

Level 4
For 10 to 12 year olds

Book 6
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 Six is appropriate for children working on Curriculum Level 4.

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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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

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Contents

Overview of this Book		4
Social Organisation		
Challenge and Crisis	Key words: challenge, crisis	6
How Can They Help?	Key words: voluntary, community, statutory, cultural	7
A Changing World — Technological Challenge	Key words: redundancy, technological change, counselling	8
The Waihi Gold Strike/Support Agencies	Key words: union, strike, victims	9
Minimum Age	Key words: minimum age, qualification	10
The Human Rights Act 1993	Key words: discrimination, commission, recompense, abuse	11
Different Ages, Different Responsibilities	Key words: religion, culture, family	12
Culture and Heritage		
Being Proud of Your Culture	Key words: sense of identity, sense of belonging	14
Handing Down Culture		
(1) Aboriginal Stories	Key words: oral tradition, Aboriginal	15
(2) Aboriginal Art	Key words: myths, legends, future generations	16
Celebrations from Different Cultures	Key words: festival, ceremony, cultural identity	17
Handing Down Culture		
(1) Technology and Change	Key words: technology, positive and negative aspects	18
(2) New ways, Better ways?	Key words: changes, celebration, generation	19
New Technology, New Ideas	Key words: World Wide Web, technologies	20
Place and Environment		
Pa Sites	Key words: landscape features, pa sites	22
The Netherlands	Key words: landscape, reclamation, polders	23
Landscape Features - The Stonefields	Key words: landscape features, past human activity	24
Landscape Features - Research	Key words: Maori, place names	25
Finding out about places and environments (1)	Key words: place, environment	26
Finding out about places and environments (2)	Key words: place, environment, finding out about place	27
Explorers, Navigators and Travellers	Key words: place descriptions, key features	28
Time, Continuity and Change		
Seeking Refuge 1: A Media Survey	Key words: refugees, events, persecution, genocide	30
Seeking Refuge 2	Key words: century, millennium, millions	31
Seeking Refuge 3: Research Report:	Key words: Baha'i, Assyria, Somalia, Czechoslovakia, Chile, Bosnia, Croatia	32
Digging in the Past	Key words: cause and effect, chain of events	33
The Colonisation of New Zealand (1)	Key words: colonisation, Treaty of Waitangi	34
The Colonisation of New Zealand (2)	Key word: colonisation	35
Resources and Economic Activities		
Nuclear Power	Key words: ingredients	37
A Resource for Everyone	Key words: sporting, cultural, economic, recreational	38
Whales	Key words: conserve, renewable, resource	39
Marine Reserves	Key words: ecosystem, pollution, conservation, eco-tourism	40
Consumers and Their Rights	Key words: consumer, consumer rights, Consumer Guarantees Act, Fair Trading Act	41
Making a Complaint:		
(1) Going back to the shop	Key words: consumers' rights, making a complaint	42
(2) A letter of complaint	Key words: consumers' rights, making a complaint, letter of complaint	43
Ministry of Consumer Affairs Website	Key words: Consumer Protection Agency, Ministry of Consumer Affairs	44

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, 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	13 - 20	<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	21 - 28	<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	29 - 34	<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	35 - 44	<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 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 why and how individuals and groups pass on and sustain their culture and heritage by:

- Explaining why people attach importance to their culture and heritage.
P.14 Being Proud of your Culture ... Key words: *sense of identity, sense of belonging*
- Describing various ways in which cultural practices and heritage are recorded and passed on to others (myths, legends, stories, carvings, paintings, songs, schooling).
P.15 Handing Down Culture - Aboriginal Stories Key words: *oral tradition, Aboriginal*
P.16 Handing Down Culture - Aboriginal Art Key words: *myths, legends, future generations*
- Giving examples of ways in which people can retain their culture and heritage when they move to a new community.
P.17 Celebrations From Different Cultures Key words: *festival, ceremony, cultural identity*

Students will demonstrate knowledge and understanding of the impact of the spread of new ideas and technology on culture and heritage by:

- Identifying changes that have occurred in aspects of culture and heritage as a result of technological change.
- Describing how technological change has affected the ways in which people maintain and pass on their heritage.
Handing Down the Culture:
P.18 1: Technology and Change Key words: *technology, positive and negative aspects*
P.19 2: New Ways, Better ways? Key words: *changes, celebration, generation*
- Giving examples of ways technological change has exposed cultures to a range of ideas.
- Identifying consequences for cultures of such exposure to new ideas.
P.20 New Technology, New Ideas ... Key words: *World Wide Web, the Internet, technologies*

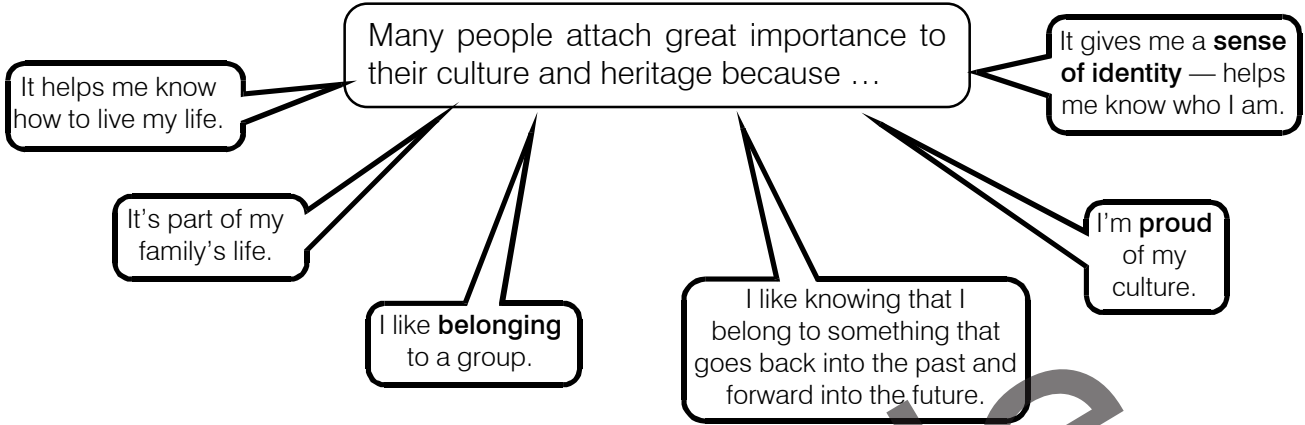
Coverage of Achievement Aims, Skills and Processes in this Section

	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 notes on this page refer to material from the document: ***Social Studies in the New Zealand Curriculum***
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Being Proud of Your Culture

People attach great importance to their culture and heritage for many different reasons. It could be because it gives them a sense of belonging to a group, or because it gives them a sense of identity. Most people are proud of their culture and heritage and like to feel part of something that is bigger than the family, that stretches back into the past and forward into the future. Sometimes people feel different things at different times in their lives.



Talk with your teacher about the idea of 'cultural identity', then interview people from different cultures. Use the questions underneath, and record the answers in the boxes. Fill the first box in yourself. Share the answers with your class.

Name Culture

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What is your culture?

What interests you most about your culture?

What is most special about your culture?

What are you most proud of in your culture?

How do you feel when you are celebrating your culture with your family and others?

Name Culture

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What are the most common reasons for people attaching importance to their culture and heritage? Do you think it is different for children and adults?

Celebrations From Different Cultures

Many Chinese people have been in New Zealand for a long time, but like other people from other countries, they still remember the traditional ways of their home country. Perhaps the most important festival for Chinese people in New Zealand is the Chinese New Year Celebrations. The shared meal, or communal feast, is called 'surrounding the stove' or 'weilu', and it symbolises family unity and remembers people from the past. For Chinese people in New Zealand, New Year's Day is a time to pay respect to one's elders. The Chinese New Year starts each January with the new moon, and ends fifteen days later with the full moon, when many New Zealand cities hold night displays and lantern parades to celebrate.

The **Muslim** month of **Ramadan** ends with the festival of **Eid-al-Fitr**.

The **Hindu Festival of Lights** is called **Diwali**.

The **Chinese New Year** is called **Weilu**.

Lent is the **Christian** month of fasting, which ends with the celebration of **Easter**.

The **Iranian New Year** is called **New-Rooz Mobarak**.

The **Scottish New Year** is called **Hogmanay**.

Tet Nguyen Dan is the **Vietnamese** lunar **New Year** holiday.

Dressing in special clothes, fireworks and lanterns, sharing food and giving gifts are all important parts of many festivals and celebrations. People of different cultures in New Zealand find that celebrating the festivals and ceremonies of their home country can help keep their cultural identity alive.

Choose one of these special festivals that people celebrate in New Zealand and find out as much as you can about it, then write a report to share with your class. You could use some of these headings to organise the way you record your findings:

Food and Feasting

Clothing

Dances and Music

Ceremonies and Rituals

Myths and Stories

Lights, Lanterns and Fireworks

Survey your school to discover how many different festivals are celebrated by different children.

Key words: festival, ceremony, cultural identity

Name

Content focus: Examples of ways technological change has exposed cultures to a range of ideas; Identifying consequences for cultures of such exposure to new ideas.

New Technology, New Ideas ...

New technology is constantly being introduced, from cameras to computers, new cars to cell phones, laptop computers to electric toothbrushes. It often brings new ideas, and these can influence and change any culture. The introduction of television and the growth of the Internet and the World Wide Web are two important examples of new technology influencing New Zealand cultures.

Talk to your family and teacher about the consequences of the new technologies, and about others that you can think of. Record some of the things that you agreed on underneath.

Fashion

Sport

Nuclear Power

The Queen and Commonwealth

New Technology

Television

Even though television was invented in 1923, it only became affordable for many families in NZ in the 1950s or even the 1960s. At the time most people in NZ were Maori or Pakeha.

New Ideas

What new ideas did television bring to New Zealand?

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Consequences

What effect did these new ideas have on New Zealanders and their cultures?

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Email

Internet banking

Cultural websites

Information Highway

New Technology

The Internet and the World Wide Web

New Ideas

What new ideas is the Internet bringing to New Zealand?

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Consequences

What effects are new ideas having on New Zealanders and their cultures?

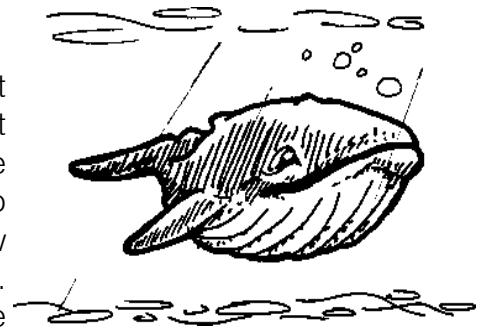
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New Zealand has an excellent Museum of Transport and Technology in Auckland, which is usually called MOTAT. It's a great place to visit if you want to discover how technology has affected New Zealanders. You can visit it on-line at

<http://www.akcity.govt.nz/around/places/motat/education.asp>

Key words: **World Wide Web, technologies**

Whales



In the 19th century many people came to New Zealand to hunt for whales. When people had to row small wooden boats to hunt for whales by hand, fewer whales were caught, and those were replaced by new, young whales. But whales take a long time to reproduce. When people began to use bigger boats and new technology to catch many more whales, things began to change. Whales couldn't replace themselves fast enough. Now there are very few whales left. They are no longer a renewable resource. But because they are special and rare, many people travel to New Zealand and pay to go 'whale watching'. They are using the resource in a different way. Many other resources that were once renewable are being used up so quickly that they do not have time to renew themselves. This is partly because there are more people on the earth consuming resources than ever before, and partly because new technology keeps on making it easier to catch, gather and use these resources quickly.

Carry out some research on a conservation or environmental issue, and use it to fill in the table below. You could find out about rainforests, or whales, or fish species, or large mammals such as tigers or elephants. Put one of your own in the blank box.

Resource	Traditional use	Traditional technology	New technology	Effects	New uses
Whales	<i>Hunted for food, oil, skins and bones</i>	<i>Small boats, hand harpoons</i>	<i>Steel ships with engines, explosive harpoons, fish finders and sonar</i>	<i>Whales near extinction</i>	<i>Eco-tourism</i>
Orange Roughy					
Kauri Trees					

Sometimes laws have to be made to stop resources being used up altogether, while we still have some left. Many people are very worried about the way that people use new technology to use up the earth's resources so quickly. The International Whaling Commission was set up in 1946 to protect whales from overhunting. Visit the websites below to find out the year that the IWC began to protect each species of whale in the southern oceans:

- Right Whale Blue Whale Grey Whale Sei Whale
 Fin Whale Sperm Whale Humpback Whale

You can find out about this and more by visiting these websites:

- <http://webmedia.com.au/whales/whales2.html>
<http://www.greenpeace.org>
<http://environment.miningco.com/newsissues/environment/cs/allaboutwhales/index.htm>
<http://environment.miningco.com/msubwhal.htm>

Key words: **conserve, renewable, resource**