

# History & Geography

**GRADE** 









# History Geography

**GRADE** 



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UNIT 1	Land Use	p8
Topic 1:	What is Land Use	р9
Topic 2:	Agricultural Land Use	p16
Topic 3:	Land Use for Tourism purposes	p30
Topic 4:	Land Use and environmental concerns	p38
UNIT 2		
UNII Z	People on the island in the past: Settlers, Slaves & Immigrants	p44
	The quartiers(districts) in Ile de France	p56
	Abolition of slavery	p58
	The arrival of the Indians and Chinese on the island	p61
	Life of the people on the island	p69
"I check my progress"		p <b>7</b> 6
UNIT 3	Natural Hazards	p78
	What is a natural hazard/Tropical cyclones	p79
	Torrential rains	p86
	Flash floods	p88
	Volcanoes	p89
	Earthquakes and Tsunamis	p91
"I check my progress"		p95
UNIT 4	Celebrating Independence	p96
	Mauritius the Star and Key of the Indian Ocean	р97
	Mauritius an independent country	p99
	National symbols of Mauritius	p101
	Rodrigues Island	p106
"I check my progress"		p108
UNIT 5	Our Heritage	p110
	Places of historical interest in Mauritius	p111
	Our cultural heritage	p119
"I check my progress"		p124
References		p125

History & Geography &

#### Foreword

MIE has produced a brand new collection of textbooks based on the National Curriculum Framework for the Nine Year Continuous Basic Education as from 2016. These textbooks have been written by a team of academic staff from MIE, supported by experienced Educators, advised by Inspectors, mentors and Deputy Head Masters.

We have done our best to ensure that the textbooks enable children to undergo a pleasant learning experience. We have taken care to align the textbooks with very clearly defined learning outcomes and objectives set for the respective subjects as outlined in the National Curriculum Framework, Grades 1 to 6. The textbooks provide clear indications of the diverse skills that children should master at each stage.

We are also providing a set of teachers' manuals where we have outlined the appropriate techniques and pedagogical approaches so that children are helped to make optimal use of the textbook and materials provided. Some of the textbooks have been updated and changes effected after receiving feedback from educators.

We are thankful to all those who have provided us with constructive feedback, thereby enabling us to make this curriculum development endeavour come to fruition. We are also thankful to the artists who carried out the illustrations, and to our graphic artists who have tried their best to create the right layout for the books. The authors and the curriculum team, under the guidance of Professor Vassen Naëck, also deserve our thanks.

We hope that you enjoy this material and wish you lots of success.

Dr O. Nath Varma
Director
Mauritius Institute of Education

#### Note to Teachers

The Grade 6 History & Geography textbook has been designed based on the aims and objectives of the National Curriculum Framework (2015). Consequently, in line with the NCF, the Pupils' book is geared towards the development of key skills namely: communication, inquiry, interpretation, and social skills.

The development of historical and geographical literacy is a key aspect of this textbook. Another new aspect on which focus has been laid in the present textbook is the adoption of a thematic approach as opposed to a purely chronological one while discussing important events of the History of Mauritius. Citizenship Education and Education for Sustainable Development based on the concern for the natural environment and on the preservation of heritage sites are also addressed.

The textbook has been written in a style that makes it accessible to pupils who will find it easy to read and understand. Teachers will also find plenty of opportunities to develop and assess the key historical, geographical and inquiry skills. A variety of activities has been added at the end of each unit to enable the pupils to assimilate what they have learnt. Teachers will also observe that the exercises provided are appropriate for one or more of the Key Skills and provide ample opportunities for assessment.

Profuse illustrations, pictures and situational scenes have been added to provide a pictorial presentation to the book. These will help to stimulate classroom discussion and enable pupils to have a better understanding of the topics.

#### **History-Geography Panel**



#### REPUBLIC OF MAURITIUS

Volcanic islands: Mauritius and Rodrigues

#### **Coral islands:**

Agalega islands (North Island and South Island), St-Brandon (Cargados Carajos), Tromelin, Chagos Archipelago

**Coral Atoll:** Diego Garcia (atoll forming part of the Chagos Archipelago)

#### LIST OF NAMES OF MOUNTAINS, HILLS, DORMANT VOLCANOES AND RIVERS

The mountain ranges: Moka Range, Grand Port Range, Black River-Savanne Range.

#### The major plains:

Northern Plains, Plaine des Roches, Flacq Plain, Grand-Port Plain, Plaine St-Pierre.

#### **Mountains:**

Pieter Both, Le Pouce, Corps de Garde, Trois Mamelles, Tourelle du Tamarin, Piton de la Petite Rivière Noire,

Le Morne Mountain, Piton Savannes, Lion Mountain and Montagne Blanche.

Hills: Candos Hill

#### **Dormant volcanoes:**

Forbach Hill, Butte aux Papayes, Mt Piton, Bar le Duc, Alma Hill, Trou aux Cerfs, Curepipe Point, Kanaka Crater, Bassin Blanc, Grand Bassin.

#### Main rivers of Mauritius:

GRSE, GRNW, Rivière du Tombeau, Rivière du Rempart (North and West), Rivière des Créoles, Black River, Rivière Savanne, Baie du Cap River, Rivière du Poste

#### RODRIGU<u>ES</u>

#### Mounts:

Mt Grenade, Mont Limon, Mt Piton, Mt Persil, Mt Malartic, Mt Quatre-Vents **Main rivers of Rodrigues**:

Rivière Mourouk, Rivière Cocos, Rivière Banane, Rivière Baie aux Huîtres, Rivière Cascade Victoire, Rivière Malgache.

## DEVELOPING GEOGRAPHICAL SKILLS

#### Hello pupils

You have realised that geography helps you to develop new skills such as:

#### 1. MAP SKILLS

#### You can:

- I. read and interpret maps
- II. locate and identify places and features
- III. find directions
- IV. measure distances
- V. draw and label maps

#### 2. LANGUAGE SKILLS

#### You learn to:

- listen attentively to your teacher, to news and weather reports and documentaries with understanding
- II. read with comprehension information provided in your textbook and other sources
- III. talk and discuss on topics and geographical concepts
- IV. write short sentences and explanations

#### 3. INQUIRY SKILLS

You will further develop your:

Abilities to ask inquiry questions by observing your environment and reading and interpreting visuals such as pictures, diagrams, graphs and tables.

INQUIRY QUESTION	I CAN	
WHO WHAT	OBSERVE , READ, INTERPRET, DESCRIBE	
WHERE	NAME, LOCATE	
WHY	EXPLAIN, INFER	
HOW	DEDUCE, COMMENT, SUGGEST	

- All the concepts learnt in geography and the skills developed help us to better appreciate the world in which we live and the need to preserve and protect it.
- We should all, through our actions, contribute to the sustainable development of our planet.

## LAND USE

unit

In this unit, you will discover the different ways we use our land in Mauritius and Rodrigues.
 You will also learn about the changes taking place in land use



- At the end of this unit you will be able to:
  - name and describe the different types of land use in Mauritius and Rodrigues
  - explain why people choose to use the land for different purposes
  - describe changes in the uses of land
  - give reasons for changes in the uses of land.







**FACTORY** 



SUGAR CANE FIELD

## TOPIC 1

## • 1.1 | WHAT IS LAND USE ?

In Mauritius and Rodrigues, the land is used for different purposes. In other words, the land use can tell us sometimes about the functions of a place.

	PURPOSE/FUNCTION	TYPES OF LAND USE
	Building of houses	Residential
	Planting Crops	Agricultural
	Setting up shops shopping malls	Commercial
	Setting up industries	Industrial
	Building tourist hotels near the seaside	Recreational
TADIES PUNCTION (DURDOGE OF COME LAND HOPE)	Building of road network and motorway	Infrastructural
TABLE1 FUNCTION/PURPOSE OF SOME LAND USES		

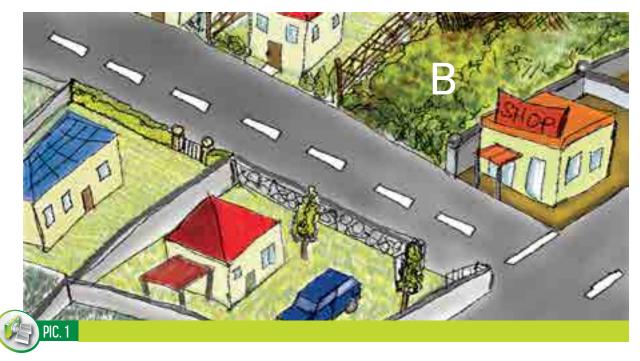
ACTIVITY 1.1

With the help of your teacher, draw a mind map in your copybook to illustrate the different types of land use.

You may also write a sentence to explain the purpose of each type of land use.

#### 1.2 | WASTELAND

Sometimes plots of land which were being used for a purpose are **abandoned** like in **Picture 1** at **B**.



The plot of land at **B** was used for residential purposes. Its owner has abandoned it.
 The land is being neglected. It is known as a wasteland.



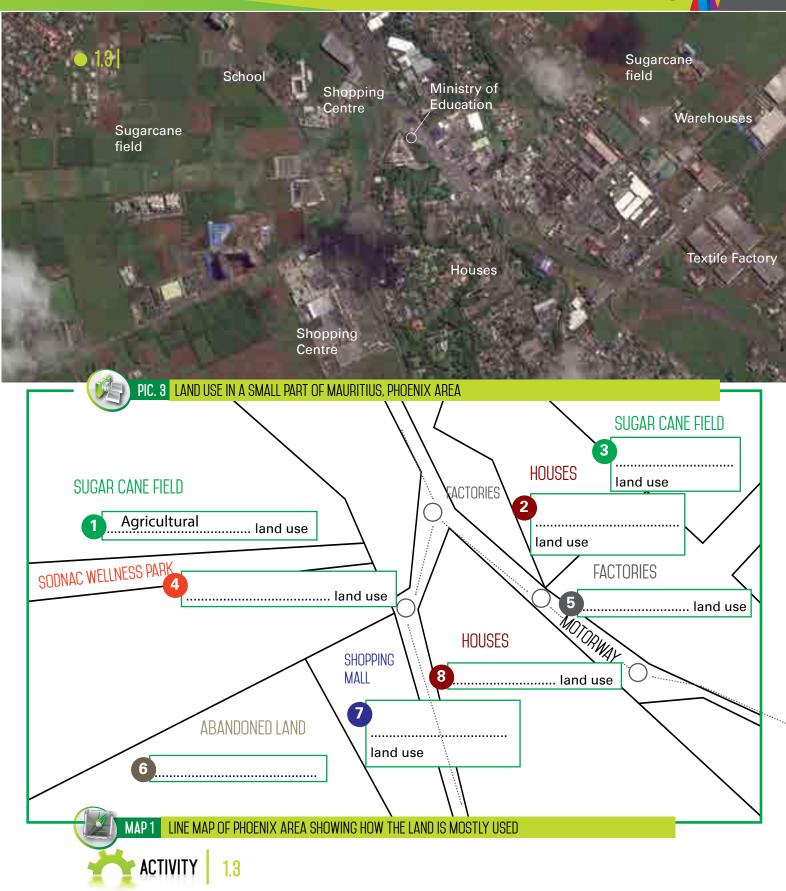
1.	What is a wasteland?	
		m A
 2.	Describe one other example of a wasteland.	





#### DISCUSS AND SHARE

- Discuss and share with your friend how some wastelands have become eyesores in the environment.
  - i) You may think of other problems.
  - ii) Discuss what you can do to help clean eyesores in your locality.



Study picture 3 carefully.

1. Which part of Mauritius is shown in the picture?

.....

2. Complete the above map to show how land is used in this area. One example has been done for you.

## History Geography GRADE

#### 1.4 | CHANGES IN LAND USE

The ways government and people use the land, change over time. Some time ago, the land at Ebène was used for agriculture only.









#### **I REMEMBER**

With time, the needs change.

Why does the use of the land change over time?

Think of government and people needing land for other purposes.

With time, the needs change.

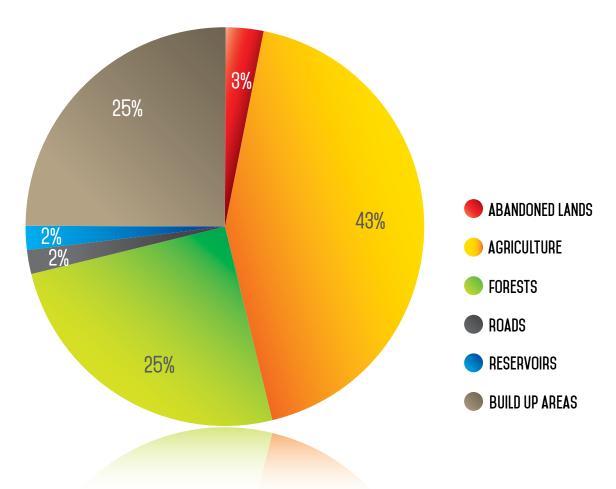
#### Let's find out what could be the reasons.

- Population increase: more and more people living on the island.
   For what purpose will more land be needed due to population increase?
- 2. **Economic development**: more and more activities are carried out on the island. For what purposes will more land be needed due to **economic development?**
- 3. Increase in vehicles and traffic congestion: more and more roads are built on the island. For what purpose will more land be needed due to increase in vehicles causing traffic congestion?



#### Land use in Mauritius

The pie chart below shows how land is used over the whole island of Mauritius





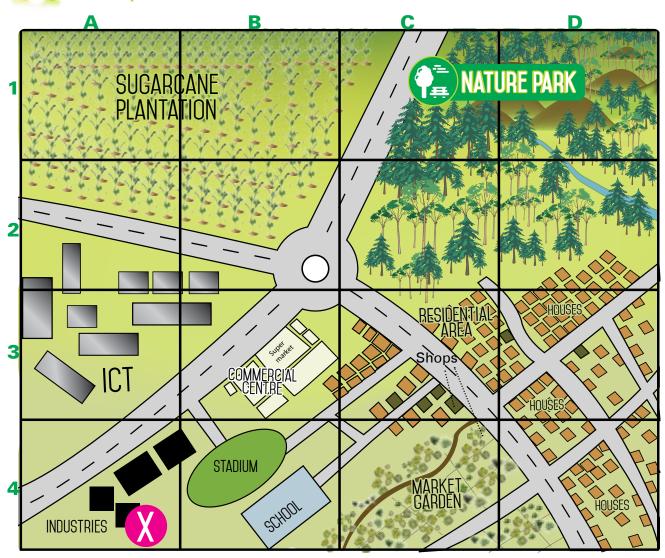
Study the	nie char	t carefully ar	d answer th	a following	augetione
SHILL VILLE	DIE GHAL	i careminy ar	io ausviei iii	$\vdash$ IOHOVVIIIO	CHESHOIS

1.	For which purpose is the land mostly used?
2.	Name the two types of land uses occupying 25% of the land area.

3. Which of the item above are wastelands?



1.6 | STUDY THE GRID MAP CAREFULLY AND ANSWER THE QUESTIONS BELOW.



<b>1</b> .	lde	entify the types of land use in the following sections:
	i)	A1:
	ii)	B3:
	iii)	C4:
	iv)	D3:
<b>(</b> )	FIN i.	DOUT In which sections is the nature reserve found?
	ii.	Give 2 reasons why it is important to preserve the area around the nature park.

3. What is the type of land use in the area marked X?



## I CHECK MY PROGRESS





#### At the end of this topic, I can

1.	Identify the different types of land use.	
2.	Describe the major land uses in Mauritius and Rodrigues.	
3.	Define wasteland and describe how wasteland can be harmful to the environment and people.	
4.	Describe some changes which have taken place in the ways we use the land.	
5.	Give reasons why there have been changes in the ways we use land.	

## TOPIC 2 | AGRICULTURAL LAND USE



You have learnt that about 43% of the land in Mauritius is used for agricultural purposes. In this topic, you will learn how the land is used for different types of farming in Mauritius and Rodrigues. You will become aware of changes taking place in the agricultural sector.

#### At the end of this unit you will be able to:

- define terms associated with agriculture / farming.
- describe the types of farming from photos, diagrams, sketches, tables and the field.
- recall some factors influencing farming.
- describe and explain the changes taking place in the sugar industry today.
- summarise the changes taking place in land use on former sugar cane land.
- describe new trends in farming both in Mauritius and Rodrigues.
- realise that we need to increase our production of food crops.



#### 2.1 | AGRICULTURE OR FARMING

Agriculture or farming is the growing of crops and the rearing of animals.

Think of two reasons why agriculture/farming is important

- There are four main types of agriculture in Mauritius, Rodrigues and the Outer Islands:
  - Plantation agriculture is the growing of one crop on a large area.
  - Pastoral farming is the rearing of animals only.
  - Market gardening is the cultivation of vegetables, flowers and fruits for sale.
  - Mixed farming is the growing of crops and rearing of animals





Study Figure 1 which shows the four types of agriculture.

Then answer the following questions.

1. Fill in the empty boxes by choosing the correct letter from Figure 1.

PLANTATION AGRICULTURE	
PASTORAL FARMING	
MARKET GARDENING	
MIXED FARMING	



2. In Mauritius the sugar estates plant sugar cane on large areas.
What type of farming is it?
3. In Agalega, coconuts are planted on most of the land in both islands.
What type of farming is it?
4. In Rodrigues, at Saint Francois, people plant vegetables for sale.
What type of farming are they practising?
5. Name two areas in Mauritius where market gardening is practised.
. (i)(ii)
6. Name one area where fruits (e.g pineapples) are planted.
7. At Camp Pintade in Rodrigues, farmers rear goats and cattle.
What type of farming are they practising?
what type of farming are they practising.
REINFORCEMENT ACTIVITY

With the help of your parents, find out the types of farming practised in /near your locality.

Collect information and produce a short report. You may write a few sentences on what you have observed, and illustrate with photos or drawings.

Discuss and share your findings in class.

#### 2.2 | FACTORS INFLUENCING FARMING

#### FACTORS INFLUENCING FARMING

#### PHYSICAL FACTORS

1. relief 2. climate

3. soil

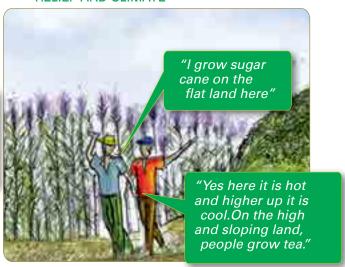
#### **HUMAN FACTORS**

1. Transport 2. Location 3. labour

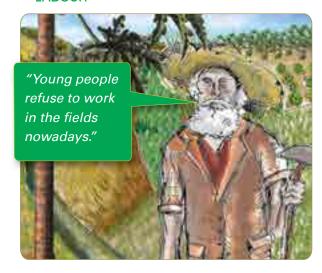
#### **TRANSPORT**



#### RELIEF AND CLIMATE



#### **LABOUR**



#### SOILS







#### DISCUSS AND SHARE [GROUP WORK]

- 1. Explain how the physical factors (relief, climate and soil) influence farming.
- Explain how the human factors (transport, location and labour) influence farming.In your copybook, write one sentence for each factor.

## History Geography GRADE



Sugar cane cultivation started a long time ago, with the beginning of settlement in Mauritius. Let's trace the events in the history of the sugar cane industry in Mauritius.

## 1 17TH CENTURY

Sugar cane was first introduced by the Dutch in the 17th Century.

In 1694, sugar was produced for the first time in Mauritius.

#### 2 18™ CENTURY

With the arrival of the French, in the 18th century, the Governor Mahe de Labourdonnais established the first sugar estates at Villebague and Port Sud Est, now known as Ferney.

#### 3 19<sup>™</sup> CENTURY

The sugar industry expanded in the 19th Century under the governorship of Sir Robert Farquhar.

Sugar was exported to Britain. More and more sugar cane was cultivated. More mills were built and sugar production increased



Many other factors contributed to the expansion of the sugar industry. Some of them were: energy, transport and indentured labourers to work in the sugar cane cultivations.











The number of mills reached its peak in the year 1858, with 333 sugar mills over the island.

With an increase in sugar production, more land was used for sugar cane cultivation. This led to a significant change in the land use of the island.

Sugar cane fields replaced most of the native forests.



With new technologies (better machines) and the idea of reducing the cost of production, big sugar mills gradually took over the activities of smaller mills. The smaller mills were closed down



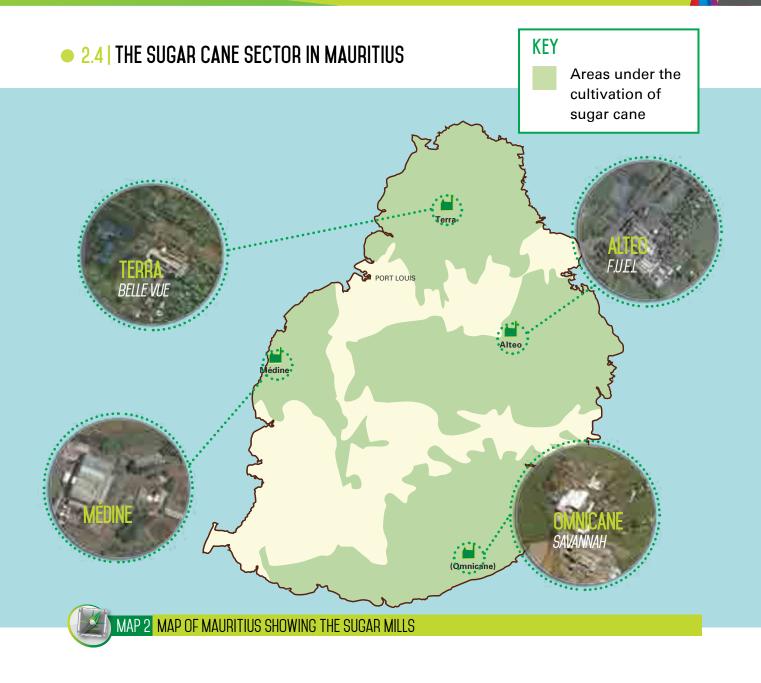


This process known as centralisation has been happening all throughout the twentieth century.





- How did the cultivation of sugar cane change the environment of Mauritius?
- Explain the process of centralisation.



- Today, the centralisation process has been completed.
   There are only four sugar mills left:
  - Terra (Belle Vue),
  - Alteo (F.U.E.L),
  - Omnicane (Savannah) and
  - Medine.
- They have become big agro-industrial companies which carry out different activities.



#### NOTE

 Nowadays less land is used for sugar cane cultivation while more land is used for other purposes. Hence, the way land is being used over the island has changed.



#### **DID YOU KNOW?**

In Mauritius, we plant sugar cane on the flat and undulating land of our plains and on the Central Plateau. Our climate is rainy and hot in summer and cool and drier in winter.



- 1. Where do we plant sugarcane in Mauritius?
- 2. Why is our climate good to cultivate sugar cane?
- In recent years the areas under sugarcane, the sugar produced and the number of people employed in the sugar cane sector have decreased.

Study the figures in **Table 1** to understand these facts and then answer the questions which follows.

	1998	2006	2015
AREA UNDER SUGAR CANE (HECTARES)	78 000	70 800	55 371
SUGAR PRODUCTION (TONNES)	628 600	504 850	400 920



1 hectare = 10 000m2 | 1 tonne = 1 000 kg

Source: Chamber of Agriculture and Central Statistical Office (C.S.O.)



1.	By how many	hectares	have th	ne areas	under	sugarcane	decreased	from
	1998 to 2015?							

2. By how many tonnes have our sugar cane production decreased from 1998 to 2015?

3. In your copybook, draw a bar chart to show the decrease in area under sugar cane between 2006 and 2015.



#### DID YOU KNOW?

The price at which we were selling our raw sugar has fallen.



 With the fall in the selling price of raw sugar, the agro-industrial companies have developed several activities.



- They produce refined sugar and special sugars for export and local market.
- 2 They produce rhum and bioethanol from molasses.
- They use bagasse to generate electricity in thermal power plants
- 1. Apart from manufacturing raw sugar, name the other products produced from sugar cane today.

  2. For which purpose is bagasse used?
- 3. Find out about the uses of special sugars such as **Muscovado** and **Demerara**.
- In some areas, these agro-industrial companies now use their lands for:
  - 1. the production of fruits and vegetables on a large scale
  - 2. commercial, residential and recreational development



BEFORE TODAY		EXAMPLE OF PLACES WHICH HAVE BEEN DEVELOPED		
SUGAR CANE PLANTATION	COMMERCIAL	Bagatelle Shopping Mall, Cascavelle Shopping Mall		
SUGAR CANE PLANTATION	RESIDENTIAL			
SUGAR CANE PLANTATION	RECREATIONAL			

## History Geography &

#### 2.5 | MARKET GARDENING IN MAURITIUS AND RODRIGUES

- In Mauritius land is also used for the cultivation of crops such as potatoes, vegetables, salads, flowers and fruits. This is known as market gardening.
- The crops are sold in the local markets, the supermarkets and in the tourist hotels









#### DID YOU KNOW? | WHAT IS SUSTAINABLE AGRICULTURE?

Today, more and more farmers are engaged in sustainable agriculture.

This involves agricultural practices using techniques that protect the environment and public health.

For example, to protect the environment and our health, **organic farming** is encouraged.

This method involves choosing not to use pesticides and fertilisers.

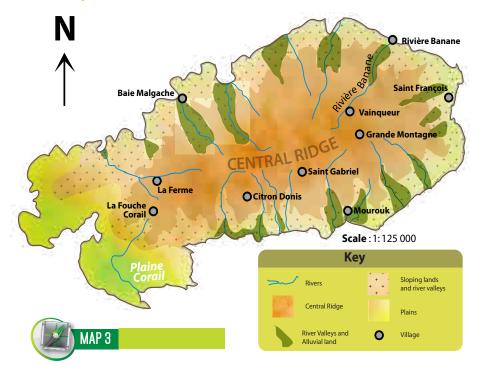
- In some cases, modern technology is also used in farming.
   For example greenhouses are built.
- In these greenhouses, temperatures are controlled, sprinklers, sprays and drip irrigation are used for watering and for pest control. High value vegetables like tomatoes and cucumbers are planted.



#### **I REMEMBER**

Sustainable agriculture protects the environment and public health.

#### 2.5 | MARKET GARDENING RODRIGUES





Alluvial deposits are fertile soils deposited along the river banks and near the mouth of rivers.

- Market gardening is carried out on the alluvial deposits of Rivière Mourouk, Rivière Malgache, Rivière Banane and at Saint François. On the Central Ridge at La Ferme, Saint Gabriel and Grande Montagne, farmers plant crops such as vegetables and red beans for sale.
  - On the sloping land in places such as Citron Donis and Vainqueur, farmers plant vegetables, onions and chillies near their houses.
  - On terraces they grow maize, manioc and sweet potatoes.
  - Farmers also rear chicken and one or two pigs.
  - These farmers produce for their own needs and also for sale.

## 2

#### DID YOU KNOW?

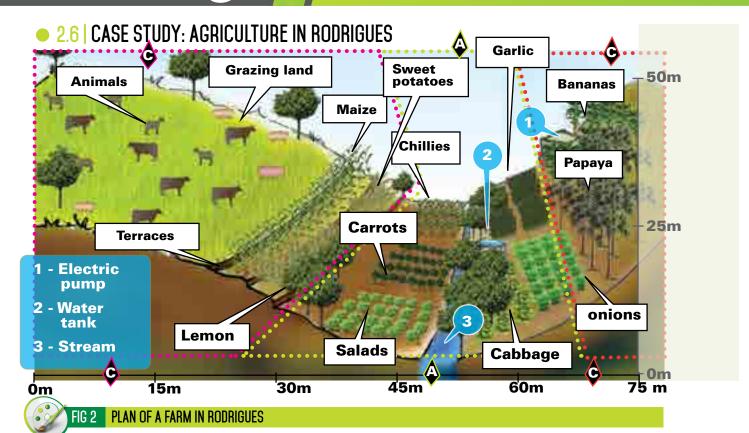
In Mauritius and Rodrigues, the government is helping farmers to increase the cultivation of food crops and promotes sustainable agriculture. For example, the Government provides:

- 1. seeds for asparagus bean, bean, cucumber, lettuce, squash and tomato
- 2. regular fruit fly control on crops
- 3. veterinary advices and services such as vaccines
- 4. scheme to promote bio-farming (organic agriculture)



How does the government help farmers?

## History Geography &



• In **Figure 2** part of the land (A) is flat and the soil is mostly alluvial. This is a suitable area for market gardening. The farmer specialises in the growing of food crops such as vegetables and fruits for sale. Observe that on this farm every piece of land is used.



Study the plan in **Figure 2** and then answer the following questions.

1. List two food crops planted in the area A.
2. Give two reasons why these food crops are planted in this area.
3. i) Name the crops planted on the sloping land of area C
4. Where are the fruit trees planted? Can you name some of them?
<b>5</b> .How does the farmer obtain water for irrigation?
<b>6</b> . Apart from the growing of crops, name another agricultural activity of the farmer.



Fill in the blanks with the following words:				
food crops   sales   needs   mixed farming   terraces				
plantation agriculture   vegetables   market gardening				
(a) In Rodrigues, most farmers practise				
(b) On the alluvial deposits of most rivers				
(c) In some areas, people plant food crops for their own				
(d) On the sloping land, farmers grow crops on				
(e) On the Central Ridge, farmers grow				
for sale.				

## DID YOU KNOW?

- In Mauritius, Rodrigues and Agalega, there are about 21,000 small planters who are engaged not only in the production of sugar cane and tea but also in the production of food crops.
- We should respect these women and men as through their hard work they contribute a lot in providing us our daily food requirements.
- You may either visit a market place or a market gardener working in his field.

2.	Give one reason why we should produce more food crops.
3.	Name one problem faced by small planters. Discuss in your class



#### **READING AND INTERPRETING A POSTER**

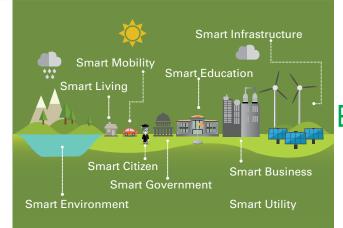
A

Observe and read the poster carefully.

Future changes in land use

## SMART CITY DEVELOPMENT SCHEME

"TO DELIVER A SUSTAINABLE, PROSPEROUS AND INCLUSIVE FITTIRE FOR CITIZENS"



The objective is for the smart cities to be designed as self-sustained towns dedicated mainly to knowledge-driven industries, in which employees can flourish, businesses can succeed and local communities can prosper.

RS12BN
PROJECTS INVESTMENT

7,000
ARPENTS OF LAND JOBS CREATED

1.	WI	hat is it about?
2.		nich words used in <b>section A</b> indicate
	tha	at citizens of Mauritius will benefit from
	thi	s project?
3.	Α	common word is used in <b>section B</b> to
	inc	dicate the different features of the project.
	a.	Which word is it?
	b.	Define the word. Find a synonym for
		the word
_		
4.		ction C indicates how much of land used
	Wil	I change and the benefits of the project.
	a.	
		allocated to the projects?
	b.	Give two advantages of these projects.
	i)	
	ii)	



## I CHECK MY PROGRESS





#### At the end of this topic, I can

1.	Describe the different types of farming/agriculture.	
2.	Recognise in the field these types of farming	
3.	Locate and name areas where the different types of farming are practised.	
4.	Name some of the factors influencing farming.	
5.	Describe the changes that have taken place in the sugar cane industry.	
6.	Explain the reasons for these changes.	
7.	Define some terms associated with agriculture such as: (i) centralisation (ii) terraces (iii) sustainable agriculture (iv) organic farming.	
8.	Describe the measures taken by the government to help farmers and promote organic farming.	
9.	Describe the farming activities taking place in some river valleys of Rodrigues.	
10.	Infer some reasons why we should produce more crops.	
11.	Read and interpret a poster.	

## **TOPIC 3 | LAND USE FOR TOURISM PURPOSES**



You have learnt that in Mauritius and Rodrigues, land is also used for recreational purposes. Most of these lands have been developed for tourism activities.

In this topic you will learn more about tourism in our islands. You will also find out about the changes in land use due to the development of the tourist industry.

#### At the end of this topic you will be able to:

- show an understanding of how land is used for tourism purposes in Mauritius and Rodrigues
- recognise the importance of the tourist industry in Mauritius
- give reasons why tourists visit Mauritius and Rodrigues
- state from which countries tourists come from and how they travel
- give examples of places where there have been changes in land use for tourism purposes
- identify and name places where land is used for tourism purposes
- explain the concepts of ecotourism and heritage tourism

#### • 3.1 TOURISM ACTIVITIES IN MAURITIUS AND RODRIGUES

Some areas in Mauritius and Rodrigues have been developed for tourism activities.

#### MAURITIUS

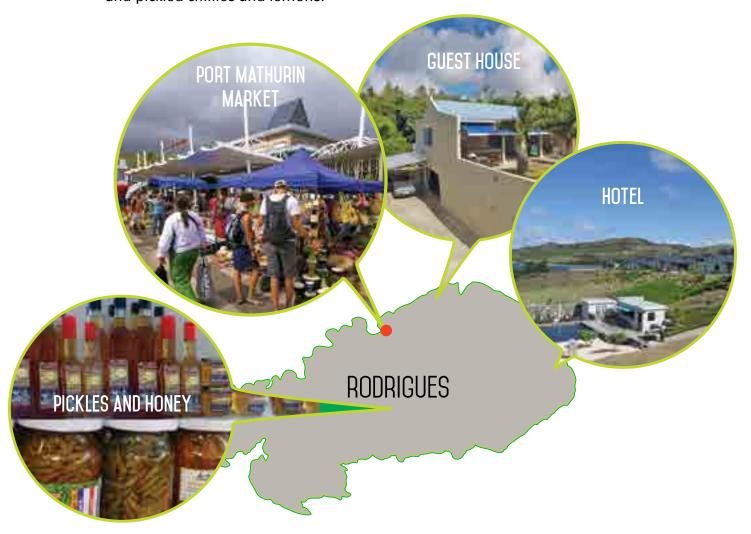
- In coastal areas, many large hotels have been built which provide services such as rooms, food and leisure to the tourists.
- Areas such as Grand Baie and Flic en Flac, have become busy tourist resorts.
   Many high standard hotels have been built along the coasts. The tourists have access to several leisure activities such as boat cruises and sea sports, shopping, eating in restaurants and spending time in night clubs.
- Beach hawkers, fishermen and fruit sellers also have the opportunity to sell their products and earn a living.



## History Geography & Geography

#### **RODRIGUES**

- Most of the tourist hotels are found in or near Port Mathurin and also at Anse aux Anglais, Pointe Cotton, Anse Ally and Mourouk.
- There are also some guest houses in localities such as Saint Francois, Anse aux Anglais, Caverne Provert and Jeantac.
- The tourists contribute in the development of small local craft industries such as the making of hats and baskets. They also like the local food products such as honey and pickled chillies and lemons.



#### 3.2 | ECOTOURISM AND HERITAGE TOURISM

- Other activities have also been developed inland to attract tourists to visit our islands.
   Today, ecotourism encourages tourists to visit our most attractive natural sites such as the national park at the Black River Gorges and L'Ile aux Aigrettes in Mauritius and Roche Bon Dieu and Anse Quitor in Rodrigues.
- Heritage tourism helps in making particular features of our history better known.
- Ecotourism and Heritage tourism contribute to the preservation and embellishment of our islands.





9)11112 001	
	1. Where are most of our hotels found?
	2. Give two reasons to explain why.
NOTES AND ADDRESS OF THE PARTY	(i)
A A	
	(ii)
= = T	
	3. Give two reasons why Grand Baie in
	Mauritius has become a major tourist
TA DESCRIPTION OF THE PERSON O	resort area.
MAP 4 LOCATION OF HOTELS IN MAURITIUS	(i)
	(ii)
	4. Give two reasons why many hotels
	and guest houses are found in or near
	Port Mathurin?
	(i)
**	
MAP 5 LOCATION OF HOTELS IN RODRIGUES	(ii)
<b>5</b> . Explain why tourism is important for t	he local craft industry in Rodriques?
, - , - , - , - , - , - , - , - , - , -	,



6. With the help of your teacher, could you explain what is:

I. Ecotourism?....

II. Heritagetourism?.....

#### 3.2 LET'S LEARN MORE ABOUT TOURISM

Tourists come to Mauritius and Rodrigues mainly for the sun, sea and sand. They also enjoy the quality of services offered in our hotels, hospitality of our people and also appreciate the diversity of our cultures.



#### **DID YOU KNOW?**

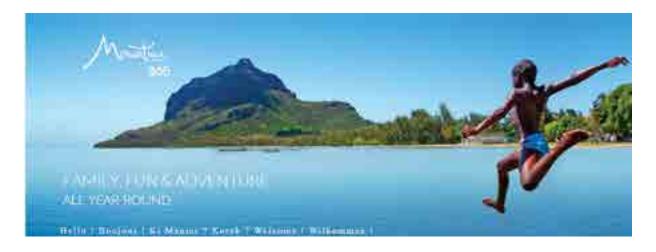
Tourism is a very important economic activity for both Mauritius and Rodrigues. Today more and more tourists are visiting our islands.

Nowadays, there are many people working in the tourist sector. They look after the needs of the tourists and provide facilities to visit places of interest.





1.	Give two reasons why tourists come to Mauritius and Rodrigues.
2.	What are the services provided to tourists in the hotels?
3.	Name two facilities that are provided to the tourists by the people working in the tourist sector.
	(i)
	(ii)



#### 3.3 CHANGES IN LAND USE FOR TOURISM PURPOSES

In recent years, there have been many changes in land use for tourism purposes



1. Answer questions (i) and (ii) by choosing from the list of words below.

(iii) Give one reason for the change in land use at Bel Ombre.



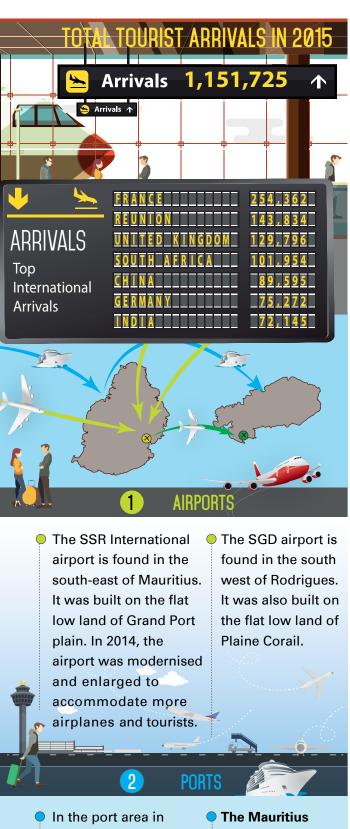
2. Answer questions (iv), (v) and (vi) by choosing from the list of words below.

# History Geography 5



# **READING AND INTERPRETING A POSTER**

In Mauritius and Rodrigues land is also used for international transportation purposes.
 This contributes in making our islands accessible and tourists have facilities to travel.



In the port area in
Port Louis, quays have
been set up to welcome
ships cruising in the
Indian Ocean. This
allows more tourists to

visit our island.

The Mauritius
Trochetia also
links Mauritius to
Rodrigues and
people can make
trips to Rodrigues
by sea.

Ol	oserve and read the poster carefully.
1.	What is the poster about?
2.	Name the two means of transport used by tourists to travel to Mauritius and Rodrigues.
	(i)
	(ii)
3.	In Mauritius and Rodrigues, land has been used for international transport purposes.  Name the two features which allow arrivals to and departures from the islands.
	(i)
1	(ii)  Find out: (i) How many tourists came from
<b>+</b> .	(a) India (b) China in 2015?
	(a)
	(b)
	(ii) From which country did most tourists come from in 2015?
5.	For which reason were the airports in
	Mauritius and Rodrigues built at their
	current location?
6.	Which ship links Mauritius to Rodrigues?







#### At the end of this Topic, I can

1.	Describe how land is used for tourism purposes in Mauritius and Rodrigues.	
2.	Recognise the importance of the tourist industry in Mauritius.	
3.	Give examples of tourists resorts.	
4.	Explain the reasons why tourists visit our islands.	
5.	Explain ecotourism and heritage tourism.	
6.	Identify some places associated with ecotourism and heritage tourism.	
7.	Identify places where there have been changes in land use for tourism purposes.	
8.	Read and interpret a poster.	

# TOPIC 4 | LAND USE AND ENVIRONMENTAL CONCERNS POLLUTION, LOSS OF NATURAL HABITAT.



- You have learnt that people and their activities modify the environment around them.
   Today land is used for different purposes and many changes have occurred.
   For example, agricultural land has been cleared for commercial and residential purposes.
- With the development of our islands, more roads have been built and more industries set up. Although those changes are considered necessary, they do affect our natural environment.
- Let's learn more about how human interactions with the environment may cause further problems such as air and water pollution.



Study and describe the pictures above.

- 1. What do you observe?
- 2. Where are these activities taking place?
- 3. Explain what can be the consequences of these activities.
- **4**. What do you deduce?

### 4.1 AIR AND WATER POLLUTION

As you have observed, pollution is the most serious problem which affects our environment. It is produced by people's activities. The table below shows causes of air and water pollution in Mauritius and Rodrigues

NATURAL ENVIRONMENT AFFECTED	AIR	SEA/RIVER/GROUND WATER
Type of pollution	Air pollution	Water Pollution
Caused by	<ul><li>smoke, dust</li><li>harmful gases</li></ul>	<ul><li>waste water</li><li>fertilisers and pesticides</li></ul>
From	<ul><li>factories</li><li>power station</li><li>motor vehicles</li></ul>	• factories • agriculture
TABLE 2		



- Water from rain or irrigation dissolves the pesticides and fertilisers and seeps into the ground. It may contaminate groundwater.
- In some places, factories and industrial estates have been located near residential areas. In other places, houses have been built near factories. Bad smell, dirt and noise may then affect people.
- Government has passed many laws to protect the environment against different forms of pollution. e.g: the Environmental Protection Act.



1.	Study <b>Picture 17</b> on page 38 . Write one sentence to say how this form of pollution may affect people's health.
2.	Study <b>Picture 19</b> on page 38 .Write one sentence to say how this form of pollution may affect the natural environment.
3.	What can the owner of a factory do to solve the pollution problems shown in <b>Picture 18</b> on page 38 ?
	(a)

# History & Geography & September 1987

### 4.2 | HOUSEHOLD WASTE AND OUR ENVIRONMENT

Look at **Picture 21**. What does it show? What do you dislike in it? Why should we not throw waste onto the open ground, in a river or in the sea?



#### What is household waste?

Household waste is made up of food wastes, garden waste, plastic, paper, textile, metal and glass.

#### What happens to household waste?

Household waste should be kept in a safe place for collection. The waste is collected and transported to special places in order to keep our environment clean. If solid waste is dumped in the local environment, it will cause bad smell, attracts flies and stray animals. It may contaminate the environment and affect our health.

Waste dumping is illegal.



#### DID YOU KNOW?

On the 1st of January 2016, the use of plastic bags has been banned in Mauritius.

Our island followed the example of Rodrigues where it was banned since 2014

The main objective is not only to contribute to the safeguarding of the environment but also to encourage sustainable development.

The regulations prohibit import, manufacture, sale, or supply of non-biodegradable plastic bags which were mostly used to carry goods purchased at points of sale such as wholesale and retail outlets, markets, fairs and hawkers.



Why these non-biodegradable plastic bags are harmful to the environment?

### • 4.3

The real challenge nowadays is therefore to reduce pollution and the impact of human activities on the environment.

Let's find out what we can do to act in a sustainable manner.

#### What you can do:

Help to reduce the bad effects of garbage on the environment.

Have you ever heard of the three R's?

The 3R's are Reduce, Reuse and Recycle



### **I REMEMBER**

sustainability is about maintaining and preserving our environment for future generations



1. Give two ways to reduce waste at notine. Compare your answer with a mic	iome. Compare your answer with a frie	. Comp	waste at home	to reduce	ways to	<ol> <li>Give two</li> </ol>	1.
--	---------------------------------------	--------	---------------	-----------	---------	------------------------------	----

2.	Name two objects and the materials they are made of which you can reuse at home
	or in the school.

3. Have you seen this symbol before?





**4.** Garbage such as food waste and garden waste is biodegradable. Garbage from residential areas can be put to good use. It can be used to make compost. Special care should be taken when compost is made.



one advantage of composting.

# History & Geography GRADE

Other wastes can be recycled. Figure 3 shows waste materials which can be recycled.



4.3.1

Match the drawings with the appropriate recycling process

#### MATERIAL



Biodegradable food waste, garden cutting



**Plastics** 



Paper and Card



Metal



Glass

#### WHAT TO DO

Sorted into different colour. Crushed and processed

Must be separated from all other waste. Used to make compost

Aluminium, tin, iron and steel are sorted out. They are crushed and sent to recycling plants.

Uses large amount of water to soak sorting (e.g. newspaper and magazines.

Careful sorting of plastic types. Plastic bags/sheets carefully washed and dried.







WASTE MATERIALS THAT CAN BE RECYCLED



4.3.2 | POSTER MAKING







### REDUCE. REUSE AND RECYCLE

Now that you have learnt about recycling and the 3 Rs, design a poster showing how you can reduce waste everyday.

- Be creative and use pictures or drawings of your own. You may write one or two sentences to explain each picture/drawing illustrated on your poster.
- Here are some hints to help you:
  - remember the 3 Rs; reduce, reuse and recycle.
  - sorting of waste materials.
  - transformation of recyclable products into something.







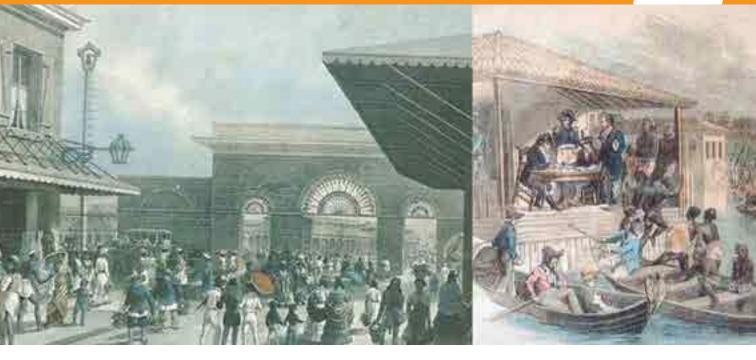


#### At the end of this topic, I can

1.	State and describe human activities that affect our environment.
2.	Describe some consequences of human activities (air and water pollution).
3.	List some measures and actions taken to protect the environment.
4.	Deduce that household waste can affect the environment and our health.
5.	List the actions used to manage waste in a sustainable way.

# PEOPLE ON THE ISLAND IN THE PAST: SETTLERS, SLAVES & IMMIGRANTS

# unit



# LEARNING OBJECTIVES

#### At the end of this unit, you will be able to:

- identify and locate on maps places where the settlers, the slaves and the immigrants came from
- explain the terms settlers, slaves, immigrants and indentured labourers
- discuss the reasons for bringing slaves and indentured labourers to the island
- list and describe the activities of the slaves and the indentured labourers
- describe the living and working conditions of the slaves and the indentured labourers
- discuss the contributions of these people in the development of the island
- discuss the social and cultural life of these people on the island.

### • 1.1 ORIGIN OF THE PEOPLE LIVING ON THE ISLANDS

 You have learnt that when Mauritius and Rodrigues were discovered, they were not inhabited. However, today you find people of different origins on the islands.
 Let's find out where these people came from.



- Have you ever thought where your ancestors came from ? Where they lived on the island? How were they living? What work they did? What were their leisure activities? How was their life different from the people living today?
- In this unit, you will learn about the origins of these people. You will also explore how they have worked to make Mauritius and Rodrigues beautiful places where everyone lives together peacefully and happily.

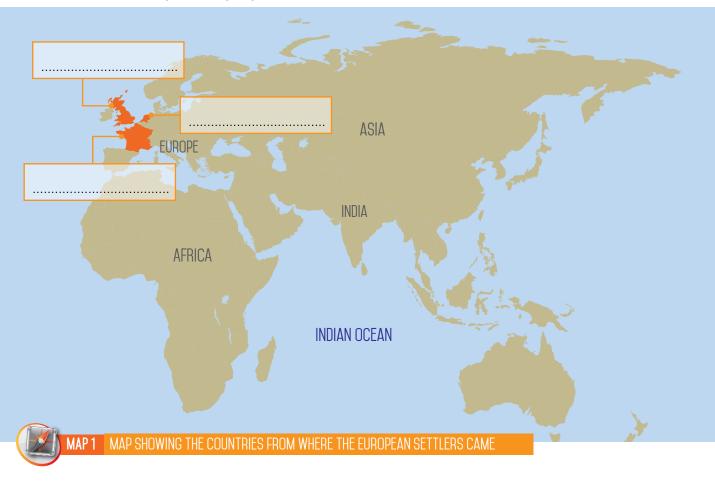
# History Geography GRADE

# • 1.2 | PEOPLE ON THE ISLAND: SETTLERS, FREE WORKERS AND SLAVES

### 1.2.1 | SETTLERS ON THE ISLAND



Observe and complete Map 1 provided below



Do you remember that the Dutch, the French and the British made settlements on the island? In the space provided below, write the names of the countries from where they came to settle in the island.

The Dutch	The French	The British

A few people from Ile Bourbon (Réunion Island) also came in the island.
 All these people who came to settle on the island were known as settlers.



#### DID YOU KNOW?

A settler is a person who goes to live in a new place with the aim of staying there. Settlers' main goal is to set up homes by getting land, building houses, and establishing a settlement.

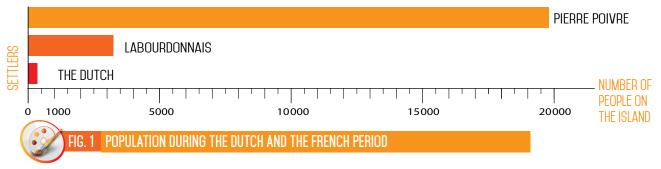
At first, the governors, the officials and their families, and the soldiers settled in the island. Later, more people came from Europe to settle and work on the island. But these people were few in number.



1. What was the role of the governors, the officials and the soldiers on the island?
In the space provided below, write one sentence about the role of each of them.
(i) The governors:
(ii) The officials:
(iii) The soldiers:
2. What work did the other settlers who came from Europe do?



The graph below shows the number of people in Mauritius during the Dutch and French periods. Study the graph and discuss with your friends to answer the questions that follow.



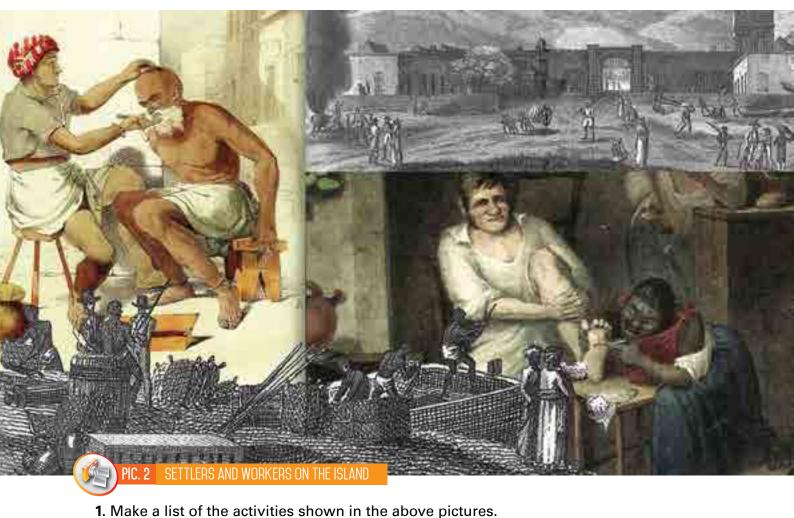
- (i) Give the approximate number of people living in the island during
  - (a) the Dutch period:
  - (b) the French period: (i) under Labourdonnais .....
    - (ii) under Pierre Poivre .....
- From the above graph you can notice that the number of people living in the island gradually increased.
  - Can you think why the population increased? Who were the other people who came to the island?

.....

# History Geography GRADE



Observe the pictures below. Can you see that besides the settlers, there are other people working on the island?



2.	Do you think that it was easy for the settlers to do all the work on the island by themselves? Why?
3.	.What did the settlers do to make their life easy?

### ● 1.2.2 | OTHER PEOPLE BROUGHT TO THE ISLAND: FREE WORKERS

- Can you recall that Governor Labourdonnais brought people from other countries to develop the harbour and town of Port Louis? Who were these people?
- These people were sailors, artisans and skilled workers. They were brought from Pondicherry and Bengal in India. The French also encouraged more people to come to the island. They were farmers, traders, shopkeepers, ship builders and carpenters. These workers were free people.



On the map provided below, locate and mark India, Bengal and Pondicherry.



- Why did the French bring workers from Bengal and Pondicherry in India?
- How did these people contribute in the development of the island?

Write two sentences about what you have discussed.		

# History Geography GRADE

- 1.2.3 | SLAVES ON THE ISLAND
- Besides these free workers about whom you have learnt, there were also slaves on the island. Do you know how and from where the slaves came? Let's find out.
- The Dutch settler, Van der Stel, was the first governor to bring slaves on the island. He brought slaves from Madagascar.

In the space provided below, write two reasons why you think the Dutch brought
slaves on the island?

# 2

# **DID YOU KNOW?**

A slave is a person who is not free and is forced to obey and work for his master.



- You remember that the Dutch settlers left the island in 1710. Their departure was followed by the arrival and settlement of the French.
- During their stay, the French governors brought more slaves to work on the island.
   The French needed people to:
  - clear the forest and to plant sugar cane and other crops;
  - build the port;
  - build the town of Port Louis; and
  - build roads.
- The French brought slaves from Mozambique, Madagascar and other East African countries. A few slaves were also brought from India and the East Indies.



Observe the map below.



1.Use your atlas to name these countries. One has been done for you.

1	Madagascar	2
3		4

2.Study Table 1. It shows an increase in population on the island.

YEAR	FRENCH	FREE (NOT FRENCH)	SLAVES
1767	3000	600	15,000
1787	4500	2250	33,000
1797	6000	3500	50,000
1807	6500	6000	65,000
TABLE 1 POPULA	TION OF ILE DE FRANCE	* Ap	pproximate figures are given

Befer to the table above and answer the following questions

Rete	Refer to the table above and answer the following questions.			
(i)	How many French settlers were there in the island in 1767?			
(ii)	Were there only French people in Ile de France?			
(iii)	Which group was more in number? Why?			

# History Geography GRADE

### THE WORK OF THE SLAVES



Study **Pictures 4,5,6** and **7**. Discuss with your friends and share your findings in class. The questions provided below will help you in your discussion.



- Who are the people in the above pictures?
- How are they dressed?
- Where are they in the different pictures?
- What are they doing?

In the space provided below, write a few sentences about what you have discussed.

Many slaves worked on the island. They cleared the forests, tilled the soil and cultivated sugar cane and food crops. They also reared animals and worked in sugar mills.
 They carried the products by ox cart or boats to the market in Port Louis.
 Some of them worked as domestic servants. Others built roads and bridges.

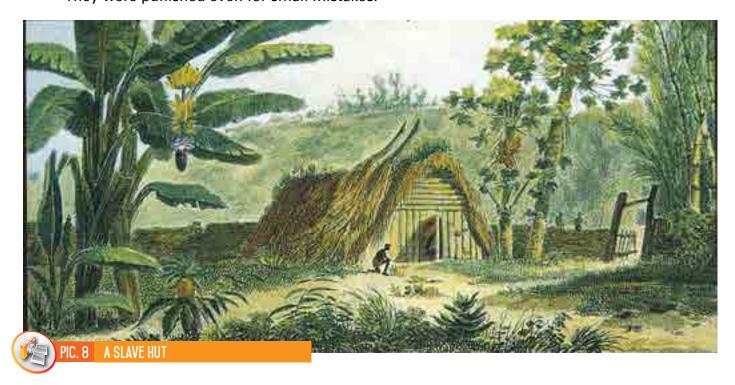


How have the slaves contributed in the development of the island?

### HOW WERE THE SLAVES TREATED?

The slaves lived in small huts in slave compound called Camp des Noirs which were near the homes of their masters.

- The life of the slaves was very hard.
- They were not free.
- They could not buy land and build houses of their own.
- They could neither leave their masters nor go to other countries.
- They were not allowed to wear shoes.
- They were punished even for small mistakes.

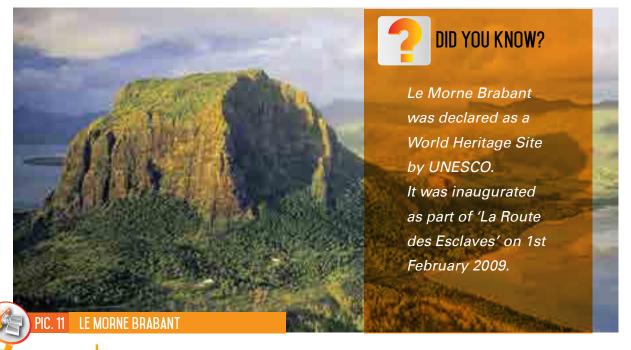


Their main food was maize and manioc. Their life was very hard. They had to work for their masters from morning till night. Some women slaves worked in their master's house as maids. They were punished even for a small mistake.



# History Geography GRADE

- Many slaves ran away from their masters and hid in the deep forests, caves and gorges. These run away slaves were known as maroon slaves. The maroon slaves used Le Morne Brabant as a hiding place. It was difficult to capture them. They often attacked and robbed farmers to get food. Sometimes, they set fire to farms. The settlers were afraid of them. The maroon slaves who were caught were severely punished.
- Macchabee, Mangalkan and Diamamouve were some well known slaves. Some places in Mauritius still bear their names.



ACTIVITY 1.2.3 B

1. Make a list of the work done by the slaves.

	(i)	
	(ii)	
	(iii)	
		y did the slaves run away from the plantations?
3.	 Wh	at happened to them when they were caught?
4.	 Wh	y is Le Morne Brabant an important place in Mauritius today?

# LET'S RECALL WHAT WE HAVE LEARNT ABOUT THE SLAVES ON THE ISLAND

During the French period, more slaves were brought to work on the island. The population of the slaves on the island increased.

THE FIRST SLAVES
WERE BROUGHT
FROM MADAGASCAR
BY THE DUTCH
GOVERNOR
VAN DER STEL

The slaves cleared the forests, tilled the soil and cultivated sugar cane and food crops.
They carried products by ox carts on boats to Port Louis.
Some built roads and bridges and others worked as domestic servants. The lives of the slaves were very difficult.



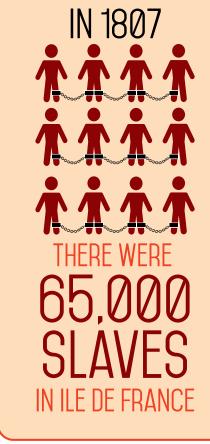
SLAVES WORKED FOR LONG HOURS FOR THEIR MASTERS AND WERE PUNISHED EVEN FOR SMALL MISTAKES.

# COUNTRIES FROM WHERE SLAVES WERE BROUGHT:



MADAGASCAR EAST AFRICA MOZAMBIQUE EAST INDIES INDIA

THEIR MAIN FOOD WAS MAIZE AND MANIOC.

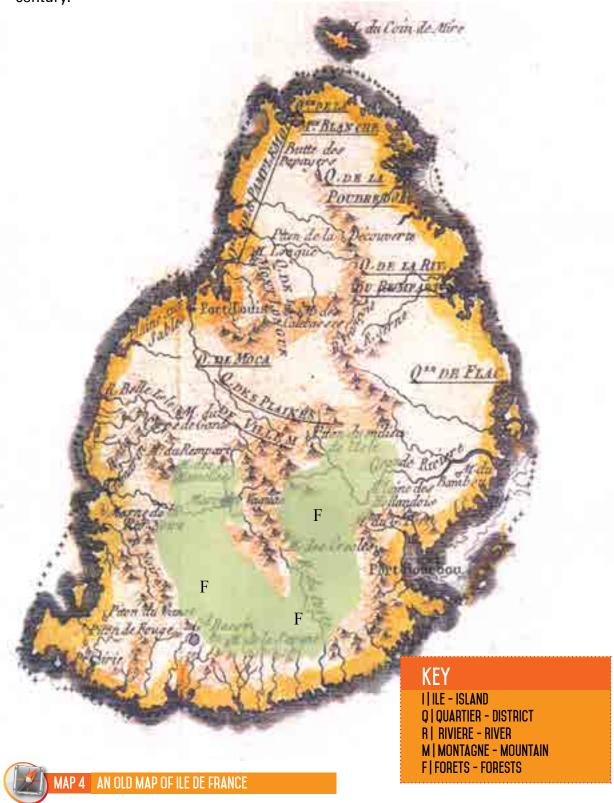


# • 1.3 | THE QUARTIERS (DISTRICTS) IN ILE DE FRANCE

Do you know where the people on the island lived?

• Under the governorship of Mahé de Labourdonnais, the island prospered. Several towns were founded, including Port Louis. The people lived in the different quartiers (districts) of the island.

Observe the map below. It shows the different quartiers of the island in the 18th century.





iu	ay ivia	<b>p 4.</b> Answer the questions	s that lonow.			
(a)	(a) Make a list of four quartiers found on the map.					
	(i)					
	(ii)					
	(iii)					
	(iv)					
(b)	) Refe	r to your atlas and name t	wo districts that exist today but that do not			
	арре	ear on the map.				
	(1)					
	(2)					
(c)	(i) Re	fer to your atlas and name	e three important villages and small towns.			
(0)	(1)	VILLAGES	TOWNS			
	(ii) Do	these villages and towns	appear on <b>Map 4</b> ? Why?			

2. The table below shows places and the origin of their names.

Complete the table with the help of your teacher. One has been done for you.

PLACES	ORIGIN OF THE NAMES
Pamplemousses	A fruit
	A French Governor
Rivière du Rempart	
Flacq	
	A German settler
	A powder mill/store for guns

### 1.4 ABOLITION OF SLAVERY

In the 19th century when Mauritius became a British Colony, the life of the people, especially those of the **slaves**, changed.

- Many people in Britain were against slavery. They believed that it was wrong to keep other human beings as slaves. So, the British decided to abolish the trade of slaves and slavery in the British Empire.
- In 1835, slavery was abolished in Mauritius and its dependencies. The slaves were freed.



ACTIVITY 1.4

Study Figure 2 and answer the following questions.

1. A date is indicated on the monument. When was it built?
2. Why was the above monument built?
2. Wily was the above monument built:
3. What does the breaking of the chain on the monument show?
<b>4.</b> The commemorative plaque is divided into three parts. What does each part represent?
4. The commemorative plaque is divided into three parts. What does each part represent:
A
В
<b>C</b>

# • 1.5 | THE LIFE OF THE SLAVES AFTER 1835

When the slaves were freed, they did not want to stay on the estate to work for their masters.

- Some went to live in the suburbs of Port Louis and worked as carpenters and masons.
- Some women earned their living by sewing dresses.
- Some bought land and settled as small cultivators.
- Some went to live in places that were not occupied, in the interior of the island. They cultivated different crops which they sold.
- Some of them went to live on the coasts and became fishermen.
- Others left the island to go to the dependencies.

FIND OUT
1. Why did the slaves not want to stay and work on the estates after the abolition of slavery?
2. Name two dependencies to which the slaves moved after 1835.
DISCUSS AND SHARE
Read the statement below.
"In 1835, slavery was abolished and most slaves chose to leave the estates on
which they had been working. They moved to different parts of the island."
Can you think of the life of the slaves, after they left the estates?
Discuss with your friends and in the space provided below write two sentences to
describe the living conditions of the slaves after the abolition of slavery.



### **DID YOU KNOW?**

After the abolition of slavery about 200 freed slaves moved inland and built their homes. They created a new village. This place is now known as Phoenix.





Let's sum up what you have learnt so far.

1.	1. Slaves were brought from Africa. Name another continent from where slaves wer		
	brought.		
2.	. Read the sentences given below and write True or False in the space	e provided.	
	(i) Before the abolition of slavery, the slaves had wages		
	for the work they did for their masters.		
	(ii) The slaves could own houses after the abolition of slavery.		
	(iii) In1835, slavery was abolished in Mauritius and in all the		
	dependencies.		
	(iv) In 1835, slaves were free and could go to live on other islands.		
(3.	FIND OUT what jobs the slaves did after abolition of slavery.		
4.	. On what date is the Abolition of Slavery celebrated in Mauritius?		
5.	. Write two sentences to describe how abolition of slavery is celebra	ted in Mauritius	

### 1.6 | THE ARRIVAL OF THE INDIANS AND CHINESE ON THE ISLAND

You must have observed that along with the people of European and African origins, people of Asian origin, mostly the Indians and the Chinese, live on our island. Why did these people come to our island?

Let's learn more about the Indian and the Chinese immigrants in Mauritius.



#### DID YOU KNOW?

An immigrant is a person who comes to one country from another country with the hope of having a better life.

#### Indian Immigrants on the island

Do you remember that Labourdonnais brought skilled workers from India, especially from Pondicherry and Bengal to work in the island?

Later, in the 19th century, the British also needed more workers and they encouraged the Indians to come to the island.

#### Can you think why the British needed more Indian workers on the island?



When the slaves were set free, settlers needed people to work in the sugar cane fields. They went to India to look for labourers to work in the sugar cane fields. These Indian immigrants came to the island to work as labourers on contract for five years.

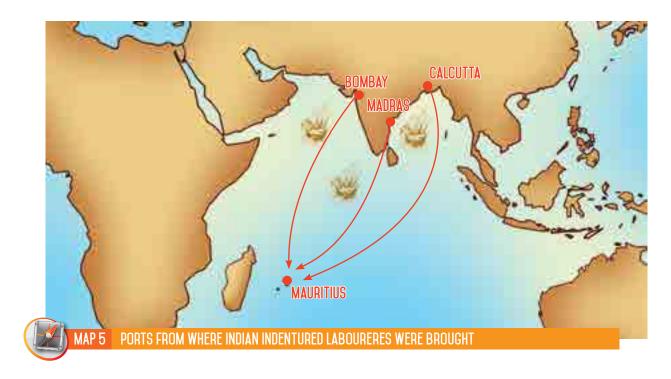
They were known as **indentured labourers**.

The indentured labourers were brought from different parts of India. Their voyage by ship was long and difficult. Very often, many of them fell sick and died at sea. At first, only male labourers came. Afterwards other labourers came with their wives and children. They landed at Port Louis.

There were other Indian immigrants also on the island. They were not indentured labourers but traders and hawkers.



Observe Map 5 It shows the ports from where the Indian immigrants came to the island.



1.	. Name the three main ports from where the Indian indentu Mauritius.	red labourers came to
	(i) (ii) (i	ii)
2.	. Write the new names of these ports.	
	(i)(ii)(i	ii)
3.	. Describe the journey of the indentured labourers to Maurit	

### **WORK DONE BY THE INDENTURED LABOURERS**

- When the indentured labourers landed at Port Louis, they stayed for two days at the Immigration Depot, now known as the Aapravasi Ghat. Then they were sent to work on the sugar estates in different parts of the island.
- On the sugar estates, the Indian labourers worked hard for long hours.

#### They had to;

- (i) clear the land;
- (ii) remove the rocks;
- (iii) plant and harvest the sugar cane;
- (iv) work in the sugar mills.









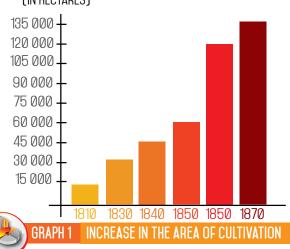




With the arrival of Indian indentured labourers, the area under sugar cane cultivation

continued to increase.

#### AREA UNDER CULTIVATION (IN HECTARES)





E	FIND OUT and complete the blanks below.
	Where did the Indian immigrants stay when they arrived at Port Louis?
2.	Where is the place found?
3.	Where were they sent later?
4.	Write three types of work that the indentured labourers did in the field.

### LIFE OF THE INDIAN IMMIGRANTS

 The Indian labourers lived in camps. Their huts were made of wood and dry cane leaves.
 The rooms were small and uncomfortable. The huts were easily destroyed by cyclones or fire.

Each month, the labourers received five rupees for their work. They also received rice, dholl, salted fish and oil as food ration from the planters.

On the sugar estates, Indian hawkers came to sell other things which the labourers wanted. Later, the Chinese set up shops on the sugar estates. The Indians bought foodstuff and other articles they needed from the Chinese shops.







Ì	<b>ACTIVI</b>	TY ·	1.6.2		
1.	What d	lid the	planters g	give to the Indian labourers for each of the following?	
	(i) Wa	ages:			
	(ii) Lo	dging:			
	(iii) Ra	tion:			
2.	From v	vhom o	did the Inc	dian immigrants buy other articles they wanted?	
	Name a	and loo	cate in you	ur atlas, the country from where they came.	
3.	<b>→</b>	FIELD	WORK	Visit the MGI Folk Museum. Make a list of the articles and utensils used by the Indian immigrants	
	DISCUSS AND SHARE   Read the statement given below.				

The indentured labourers had the choice to stay in Mauritius or return to India after they

Can you think why many of the indentured laboureres chose to stay in Mauritius?



### **DID YOU KNOW?**

completed their contract of 5 years.

Today on our island, there are many workers from Bangladesh, Sri lanka, China, India and other countries who come on contract to work in the textile industry or the construction sector.



How is the life of the workers now, who come to work on contract from other countries, different from the indentured labourers in the past?

You may think about?

- (i) How they travel to the island from their country?
- (ii) Where and how they live on the island?
- (iii) How are their working conditions?

In the space provided below	v, write three sentences to d	escribe the information you collected

# History Geography GRADE



THE INDENTURED LABOURERS WERE BROUGHT FROM DIFFERENT PARTS OF

THEY LANDED AT THE

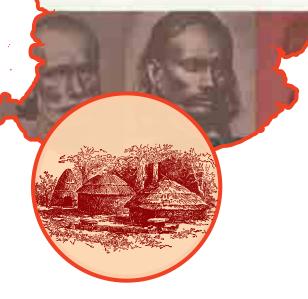
IMMIGRATION DEPOT.

NOW KNOWN AS

AAPRAVASI GHAT,

IN PORT LOUIS.





THE INDENTURED LABOURERS LIVED IN CAMPS ON THE ESTATE AND THEIR HUTS WERE MADE OF WOOD AND DRY LEAVES.



THE INDENTURED LABOURERS WORKED IN THE SUGAR CANE FIELDS.

IN THE 19TH CENTURY,
MORE SUGAR WAS PRODUCED.
THE AREA UNDER THE CULTIVATION
OF SUGAR CANE INCREASED FROM

15,000 To 135,000 1810 1870

THEY RECEIVED

RS. 5
MONTHLY

AND FOOD RATION FOR THEIR WORK.

THE INDENTURED LABOURERS CONTRIBUTED IN THE DEVELOPMENT OF THE ISLAND THROUGH THEIR HARD WORK.

### • 1.7 | THE CHINESE IN MAURITIUS

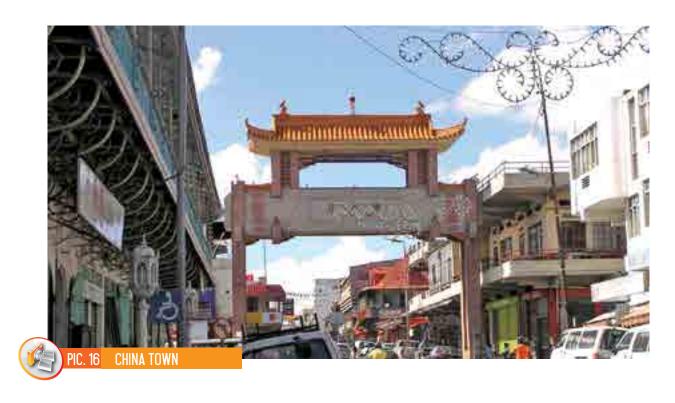
You have learnt that on the sugar estates the Chinese set up their shops. But how did the Chinese come to the island? Let's find out about the Chinese immigrants in Mauritius.

#### The early Chinese immigrants on the island

The early Chinese immigrants came to Port Louis from Canton in China towards the end of the 18th century.

In Port Louis, they worked as blacksmiths, carpenters, cobblers, and tailors. These
Chinese immigrants were free workers. They settled in a part of Port Louis which is
now known as China Town.

On the map, in your atlas, locate Canton. How is Canton known today?



- It was in the 19th century, during the British period, that the number of Chinese in the island increased. The Chinese settled near the sugar estates and opened small shops in the villages across the islands.
- They sold a variety of items to the Indian indentured labourers. These included items such as food, hats, bicycle repair items and even jewellery.
- They also provided credit facilities to the indentured labourers living on the sugar estates.





# **DID YOU KNOW?**

During the British period, Chinese labourers were brought from Penang and Singapore to work in the sugar cane fields as indentured labourers. However, these labourers were sent back to China as they were not satisfied with the working conditions in Mauritius.



With the help of your teacher, find out how the Chinese have contibuted in the development of the island.



Discuss with your friends about the similarities and differences between the Chinese and the Indian immigrants on the island.

In the space provided below, write five sentences to describe what you have discussed			

### • 1.8 LIFE OF THE PEOPLE IN THE ISLAND

You have learnt above that the people of European, African and Asian origins inhabited the island. You also learnt how all these people worked to develop our island. But have you thought how the life of these people were on the island? Was it easy and comfortable? What were the difficulties they faced?

#### SOCIAL LIFE OF THE SETTLERS

Before the arrival of Labourdonnais on the island in 1735, the settlers spent their time in drinking houses. However, Labourdonnais tried to make the life of the settlers pleasant. He organised concerts, dances and social gatherings for the settlers to meet. Each month at the Champ de Mars, there was a show put up by trained soldiers.

#### Observe the pictures below.



• By the end of the French rule, the life of the settlers had changed. Most of them lived in well furnished houses. The houses were made of wood and stone. The settlers went to church on Sundays for prayers. They organized dance parties. On these occasions they dressed fashionably and met one another.



# • 1.8.1 THE SOCIAL LIFE OF THE OTHER PEOPLE ON THE ISLAND

Observe the pictures below.



Temples, mosques and pagodas were built in the island in the 19th century. The Indians and the Chinese practised their religion.

In the evening the Indian immigrants would gather and read their religious books.



How has the social life of the people changed from the past? Write two sentences	
about what you found out.	

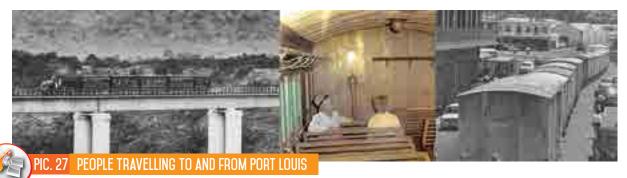
#### • 1.9 | HEALTH

• Life for the people on the island was not always easy. In the 19th century, many people lived in Port Louis which was the only town. They lived in overcrowded houses. As there were no drainage and canals, there was a lot of pollution and mosquitoes. People suffered from various diseases. Cholera and Malaria were serious diseases which killed many people in the town and in the villages on the sugar estates. There were very few hospitals and doctors to take care of the sick.





 When railways were built, many people left Port Louis and went to live in the healthier places of the Plaines Wilhems district. Everyday many people travelled to and from Port Louis by train.



The government then took measures to provide health facilities to the people.

Reservoirs and fountains were constructed to provide clean drinking water to the people. Hospitals and dispensaries were also built.







Answer the following questions using complete sentences.

1.	Name one disease that killed many people in the 19th century.
2.	Name two ways in which the government helped to improve the health of the people.
3.	Why did many people decide to live in Plaines Wilhems instead of Port Louis?

#### EDUCATION

Today, education is free and compulsory up to the age of sixteen in Mauritius, Rodrigues and the outer islands. There are schools in all villages and towns. The government provides free textbooks to all children of primary schools.

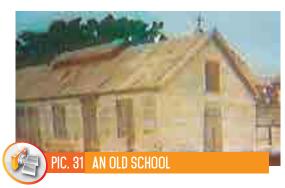




- the school your parents and grand parents went.
- the difficulties they had to face at that time.

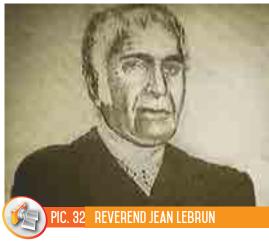
Write three sentences about what you found out.

 During the French period, there were only a few schools in Port Louis. Not all children were able to go to school. When the British came, more schools were built by the government and the missionaries.



Reverend Jean Lebrun was a missionary.
 He built schools in Port Louis and in villages.
 He wanted children from poor families also to be educated.

Later, religious societies and the government built schools in the main villages.





Answer the following questions.

2. Who helped the poor to be educated?

3. Why could many children in the villages not go to school in the past?

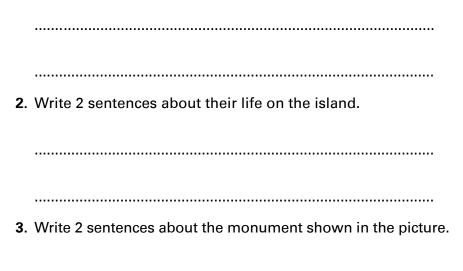
FIND OUT when your school was built.



# PEOPLE ON THE ISLAND

Observe the pictures and answer the questions given below.

1.	Nan	ne 3 important personalities from this group of people.	
	a)		
	b)		
	c)		(20
2.	Wri	te two sentences to describe how they contributed in	- ANDES
	the	development of the island.	
3.	Wri	te two sentences about their life on the island.	
		2	



1. Name any two work done by them.....





	PEOPLE ON THE ISLAND Who were the people on the island?	
•	1	1. Who were these people?
	2	2. Why were they brought to the island?
•	3	
၇ •	4	3. How did they contribute in the development
•	5	of the island?
	4	
	1. Where did this group of peo	ple come from?
	2. What did they do on the isla	nd?
	3. Name any three items that the	hey sold to the people?



1. Why were these people brought to the island?

2. Where did they work? .....

3. Write 2 sentences about their life on the island.









#### • At the end of this unit, I can

1.	Identify and locate on maps places where the settlers, the slaves and the immigrants came from.	
2.	Explain the terms settlers, slaves, immigrants and indentured labourers.	
3.	Give reasons for the increase in population in the island in 18th and 19th century.	
4.	Explain why slaves were brought to the island.	
5.	Describe the life and work of the slaves.	
6.	Give reasons for the abolition of slavery.	
7.	discuss the life of the slaves after the abolition of slavery.	
8.	Gescribe the life and work of the indentured labourers.	
9.	Name the various diseases and explain their consequences on the population in the 19th century.	
10.	Describe the measures taken by the government to improve the conditions of the people.	
11.	Discuss how the settlers, slaves, Indian indentured labourers and the Chinese immigrants contributed in the development of the island.	
12.	Name the missionary who promoted education for the poor and describe his contribution.	
13.	Discuss the social life of the settlers and other people on the island.	
14.	Interpret information from, maps, diagrams, charts, pictures and tables.	
15.	Inquire and find information from different sources.	

NUTES

# **NATURAL HAZARDS**





 In this unit you will learn more about how natural hazards that affect people and the environment: tropical cyclones and torrential rainfall which are related to weather and earthquakes and tsunamis which are caused by movements within the earth.

## LEARNING OBJECTIVES

At the end of this unit you will be able to:

- define the term 'natural hazard'
- name the most common natural hazards
- show an understanding of the causes of these natural hazards
- describe the consequences of these hazards
- list some precautions that should be taken in the face of such hazards
- realise that there is a need to show solidarity with our fellow citizens during such events.

# TOPIC 1

#### 1.1 WHAT IS A NATURAL HAZARD?

A natural hazard is an event that can cause harm to people and the environment.

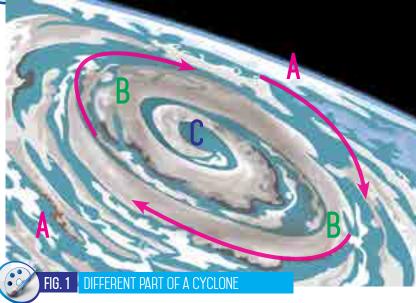
Indeed natural hazards not only cause damage to buildings, infrastructure and human activities but often cause loss of lives too

## • 1.2 | TROPICAL CYCLONES

In Mauritius and Rodrigues tropical cyclones are the most common natural hazard causing harm to our environment.

• Tropical cyclones form over the ocean in summer when the temperature of the sea is quite high. The weather conditions associated with tropical cyclones are violent gusts and winds, dense clouds and very heavy rains. The seas become very rough.





- A: Cloudy, windy & rainy
- B: Thick clouds, violent gusts & winds, and torrential rainfall
- C: Centre of cyclone, the eye, has clear sky and calm weather

• Study Figure 1 and label letters A, B and C on the picture 1 at the appropriate places.



#### NOTE

# THE BROCHURE BELOW SHOWSTHE GUIDELINES PREPARED BYTHE MAURITIUS METEOROLOGICAL STATION IN THE EVENT OF A CYCLONE



## A

#### **BEFORE THE CYCLONE**

- Ensure that your house is in good condition and can withstand cyclone gusts.
- Trim tree branches likely to cause damages to your house, telephone and electricity lines.
- Clear your property of loose material that can cause injury and damage during extreme winds.
- Identify secure places for your boat.
- Be acquainted with the nearest cyclone refugee centres.
- Prepare an emergency kit consisting of:
- Portable AM/FM radio and fresh batteries.
- Torch, lamps, candles, matches, etc.
- Water containers.
- Canned food, can opener, stove with sufficient gas.
- Rice, flour, biscuits, cheese, etc.
- · First aid kit and essential medicines.
- · Clothes secured in plastic bags.
- Tool kit for emergency repairs (hammer, nail, rope, etc..)
- Continue to monitor cyclone bulletins on Radio/TV.



#### B

#### ( I )DURING A CYCLONE WARNING **CLASS I**

- Make sure your emergency kit is ready.
- Monitor cyclone bulletins on Radio/TV.
- Prepare to secure windows and doors with shutters or shields.

#### II) DURING A CYCLONE WARNING CLASS II

- Verify that your emergency kit contains all essential items
- Store sufficient amount of drinking water

#### (III) UPON THE ISSUANCE OF A CYCLONE WARNING CLASS III

- Complete all preparatory measures.
- Fix shutters.
- Secure doors and windows.
- Store loose articles.
- Avoid areas prone to storm surges and flooding.
- Shelter domestic animals.
- Secure vehicles.
- Those in insecure dwellings, move as early as possible, to cyclone refugee centre with your emergency kit.
- Avoid going outside.
- Monitor closely cyclone bulletins on Radio/TV.

#### (IV) DURING A CYCLONE WARNING CLASS IV

- Gusts of 120 km/h or more are occurring
- Stay inside. Seek shelter in the safest part of the house.
- Disconnect all electrical appliances.
- Listen attentively to cyclone bulletins and advice on the Radio /TV.
- If the house starts to suffer important damages, protect yourself with mattress, rugs or blankets.

#### (V) PASSAGE OF THE 'EYE' OF THE CYCLONE

 Beware of the passage of the 'EYE'. Do not assume that cyclonic conditions are over. The calm period is always followed by violent winds from the opposite direction.



#### AFTER THE CYCLONE

- Do not leave your shelter until the all-clear signals have been given by relevant Authorities.
- Beware of fallen power lines, damaged buildings and trees and flooded water courses.
- Do not consume fallen fruits.
- Boil water for drinking purposes.
- Clean yard and drain out stagnant water to prevent proliferation of mosquitoes/diseases



• Read the newspaper article below.

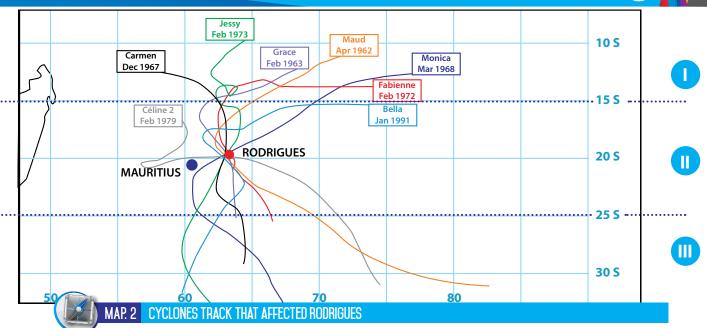
VEWS	20 January 2002
Intense Tropical Cyclone Dina passed north of Mauritius during the night of 21 January 2002. The center of the tropical cyclone was located at 50 km of the Island in the early morning. In the late evening of 21 January, the Mauritius Meteorological Service Issued a class IV	warning, the highest airet. It is reported that gusts reached 206 km per hour and brought down trees. Two deaths have been reported. It is feared that the cyclone has damaged sugarcane crops, one of the main sources of our economy.
In what month did Dina affect Mauritius?	?
'The Mauritius Meteorological Station iss Have a class discussion and with the hel class IV warning is issued. Also find out when the other warnings a	lp of your teacher try to find out when a
(a) What in the article shows that a tropic	cal cyclone is a natural hazard?
·	cal cyclone is a natural hazard?

# History & Geography & Sales



4.	Give some precautions that should be taken	
	(i) before the coming of a cyclone and	
	(ii) during a cyclone	
5.	Why are people advised to boil water for drinking after the passage of a cy	vclone?
	e two following maps show the tracks of some major cyclones that have af auritius & Rodrigues	fected
IVI	auritius & riourigues	
_	Daniella Dec 1995  Daniella Dec 1995  Carol Feb 1960  Claudette Dec 1979  Feb 1960	10 S
5	Agalega  Hennie Mar 2005  Hollanda Feb 1994	0
	Tromelin Syblapaton Feb 1962	· 15 S ·····
<u>'</u>	MAURITIUS RODRIGUES	20 5
		· 25 S

**30 S** 



3. Complete the table below

3. Complete the table below				
MAURITIUS		RODRIGUES		
	TOTAL NUMBER OF	CYCLONES SHOWN		
Months	Number of cyclones	Months	Number of Cyclones	
December		December		
Jan		Jan		
Feb		Feb		
March		March		
April		April		
TABLE 1				



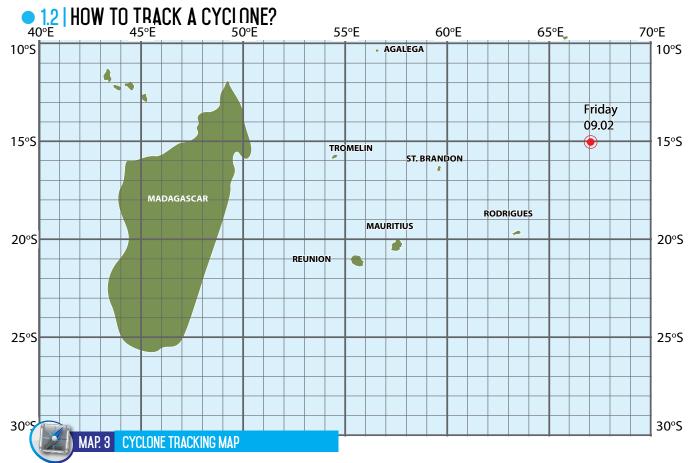
- After completing this exercise discuss your conclusions with the help of your teacher.
- As you can see in Maps 1 and 2 cyclones in our region follow the same pattern.
   They usually have a curved track.
- Most of the times, they are formed in the North East of our islands in a belt around 10- 15 degrees south.
- They then usually move in a South or South Westerly direction and they may affect our islands.
- They finally end their path by moving towards the south or south east and weaken in the cooler seas around 25 30 degrees south.



#### DID YOU KNOW?

The Cyclonic Season in Mauritius covers the period between 1st of November to 15th of May.

# History & Geography GRADE



 Map 3 shows a cyclone tracking map which helps us to follow the course of a cyclone during the cyclonic season.

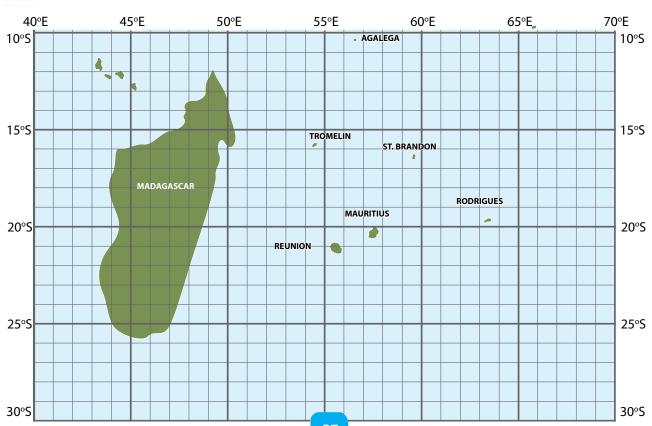
DAY	DATE	LATITUDE	LONGITUDE	WARNINGS
Friday	9.02	15° S	67° E	
Saturday	10.02	15.5° S	65° E	
Sunday	11.02	16° S	63° E	
Monday	12.02	16.5° S	61° E	Class 1
Tuesday	13.02	18° S	59.5° E	Class 2
Wednesday	14.02	18.5° S	58° E	Class 3
Thursday	15.02	19° S	57° E	Class 3
Friday	16.02	20° S	56.5° E	Class 4
Saturday	17.06	20.5° S	56.5° E	Class 4
Sunday  TABLE 2 CYCLON	18.02	22° S	57° E	No Warning



1. Study the table 2 and plot the course of cyclone "Hanna" which affected Mauritius islands in February. One example has been done for you.

2.	In which direction was cyclone Hanna moving from Tuesday 13.02 to Thursday 15.02?
3.	As from which day was school closed? Explain why.
1	Why was a cyclone warning class 4 in forced on Friday?
7.	, , , ,
5.	Give 2 reasons why people had to be careful even though there was no more
	cyclone warning on Sunday 18th February.
	(i)
	(ii)

# REINFORCEMENT ACTIVITY TRACK YOUR OWN CYCLONE



#### 1.3 | TORRENTIAL RAINS

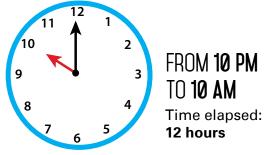
The Mauritius Meteorological Station says that torrential rains conditions exist in Mauritius & Rodrigues when **100 millimetres of widespread rains occur in less than 12 hours** and that this heavy rain is likely to continue for several hours.

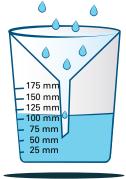
 These conditions occur mostly during the passage of tropical cyclones. But at times they do occur even when there are no cyclones. This happens during the summer months. Then the Meteorological Station issues special torrential rains warnings.



- 1. When do we say that there are torrential rains?
- 2. Observe the pictures below taken during a period of torrential rains and discuss what you see.







RAIN GAUGE

Amount of rainfall:

More than 100mm



 Torrential rains may cause floods or water accumulations. It may also cause overflow of rivers.

#### PRECAUTIONS TO BE TAKEN DURING TORRENTIAL RAINS AND FLOODING:-

- 1. avoid venturing near flooded rivers and overflowing bridges.
- 2. do not cross submerged areas either by foot or by vehicles.
- **3**. if in flood prone areas and the water level continues to rise, move to safe place or evacuate the area.
- 4. avoid going near hill or mountain slopes prone to landslide.
- 5. avoid parking on drains and in underground parkings.



Read the text below which was written following a period of torrential rainfall and answer the following questions.

## TORRENTIAL RAIN WARNING ISSUED

A torrential rain warning was issued on Wednesday at 1.30 p.m. after information collected by the Meteorological Station indicated that more than 100 mm of rain had been registered in different regions of the island. Torrential rains are forecast to persist over the next 24 hours.

- Rivers have flooded and several bridges are no longer usable
- Schools closed down on Wednesday and will be closed on Thursday too until the situation gets better
- Several houses flooded
- Refugee centres have been opened
- Rainfall at a few stations from 10 p.m. on Tuesday until 10 a.m. on Wednesday was as follows:

(i) Mon Loisir: 166 mm

(ii) Nouvelle Decouverte: 138 mm

(iii) Queen Victoria: 133 mm(iv) Bain Boeuf: 118 mm

(v) Mare Aux Vacoas: 115 mm

1.	Why did the Meteorological Station issue a torrential rain warning on Wednesday at 1.30 p.m.?
2.	Why are torrential rains considered to be a natural hazard?
3.	Why do you think that refugee centres were opened?
4.	What are the precautions that should be taken during torrential rains?

## • 1.4 | FLASH FLOODS

In the recent years, with the changing climate and development of urban areas and infrastructure, Mauritius has known events of flash floods.

- Flash floods are natural hazards which can cause much damage to the people and the environment and have the same effects as torrential rains but in a more sudden and unpredictable way.
- We need to be prepared and take precautions during such events.





#### **I REMEMBER**

changing climate: increasing risk of sudden heavy rains
+
development of urban areas
= FLASH FLOOD



1.	How are flash floods different from torrential rains?
2.	Give 2 reasons why Mauritius has experienced flash floods in the recent years.
	i)
	ii)

15	VOLCANOES
I.U	VULUANUL



Let's find out how volcanoes are natural hazards

Observe pictures 6 and 7

1.a) Write about one damage caused to the people

.....

.....

**b)** Write about one damage caused to the environment:

 Volcanoes can sometimes also be an advantage to people and their activities
 Observe pictures 8 and 9



### **NOTE** TWO ADVANTAGES OF VOLCANOES ARE:

- Volcanic soil is rich and very fertile for growing of crops.
- Volcanic landscapes are spectacular and attract tourists.







Read the headlines which appeared on TV in May 2010 after the eruption of a volcano in Iceland.





## **BREAKING NEWS**

- ASH FROM ICELANDIC VOLCANO SHUTS EUROPEAN AIRPORTS
- THOUSANDS OF FLIGHTS CANCELLED
- SEVERAL MILLION PASSENGERS UNABLE TO TRAVEL

Picture 10 shows breaking news on TV in May 2010 after the eruption of a volcano in Iceland.

Have a discussion in class and give reasons why the airports had to be closed.	

## • 1.6 | EARTHQUAKES AND TSUNAMIS

# NOTE

Earthquakes and tsunamis are two other natural hazards. These are not related to weather but to movements that take place within the earth.

Major earthquakes are caused when two different parts of the earth collide. This results
in the violent shaking of the earth.





imagine that you are in a place where an earthquake is occurring. Describe now you
feel and what you observe around you. Write a short paragraph

### TSUNAMI



- Sometimes when a big and powerful earthquake occurs below or near the ocean floor, it can cause giant waves to form. These waves travel very fast across the ocean and can crash with devastating force on coastal areas. This is known as a tsunami.
- In Mauritius and Rodrigues, the risk of having a powerful and devastating tsunami is very low. However, the Mauritius Meteorological Services have recently developed a tsunami warning system for our islands.



1.	How is an earthquake caused?
	What happens when a major earthquake occurs?
	What is a tsunami?
4.	Which parts of a country are most likely to be affected by a tsunami?
5.	In what ways do we come to the help of people affected by natural disasters?



CONTRIBUTION OF MAURITIUS RED CROSS IN DISASTER RISK REDUCTION (DRR)

The Mauritius Red Cross is a volunteer based Non-Governmental Humanitarian Agency (NGHA), helping the government in the field of Disaster Management (DM) and Disaster Risk Reduction (DRR).

Since 2013, Dood, the dodo is our Ambassador contributing in the education and sensitisation of young citizens.

My mission is to inculcate culture of risk reduction among the citizens of the Republic of Mauritius.

The impact of natural hazards on vulnerable communities may be limited when the population can identify the risks and take necessary actions to reduce their vulnerability.

The Mauritius Red Cross through its community based programs intends to:

- Enhance the capability of vulnerable communities to understand the natural hazards
- Encourage community engagement and preparedness
- Sensitise vulnerable population to better be aware of the threats they face and develop the proper knowledge and means to mitigate them



To Know more on natural hazards join Dood in our "Zeness pran Kont" booklet.

# History & Geography GRADE



 Study the table below showing information about major tropical cyclones which have affected Mauritius.

YEAR	DATE MONTH	NAME	CLASSIFICATION	NEAREST DISTANCE FROM MAURITIUS	HIGHEST GUSTS(WINDS) KM/H
1892	29 April	-	Intense Tropical Cyclone	-	216
1960	25-29 Feb	Carol	Intense Tropical Cyclone	Over Mauritius	256
1975	5-7 Feb	Gervaise	Intense Tropical Cyclone	Over Mauritius	280
1989	27-29 Jan	Firinga	Tropical Cyclone	80 km North West	190
1994	9-11 Feb	Hollanda	Intense Tropical Cyclone	20 km North West	216
2002	20-22 Jan	Dina	Very Intense Cyclone	50 km North	228
2007	22-25 Feb	Gamede	Tropical Cyclone	230 km North West	158



1.	In which month have most tropical cyclones affected Mauritius?
2.	From the list above which one has been classified as the strongest cyclone?
3.	Which tropical cyclone has brought the highest gusts?
4.	Give one reason why the highest gusts recorded from intense tropical cyclone Gamede was only 158 km/h in Mauritius







#### At the end of this unit, I can

1.	Describe a natural hazard.	
2.	List and differentiate among natural hazards.	
3.	Identify the parts of a tropical cyclone.	
4.	Describe the weather conditions associated with tropical cyclones.	
5.	State the period of the year when tropical cyclones and torrential rains occur.	
6.	Explain why volcanoes, earthquakes and tsunamis occur	
7.	List the precautions that should be taken in the event of a tropical cyclone, torrential rains and flash floods.	
8.	Realise that we shouls come to the help of people by natural hazards.	

# CELEBRATING INDEPENDENCE

# unit /



 In this unit, you will learn how Mauritius became independent. You will further learn about the various National Symbols of our country and their importance in developing a sense of belonging to the nation.

## LEARNING OBJECTIVES

#### At the end of this unit, you will be able to:

- give reasons for naming Mauritius the 'Star & Key of the Indian Ocean'
- understand that the end of the British rule made Mauritius independent
- recognise the contribution of important personalities in achieving independence
- identify and examine the different features of the Coats of Arms for Mauritius and Rodrigues
- identify and explain the significance of the colours of the National Flag
- discuss the significance of the national symbols in developing a sense of belonging to the nation.

#### 1.1 MAURITIUS - THE STAR AND KEY OF THE INDIAN OCEAN

You have learnt in Grade 5 that Mauritius was ideally located in the Indian Ocean. It was a good stop-over for European sailors and traders travelling long distances from their countries on their way to the East and back. Mauritius also had two good harbours: Grand Port in the south-east and Port Louis in the north-west. It was for these reasons that the Dutch, the French and the British settled in the island and developed it.

In the 19th century, by the end of French period, Port Louis in Ile de France became an important port and town.
 Can you recall and give two reasons why Port Louis was important for the French?

During the French period, many ships from Europe came to Ile de France for trade.
 From here they went to India and other countries in the East. Sometimes ships came to trade from countries as far as America. They sold and exchanged goods with the traders on the island.

The French also used lie de France as a naval base to fight the British at the end of the 18th century.



Read the statement given below and answer the questions that follow. In 1810, the French and British fought a naval battle.

1. How is this battle known as?	2. Who won the naval battle?

.....

**4.** What was the name given to the island after the British captured it in November 1810?

3. What did the British do after the naval battle?



The naval battle was the only major naval battle won by the French against the British during that period



#### • 1.2 | MAURITIUS: AN IMPORTANT BRITISH COLONY IN THE 19TH CENTURY

The British finally took possession of Mauritius in 1810. Our island became a British Colony.

- Do you remember that the Indian indentured labourers were brought in the island to work in the sugar cane fields? With their arrival, the production of sugar increased and Mauritius became one of the biggest producers of sugar in the British Empire. Sugar was exported to England and other countries and its sale brought much revenue to Mauritius. During this period, that is, the 19th century, trade increased and Port Louis was an important port in the Indian Ocean.
- Mauritius became known as the 'Star and Key of the Indian Ocean'.





Study the map shown above and answer the following questions.

1. Name the continent marked X and Y.

<b>X</b>	 	Y	 	

- **2.** (i) On the map, label 'C' the country from where the indentured labourers came.
  - (ii) Name two ports from where the indentured labourers were brought.
- **3.** Draw dotted lines to show the route taken by the European traders to reach the East.
- **4.** Write one sentence to explain why Mauritius was known as the 'Star and Key of the Indian Ocean.'

#### 1.3 | MAURITIUS - AN INDEPENDENT COUNTRY

#### THE END OF THE BRITISH RULE IN MAURITIUS

Britain ruled over many colonies in different parts of the world. However, in the 20th century, the British were involved in many wars. After the wars, Britain found that it was very costly to rule over its colonies. People in these colonies also wanted their **independence**. As a result, many colonies got their independence in the 20th century.

#### INDEPENDENT MAURITIUS

In Mauritius also, many people believed that they could govern the country.

 Sir Seewoosagur Ramgoolam was one of these people. He was a leader who wanted Mauritius to have its



PIC. 2 INDEPENDENCE CEREMONY AT CHAMP DE MARS

- independence from Britain. Sir Seewoosagur Ramgoolam worked for the people to have a better life. He wanted to provide them with education and health facilities.
- At that time, there were also people who believed that Mauritius should remain a British Colony. Their leader was Sir Gaëtan Duval, a lawyer.
- An election was held and more people voted for independence. On March 12, 1968, Mauritius became an independent country with Sir Seewoosagur Ramgoolam as the first Prime Minister.
- The independence ceremony was held at the Champ de Mars, in Port Louis



•The Union Jack was replaced by the Mauritian flag in the presence of the British Governor, Sir John Shaw Rennie, and Sir Seewoosagur Ramgoolam. Since then, Mauritius is an independent country with its own elected representatives forming the government.

# History Geography GRADE

- However, from 1968 to 1992, the Queen of Britain remained the Head of the State. Mauritius had a Governor General who represented the Queen of Britain. The first Governor General was Sir John Shaw Rennie. The first Mauritian who became Governor General was Sir Abdool Raman Osman.
- In 1992, Mauritius became a Republic. The Queen was no longer the Head of the State. The country had
- The first President was Sir Veerasamy Ringadoo



Both Independence Day and Republic Day are celebrated on 12 March. It is known as our **National Day**.



AFTER INDEPENDENCE. SIR SEEWOOSAGUR RAMGOOLAM AND SIR GAËTAN DUVAL WORKED TOGETHER TO DEVELOP THE COUNTRY.







1<sup>ST</sup> MAURITIAN GOVERNOR GENERAL



SIR ABDOOL RAMAN OSMAN SIR SEEWOOSAGUR RAMGOOLAM SIR VEERASAMY RINGADOO





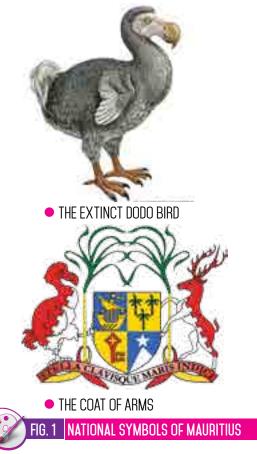
1.	With the help of your teacher, find the names of two other Governor Generals of		
	Mauritius.		
2.	Name the present President of Maurtius.		
3.	Name the present Prime Minister of Mauritius.		

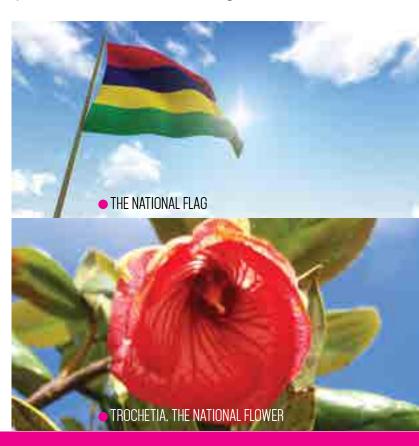
### • 1.4 | NATIONAL SYMBOLS OF MAURITIUS

 The national symbols are those symbols which represent a country. They are used during important events to represent the country.

It is important to know about the national symbols of one's country as they inspire and instill a sense of pride and honour in the people of the country.

- National symbols of a country are its flag, anthem and coat of arms. Some other significant features such as birds, animals, plants and flowers can also be the national symbol of a country.
- Let's find out about some of the National Symbols of Mauritius and Rodrigues.

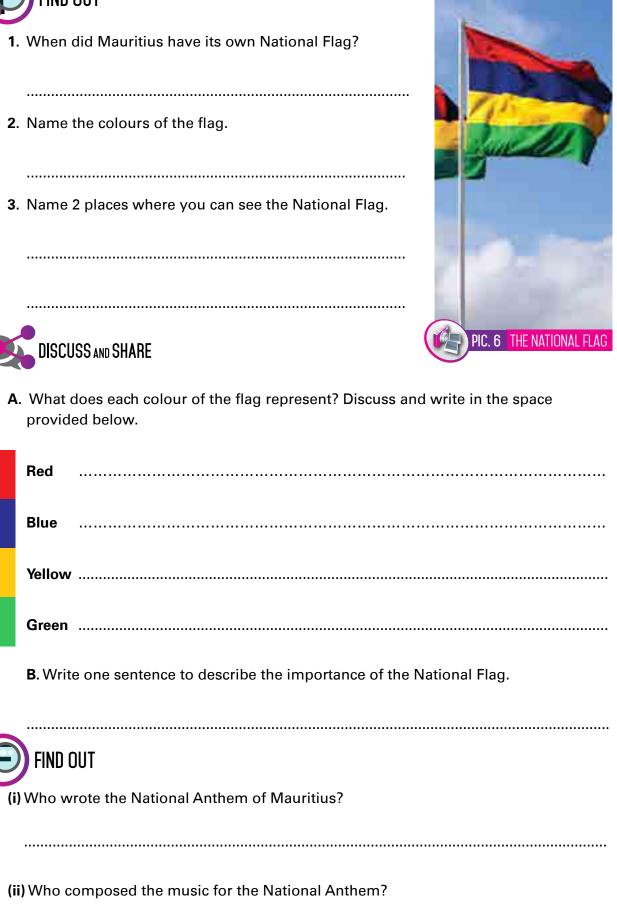






Observe the pictures above. They show some of the national symbols of Mauritius.
Name them.





### • 1.5 | COAT OF ARMS

- Figure 2 shows the Coat of Arms of Mauritius.
- The Coat of Arms of Mauritius distinguishes itself from that of other countries. You can observe that the Coat of Arms of Mauritius consists of a Dodo (Bird) and Sambur (Deer) supporting sugar cane and a shield divided into four sections. These sections are known as quarters.
- You can also see the motto which is 'Stella Clavisque Maris Indici', which means 'the Star and Key of the Indian Ocean'.







Study the different features of the Coat of Arms of Mauritius and answer the questions below.

1.	The first quarter shows a sailing ship. Can you think why a ship is shown?
2.	The feature in the second quarter of the Coat of Arms shows that Mauritius is a tropical island. Name the feature.
3.	Name the features on the Coat of Arms which show that the Dutch came to our island.
4.	Why are sugar canes shown on both sides of the Coat of Arms?

# History Geography FRANCE



	The third and fourth quarter of the Coat of Arms show a 'Key' and a 'Star'. What do they represent?
	Key
	Star
В. Ъ	Which other feature of the Coat of Arms confirms the above idea?
	DID YOU KNOW?

A long time ago, knights and nobles had a coat of arms. This was a special symbol that represented their family. The coat of arms was used to differentiate one knight from another.

- 1.6 | THE NATIONAL FLOWER
- Observe the picture below. It is the National Flower of our country.

Do you know the name of this flower?
It is known as the Trochetia Boutoniana (Boucle d'oreille).

 It was declared the National Flower on 12th March 1992, when Mauritius became a Republic.





Find out more information about the National Flower of our country. Share your findings with your friends in class.

You may search for the following information:

- The person after whom the flower is named.
- Is this flower found only in Mauritius?
- What is the colour of the flower?
- In which season does it flower?

In the space provided below write a few sentences about what you have discussed.

# History Geography &

## • 1.7 | RODRIGUES ISLAND

Rodrigues forms part of the Republic of Mauritius.

In 2002, the Rodrigues Regional Assembly was set up to give more autonomy to the people of Rodrigues.





Why was more autonomy given to Rodrigues through the setting up of the Rodrigues Regional Assembly?

FIELD WORK

If you go to Rodrigues, visit the Rodrigues Regional Assembly in Port Mathurin. Teachers in Rodrigues can organise a visit to the Rodrigues Regional Assembly.

Pupils can note in their copybook their observations and what they learnt from the visit.

# • 1.8 | COAT OF ARMS: RODRIGUES



Study the Coat of Arms of Rodrigues and answer the questions given below.



### DID YOU KNOW?

To mark the 2nd anniversary of the Rodrigues Regional Assembly, the postal authorities of Mauritius issued a set of stamps about Rodrigues. One of these stamps features the new coat of arms of Rodrigues.



FIG. 3 COAT OF ARMS OF RODRIGUES

1.	. (i) Two birds are shown on the Coat of Arms. Name them.		
	a b		
	(ii) Can you think why these two birds were chosen?		
	(iii) Write one sentence about each bird.		
2.	(i) Name the three features on the Coat of Arms that represent the products of Rodrigues.		
	a		
3.	Name the flower shown on the Coat of Arms of Rodrigues Island.		
4.	The scroll on the Coat of Arms reads:		
5.	Write one sentence to explain the importance of the words written on the scroll of the Coat of Arms.		

# History Geography FADE







### At the end of this unit, I can

1.	Give reasons for naming Mauritius 'the Star and Key of the Indian Ocean' in the 19th century.	
2.	State how Mauritius got its independence.	
3.	Describe the change from the British rule to the independence of Mauritius.	
4.	Identify the National Symbols of our country.	
5.	Explain the significance of the colours of the National Flag.	
6.	Read and interpret the Coat of Arms of Mauritius and Rodrigues.	
7.	Name and describe the National Flower of our country.	
8.	Discuss the significance of National Symbols in developing a sense of belonging to the nation.	
9.	Recall the year of the setting up of the Regional Assembly in Rodrigues.	

NOTES

# **OUR HERITAGE**





In this unit, you will learn more about historical buildings and monuments and also explore important heritage sites in our country. You will understand why these historical monuments and heritage sites should be preserved and protected.

# LEARNING OBJECTIVES

#### At the end of this unit, you will be able to:

- identify and locate on maps places of historical interest in the country
- name a few important historical buildings, monuments and museums
- describe the importance of old buildings, monuments and museums
- explain the terms cultural and multi-cultural heritage
- discuss the need to preserve the historical sites in the country
- show ways to protect and preserve our heritage.

# • 1.1 PLACES OF HISTORICAL INTEREST IN MAURITIUS

You may have observed old buildings in your locality. There are also many buildings, monuments and statues in our country that remind us of important events and people.

Old buildings that were built long ago and preserved since many years are called **historical buildings. Monuments and statues** are built to commemorate important people and events in the past. These buildings, monuments and statues are our **heritage**.



Observe the pictures and complete the table provided below









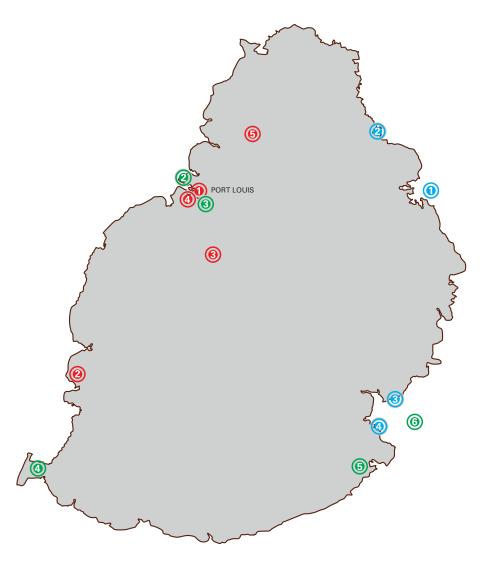


	NAME OF THE MONUMENT/MUSEUM	WHERE IT IS FOUND	WRITE ONE SENTENCE TO EXPLAIN WHY IT IS IMPORTANT
1.			
2.			
3.			
4.			
5.			

# History Geography GRADE

# • 1.2 | MUSEUMS, MONUMENTS AND HISTORICAL SITES

Observe Map 1 below. It shows the location of museums, monuments and historic sites in Mauritius.



- National History Museum
- Martello Tower Museum
- Folk Museum
- Blue Penny Museum
- L'Aventure du Sucre
- Shipwreck of St Geran
- Antoinette Phooliyar
- Arrival of Dutch
- Abolition of slavery
- Flat island
- Aapravasi Ghat
- Champ de Mars
- 4 Le Morne Mountain
- Mare aux songes
- (ii) Ile de la Passe





# DID YOU KNOW?

Museums, historic sites, and monuments make up our historical heritage.



What do you understand by the term historical heritage?
AOTIVITY
ACTIVITY 1.2

Observe **Map 1**. Complete the table below by classifying the museums, monuments and historical sites in the correct column.

MUSEUMS	MONUMENTS	HISTORICAL SITES

# • 1.3 | OUR HISTORICAL HERITAGE

The various monuments, statues and the historical sites represent the rich heritage of our country.





Observe picture 1 and answer the questions given below.

1.	Name the personality shown in Picture 1.	4.i) N	Name another personality whose
		S	statue is found in the same place
		ā	as in Picture 1.
2.	Where is the statue found?		
		ii)	Stick or draw the picture of the
3.	Write two sentences about the	11,	personality identified in the space
-	personality.		provided above.
	personanty.		provided above.
		5. W	rite two sentences to describe
		th	e contribution of the personality
		ide	entified above in the development of
		M	auritius.

### • 1.4 | HISTORICAL SITES & MONUMENTS

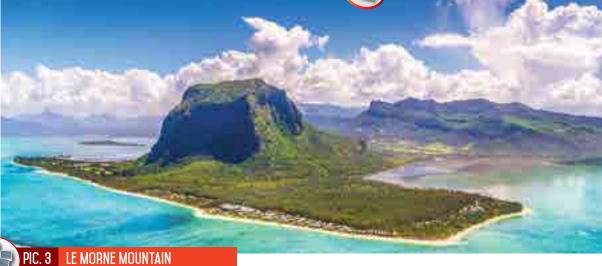
The Slave Route Monument

The Slave Route monument is built to remember the different countries from where the slaves were brought to Mauritius.

 The monument is found at the foot of Le Morne mountain.

 The mountain is a symbol of the slaves' fight for freedom and their sacrifices.





# 2

#### DID YOU KNOW?

The Slave Route Monument in Mauritius promotes peace in the island. It is a reminder of the importance of freedom in our lives.

## THE AAPRAVASI GHAT

The indentured labourers came by ships from India and landed at the port in Port Louis.

They passed through the Aapravasi Ghat also known as the immigration depot before they were sent to the sugar estates where they worked.



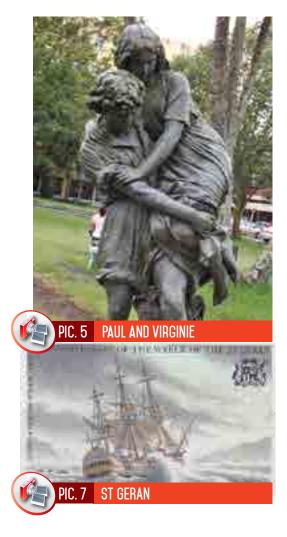
PIC. 4 THE AAPRAVASI GHAT

The Aapravasi Ghat is the place through which the indentured labourers passed on their arrival to Mauritius

# History Geography GRADE

- MONUMENT COMMEMORATING THE SHIPWRECK OF ST GÉRAN
- A monument is found in the village of Poudre d'Or in the north-west of Mauritius. It commemorates the shipwreck of the Saint-Géran.
- The monument known as the 'Paul et Virginie' monument is built to remember those who died in the shipwreck.







With the help of your teacher, find out about two other historical sites/monuments that remind us of our rich heritage.

In the space provided below, write two sentences to describe what you found about each historical site.

1	
2	
2	



### **CREATE A POSTER**

Many monuments have been erected in the island to commemorate the immigration of people of different origins to Mauritius.

Find out about any three monuments and make a poster. On the poster write one sentence about each monument.

### **■ 1.5 | MUSEUMS**

A museum is a building in which interesting and valuable things such as paintings and historical objects are collected, kept and shown to the people.

• Observe the pictures below. Each museum has an important story to tell us.







We learn about the French settlement in Ile de France.



Find out about a few **other** museums in our country. You may look for the following information:

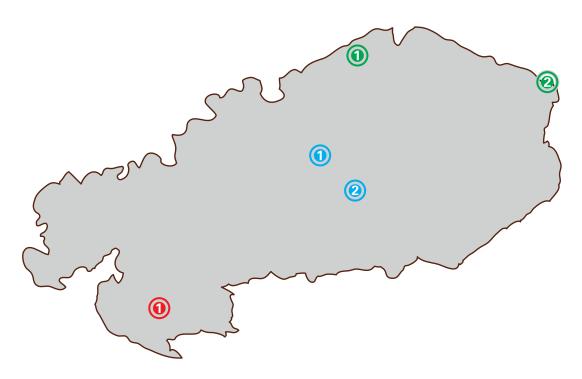
- where the museum is situated;
- · what are the objects found in the museum;
- what story does the museum tell us.

In the space provided below, write a few sentences about what you have found out.

# History Geography 5

# • 1.6 | RODRIGUES ISLAND

You have learnt about a few places of historical interest in Mauritius. Let's also find out about places of historical interest in Rodrigues

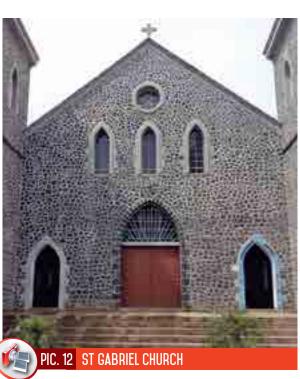


- François Leguat Museum
- Marragon's Tomb
- Transit of Venus
- ② St Gabriel Church
- Old Salt Pan



MAP. 2





### • 1.7 OUR CULTURAL HERITAGE

You have learnt in Unit 2 that our ancestors came from different parts of the world. They came from Europe, Africa, India and China.

- When our ancestors came to live on our islands, they brought along with them the traditions and customs of their place of origin. These traditions and customs are known as culture.
- The culture brought by our ancestors have been passed on to us by our great grand-parents, grand-parents and parents.
- The language, food, music and way of dressing passed on by our ancestors represent our heritage. It is known as our cultural heritage

Today, Mauritius and Rodrigues have a multi-cultural heritage. Can you think why?

A multicultural heritage means many cultures in one place.



**DISCUSS AND SHARE** 

Observe the pictures below.

What do these various pictures tell us about our heritage?



### • 1.8 | PRESERVING OUR HERITAGE

Have you ever asked yourself why it is important to **remember and preserve** our heritage?

- The protection and preservation of our heritage is important because it tells us about the events that happened long ago.
- Let's find out why we need to preserve and protect our heritage.



Monuments and statues help us to remember about people and events in the past.



# PRESERVING AND PROTECTING OUR HERITAGE



Valuable objects such as paintings, clothing and furniture are collected and preserved in museums.

They help us to know about people and events long ago.



Historical sites tell us about important places in our history. These historical sites make our island unique.







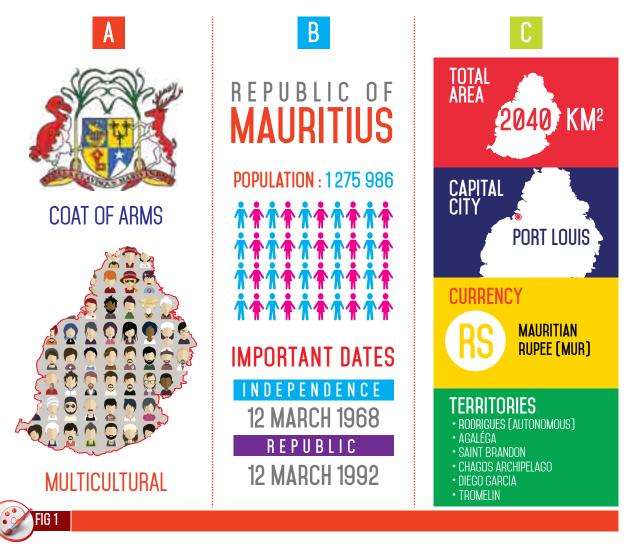
You have learnt

- (i) it is important to preserve old buildings; and
- (ii) museums preserve and protect valuable objects of the past.

With the help of your teacher, find out and discuss and share with your friends two
other reasons why it is important to protect and preserve the heritage of our country.
FIND OUT
THE COT
What is done in the country to protect and preserve our historical and cultural heritage?



Observe and read the poster carefully.



- 1. Name three features illustrated on the poster.
- 2. Two important days are shown on the poster.
  - (i) Name them ....., ......
  - (iii) On which date are these events celebrated? ......
  - (iii) How is this day known today? .....
- 3. Which part of the poster illustrates that Mauritius is a multi-cultural island?

	Mauritius. Read the information from the poster and complete the blanks below.
	(i) The total area:
	(ii) The population:
	(iii) The currency:
	(iv) The capital:
5.	Which island in the territory has its autonomy?

4. Section C of the poster provides various information about the Republic of

6. CREATE A POSTER to show the multi-cultural heritage of our islands.

You may think of including the following in the poster:

- the variety of food people eat
- the clothes worn
- languages spoken
- festivals celebrated
- music and art

You may draw or use pictures from magazines to include in the poster.









### At the end of this unit, I can

1.	Identify and locate places of historical interest in the country.
2.	Explain the terms 'historical buildings' and 'monuments'.
3.	Name and locate on a map a few historical buildings and monuments found in Mauritius and Rodrigues.
4.	Describe the importance of old buildings and monuments.
5.	Explain the term ' historical heritage'.
6.	Name and locate on a map a few museums found in the island.
7.	Describe the important features of a few museums in Mauritius and Rodrigues.
8.	Explain the terms ' cultural' and 'multi-cultural heritage'.
9.	Describe the multi-cultural heritage of our islands.
10.	Explain why it is important to preserve our heritage.
11.	Discuss the various ways to preserve our heritage.
12.	Inquire and find information from different sources about a few historical sites in Mauritius and Rodrigues.
13.	Interpret information from maps, charts, pictures and tables.



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