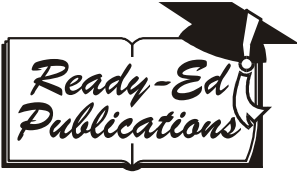



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	3	Level 2a for 7 to 9 year olds

Social Studies

	Classroom activities for New Zealand schools	
		

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Introduction

These photocopiable activities will support the delivery of a structured and sequential outcomes-based approach to the teaching of Social Studies in New Zealand. The activities in the book are linked to the following strands and processes derived from the Social Studies curriculum framework.

The work within Book Three is appropriate for children working on Curriculum Level 2a.

Social Organisation

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

Culture and Heritage

The contribution of culture and heritage to society;
The nature and consequences of cultural interaction.

Place and Environment

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

Time, Continuity and Change

Relationships between people and events through time;
Interpretations of those relationships.

Resources and Economic Activities

People's allocation and management of resources;
People's participation in economic activities.

Books in the series

Book 1	Level 1a	Five to Seven year olds
Book 2	Level 1b	Six to Eight year olds
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

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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.

Contents

Introduction		2
Overview of this Book		4
Social Organisation Strand		
Belonging to a Group - 1	Key words: <i>choose, participate, variety</i>	6
Belonging to a Group - 2		7
Membership	Key words: <i>membership, purpose</i>	8
Part of a Community	Key words: <i>community</i>	9
My Jobs	Key words: <i>survey, responsibility, trust</i>	10
Responsibilities in your School	Key words: <i>responsibilities, rights</i>	11
Rights and Responsibilities are Balanced	Key words: <i>balanced, expect, expectations</i>	12
Culture and Heritage Strand		
Scotland? New Zealand?	Key words: <i>capital, atlas, settlement</i>	14
Bagpipes in the South	Key word: <i>settlement, heritage, tartan, haggis</i>	15
Street Names	Key words: <i>event, commemorate, heritage</i>	16
The Maori Meeting House	Key words: <i>marae, Maori meeting house - wharenuui</i>	17
Community Culture	Key words: <i>place of worship, marae, iwi, rotary</i>	18
Greetings	Key words: <i>interaction, welcome, farewell</i>	19
Place and Environment Strand		
Traditional Inuit (Eskimos)	Key words: <i>location, physical features, adaptation</i>	21
Damaging our Natural Environment	Key words: <i>environment, pollution</i>	22
Protecting our Environment	Key words: <i>protecting our environment</i>	23
Place Names	Key words: <i>place name, physical feature, location</i>	24
Describing Places (1)	Key words: <i>recording descriptions, recording methods</i>	25
Describing Places (2)		26
Time, Continuity and Change Strand		
Activities Past and Present	Key words: <i>recent past, distant past, present</i>	28
Recent Past or Distant Past	Key words: <i>impact, eruption, mandate</i>	29
Important Community Events from the Recent Past	Key words: <i>shape, independence, Waitangi</i>	30
Finding Out About the Past - Interviewing	Key words: <i>interview, permission</i>	31
Finding Out About the Past - Writing a report	Key words; <i>report, publish, similar</i>	32
Resources and Economic Activities Strand		
A Production Chain	Key words: <i>production chain</i>	34
More About Production Chains	Key words: <i>complicated, finished product</i>	35
Making a Film (1)	Key words: <i>cooperate, producer, director</i>	36
Making a Film (2)	Key words: <i>technicians, talents</i>	37
Goods and Services	Key words: <i>goods, services, leisure</i>	38
Potato Production	Key words: <i>production, harvest, processing, packaging</i>	39

Teacher Information

Overview of this Book

Coverage of Social Studies Strands, Skills, Processes

	Pages	Achievement Aims	Relevant Skills	Relevant Processes
Social Organisation	5 - 12	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • About society, and responsible participation in society. 	<ul style="list-style-type: none"> • Communication and competitiveness • Socialisation and cooperation • Information • Work and study 	<ul style="list-style-type: none"> • Inquiry • Values exploration • Social decision making
Culture and Heritage	13 - 19	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • The contribution of culture and heritage to identity. • The nature and consequences of social interaction. 	<ul style="list-style-type: none"> • Communication • Problem solving • Socialisation and cooperation • Information • Work and study 	<ul style="list-style-type: none"> • Inquiry • Values exploration • Social decision making
Place and Environment	20 - 26	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • People's interaction with places and the environment. • How people represent and interpret place and environment. 	<ul style="list-style-type: none"> • Problem solving • Information • Work and study 	<ul style="list-style-type: none"> • Inquiry • Values exploration • Social decision making
Time, Continuity and Change	27 - 32	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • Relationships between people and events through time. • Interpretations of these relationships. 	<ul style="list-style-type: none"> • Communication • Information • Work and study 	<ul style="list-style-type: none"> • Inquiry • Values exploration • Social decision making
Resources and Economic Activities	33 - 39	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • People's allocation and management of resources. • People's participation in economic activities. 	<ul style="list-style-type: none"> • Communication • Numeracy • Information • Work and study 	<ul style="list-style-type: none"> • Inquiry • Social decision making

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 beginning of Level 2, students should be able to demonstrate knowledge and understandings about how and why groups are organised within communities and societies by:

- Describing a range of groups.
P.6 Belonging to a Group - 1 Key words: *choose, participate, variety*
P.7 Belonging to a Group - 2 Key words: *New Zealanders*
- Describing the functions of these groups.
P.8 Membership Key words: *membership, purpose*
- Explaining ways in which people are part of various communities.
P.9 Part of a Community Key words: *community*

Students should also be able to demonstrate knowledge and understandings of how participation within groups involves both rights and responsibilities by:

- Identifying the rights and responsibilities individuals have within a particular group.
P.10 My Jobs Key words: *survey, responsibility, trust*
- Explaining how rights and responsibilities may vary in different groups.
P.11 Responsibilities in Your School Key words: *responsibilities, rights*
- Giving examples of ways in which rights have accompanying responsibilities within particular groups.
P.12 Rights and Responsibilities are Balanced Key words: *balanced, expect, expectations*

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"> • About society, to enable responsible participation in society. 	<ul style="list-style-type: none"> • Communication and competitiveness • Socialisation and cooperation • Information • Work and study 	<ul style="list-style-type: none"> • Inquiry • Values exploration • Social decision making

Teacher Information

Section 2: The **Culture and Heritage** Strand

He taonga tuku iho na nga tipuna -

A cultural treasure handed down from our ancestors

The **Culture and Heritage** strand is based on two achievement aims:

Students will begin to understand

- The contribution of culture and heritage to identity;
- The nature and consequences of cultural interaction.

Content Focus

Students will demonstrate knowledge and understanding of ways in which communities reflect the cultures and heritages of their people by:

- Identifying the cultures and heritages of people who live in particular communities.
P:14 Scotland? New Zealand? Key words: *capital, atlas, settlement*
- Describe the ways in which community activities and features of the community reflect the cultures and heritages of people who live there.
P:15 Bagpipes in the South ... Key word: *settlement, heritage, tartan, haggis*
- Explaining how certain features of the community reflect people's heritage.
P:16 Street Names Key words: *event, commemorate, heritage*

Students will demonstrate knowledge and understanding of how people interact within their cultural groups and with other cultural groups by

- Identifying ways people interact within their cultural group.
P:17 The Maori Meeting House Key words: *marae, Maori meeting house - whareniui*
- Describing customs and traditions that influence the ways in which people interact within a cultural group.
P:18 Community Culture Key words: *place of worship, marae, iwi, rotary*
- Describing the ways people from different cultures interact within communities.
P:19 Greetings Key words: *interaction, welcome, farewell*

Coverage of Achievement Aims, Skills and Processes in this Section

	Achievement Aims	Relevant Skills	Relevant Processes
Culture and Heritage	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • The contribution of culture and heritage to identity. • The nature and consequences of social interaction. 	<ul style="list-style-type: none"> • Communication • Problem solving • Socialisation and cooperation • Information • Work and study 	<ul style="list-style-type: none"> • Inquiry • Values exploration • Social decision making

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.

The Maori Meeting House

This is a picture of a Maori meeting house, a *wharenui*. The meeting house is an important part of the Marae, which is the centre of a Maori community. The traditional colours of the meeting house are white, black and red.

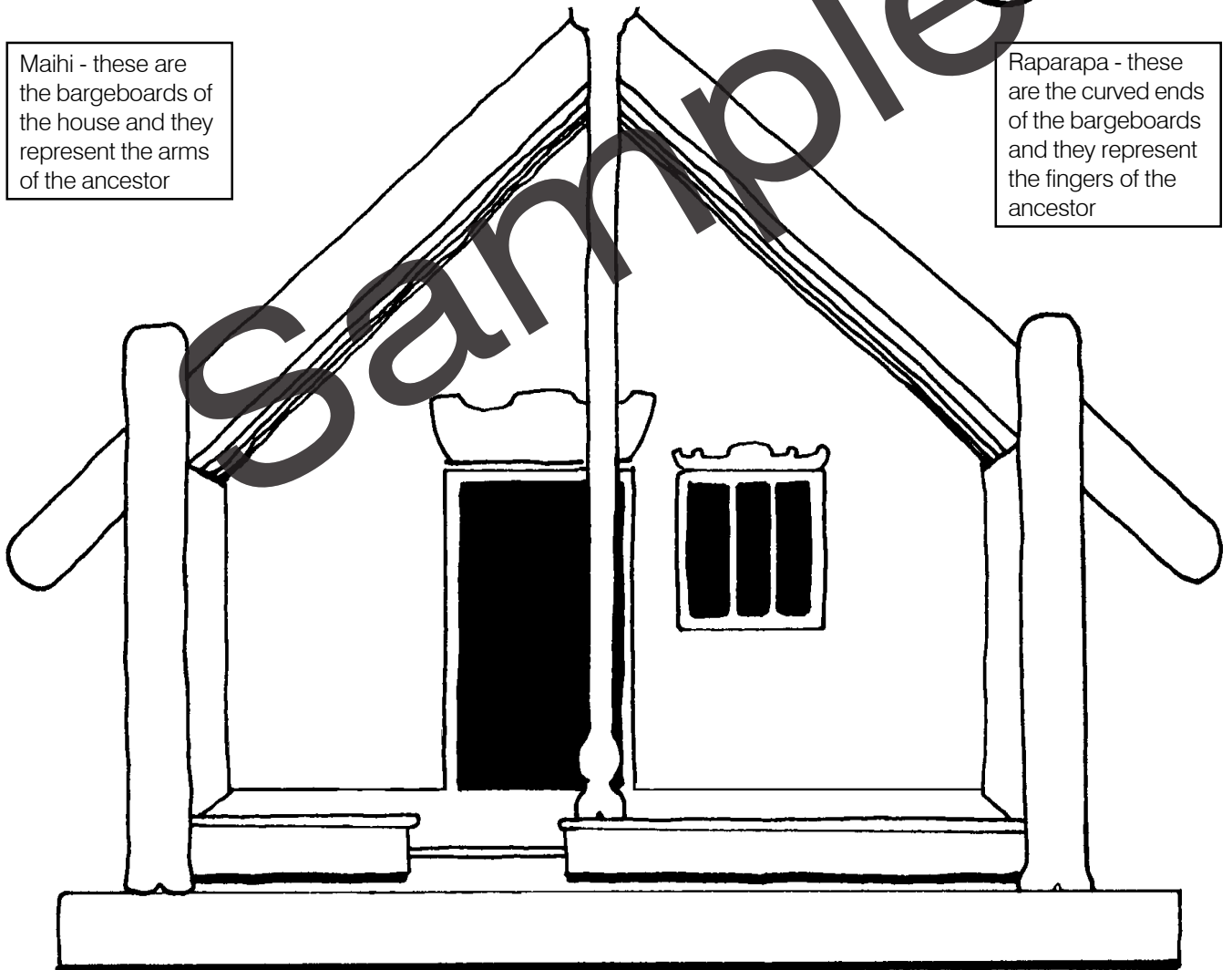
Finish and colour the picture of the wharenui and draw arrows to match up the key features of the meeting house with the right place on the picture. Use the picture of the *koruru* to draw this on the diagram. Complete the *maihi* and *raparapa* carvings.

Koruru - this is at the apex of the house and is the head of the ancestor. (Draw this where it should be located.)



Maihi - these are the bargeboards of the house and they represent the arms of the ancestor

Raparapa - these are the curved ends of the bargeboards and they represent the fingers of the ancestor



Matapihi - window

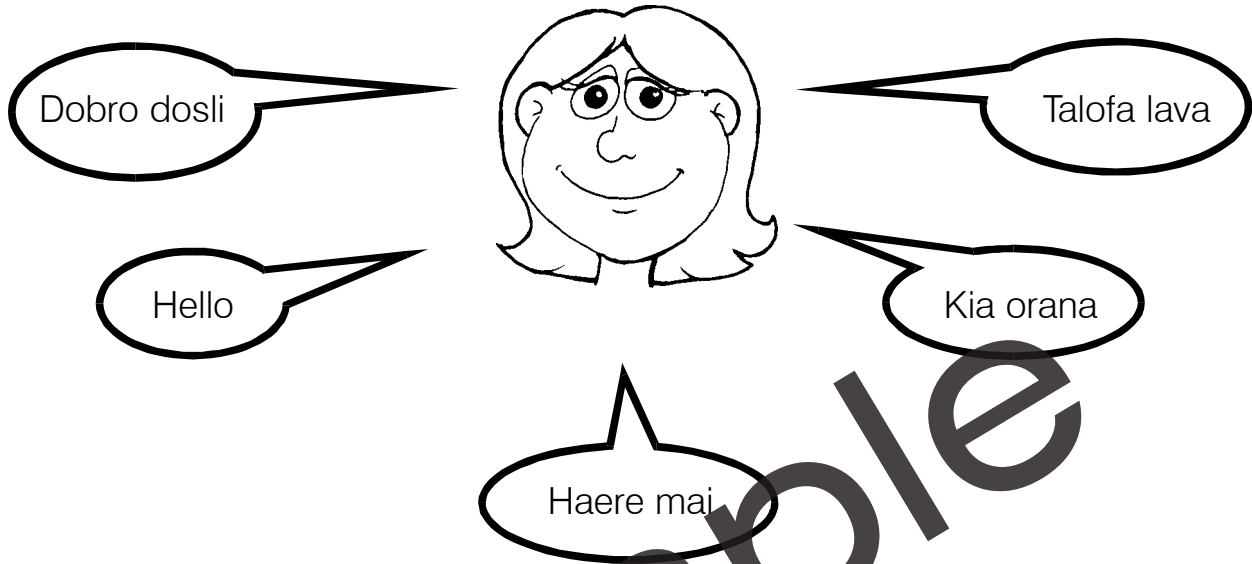
Tatau - door

Whakamahau - the porch

Key words: marae, Maori meeting house - wharenui.

Greetings

Every culture has its own special way of talking to people - welcoming or farewelling friends or strangers, thanking people who have helped us or congratulating people who have done something to be proud of. Sometimes there may be more than one way of saying these things from the same culture.



Find out the words people from different cultures use for these important interactions, and record them on this page. Add your own to the spare boxes.

	Welcome	Greeting	Farewell	Well Done	Thank you
English	Welcome	Hello	Goodbye
Maori	Tena koe
Samoan

Key words: interaction, welcome, farewell

Place Names

1. Would you go for a swim in Shark Bay? because

.....

People give places names for different reasons. When Captain Cook sailed to the Tonga Islands he called them the 'Friendly Islands' because the people living there were so friendly to him. Sometimes places are given names to show the physical features of the place, or its location. Other places are named after famous people.

2. Put the place names below into one of the columns to show whether they are named after physical features, location or important people.

- | | | | |
|--------------|------------|-------------------|--------------|
| Wellington | Rotorua | Bay of Islands | Shelly Beach |
| Cook Strait | Queenstown | Southland | America |
| White Island | East Cape | Nelson | Aotearoa |
| Northland | Westport | Ninety Mile Beach | Cook Islands |

Physical feature	Location	Important person

3. How do you think these places in the South Island got their name?

Cape Kidnappers.....

Albatross Point.....

Cape Turnagain.....

Key words: place name, physical feature, location