

Introduction

To parents, teachers and caregivers

Year 4 Start Right Social Studies Workbook has been written for *The New Zealand Curriculum* Social Sciences Level Two. *The New Zealand Curriculum* Level Two typically relates to Year 3 and 4 students (7 year olds and 8 year olds).

Social Studies helps students to understand their world and gives them the skills and knowledge to contribute to society.

This book aims to explore and consolidate the basic concepts of Social Studies. Activities used to expand and illustrate concepts include research tasks, discussion questions, diagrams, tables, graphs and word searches.

These are all skills which, once mastered, can be utilised on a wider cross-curricular basis.

Most activities are designed to reflect the students' individual opinions and findings; however, some activities are designed to stimulate discussion in class or with family, friends and even the wider community.

At this level, students may need help reading the text and instructions for an activity. This is fine, since the important thing is that the student should feel not only able to complete the activity, but also confident enough to attempt all tasks.

Students can write their answers in the spaces provided. Suggested answers are provided at the end of the book, *as a guide only*, since for some activities, answers will vary.



Social Studies in the *The New Zealand Curriculum* Level Two

The New Zealand Curriculum Social Studies consists of Achievement Objectives at each Level.

Achievement Objectives for Social Studies at Levels One to Five integrate concepts from one or more of four conceptual strands – Identity, Culture, and Organisation; Place and Environment; Continuity and Change; The Economic World.

The Achievement Objectives from Level Two of *The New Zealand Curriculum* Social Sciences follow.

The New Zealand Curriculum Social Studies Level Two

Students will gain knowledge, skills and experience to:

• Understand that people have social, cultural, and economic roles, rights, and responsibilities.	Unit 1 pages 1–8.
• Understand how people make choices to meet their needs and wants.	Unit 2 pages 12–16.
• Understand how cultural practices reflect and express people’s customs, traditions, and values.	Unit 3 pages 22–36.
• Understand how time and change affect people’s lives.	Unit 5 pages 52–62, 65, 70.
• Understand how places influence people and people influence places.	Unit 2 pages 18–21.
• Understand how people make significant contributions to New Zealand’s society.	Unit 1 pages 9–11. Unit 2 page 17. Unit 5 pages 63, 64, 66–69.
• Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.	Unit 4 pages 37–51.

© Crown Copyright

Footers

At the bottom of each page of *Year 4 Start Right Social Studies* there is a footer which contains a **Learning Intention/Objective (LI/O)** that helps to further explain the skills being learned from the Achievement Objective.

The New Zealand Curriculum Key Competencies

The New Zealand Curriculum states that there are five competencies that are the keys to all learning: Thinking; Using Language, Symbols, and Texts; Managing Self; Relating to Others; Participating and Contributing.

This book aims to encourage and develop these capabilities.

SAMPLE
PAGES

Unit 1 What's happening in our community?



We are all part of a **community** that is made up of a variety of **groups**.

People in our community might come from different countries and some might be able to speak languages other than English.

Some people belong to sports groups, religious groups or groups that help them to find out about something that interests them.

Have you ever taken a careful look around your community to see what sorts of group there are? Have you checked out what groups you are able to join?

What about groups that are around to help us?

As you work through this unit, keep your eyes open when you are out and about and see how many new groups you can discover.



Discuss and research

Whenever you belong to a group, you and all the other members of the group have certain rights and responsibilities that ensure the group runs smoothly and safely.

A **right** is something that you can expect from the group.

For example, when you go to school, you have the *right* to an education and you have the *right* to feel safe.

A **responsibility** is what is expected of you when you belong to a group.

For example, when you go to school, it is your *responsibility* to learn as much as you can and it is also your *responsibility* to behave in a safe way so that you and others will not get hurt.



On the next page some rights and responsibilities to do with schools have been listed, but the lists have been mixed up. Read each of the sentences carefully. If you think the sentence is describing a right, draw a smiley face next to it. If you think the sentence is describing a responsibility, draw a star next to it.

(The first two have been done for you as examples.)

Unit 2 Community projects and resources



Every **community** is different. This can be because of the cultural make-up of the community, the level of community involvement, and how good your local council is at providing and maintaining resources.

This unit will help you identify and explore (and maybe discover!) what is available for you, your family and your friends in your community.

It will also help you identify who the community groups are that help your community to obtain new resources and how and why they do it.



Wordsearch: Resources available in our community

Below is a list of the sorts of resource that can be found in a local community. Everybody has access to such resources. Words can be found going across or down. Use different colours to make your wordsearch colourful and interesting.

Playgrounds Libraries Citizens advice Leisure centres

Swimming pools Waste disposal Local tips Landfills Recycling

Parks Reserves Beaches Playcentres Kindergartens Schools

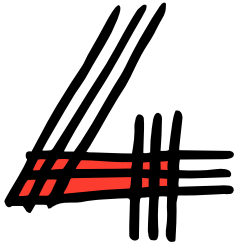
B	E	A	C	H	E	S	Q	W	E	R	L	T	Y	U
K	P	W	A	S	T	E	D	I	S	P	O	S	A	L
R	E	C	Y	C	L	I	N	G	L	O	C	C	I	E
A	S	D	F	G	I	H	J	K	A	L	A	H	Z	I
R	E	W	Q	M	B	N	B	V	N	C	L	O	X	S
P	L	A	Y	G	R	O	U	N	D	S	T	O	F	U
A	T	Y	U	I	A	O	P	A	F	S	I	L	D	R
R	R	E	S	E	R	V	E	S	I	G	P	S	F	E
K	B	V	C	X	I	Z	X	L	L	K	S	J	H	C
S	N	M	Q	A	E	Z	W	S	L	X	E	D	C	E
I	M	J	U	N	S	H	Y	B	S	G	T	R	V	N
L	K	P	L	A	Y	C	E	N	T	R	E	S	Y	T
K	I	N	D	E	R	G	A	R	T	E	N	S	G	R
S	C	I	T	I	Z	E	N	S	A	D	V	I	C	E
D	F	S	W	I	M	M	I	N	G	P	O	O	L	S



Well-known celebrations and traditions from around the world

Research the celebrations and traditions listed below. Using a different colour for each one, match the **Celebration** with its **Origin** and the explanation of **What happens** at the celebration. *The first one has been done for you.*

Celebration	Origin	What happens
St Patrick's Day (17 March)	Mexico	Families celebrate with rice cakes with red bean sweets inside and steamed sticky rice wrapped in bamboo. They hang carp-shaped kites from tall poles. This day is all about children and wishing them well for their future.
Chuseok (held on the 15th day of the 8th lunar month each year)	Britain, Australia, New Zealand and Canada	Commemorates the Patron Saint of this country. Parades and parties are held not only across this country, but also worldwide. People often paint shamrocks on their faces.
Three Kings Day (6 January)	China	Commemorates the troops that fought so bravely in WWI.
Children's Day (5 May)	Hindu countries	A holiday celebrating this country's Declaration of Independence from Great Britain in 1776. This holiday is usually associated with parades, family barbecues, concerts and fireworks. It is also a national holiday for this country.
Anzac Day (25 April) (Australian and New Zealand Army Corps)	Ireland	On the eve of this holiday, children put their shoes under the Christmas tree. If they have been good, the following morning their shoes will be filled with presents.
Boxing Day (26 December)	Muslim countries	This is a very old celebration. It is a time to repay any debts, exchange red envelopes of lucky money and sweets with friends and relatives, remember ancestors and celebrate family.
Chinese New Year	New Zealand and Australia	This is a thanksgiving/harvest festival celebration. People wear traditional clothing. They give thanks to their ancestors. Families prepare and eat songpyeon – a crescent-shaped rice cake and play games.
Ramadan	USA	Five-day festival. This festival means 'rows of lighted lamps' and is often referred to as 'the festival of lights'. During this time, homes are spring-cleaned and windows are opened wide so that the goddess of wealth (Lakshmi) feels welcome to enter. Candles and lamps are lit to welcome her. Gifts are exchanged and special meals are prepared.
Diwali	Korea	This is a sacred time. A time of worship and fasting, reading the holy book (Qur'an) and doing acts of charity. This time ends with Eid-al-Fitr (the festival of fast breaking). People dress in their best outfits and attend prayers together as a community.
Independence Day (4 July)	Japan	This day gets its name from the tradition of making up boxes for servants or tradespeople to thank them for their hard work and service during the year. Boxes were also made up to give to the poor or charitable institutions.



Christians in this country celebrate by lighting their houses with beautiful **paper lanterns** and decorating their Christmas trees, which they call "**Trees of Light**" with paper chains, paper flowers, and paper lanterns. Children hang up stockings made of muslin (a type of fabric) and wait for a visit from the 'Christmas Old Man' **Dun Che Lao Ren** (dwyin-chuh-lau-oh-run) (the equivalent to Santa Claus).

Place: _____



In this country, there are people from many parts of the world, so traditions are wide and varied.

One tradition is to create a nativity scene or **Presépio**. This word comes from the Latin word *praesaepe* which means 'manger'

and refers to the manger in which Jesus first slept in Bethlehem. The *Presépio* is common in the north-eastern parts of this country, and was introduced in the 17th century, by a Franciscan friar named Gaspar de Santo Agostinho. Nowadays, *presépios* are set up in December and displayed in churches, homes, and shops.



Papai Noel (Father Christmas) is the gift-bringer. According to legend, he lives in Greenland. When he arrives in this country, he usually wears silk clothing which is more suitable in the summer heat.

A huge Christmas dinner is served, and includes turkey, ham, coloured rice, and wonderful vegetable and fruit dishes.

Devout Catholics often attend Midnight Mass or *Missa do Galo*. (*Galo* is the word for a rooster.) The Mass has this name because the rooster announces the coming day and the **Missa do Galo** finishes at one o'clock in the morning on Christmas Day! On

December the 25th, Catholics go to church, but the Masses are mostly held in the late afternoon, because people enjoy sleeping late after the Christmas dinner (called **Ceia de Natal**), or going to the beach.



Decorations include fresh flowers picked from the garden. Fireworks are set off in the skies over the cities and huge Christmas 'trees' of electric lights can be seen against the night skies in major cities.

Place: _____

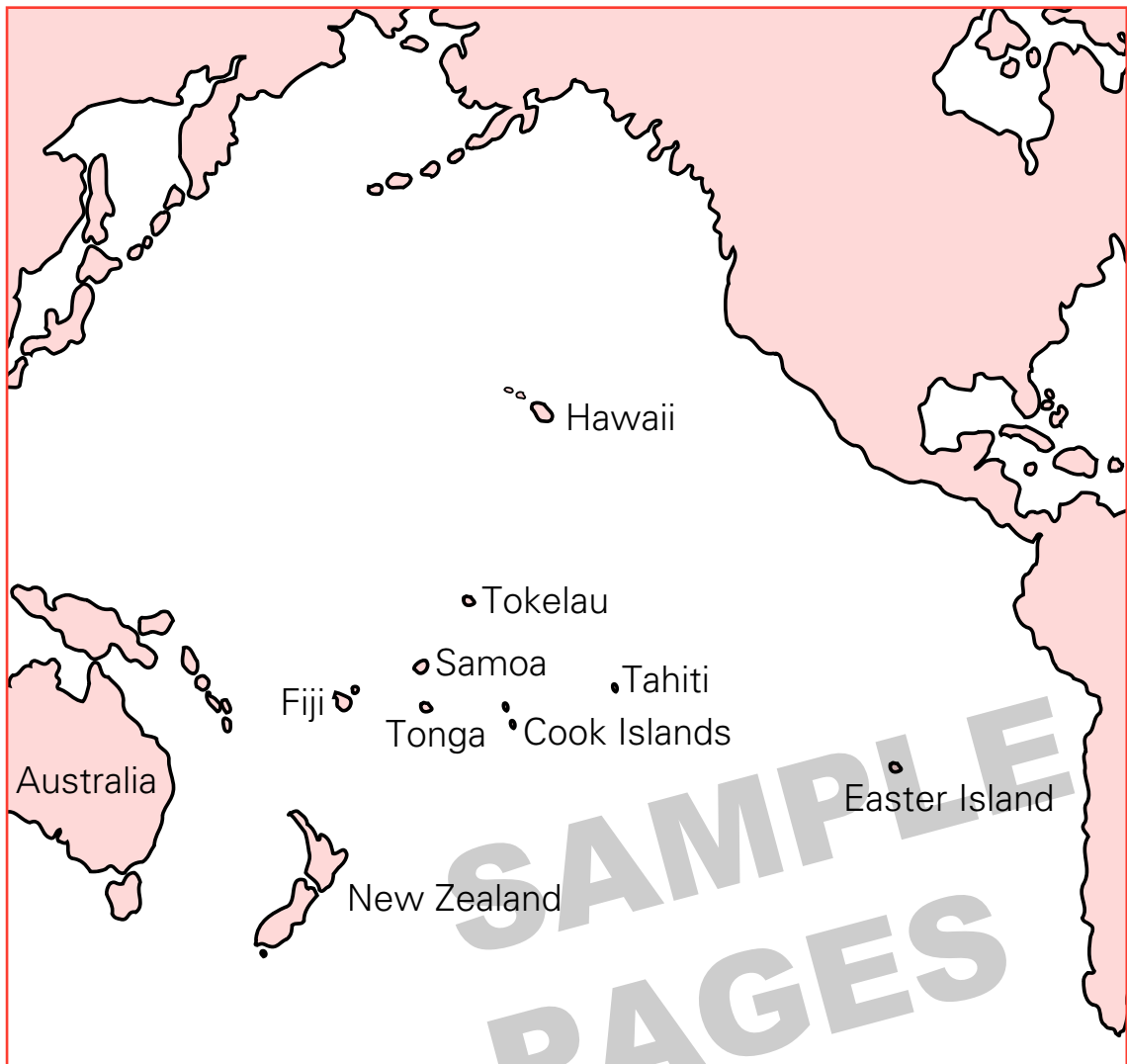
Unit 4 Māori in early New Zealand

Research and draw

It is thought that the Polynesian people originated from Indonesia about 3000 years ago, firstly moving to Fiji before groups migrated to Hawaii and Easter Island about 2000 years ago. Then, some groups moved back west through Tahiti and the Cook Islands before those we know as **Māori** settled in New Zealand. This area of the Pacific inhabited by these peoples is called the **Polynesian Triangle**.



Do research about the route the **waka** (canoes) must have taken from the Cook Islands to New Zealand, and draw the route on the map below.



Think about

Māori lived in villages or **kāinga** which were usually by the sea or lake shore. They also had **pā** which were forts designed to help to defend their tribal lands. A pā was usually built at the top of a hill, with large fences and ditches and terraces built around it.



1. For what reason, do you think, would such sites have been chosen for the building of pā?

2. The members of the tribe all worked together, fulfilling differing roles to ensure that the village ran smoothly.

What were some of the roles or responsibilities people would have taken on in the village to make sure it ran smoothly? Fill in the details below.



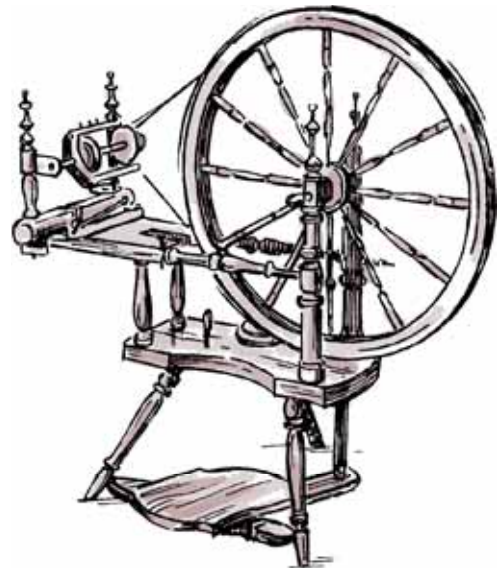
People	Roles and responsibilities in the kāinga (village)
Young children	
Women	
Men	
Elders	

Unit 5 Inventions



Inventions are things that people think about and then create. Since the beginning of human history, people have been inventing things to make their lives easier, more convenient, or simply more interesting.

Look around where you are sitting: much of what you can see that is not alive or growing has probably been invented by someone at some time.



It's incredible, really, isn't it?






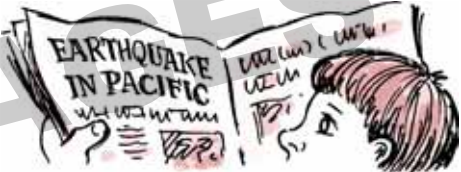
Discuss

1. Why do you think it is important to learn about inventions?

2. Do you think that inventions always have only positive (good) effects? _____
Give reasons for your answer.

3. Choose three inventions. Write statements about some positive and some negative effects of the invention. You could start your statements with **Before** and **After**.

For example:

Invention: Television	
Positive effects:	Negative effects
<p>Before TV was invented, people talked to each other more and played games.</p> 	<p>After TV was invented, people became less active because they sit in front of the TV.</p> 
<p>After TV was invented, news was received a lot faster. Nowadays, we can see news as and when it happens.</p> 	<p>Before TV was invented, people had to sometimes wait a long time to get news of events happening in the world.</p> 

Cloze activity 3

Read the text below and fill in the blanks with the words in the word bank. (The first letter of each word has been filled in for you.)



Bill Gallagher – New Zealand’s inventor of the electric fence

Word bank

electric electronics experiments Gallagher illegal imagination
 Joe linked powered problems realised Waikato

Bill Gallagher lived in the **W** _____ in the 1930s. He came up with his invention after he was bothered by a horse named **J** ____ who loved to scratch himself on Mr Gallagher’s car. Bill Gallagher was watching the old horse doing this one day and used his **i** _____ to come up with a way to stop the horse doing this: he electrified his car. Every time the horse scratched itself against the car, a triggering device sent a current through the car and consequently gave Joe the horse an **e** _____ shock. Joe quickly learned that the car was not such a great backscratcher after all!

Mr Gallagher quickly **r** _____ he could use this idea in other ways too. By 1938, his **e** _____ with electrifying fences led him to form the *Gallagher Power Fencing* company.

To start with, he **I** _____ about 2 kilometres of fencing on his dairy farm to his mains power supply. This actually worked quite well, but unfortunately it was **i** _____ to use the mains power supply in this way and he was ordered to disconnect it.

Next he went on to develop electric fences **p** _____ by a battery and the electric coil from a car. This system worked well once he had sorted out a few **p** _____. Nowadays, electrified fences all work using **e** _____ and the systems have transistors, capacitors and computer chips, but the old original mercury model still works today at the **G** _____ factory in Hamilton.

ANSWERS

Unit 1 What's happening in our community?

Brainstorm (page 2)

Answers will vary, some possible answers could be: schools, sports groups, religious groups, families, cubs, pippins, after-school care, play groups, kindergartens.

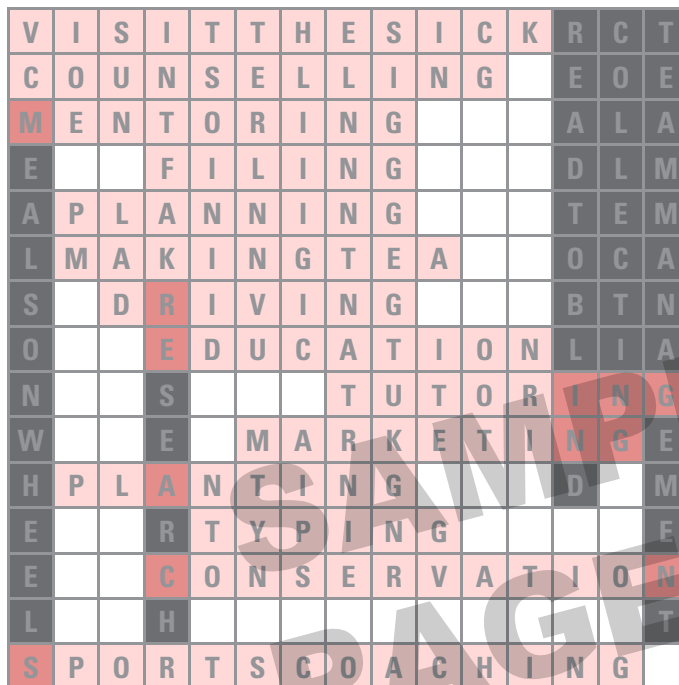
Rights (😊) and responsibilities (★) (page 5)

Rights	Responsibilities
I am allowed to feel safe.	I should learn as much as I can.
I deserve to be treated nicely.	I should get to school on time.
The equipment provided for me at school should be safe and secure.	I should have everything I need for my day in my bag.
I deserve to be listened to if I have a problem.	I should always do my homework.
	I should look after the equipment at school so that I and everyone else can continue to use it.

Volunteers in our community (page 9)

1. A volunteer is a person who performs a deed or a service without payment.
2. Answers will vary, some possible answers could be: To gain skills, gain work experience, meet new people, feel good about themselves, gain personal satisfaction, make new friends, give others the chance to learn from their experience, connect to their community.

Wordsearch: Different ways people can volunteer (page 11)



Discuss (page 33)

Answers will vary, some possible answers could be:

Traditions that would have to change:	Reasons:
Going sledding at Christmas time.	In New Zealand, Christmas falls in the middle of summer so there is no snow for sledding.
Learning Christmas carols in a new language.	The main language in New Zealand is English.
Traditions that would stay the same:	Reasons:
Eating certain traditional foods.	The same types of food are available in New Zealand; for example, turkey and Christmas pudding.
Christmas carolling.	Singing Christmas carols is a tradition all over the world where Christmas is celebrated.

Think about or research (page 34)

- Answers will vary, some possible answers could be: Decorations, songs, Christmas trees, special foods served, parties given, special outfits, church celebrations, plays.
- Answers will vary, some possible answers could be: In some cultures, people like to use real candles on their trees rather than electric lights; they have special home-made decorations that have been handed down and these can reflect cultures and cultural beliefs.
- Answers will vary, some possible answers could be: Different people use different traditional foods to celebrate.

Find out (page 35)

Answers will vary, some possible answers could be:

Country or culture	Traditional Christmas foods
Brazil	A huge Christmas dinner that includes turkey, ham, coloured rice, and wonderful vegetable and fruit dishes.
Denmark	A special rice pudding is served for dessert in which a single almond is hidden. Whoever finds the almond will have good luck for the coming year.
Greece	Christmas ends a period of 40 days of fasting, so people in Greece look forward to the Christmas meal with great anticipation. Pigs are slaughtered and almost everyone's table has loaves of <i>Christopsomo</i> ('Christ bread'). This bread is made in large, sweet loaves and the crusts are decorated in a way that shows the family's traditional profession.
France	The Christmas meal includes a <i>Bûche de Noël</i> ('Yule log'), which is a cake baked in the shape of a log of firewood and is decorated to look like a burning log.