



# Polynesian Expansion

## Patterns of Polynesian Migration

### Suggested Responses

#### Comprehension Questions

1. Polynesia
2. b) 1/5
3. Samoa and Tonga both started as volcanoes at the bottom of the ocean.
4. False
5. c) 16th century
6. c) They wanted to find resources to use and ways to make international trade more efficient.
7. a) Jules Dumont D'Urville  
b) Student responses may vary. A sample response has been included:  
Dumont D'Urville imposed English names upon the island groups, where there might have already been local names in use by people living there. He based the separation and naming of Melanesia on the darker skin colour of the people he observed living there. The name doesn't consider other commonalities or differences between the various peoples on the islands, and therefore might misrepresent their populations.
8. poly = many; nesos = islands
9. d) Cook believed they came from the west, Heyerdahl from the east
10. Early theories underestimated the navigational skills and knowledge of the Polynesians.
11. DNA analysis
12. a) Taiwan and other parts of South East Asia
13. Traditional stories say that the first settlers arrived in 30-metre double hulled canoes.
14. The travellers navigated using the sky, stars and the sea.





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*The extension activities that accompany this programme are designed to both consolidate and assess learners' understanding of the content. In addition to this, they contain unique opportunities for teachers to measure learners' capabilities in the following areas:*

 **Critical & Creative Thinking**  **Intercultural**



#### Polynesian Countryfile

Student responses will vary, however they should reflect the following:

-  Students demonstrate flexibility in thinking and careful consideration of the subject by formulating a range of questions suitable to ask a member of their chosen Polynesian society.

#### Plotting Polynesian Origins

Student responses will vary, however they should reflect the following:

-  Students demonstrate flexibility in thinking and careful consideration of the subject by formulating a range of questions suitable to ask their chosen theorist. Students reflect on what biases and experiences may have informed the theory proposed by their chosen explorer.
-  Students understand how the Polynesian people have been and are represented by various western theorists, and consider the purpose and effect of these representations.

**Transcript** – For student and teacher use.

