

# TABLE OF CONTENTS

Activity 1: Social Studies Word Search	.5	Activity 53: Flying High	.53
Activity 2: Social Studies Crossword	.6	Activity 54: Aesthetics/Athletics	.54
<b>Relationships, Rules and Responsibilities</b>	<b>.8</b>	Activity 55: Food for Thought	.54
Activity 3: All-Time Greats	.9	Activity 56: Cultural Comparisons	.55
Activity 4: You'd Get My Vote	.10	Activity 57: Delicious Diversity	.56
Activity 5: Positive Power	.11	Activity 58: Cultural Celebrations Community Style	.56
Activity 6: Gone but Not Forgotten	.12	Activity 59: Community Contributions	.57
Activity 7: I Wouldn't Last a Day Without You	.13	<b>Days Gone By</b>	<b>.58</b>
Activity 8: Lifelines	.14	Activity 60: More Fun, Less Work?	.59
Activity 9: Everything's Relative	.15	Activity 61: Easier or Harder?	.59
Activity 10: A Family History	.16	Activity 62: From Post and Beam to Bricks and Mortar	.60
Activity 11: School Days	.17	Activity 63: Cool Tools	.60
Activity 12: Precious Places	.18	Activity 64: Here's to Your Health	.61
Activity 13: Extraordinary Events	.19	Activity 65: Talk and Travel	.61
Activity 14: Predictable Patterns	.20	Activity 66: Fun and Frolic	.62
Activity 15: Master Plans	.21	Activity 67: The Evolution of Food	.62
Activity 16: Oh, Baby!	.22	Activity 68: Signs of the Times	.63
Activity 17: Trip Tracking	.23	Activity 69: Create a Coat/Bill/Coin/Stamp	.63
Activity 18: Happy Holidays!	.24	Activity 70: Back in Time	.64
Activity 19: My Major Milestones	.25	<b>My Community</b>	<b>.65</b>
Activity 20: Rules Rule	.26	Activity 71: Needy Beings	.66
Activity 21: House Rules	.27	Activity 72: Super Structures	.66
Activity 22: School Rules	.27	Activity 73: People at Work	.67
Activity 23: Out and About	.28	Activity 74: Safe and Sound	.68
Activity 24: Playing by the Rules	.29	Activity 75: Getting Around	.68
Activity 25: A World Without Rules	.29	Activity 76: Secret Systems	.69
Activity 26: Rule Makers/Rule Breakers	.30	Activity 77: Special Places	.69
Activity 27: Cool Rules	.31	Activity 78: Community Central	.70
Activity 28: I Have My Rights	.31	Activity 79: Volunteers Are VIPs	.70
Activity 29: Rights = Responsibilities	.32	Activity 80: My Community, My School and Me	.71
Activity 30: Mighty Obligated	.33	Activity 81: Finding My Way	.71
Activity 31: Behaving Responsibly	.34	Activity 82: Follow Me	.72
Activity 32: It's Not My Job	.35	Activity 83: Junior Cartographers (Mini Mapmakers)	.74
Activity 33: Show a Little Respect	.36	Activity 84: A-1 Coordination	.75
Activity 34: Wronged Rights	.37	Activity 85: No Place Like Home	.76
Activity 35: Rightful Restoration	.38	<b>The Global Village</b>	<b>.78</b>
Activity 36: Changing the Rules	.38	Activity 86: A Small Part of the Big Picture	.79
Activity 37: Bask in the Glory or Suffer the Consequences?	.39	Activity 87: Popular Percentages	.83
Activity 38: Different Strokes for Different Folks	.40	Activity 88: Never Eat Shredded Wheat (N, S, E, W)	.85
<b>Traditions and Celebrations</b>	<b>.41</b>	Activity 89: The City Kid and the Country Kid	.86
Activity 39: Cultural Creatures	.42	Activity 90: Location, Location, Location!	.87
Activity 40: A Horse of a Different Color	.44	Activity 91: Back and Forth	.88
Activity 41: Festive Traditions	.45	Activity 92: En-Dependent	.88
Activity 42: Family Favorites	.46	Activity 93: Climate Controlled	.89
Activity 43: Treasured Traditions	.47	Activity 94: Planet Protectors	.90
Activity 44: Breaking with Tradition	.48	Activity 95: Who Does What Where?	.91
Activity 45: Family Name Game	.48	Activity 96: Trade-Offs	.92
Activity 46: Story Savers	.49	Activity 97: One Big, Happy Family	.93
Activity 47: Intergalactic Tradition Transmission	.49	Activity 98: Prodigious Producers	.93
Activity 48: Hunting for Heritage	.50	Activity 99: Seeing the World	.94
Activity 49: Family "Hair"looms	.50	Activity 100: Conscientious Contributions	.95
Activity 50: You've Got Your Mother's Eyes	.51	Activity 101: Time in a Bottle	.95
Activity 51: The Luck of the Irish	.51	Answer Key	.96
Activity 52: Heritage Days	.52		

## Dear Teacher or Parent,

As educators and parents, social studies challenges us to provide our children with an exciting, relevant and thorough examination of communities that will give them the information and understanding they require to become responsible adult citizens in a culturally diverse and interdependent world. To this end, it is critical that we offer a school program and home environment that encourages the development of a positive attitude toward learning; respect, tolerance and understanding of individuals, groups and cultures in the global community; respect and responsibility for the environment; and an understanding and appreciation of the rights, privileges and responsibilities of citizenship.

With *101 Social Studies Activities for Curious Kids*, children first develop an understanding of the familiar worlds of home and school through past, present and future self-directed written and oral explorations. Moving on in later chapters to the dynamic and complex world that exists outside the classroom and the home, children relate what they have learned about their own identity and values to the larger regional, national and international context. Children should be given a chance to read their responses out loud. By encouraging children to share their work with their peers, we give them an opportunity to evaluate different points of view and to examine issues critically with an eye to solving problems and making decisions on important issues that affect their lives.

When kids recognize the value and relevance of what they are learning, they are motivated to work and learn effectively. Like the other books in the *101 Activities series*, *101 Social Studies Activities for Curious Kids* allows children to explore a subject by writing about what they know and understand best—themselves. Using personal experience as a springboard for creative thinking, children need little or no adult direction to examine “Relationships, Rules and Responsibilities,” “Traditions and Celebrations,” “Days Gone By,” “My Community” and “The Global Village” in a meaningful, rich and relevant context. To kickstart dormant creative juices, a written example, which can be read aloud, accompanies each activity (except where the desired response is objective rather than subjective or where an example might limit children to my critical thinking pathway) and a word search and crossword puzzle at the beginning of the book use the same key words and concepts to introduce kids to the language of social studies.

With direct curriculum links to English, history, geography and mathematics, *101 Social Studies Activities for Curious Kids* provides teachers and parents with an excellent opportunity to reinforce learning while giving children something fun to do. Responses to each activity can be short or lengthy and can take minutes or hours, depending on the writer’s individual level of ability, interest and enthusiasm. Contrary to the prevailing attitude of today’s youth, social studies can be fun. I hope you and your children find *101 Social Studies Activities for Curious Kids* to be a useful and enjoyable tool, and take as much delight in travelling the pathway to social enlightenment and civic mindedness as much as I did!

Sincerely,



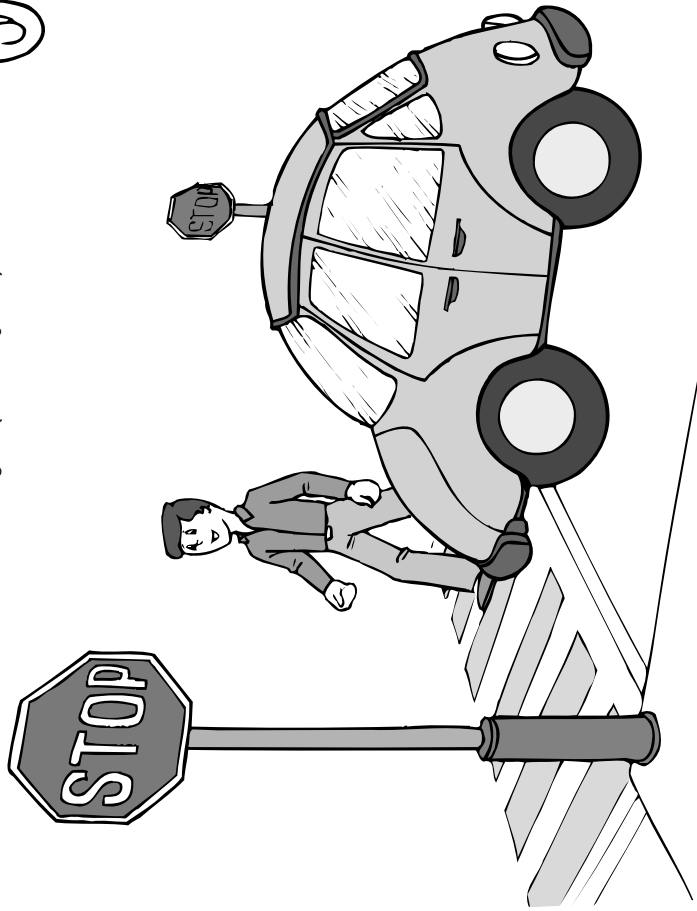
Tracey Ann Schofield

# RELATIONSHIPS, RULES AND RESPONSIBILITIES

In this section, students identify significant people, places and events in their lives and describe simple patterns that influence their daily existence. They also examine rules, rights and responsibilities in their home, school and neighborhood. Specifically, they . . .

- identify important people in their country, both past and present (Activities 3-5)
- identify important past and present relationships in their lives (Activities 6, 7)
- construct a time line identifying the history of a family member or a special person (Activity 8)
- construct a simple family tree identifying family members (Activity 9)
- create a simple time line to show relevant family/school history (Activities 10-11)
- describe significant places in their lives (Activity 12)
- identify significant events in their lives (Activity 13)
- describe simple patterns that influence their daily lives (Activities 14-16)
- order a sequence of events orally and with pictorial symbols (Activities 17-19)
- identify rules in the home, at school and in the community (Activities 20-23)
- demonstrate an understanding of the need for rules and responsibilities (Activities 24-27)

- identify and describe the rights and responsibilities of family members, group members and members of the community (Activities 28-31)
- demonstrate an understanding of rights and responsibilities in a way that shows respect for the rights and property of other people (Activities 32-35)
- explain how rules and responsibilities may change over time (Activity 36)
- recognize and describe the consequences of events and actions that affect their lives (Activity 37)
- identify the factors that might cause rules to change and describe the changes (Activity 38)



Activity 4

# YOU'D GET MY VOTE

*Interview someone who is at least 25 years your senior. Ask him or her to tell you about the most important person to lead the country when he or she was younger (the person who had the greatest impact). What were some of this leader's most memorable moments? What were some of his or her best and worst decisions? If you could, would you support this leader today? Why or why not?*

**Example: John Fitzgerald Kennedy: President of the United States of America**

**Best/Worst Decisions**

- established the Peace Corps to help people in developing countries
- initiated disastrous Bay of Pigs invasion by Cuban rebels against their homeland
- championed civil rights and proposed many legislative changes to end segregation and racial discrimination
- promoted the development of space exploration

As with many politicians, JFK's supporters felt that he changed the U.S. for the better while his detractors felt that he changed it for the worse. But all mourned the loss of the young, charismatic president when he was assassinated on November 21, 1963, in Dallas, Texas.

**Memorable Moments**

- coining of the phrase "ask not what your country can do for you, ask what you can do for your county" in his 1961 inaugural address.
- picture published around the world as he addressed German citizens at City Hall in West Berlin with the words *Ich bin ein Berliner*.
- appointed a Special Advisor to the Arts and invited many celebrated artists to perform at the White House.

**My Feelings**

Would I vote for him today? Probably, it is easy, now, to see the mistakes that were made and to find fault with policies and decisions. But John F. Kennedy, then or now, was an imposing political figure—intelligent, charming, handsome, from a powerful and polished family.

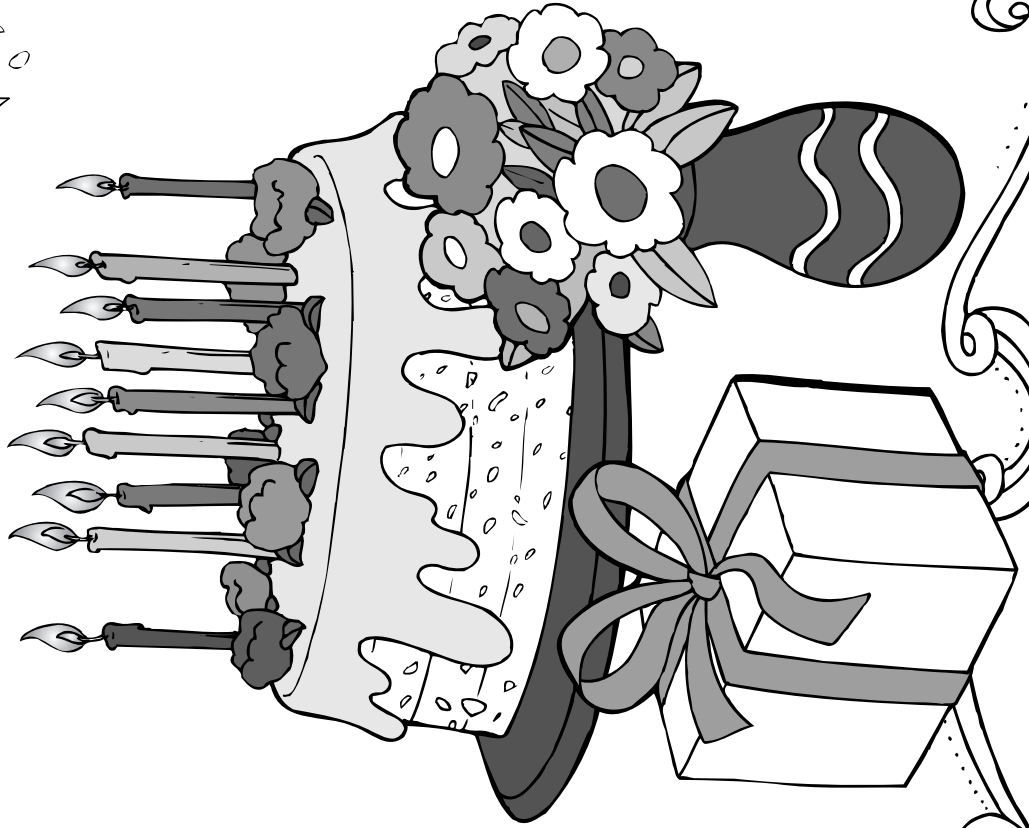
People voted for him not only for what he said but how he said it—and probably would again.



# TRADITIONS AND CELEBRATIONS

In this section, students identify their family origins, record significant personal, family and community events and discuss the impact of culture and heritage on their everyday lives. They examine the traditions and special celebrations that reinforce their cultural heritage and develop an understanding of and appreciation for cultural diversity. Specifically, they . . .

- develop an understanding of the term culture (Activities 39-40)
- demonstrate an understanding that traditions are passed down from parents and grandparents (Activities 41-47)
- identify ways in which heritage passes from generation to generation (Activities 48-55)
- demonstrate an understanding that communities may be made up of many cultures (Activity 56)
- identify the significant features of various cultures and the cultural origins of their classmates (Activity 57)
- identify community celebrations that reflect their own heritage and cultural identity (Activity 58)
- describe the contributions each family makes to the community and identify the special contributions of various cultures (Activity 59)



## TREASURED TRADITIONS

*A tradition can also be a certain way of doing things: the way we prepare and present foods and the kind of foods we eat, our bedtime routines, the way we reward and discipline our children, the kind of pets we keep, the way we spend our holidays and summer vacations, the kind of books we read, the crafts we do, what we do for rest and relaxation . . .*

1. Describe one of your favorite family traditions: something your parents (or grandparents) do for you that you will definitely do for your children.
2. Describe a quirky family tradition: something that your parents (or grandparents) do, and thus that you do without really understanding why you do it.

### Example 1: Back-to-School Shopping

When I was little, my mother always took my brother and me “back-to-school” shopping during the last week of summer vacation. At the mall near our house, we were allowed to buy one new outfit for school: a pair of pants and a T-shirt or sweatshirt. If we were in need, we would get a new pair of sneakers, too. Then we would go and buy our school supplies: a 24-pack of crayons with all those glorious, multicolored, perfectly sharpened tips; a pack of loose-leaf lined binder paper; a ruler; a glue stick; an eraser; a pen; and a couple of pencils. I always looked forward to that day. Even when my stomach was tying itself in knots at the thought of a new grade, a new teacher and a new bunch of kids, my nervous tension would give way to joyful anticipation as Labor Day and our end-of-summer shopping excursion approached. Today, I keep this tradition alive with my kids. I think it eases their back-to-school blues just as it

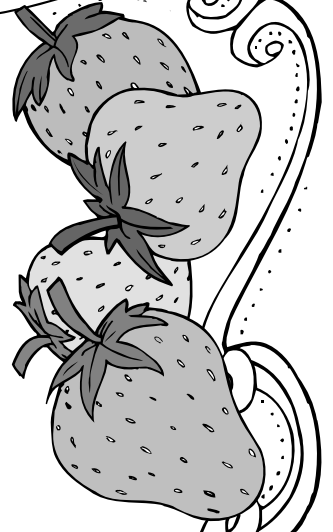
did mine and gives them something special to look forward to as they say good-bye to another summer vacation.

### Example 2: The Ham Sham

I once heard a story about a woman who always cut off the end of a ham before putting it in the roasting pan. When people asked her why she did this, she couldn't give them a logical explanation. As a child, she had watched her mother do the same and she simply adopted the practice. (Subconsciously she assumed that there was some flavorful or healthful reason behind this “traditional” activity.) After being asked the “why” question dozens of times, she finally turned it over to her mother. “Why do you always cut off the end of the ham?” she asked. Her mother replied, “because it won't fit in the roasting pan otherwise.”

### Example 3: The Core War

My mother has always cut the hull out of the center of a strawberry. Although I have no idea why she does this (I assume that the core is fibrous and doesn't taste that great) I do it because she does—even though my mimicry adds hours to the time it takes to make strawberry jam! I have never met anyone else who hulls their strawberries (most people think I am just plain silly for doing it), but I would never dream of omitting this time-consuming traditional step. As far as my mother and I are concerned, hulling is the only way to prepare a strawberry.



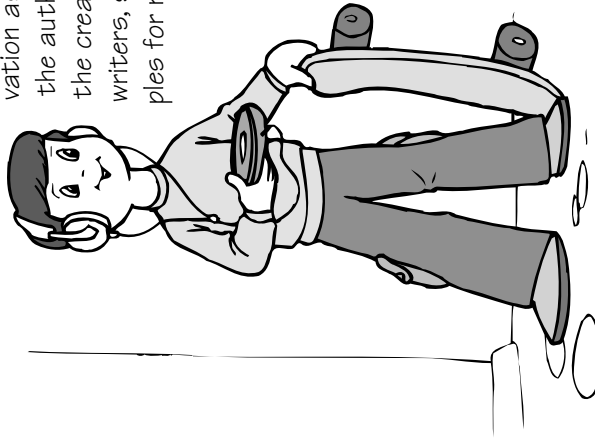
## DAYS GONE BY

In this section, students draw on their knowledge of the days of early settlement to compare and contrast present-day life with life in pioneer times. They develop an appreciation for the contributions of early settlers and an understanding of how dramatically life has changed in the last few hundred years. They examine the impact of industrialization, technology and modern sophistication on everyday existence and discuss the relative pros and cons of life in both periods. Specifically, they . . .

- compare and contrast the lives of pioneer and present-day children of similar ages (Activity 60)
- compare and contrast life in a pioneer settlement with that in their own community (Activity 61)
- compare and contrast buildings in a pioneer settlement with those of the present day (Activity 62)
- compare tools used by the pioneers to today's tools (Activity 63)
- identify the improvements to medicine and health care (Activity 64)
- compare past and present means of communication (Activity 65)
- compare past and present forms of recreation (Activity 66)
- compare pioneer diet and foods to that of present-day people (Activity 67)
- identify significant heritage symbols on their country's coat of arms (Activity 68)

- create a coat of arms for their own family, school or community (Activity 69)
- consider the pros and cons of life today and in days gone by (Activity 70)

**Note:** Because these exercises are more objective than subjective and are based as much on observation as personal experience, and because the author does not wish to lead or limit the creative thought and expression of the writers, she has declined to include examples for much of this section.



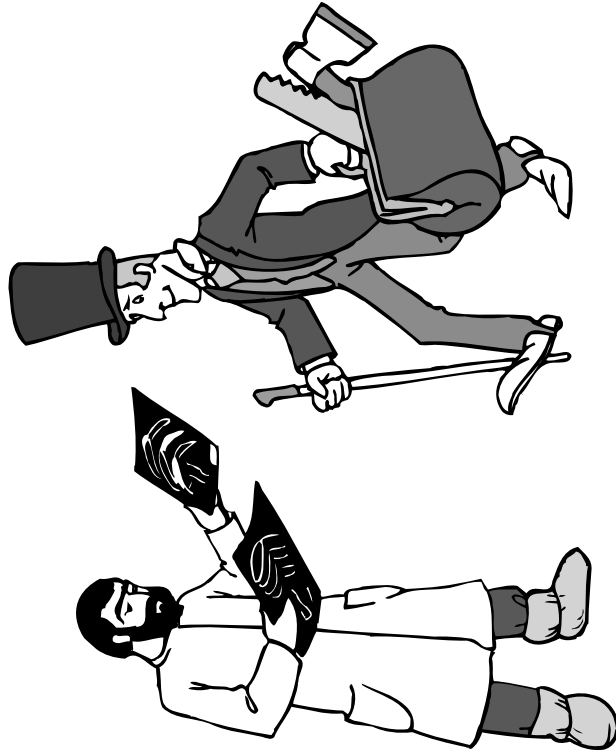
Activity 64

## HERE'S TO YOUR HEALTH

Think about how medicine and health care have changed since pioneer times.

What do present-day doctors carry in their medical bags that pioneer doctors did not?

What happens to you when you get sick, and why are your chances of recovery better than those of a pioneer child?



Activity 65

## TALK AND TRAVEL

How did people in pioneer communities communicate? How did they travel? How do we communicate and travel today? What methods are common to both groups?

What methods are different?

Using three columns, headed **Then**, **Then and Now** and **Now**, list the methods of talk and travel that have been used over the last several hundred years.

What are your all-time favorite modes of communication and transportation? Why?

