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Level 3

For 9 to 11 year olds

Book 5

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 schools. The activities in the book are linked to the following strands and processes derived from the Social Studies curriculum framework.

The work within Book Five is appropriate for children working on Curriculum Level 3.

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.

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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

Social Studies in the New Zealand Curriculum

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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 - 13	<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	14 - 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 - 29	<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	30 - 38	<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	39 - 46	<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 Level 3, students will demonstrate knowledge and understanding of how the leadership in groups is acquired and exercised by:

- Identifying leaders in different groups and situations.
- Describing ways in which people can become leaders.
- P.6 Choosing our Leaders - Local Government Key words: *local, national, regional, function*
- P.7 Choosing our Leaders - Members of Parliament Key words: *MMP, party, democracy*
- P.8 The Governor-General of New Zealand Key words: *ceremonial, constitutional, appointed*
- P.9 The Prime Minister - Leader of the Country Key words: *coalition, leadership style, archives*
- Explaining how different styles of leadership affect different groups.
- P.10 Leadership Qualities Key words: *leader, quality*
- Describing ways leaders seek to resolve differences within and between groups.
- P.11 Decisions and Disagreements Key words: *resolve, disagreement, decision, consensus*

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

- Describing processes that groups use to make rules and laws.
- P.12 Making Laws for Everyone Key words: *debating, chamber, majority, proposed*
- Explaining why groups have laws and rules
- Giving examples of what happens when rules and laws are broken.
- P.13 Why Rules Are Important Key words: *protect, benefit, society*

Coverage of Achievement Aims, Skills and Processes in this Section

	Achievement Aim	Relevant Skills	Relevant Processes
Social Organisation	<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

Name

Social Organisation

Content focus: Leaders in different groups and situations, ways in which people can become leaders.

Choosing Our Leaders: Members of Parliament

Every three years New Zealanders vote in a national election, to choose the government for the whole country. In New Zealand anyone over the age of 18 can put themselves forward for election as a member of parliament. All they have to do is to get two people to nominate them, and pay a deposit to the returning officer.

FACT:
Maori men were given a vote in 1867, Pakeha men were given a vote in 1879, and women were given a vote in 1893.

FACT:
Under our **Mixed Member Proportional (MMP)** electoral system parties also select members to go on a **party list**. People on the list can become MPs if the party needs more members to make up its share of seats in Parliament according to the number of votes it wins across the whole country.

FACT:
People usually want to become **members of parliament (MPs)** because they wish to play a role in how laws and decisions are made in New Zealand. Most people wanting to become MPs belong to a **political party**.

Visit the Parliament Website at <http://www.ps.parliament.govt.nz/schools.htm>. What electorate are you in? Find out who your MP is and which party they belong to.

My local Member of Parliament is of the Party.

Find out about one of these subjects and write about what you discover. Talk to your teacher about sharing the subjects out amongst the class, and then sharing the information that you collect.

Subject

Good Websites

MMP

<http://www.govt.nz/>

The House of Representatives

<http://www.parliament.govt.nz/>

Select Committees

<http://www.parliament.govt.nz/>

The Maori Roll

<http://www.elections.org.nz/elections/maoriroll/index.html>

The Suffragists

<http://www.nzhistory.net.nz/GalleryFrameset.html>

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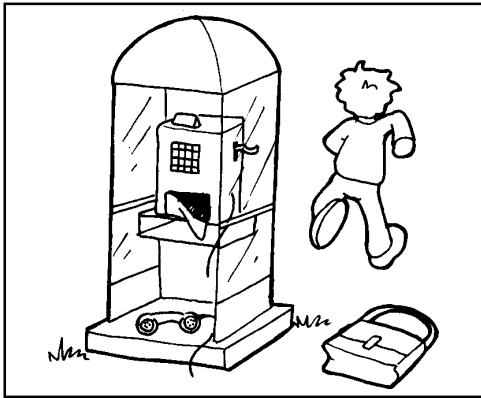
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Key words: MMP, party, democracy

Why Rules Are Important

We need rules to protect ourselves, other people and property.

Look at the story told by the pictures below.



A person who damages property is called a

.....

Who might need to use this phone urgently?

.....

.....

What laws have been broken?

.....

.....

What problems could be caused by the broken phone?

.....

.....

What could the witness do?

.....

.....

How do you think the vandal feels?

.....

.....

What do you think should happen to the vandal?

.....

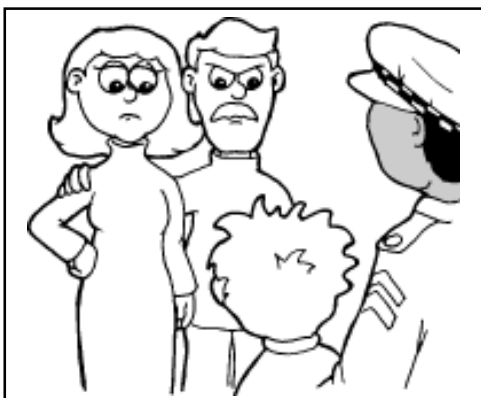
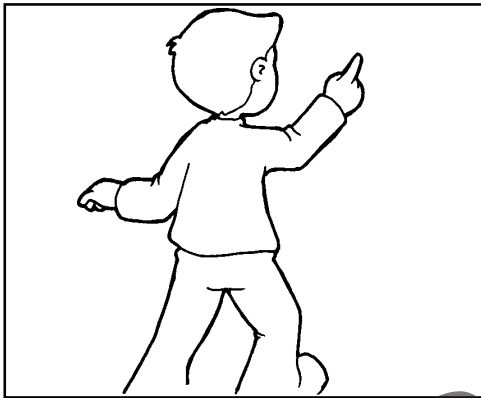
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Do you think he will do it again? Explain.

.....

.....

.....



Key words: **protect, benefit, society**

Environments Around the World

Use a map showing the world's main environmental types and a map showing the world's countries.

Complete the table below by classifying the list of countries according to their environment.

Country	Environment (i.e. polar, mountain, temperate, tropical, desert)
1. Egypt	
2. Greenland	
3. Nigeria	
4. Malaysia	
5. United Kingdom	
6. Mongolia	
7. Japan	
8. Canada ☆	
9. Australia ☆	
10. Mexico ☆	

☆ These countries are located across more than one environment.

Answer the following ...

1. Name the continent which has no **tropical environment** areas.

.....

2. Name the continent which has no **polar environment** areas.

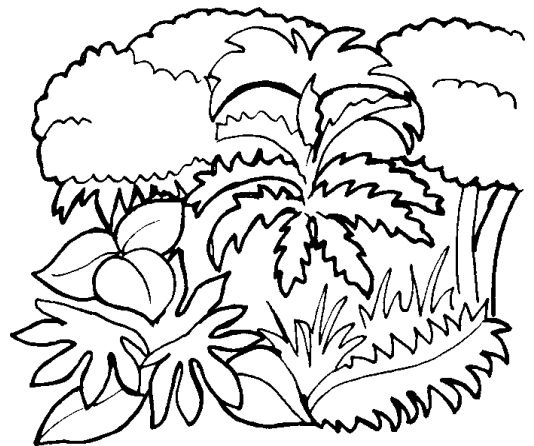
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3. Name the continent which has no **mountain environment** areas.

.....

4. Most of Europe lies in a environment.

5. Most of Africa lies in a environment or a environment.



Key words: environment, polar, temperate, tropical, desert

Famous People

People become famous or notorious for different reasons. Sometimes because they showed great courage, or leadership, and sometimes because they were powerful, or used their powers in wicked ways. Find out about the people below, draw them and explain what they are remembered for.

Hone Heke

Name: Hone Heke Born

Remembered because

.....

.....

.....

.....

.....

.....

Katherine Mansfield

Name: Katherine Mansfield Born

Remembered because

.....

.....

.....

.....

.....

.....

Sir Edmund Hillary

Name: Sir Edmund Hillary Born

Remembered because

.....

.....

.....

.....

.....

.....

Key words: **famous, notorious**