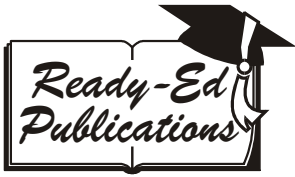


**Ebook Code:  
RENZ5091**



**Book**



**2**

Level 1b  
for 6 to 8 year olds

# Social Studies



Classroom activities  
for New Zealand  
schools



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# Introduction

These carefully structured photocopiable activities support the delivery of an outcomes-based approach to the teaching of Social Studies in New Zealand schools. The essential skills and Social Studies processes can be covered in a coherent and sequential manner using this resource. The activities in the book are linked to the following strands and processes derived from the Social Studies curriculum framework. The work within Book Two is appropriate for children working towards the top of Curriculum Level 1.

Social Studies education aims to enable students to participate in a changing society as informed, confident and responsible citizens. The curriculum framework has five strands:

## **Section One - Social Organisation**

People's organisation in groups, and the rights, roles and responsibilities of people as they interact within groups.

## **Section Two - Culture and Heritage**

The contribution of culture and heritage to identity, and the nature and consequences of cultural interaction.

## **Section Three - Place and Environment**

People's interaction with places and the environment, and the ways in which people represent and interpret place and environment.

## **Section Four - Time, Continuity and Change**

The relationships between people and events through time, and interpretations of these relationships.

## **Section Five - Resources and Economic Activities**

People's allocation and management of resources, and people's participation in economic processes.

## **Books in the series**

Book 1	Level 1a	Five to Seven year olds
<b>Book 2</b>	<b>Level 1b</b>	<b>Six to Eight year olds</b>
Book 3	Level 2a	Seven to Nine year olds
Book 4	Level 2b	Eight to Ten year olds
Book 5	Level 3	Nine to Eleven year olds
Book 6	Level 4	Ten to Twelve year olds
Book 7	Level 5	Eleven to Thirteen year olds

### **Internet References**

Users should note that any Internet URLs in this book were correct at the time of production. However, these URLs and the websites they point to may change over time. The publishers or writers have no control over this and accept no responsibility for such changes. However, should any user be unable to use a website on the basis of it being no longer accessible, please inform the publishers at the email address on Page 1 of this book. Updated URLs will be posted to this address:

**[www.readyed.com.au/urls/nzss.htm](http://www.readyed.com.au/urls/nzss.htm)**

The activities in this book refer to material from the document:

***Social Studies in the New Zealand Curriculum***

Published for the Ministry of Education by Learning Media Ltd, Box 3293, Wellington, New Zealand.

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## Knowing what to do ...

This symbol means children have to read the text:



This symbol means children have to write the answer:



This symbol means children have to draw or colour in:



# Teacher Information

## Overview of this Book

Coverage of Social Studies Strands, Skills, Processes

	Pages	Achievement Aims	Relevant Skills	Relevant Processes
Social Organisation	5-11	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> <li>• About society, to enable responsible participation in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and competitiveness</li> <li>• Socialisation and cooperation</li> <li>• Information</li> <li>• Work and study</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Values exploration</li> <li>• Social decision making</li> </ul>
Culture and Heritage	12-18	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> <li>• The contribution of culture and heritage to identity.</li> <li>• The nature and consequences of social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Problem solving</li> <li>• Socialisation and cooperation</li> <li>• Information</li> <li>• Work and study</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Values exploration</li> <li>• Social decision making</li> </ul>
Place and Environment	19-25	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> <li>• People's interaction with places and the environment.</li> <li>• How people represent and interpret place and environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Information</li> <li>• Work and study</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Values exploration</li> <li>• Social decision making</li> </ul>
Time, Continuity and Change	26-33	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> <li>• Relationships between people and events through time.</li> <li>• Interpretations of these relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Information</li> <li>• Work and study</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Values exploration</li> <li>• Social decision making</li> </ul>
Resources and Economic Activities	34-40	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> <li>• People's allocation and management of resources.</li> <li>• People's participation in economic activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Numeracy</li> <li>• Information</li> <li>• Work and study</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Social decision making</li> </ul>

# Teacher Information

## Section One: The **Social Organisation** Strand

*Whaia te iti kahurangi -*

*Strive for the things that are important for you*

The **Social Organisation** strand is based on two achievement aims:

*Students will begin to understand:*

- People's organisation in groups;
- The rights, responsibilities and roles of people as they interact within groups.

### Content Focus

*At the top of Level 1, students should be able to demonstrate knowledge and understandings about why people belong in a group by:*

- Explaining what a group is.  
P.6 Belonging to Groups Key words: *choose, different, groups*
- Describing a number of groups that people belong to.  
P.7 Choosing our Own Groups Key words: *deciding, choices, reasons*
- Giving examples of belonging to groups.  
P.8 Special Groups Key words: *group, club, chose*

*At this level students should also be able to demonstrate knowledge and understandings about the different roles people fulfill in groups, by:*

- Giving examples of the different roles people fulfill within groups.  
P.9 Responsibilities and Roles Key words: *family, whanau, responsibilities*
- Giving examples of how people may acquire roles within groups.  
P.10 Becoming Responsible Key words: *volunteer, reliable*
- Explaining what people do when they fulfill particular roles.  
P.11 Every Job Has Responsibilities Key words: *role, quality*

### Coverage of Achievement Aims, Skills and Processes in this Section

	Achievement Aim	Relevant Skills	Relevant Processes
Social Organisation	<i>Students will understand:</i> <ul style="list-style-type: none"> <li>• About society, to enable responsible participation in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and competitiveness</li> <li>• Socialisation and cooperation</li> <li>• Information</li> <li>• Work and study</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Values exploration</li> <li>• Social decision making</li> </ul>



# Belonging to Groups

We all belong to different groups of people.

## Family and Whanau

Draw a picture of yourself in the centre.

Draw pictures of other people in your family around the centre.

Who are they?

## My Class

Draw a picture of yourself in the centre.

Draw pictures of other people in your class around the centre.

Who are they?

- 1. ....
- 2. ....
- 3. ....

We belong to these groups without having to choose them.

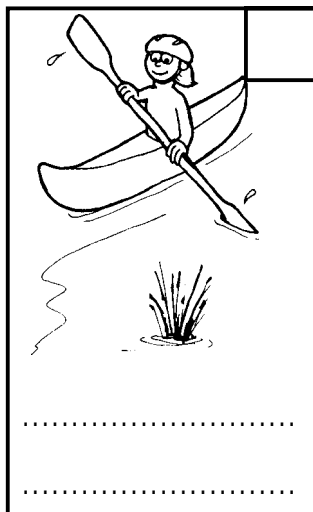
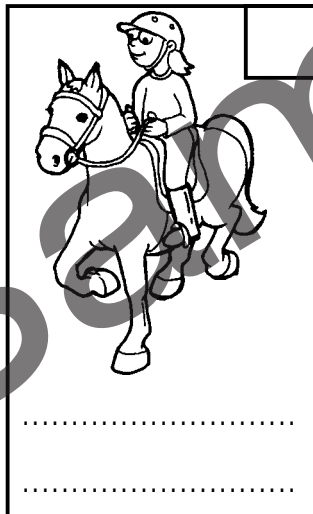
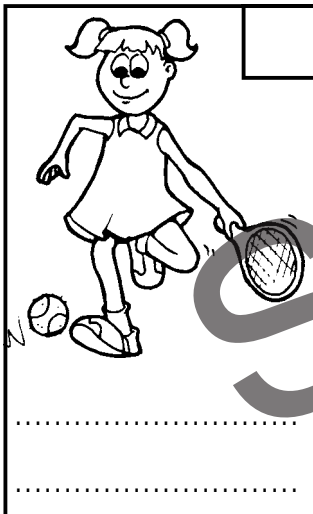
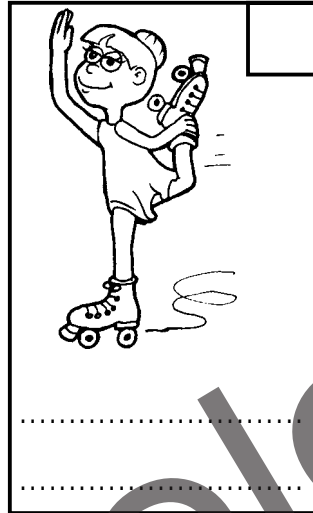
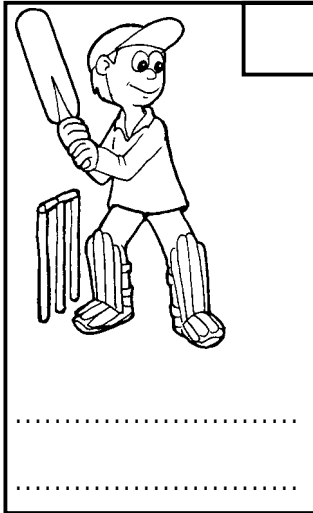
**Key words: choose, different, groups**



# Choosing Our Own Groups

We may belong to groups for a number of reasons.

- Look at the sports and activities shown below.  
Enter the numbers 1 to 12 in the small boxes to rank the activities from the one you'd most like to do to the one you'd least like to do.  
Then in the spaces provide brief reasons for your choices.



Key words: **deciding, choices, reasons**

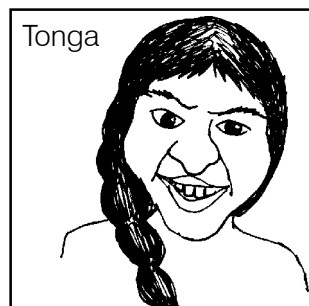
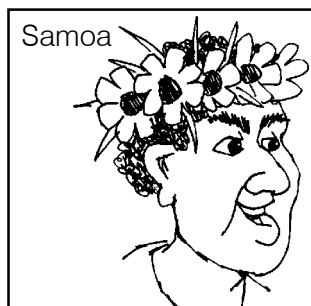
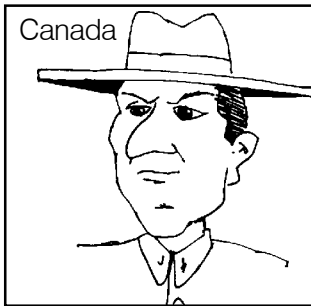
Name .....

Content focus: Looking at features of the cultures and heritages of their own and other groups.



# Where Do We Come From?

New Zealand has many people from these countries. Find out where these countries are on the map and join them to the right box.



Have you got people from any other cultures in your class? Find out where they come from and mark their country on the map.

Key word: **atlas**

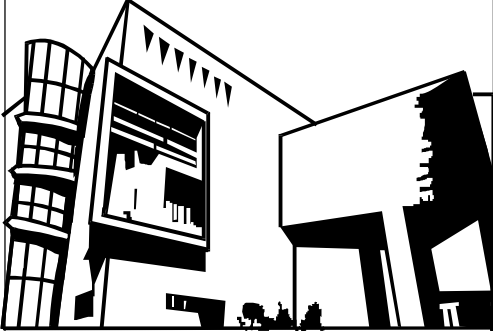




# Cultural Features

Other important things were made by people from different cultures, such as churches, maraes, museums and schools. These are called **cultural features**.

Draw and describe three cultural features and say why they are important to people. The first part has been done for you.

Picture	Description	Importance
	<p>Te Papa Tongarewa is a huge museum in Wellington for all the people of New Zealand.</p>	<p>Te Papa is important because it shows things that are important to everyone - and keeps them safe.</p>
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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The Te Papa website will give you more information: [www.tepapa.govt.nz/](http://www.tepapa.govt.nz/)

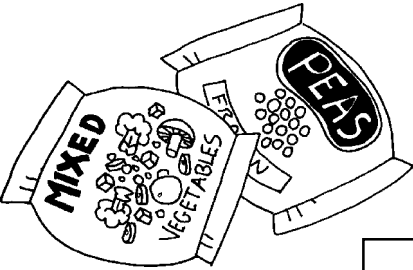

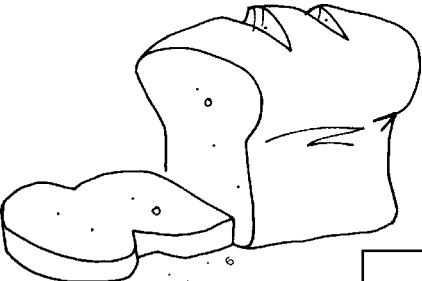
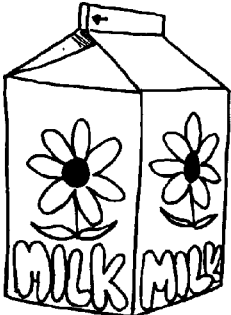
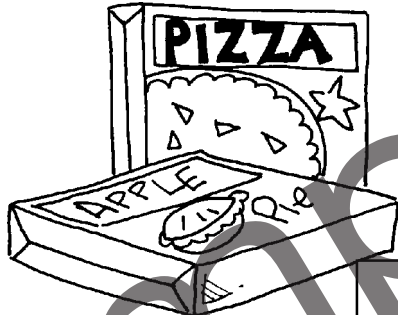

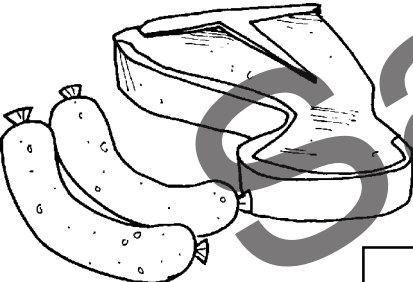

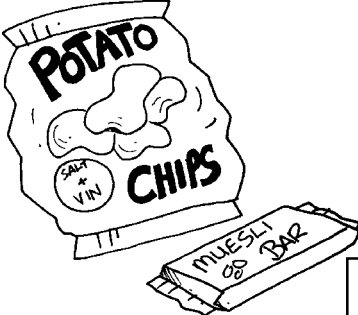
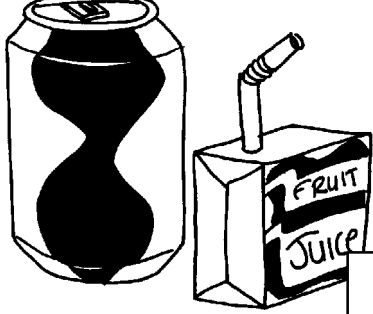
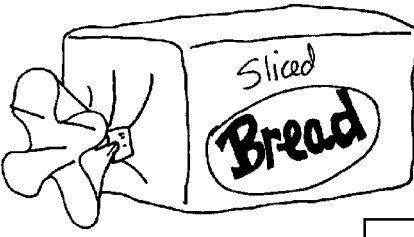
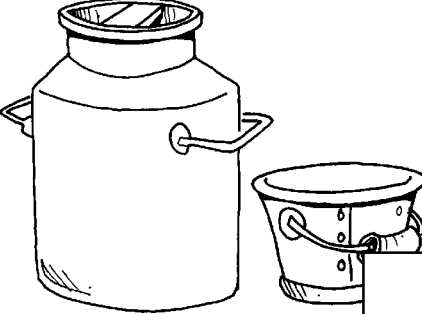
Key words: **cultural, Te Papa Tongarewa**

# How Things Change Over Time 2

## Shopping then and now

Our community is always changing, including what we eat and how we buy it.

Below are some pictures of different shopping items. Put a tick in the box to show which were available (as illustrated) when your grandparents were your age.

Write a sentence to explain this information. ....

.....

.....

.....

**Key words: old, new, a long time ago, today**