

Level 2b
For 8 to 10 year olds

Book 4

Social Studies

**Classroom activities
for New Zealand schools.**



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Email: info@readyed.com.au Website: www.readyed.com.au

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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 4 is appropriate for children working on Curriculum Level 2b.

Section One - Social Organisation

People's organisation in groups.

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.

The nature and consequences of cultural interaction.

Section Three - Place and Environment

People's interaction with places and the environment.

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.

Interpretations of these relationships.

Section Five - Resources and Economic Activities

People's allocation and management of resources.

People's participation in economic processes.

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

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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"> • 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
Culture and Heritage	12 - 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 - 27	<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	28 - 35	<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	36 - 43	<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 upper end of Level 2, students will demonstrate knowledge and understandings of how and why groups are organised within communities and societies by:

- Explaining ways in which people are part of various communities.
- P.6 Part of a Wider Community Key words: *wider community*
- P.7 Different Jobs in the Community Key words: *community, paid, voluntary*

Students should also be able to demonstrate knowledge and understandings of how and why people make and implement rules and laws by:

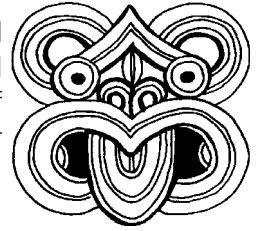
- Identifying the rights and responsibilities individuals have within a particular group.
- P.8 Rights and Responsibilities in School Key words: *rights, responsibilities, bullying*
- P.9 Rights and Responsibilities in your Family or Whanau
- Explaining how rights and responsibilities may vary in different groups.
- Giving examples of ways in which rights have accompanying responsibilities within particular groups
- P.10 Different Strokes for Different Folks
- P.11 Different Strokes for The Same Folks

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

Maori Tradition and the Marae

The marae is a very important part of Maori culture (Maoritanga). The base for traditional Maori society is the marae or family meeting place. The marae is a link to the past and to the ancestors of the tribe. Traditionally, Maori lived on the marae but today many of them live in the cities and visit the marae for special events. The marae is the place for meetings, speeches, weddings and funerals. It is the place where the tribe gathers.



Match up the customs and traditions of Maori with what happens at the marae.

Customs and traditions

At the marae

Maori society is tribal — family ties are very important.

People on the marae make visitors very welcome.

Ancestors should be remembered and honoured.

At the marae there is a time of silence for all who have died. Ancestors are remembered.

Oral traditions very important.

The marae is a family meeting place where people of the tribe belong.

Importance of hospitality towards visitors, 'manuhiri'.

Kaumata are given respect. They welcome visitors, ensure customs continue and pass on knowledge to the young.

High respect for elders — the 'kaumata'.

There are lots of speeches and songs on the marae and these are often in Te Reo.

Key words: **maoritanga, marae, te reo, kaumata, manuhiri**

Name

Content focus: What place names reveal about places and environments.

Maori Place Names

There are many Maori place names in New Zealand. If you understand the Maori word for a place then it will tell you something about what the place is like. Some of the Maori words in place names include:

awa - river or valley

one - beach

ika - fish

papa - flat, broad slab

iti - small

puke - hill

kai - food

repo - swamp

kare - rippling

roa - long

koura - crayfish

roto - lake

manu - bird

rua - two

maunga - mountain

te - the

moana - sea or lake

wai - water

motu - island

whanga - bay or inlet

nui - big



Here are some Maori place names. What do you think these places are like?

Maori place name	Maori words	Description in English
Whangaroa	<i>whanga, roa</i>	<i>There is a long bay at this place.</i>
Rotorua		
Kaikoura		
Rotoroa		
Waikareiti	<i>wai, kare, iti</i>	
Te Puke		
Awaroa		
Te ika a Maui		
Maunganui		
Oneroa		
Waikaremoana		

Key words: **Maori, place names**

Recording Descriptions of Places (2)

Choosing what to include in the description

Good descriptions of places can be very powerful, helping the reader to understand the feelings and share the impressions that make it special to the writer.

Read this description of Rotorua.

Curtains of mist and steam drifted towards me, dampening the strange 'glopping' sound of the mud boiling and splashing in the pools and craters along the sides of the road. Faded wooden houses appeared and disappeared as the misty curtains passed down the hillside and harmlessly over me. Many of the houses were lifted off the ground on stilts. From their gable ends fierce carved warriors poked tongues and scowled powerfully at imaginary enemies, guarding the house from evil spirits. Along the roadside marched more carved wooden warriors, aggressive, warlike and frightening.

I walked slowly up the hill and into the village, banks of warm sulphurous mist alternating with patches of vivid blue sky. Suddenly the world was filled with roaring and I emerged from a cloud of clinging wetness to see a huge jet soaring thirty metres into the sky like a watery rocket.

1. What features of Rotorua are included in this description (e.g. 'faded wooden houses') and why are they included? Fill in the table. A start has been made for you.

Features	Why included
<p><i>faded wooden houses</i></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>

2. Do you think that this is a good description of Rotorua?
 because

.....

3. Write a description of a place that you know (your local area, your favourite beach ...)

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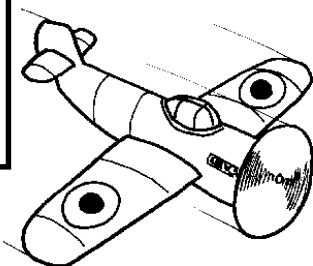
Key words: **impressions, feelings, description**

The Distant Past

Things that happened in the distant past happened so long ago that no one is left alive to remember them. We know about them by reading things that people wrote or made, or by looking at the things they left behind. If it is from a very long time ago, then we use things like bones and fossils to help us understand what things were like and what happened.

World War II
World War II is still in the recent past, because there are a lot of people alive who still remember it.
Fifty years ago.

Dinosaurs
Dinosaurs left bones, teeth and fossils, and sometimes fossil footprints.
Millions of years ago.



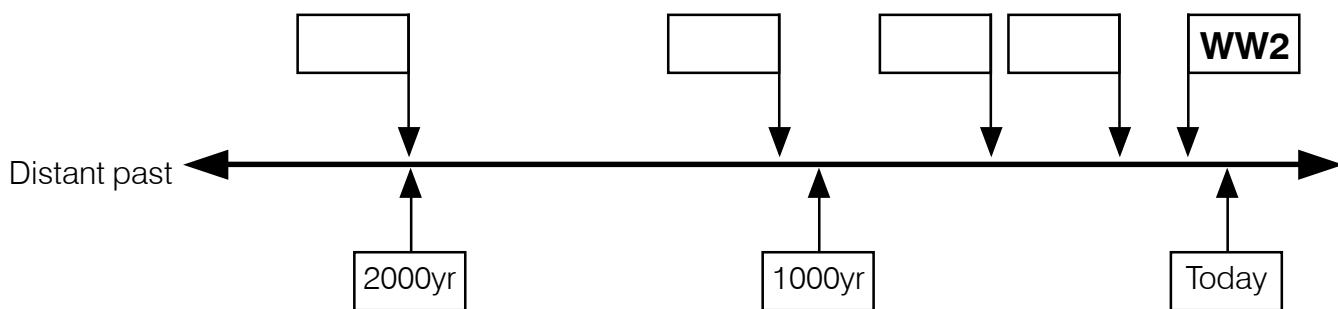
Jesus
There are also stories about Jesus. He is remembered in the recordings of the Gospels, and other Christian writings. He is also remembered in the writings of the Romans, and other peoples.
Two thousand years ago — two millennia.

Invention of the motor car
Cars were invented about 100 years ago, so they are not really in the recent past any more.
About a hundred years ago — a century.



Kupe, the Navigator
Kupe is remembered in the stories and legends passed down by the Maori people.
About a thousand years ago — one millennium.

The distant past is so big that it is very difficult to show it on a piece of paper. Sort out the boxes above into the correct order, and record the events or people into the boxes on this time line.



The dinosaurs lived so long ago that the line would have to be several metres long to fit them on. Perhaps you could make a timeline for the dinosaurs using chalk on the playground?