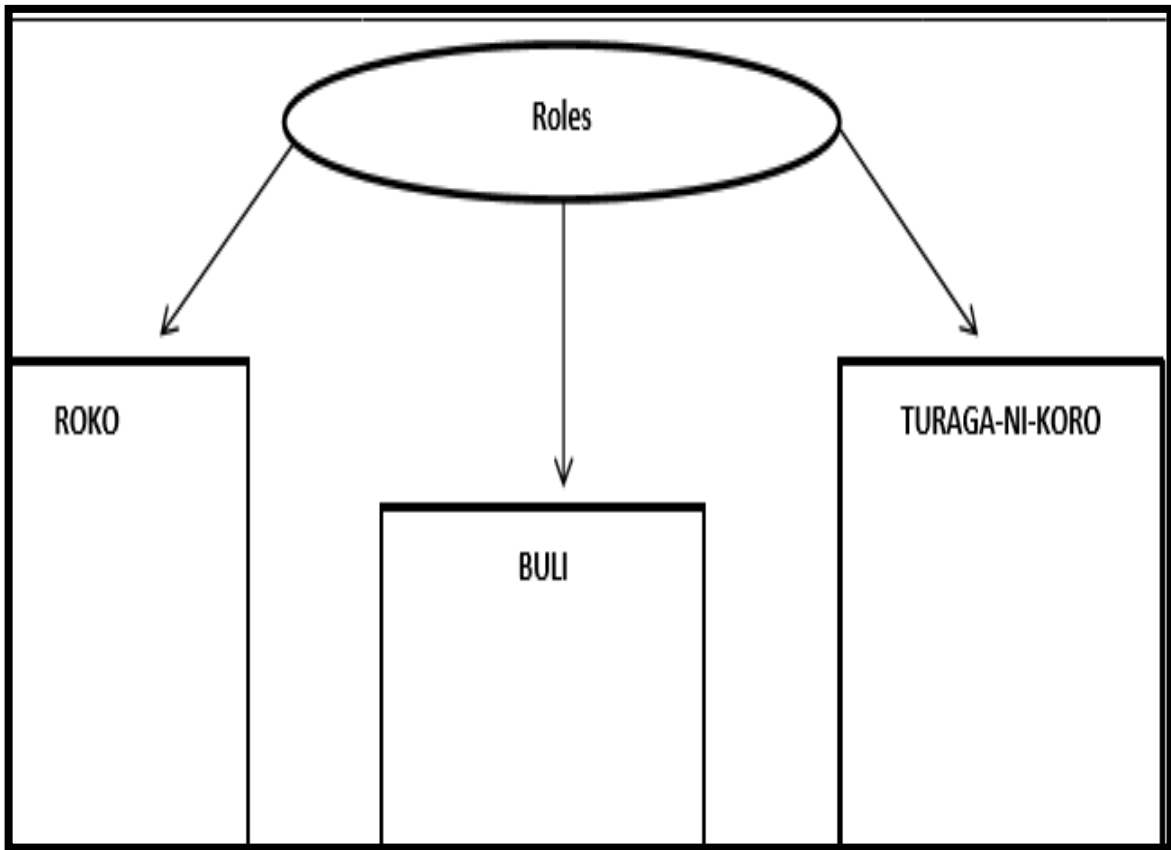
State the duties of individual positions in the Fijian Administration

LESSON NOTES**DUTIES OF EACH POSITION IN THE FIJIAN ADMINISTRATION**

POSITION	ROLE
1. Fijian Affairs Board	The board duty was to make recommendation to the Governor for the benefit of the Itaukei
2. District Officers	Acted as supervisors and advisers in many aspects of Fiji administration.
3. Roko (Provincial Chief)	The Roko had charge of provincial revenue, and were to see that all records were properly kept and that the Itaukei regulations were observed. In general, they were responsible for the social and economic life of the province.
4. The Buli (District Chief)	They were also to see that records of births and death were accurately kept.
5. Turaga Ni Koro (Village Headman)	He was to be responsible to see that the iTaukei regulations and the program of work were carried out.

LESSON ACTIVITY

1. Identify the roles of the following officials.



2. Identify one importance of the Fijian Administration.
3. In a paragraph, discuss the:
 - identify two positions in the administration (1 m)
 - discuss two roles each for the positions identified. (4 m)