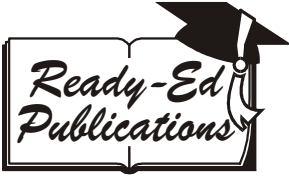




# Ebook Code: RENZ5096

		
	<h1>7</h1>	Level 5 for 11 to 13 year olds

# Social Studies

	Classroom activities for New Zealand schools	
		

Written by Paul & Cathy Wright. Illustrated by Terry Allen. © Ready-Ed Publications - 2001  
Published by Ready-Ed Publications (2001) P.O. Box 276 Greenwood Western Australia 6024  
Email: [info@readyed.com.au](mailto:info@readyed.com.au) Website: [www.readyed.com.au](http://www.readyed.com.au)

#### **COPYRIGHT NOTICE**

Permission is granted for the purchaser to photocopy sufficient copies for non-commercial educational purposes. However, this permission is not transferable and applies only to the purchasing individual or institution.

ISBN 1 86397 427 X

# 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 Seven is appropriate for children working on Curriculum Level 5.

## **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
<b>Book 7</b>	<b>Level 5</b>	<b>Eleven to Thirteen year olds</b>

### **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.

# Contents

Overview of this Book		4
<b>Social Organisation</b>		
Comparing Different Political Systems	Key words: democracy, republic, parliament, constitution	6
Glossary of Political Terms	Key words: parliamentary democracy, one party state, kingdom, republic	7
Making Laws in New Zealand	Key words: bill, chamber, assent, select committee, coalition	8
Contrasting Political Systems 1	Key words: democracy, dictatorship, one party state	9
Contrasting Political Systems 2	Key words: kingdom, parliamentary democracy	10
Making a Difference	Key words: taxation, minimum age	11
Nelson Mandela - The Road to Social Justice	Key words: social justice, human rights	12
The Road to Social Justice - Research Report	Key words: research report	13
The New Zealand Human Rights Act	Key words: declaration, United Nations, human rights	14
Race Unity Day in New Zealand	Key words: race unity, racial discrimination	15
<b>Culture and Heritage</b>		
New Zealand's National Identity 1	Key words: national identity, nation	17
New Zealand's National Identity 2	Key words: national identity, nation	18
Cultural Identity	Key words: culture, cultural identity	19
Many Cultures in One Country	Key words: dominant culture, segregation, national culture	20
Festivals	Key words: cultural interaction	21
Prejudice, Discrimination and Inequity	Key words: cultural interaction	22
<b>Place and Environment</b>		
World Settlement Patterns	Key words: settlement patterns, population distribution	24
Coming to New Zealand 1	Key words: immigration policy	25
Coming to New Zealand 2	Key words: migrants, residency, citizenship	26
Rural and Urban Settlement	Key words: trends, urban, rural	27
Migration - A Moving Story	Key words: migration, sense of belonging	28
Why Places are Important to Communities	Key words: place, environment, importance of place	29
Significant Places and Environments	Key words: place, environment, importance of place	30
Places that are Important to Individual People	Key words: place, importance of place	31
<b>Time, Continuity and Change</b>		
The Importance of Past Events 1 - Timeline	Key words: past events, timeline	33
The Importance of Past Events 2 - Research Activity	Key words: past events, impact on communities and cultures	34
The Treaty of Waitangi - Te Tiriti O Waitangi		35
Samuel Parnell and the Eight Hour Day	Key words: trade union	36
Kate Sheppard and Votes for Women	Key words: suffragists, petition	37
Changing Perspectives	Key words: perspective, opinion	38
<b>Resources and Economic Activities</b>		
Uneven Development 1	Key words: uneven development, resource distribution, economic factors	40
Uneven Development 2	Key words: uneven development, resource distribution, economic factors	41
Women and Work	Key words: gender, labour force, occupations, patterns of work	42
Changes in the Nature of Work 1	Key words: employment sector	43
Changes in the Nature of Work 2	Key words: nature of work, unemployment, technological change	44

# Teacher Information

## Overview of this Book

### Coverage of Social Studies Strands, Skills, Processes

	Pages	Achievement Aims	Relevant Skills	Relevant Processes
<b>Social Organisation</b>	5 - 15	<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>
<b>Culture and Heritage</b>	16 - 22	<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>
<b>Place and Environment</b>	23 - 31	<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>
<b>Time, Continuity and Change</b>	32 - 38	<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>
<b>Resources and Economic Activities</b>	39 - 44	<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 Level 5, students will demonstrate knowledge and understanding of how systems of Government are organised and how they affect people's lives by:*

- Identifying the features of different political systems.  
P.6 Comparing Different Political Systems Key words: *democracy, republic, parliament, constitution*  
P.7 Glossary of Political Terms Key words: *one party state, kingdom, republic*
- Explaining how decisions about processes are made and implemented in a parliamentary democracy and in a contrasting system.  
P.8 Making Laws in New Zealand Key words: *bill, chamber, assent, select committee, coalition*  
P.9 Contrasting Political Systems 1 Key words: *democracy, dictatorship, one party state*  
P.10 Contrasting Political Systems 2 Key words: *kingdom, parliamentary democracy*
- Explaining how government decisions affect people's lives.  
P.11 Making a Difference Key words: *taxation, minimum age*

*Students should also be able to demonstrate knowledge and understanding of how and why people seek to gain and maintain social justice and human rights by:*

- Describing factors that lead individuals and groups to seek social justice and human rights.
- Explaining why people press for changes in relation to social justice and human rights or resist such changes.
- Explaining the effects of change or lack of change in social justice and human rights on the lives of people.  
P.12 Nelson Mandela - The Road to Social Justice Key words: *social justice, human rights*  
P.13 The Road to Social Justice - Research Report Key words: *research report*
- Explaining the role of government and institutions in ensuring people's human rights are respected.  
P.14 The New Zealand Human Rights Act Key words: *declaration, united nations, human rights*  
P.15 Race Unity Day in New Zealand Key words: *race unity, racial discrimination*

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

	Achievement Aim	Relevant Skills	Relevant Processes
<b>Social Organisation</b>	<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>

The notes on this page 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 New Zealand Human Rights Act

## The United Nations Universal Declaration on Human Rights, 1948

*Article 1: All human beings are born free and equal in dignity and rights.*

*Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.*

*Article 3: Everyone has the right to life, liberty and security of person.*

*Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited.*

*Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.*

*Article 6: Everyone has the right to recognition everywhere as a person before the law.*

- In 1948 the United Nations made a Declaration on Human Rights that was meant to be for all people in all countries. The first six articles of the declaration are the most important. Read them carefully and discuss them with your teacher. Then use the table below to describe what these rights mean in practice.

Article	What does this mean in practice?
Every person is born free and equal.	
Every person is entitled to the same rights.	
Every person has the right to live free and safe.	
No person should be a slave.	
No one should be tortured or treated cruelly.	
Every person must be protected by the law.	

**Key words: declaration, United Nations, human rights**

# New Zealand's National Identity 1

Read this account of the development of New Zealand's national identity and then answer the question.

In the nineteenth century, New Zealand and the six colonies of Australia were known as 'Australasia'. They were all British colonies, the people who lived in them were mainly British and many people thought that one day all seven colonies would join together as one country. In the 1890s, the Australian colonies formed a federation; the New Zealand Prime Minister decided not to join. Most of the European people in New Zealand wanted New Zealand to be a separate nation.

The first step for New Zealand towards the creation of a nation was the signing of the Treaty of Waitangi in 1840. This established British sovereignty over the whole of New Zealand and aimed to make Maori and European 'one people'; (he iwi tahi tatou / we are one people). By the late 1880s, more than half of the European New Zealand population had been born in New Zealand. However, most of the people who ran the country had not been born in New Zealand and still thought of themselves as British.

In the early days of the colony, settlements were very isolated from each other. However, improvements in communications in the later nineteenth century began to break down this isolation. New roads and railways were built and post offices were set up throughout the country. One result of this was that it became possible to have national organisations, for example, in sport and music, rather than just local ones.

New Zealanders began to take great pride in their country. They were not rich but they claimed to live in the most beautiful country in the world. They were also proud of their sporting achievements - New Zealand racehorses won lots of races and the All Blacks emerged as a very successful rugby team in the early twentieth century. Another source of pride were new laws such as the one introducing old age pensions.

War also helped New Zealand develop its sense of identity - New Zealanders fought in the Boer War in South Africa at the end of the nineteenth century, and in the First World War. They gained a name for themselves as brave soldiers.

Much of the national feeling focused on war and sport which were mainly men's concerns. One reason for this was that there were a lot more men than women in New Zealand in the early days of the colony. However, many New Zealand women campaigned for change and New Zealand was the first country to give women the vote.

Since 1869, New Zealand ships had flown an ensign showing the Union Jack with four stars. In 1901 this became the New Zealand flag and flags were given to schools. In 1940, God of Nations was adopted as the national hymn.

The children of New Zealand also played their part in developing New Zealand's national identity. While their parents spoke with English, Irish, Welsh and Scots accents, the children gradually started to speak with a 'New Zealand accent'.

Based on the account in Basset J et Al, 1998, "The Story of New Zealand",  
Reed Books, Auckland; Reed Publishing NZ Ltd, 39 Rawene Rd, Birkenhead

- What events and processes encouraged the development of the New Zealand identity in the late nineteenth and early twentieth centuries?

Use about 100 words for your answer, and write it on another sheet.

Key words: national identity, nation

# New Zealand's National Identity 2

**A 'nation' is:**

"A group of people who feel they form a distinct nation. They usually inhabit a particular country or territory and may share a common language and history. By about 1900 many New Zealanders had come to feel that they were different from the British or Australians; that they were a new nation."

Reproduced from "The Story of New Zealand", Basset J et Al, 1998, Reed Books, Auckland; Reed Publishing NZ Ltd, 39 Rawene Rd, Birkenhead

1. Explain what 'national identity' means.

.....  
.....  
.....

2. What do you think were the main features of the New Zealand national identity in the late nineteenth and early twentieth century?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

3. What do you think are the main features of the New Zealand national identity at the beginning of the 21<sup>st</sup> century?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....



Key words: national identity, nation



# Teacher Information

## Section 4: The **Time, Continuity and Change** Strand

*Ano te toka tu moana, he akinga na nga tai -*

*Live like a rock in the sea lashed by the tides*

The **Time, Continuity and Change** strand is based on two achievement aims:

*Students will begin to understand:*

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

### Content Focus

*At Level 5, students should be able to demonstrate knowledge and understandings of past events have influenced relationships with and between groups of people and continue to influence them by:*

- Identifying past events that have been important for particular communities, cultures and nations.  
P33 The Importance of Past Events 1 - Timeline Key words: *past events, timeline*
- Identifying past events that have been important for particular communities, cultures and nations.  
P34 The Importance of Past Events 2 - Research Activity Key words: *past events, impact on communities and cultures*

- Giving examples of the ways in which past events influenced relationships between groups involved in those events.
- Explaining the extent to which past events and experiences continue to shape relationships between groups today and in the possible future.

P35 The Treaty of Waitangi - Te Tiriti O Waitangi

- Explaining how events can be linked to social movements.  
P36 Samuel Parnell and the Eight Hour Day Key words: *trade union*

*Students should also be able to demonstrate knowledge and understandings of how the ideas and actions of individuals and groups that have shaped the lives and experiences of people are viewed through time by:*

- Identifying individuals and groups whose actions have shaped the lives and experiences of others.  
P37 Kate Sheppard and Votes for Women Key words: *suffragists, petition*

- Describing how their actions were viewed at the time.
- Explaining how their actions are now viewed.
- Explaining why the actions of individuals and groups are continually being reinterpreted.  
P38 Changing Perspectives Key words: *perspective, opinion*

### Coverage of Social Studies Strands, Skills and Processes in this Section

	Achievement Aims	Relevant Skills	Relevant Processes
<b>Time, Continuity and Change</b>	<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>

The notes on this page 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.

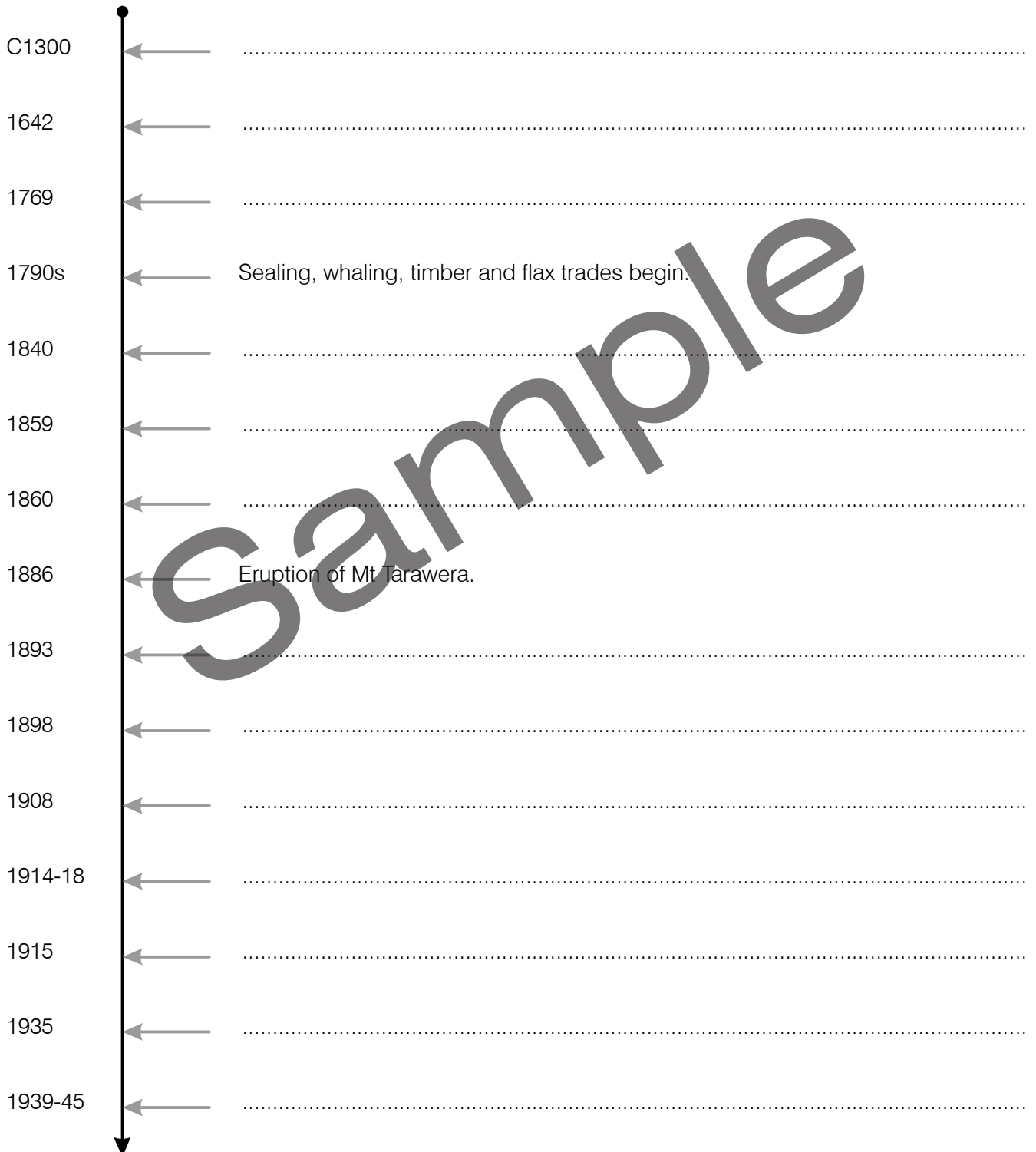
# The Importance of Past Events 1

## - Timeline

Many past events have been important for the way that New Zealand has developed as a nation and/or for particular communities and cultures within New Zealand.

Visit this website [www.nzhcottawa.org/aboutnz/histtimeline.htm](http://www.nzhcottawa.org/aboutnz/histtimeline.htm) and complete the details in the timeline below.

### Timeline



Key words: past events, timeline

# The Importance of Past Events 2

## - Research Activity

Many past events have been important for the way that New Zealand has developed as a nation and/or for particular communities and cultures within New Zealand.

Using your school library and other useful resources research one of the past events listed in the box below.

- New Zealand gold rushes
- Treaty of Waitangi
- early European colonisation of New Zealand
- 1860's land wars
- Great Depression



Make notes under the following headings:

1. Event ..... Date .....

2. Description of the event

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3. What groups of people were involved in the event?

.....

.....

.....

4. How was the relationship between these groups of people influenced by the event?

.....

.....

.....

.....

Use the back of this sheet to write up your notes as a research report.

**Key words: past events, impact on communities and cultures**