

SOCIAL STUDIES 201

Families and Neighbors

The Contents of This LightUnit

This course is about communities, and LightUnit 201 begins with the most basic unit of any community, anywhere—the family.

Any family has neighbors, and Section 2 deals with relating to neighbors. Challenge students to follow God’s rules in the way they treat their neighbors. Remind them of the Good Samaritan story—Jesus taught that everyone is our neighbor, not only those who live near us.

The Golden Rule is basic to the roles and relationships studied in this LightUnit. Students will be challenged to apply God’s rules for happy living in their own homes and neighborhoods.

Activities in This LightUnit

The LightUnit has various activities throughout. Following is a list of the most major of these activities. Read

over the list and keep the activities in mind so you can gather materials or make plans as needed.

Lesson 2: Students make a thank-you card for their parents. Have construction paper and other materials available for the project.

Lesson 4: Plan a bulletin board on the blessings of families. Students can bring pictures of their families for the board.

Lesson 11: Students make a card for one of their neighbors. Have materials available.

Lesson 16: Extra Activity. The extra activity calls for making popcorn balls and taking them to give to a neighbor. You may want to have students make them at home and bring them to school, or you can make them together as a class before your visit.

Lesson 1 (Pages 1-3)

Looking Ahead

Objectives

1. To preview the LightUnit
2. To learn who belongs in a family
3. To learn how God wants us to treat our neighbors
4. To memorize Leviticus 19:18

Introducing the Lesson

Discuss the creation of Adam and Eve, from Genesis 2:7-25. God saw it was not good for man to be alone so He gave him a wife.

Help the children think about how lonely life would be if they were the only person in the world. Talk about the blessings they would miss if their family were the only family around. God knew we needed our families and our neighbors.

FAMILIES AND NEIGHBORS

Lesson 1 Looking Ahead

How would you like to be the only person in the whole world? Just think—there would be no one to talk to, no one to play with. You would be very lonely, wouldn't you?

When God first made Adam, Adam was the only man. There were no other people at all. And Adam was lonely.

God saw how lonely Adam was, so He made Eve. Adam was not lonely any more. Adam and Eve were the first family. Now there are many families on the earth.

God knew we needed other people to be with, so He gave us families and neighbors.

In this LightUnit we will learn about God's plan for our families and how God wants us to treat our neighbors.

Look at the contents page in the front of this book. Then answer these questions.

1. How many sections are in this book? 3
2. Which section is called "Families Need Neighbors"? 2

Lesson 1

3. Which section is about our families? 1
4. Circle the words that say what Lesson 14 is about.
My Family The Golden Rule Brothers and Sisters
5. What is the title of Lesson 2? Parents
Love and Teach

STUDY
family (fām•i•ē). A mother and father and their children.
parent (pār•ənt). A mother or father.
neighbor (nā•bər). Someone who lives near you.

△ Say these words to someone.

What do you think of first when you think about your **family**? You probably think of your **parents** first. Maybe you have brothers and sisters too. Your family is very important to you.



God gave you parents to teach you. Your parents love you and give you the things you need. Your brothers and sisters can help you work and play.

Lesson 1

God gave you **neighbors** too. There are all kinds of neighbors—old and young, kind and unkind, big and little. No matter what kind of neighbors you have, God wants you to love them.

God has a special plan for families and neighbors. If we follow God's plan, we will be happy.

Write the best answer in the blank.

6. Your parents teach you.
sisters parents
7. The people that live with you are your family.
family neighbors
8. The people who live close to you are your neighbors.
family neighbors
9. God wants us to love our family and neighbors.
tease love

Do this activity.

- △ 10. This verse tells how God wants us to feel about our neighbors. Read it until you can say it without looking. Then say it to your teacher.

"Thou shalt love thy neighbour as thyself."
Leviticus 19:18

Go over the contents page with the children. Notice how the lessons in each section fit together under the section's title. Show them how to find the page on which a lesson begins. Ask questions such as "On what page does Lesson 7 begin?" or "What is the title of Lesson 13?"

Discuss the meaning of Leviticus 19:18: ". . . thou shalt love thy neighbor as thyself . . ."

Note: Lesson 2, #8 (page 6) calls for making a thank-you card. Tell the children to think of some things they want to thank their parents for. Have construction paper and old magazines ready for the project.

Section 1 — We Need Families

Lesson 2 (Pages 4-6)

Parents Love and Teach

Objectives

1. To understand that God planned for parents to love and teach their children
2. To be thankful for parents' love and discipline

Introducing the Lesson

Talk about the difference between baby animals and human babies. Some animals are ready to leave their mothers at birth. Humans need much care from their parents. God intended that our parents teach us about Him. He also wants them to teach us how to do many things. You could discuss the teaching various Bible children—Timothy, Moses, Daniel—received from their parents.

After the Assignment

Ask the children to name some things their parents teach them. *Examples: washing dishes, baking cookies, tying shoes.*

Ask the students to explain how punishment is a help to us.

Review the Study Words and the verse from Lesson 1.

SECTION 1

WE NEED FAMILIES

Lesson 2 Parents Love and Teach

God has a plan for you. He wants you to learn His ways. He wants you to learn of Him and love Him.

But how should you learn about God? How should you learn of His ways? He wants you to learn from your parents. This is God's plan.

God has a plan for your parents too. He wants them to teach you about God. So God put love into their hearts. They love you and want what is good for you. This is God's plan for the family.

Parents teach us what is right and good. They teach us what pleases God and what God does not like. They tell us when we do something wrong. Sometimes they need to punish us. That is part of God's plan too.

Our parents teach us other things we need to know. Here are two stories. The children in these stories are learning things. Their parents are teaching them. What are some things your parents have taught you?

"Today I will teach you to bake a cake," said Mother.

"Oh, goody." Jane clapped her hands.

Mother helped Jane find the things she needed. She showed Jane how to break the eggs and measure the sugar and flour.

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201-3: Parents Give Food and Clothes

When the children have finished the rest of the lesson, give each child a piece of construction paper to make their thank-you card (#8, p. 6). They should fold it in half, decorate the front, and neatly print "Thank You, Daddy and Mother" (or whatever they call their parents). On the inside, they should write a note thanking their parents for at least three things. They can draw pictures to illustrate these things or cut out pictures from old magazines.

Lesson 2

After the cake was done, Mother and Jane ate a piece. "That was the best cake I ever had," Jane said happily.

Joshua frowned at the birdhouse he was making. It was harder than he had thought it would be. One side was crooked, and one piece of wood didn't fit right.

"Dad," he called, "can you come here? I need help."

Dad looked at the birdhouse. "It does look like you have a problem," he said. "First let's read the directions."

Joshua waited while Dad read the directions. Then Dad looked up. "Now I know what you did wrong," he said. "Why don't you watch me fix it for you. Then you will know how to do it right the next time."



Do these activities.

- △ 1. Write a sentence using the word *love*.

Answers will vary.

- △ 2. Write one thing your mother taught you.

Answers will vary.

- △ 3. Write one thing your father taught you.

Answers will vary.

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Lesson 3 (Pages 6-9)

Parents Give Food and Clothes

Objectives

1. To discuss how parents provide food and clothes
2. To be thankful for parents' love and care

Introducing the Lesson

Review the first two lessons. Encourage the children not to look back when they do the *We Remember* section, unless they cannot remember the answer.

Talk about how all our food comes from God, though we may buy or raise it. List various foods and let the children tell you if their family buys that food or grows it.

Discuss various clothes their parents buy for them and some clothing their mothers may

Lessons 2, 3

Circle T for true or F for false.

- | | | |
|---|-------------------------|------------------------------------|
| 4. My parents love me. | <input type="radio"/> T | <input type="radio"/> F |
| 5. My parents will teach me only one thing. | <input type="radio"/> T | <input checked="" type="radio"/> F |
| 6. My parents punish me because they love me. | <input type="radio"/> T | <input type="radio"/> F |
| 7. Mother and Father will teach me to love God. | <input type="radio"/> T | <input type="radio"/> F |

Do this activity.

8. Make a thank-you card for your parents. Thank them for three things they do for you.



Lesson 3 Parents Give Food and Clothes

WE REMEMBER

We Remember is a special section about things you have already learned. There will be a *We Remember* section in most lessons. Always try to answer the questions without looking back.

Match.

- | | |
|-----------------|--|
| 1. your family | the first family |
| 2. Adam and Eve | parents love and teach their children |
| 3. neighbors | people who live near you |
| 4. God's plan | your father, mother, brothers, and sisters |

6

sew. (Guide the discussion so the children do not feel bad if their parents buy most things instead of making them, or vice versa).

Activity

Students may make a small poster showing foods they raise in their gardens and foods they buy.

Fill in the blanks.

5. "Thou shalt love thy neighbor as thyself" (Leviticus 19:18).

What would happen to you if your parents stopped caring for you? What things would you need to do all by yourself? In this lesson you will read about some things your parents do for you. Thank God for your parents.

Where does your food come from? Yes, God makes it grow. But how does it get to your table? Your mother and father work hard to get food for you.

Noodles, flour, sugar, and ice cream are all things your parents probably buy at the store. Your father must work hard to get money. He uses this money to buy these things.



Peas, corn, potatoes, and beans can grow in your garden. Maybe you have helped your parents plant the seeds and keep the weeds out. Then they must pick the vegetables when they are ripe. After they are picked there is still a lot of work to put them in jars, or in freezer boxes.

But not everyone has a garden. Some people who live in the city do not have room for a garden. These people must buy vegetables at the store too. Do you have a garden, or do your parents buy vegetables at the store?

Meat comes from animals. If you live on a farm you might raise animals to eat. If you don't live on a farm, your parents will likely buy meat at the store.

Your parents want you to eat healthy food because they love you. Do this activity.

6. Write four things you ate today. After each one write where your parents got it.

FOOD	WHERE IT CAME FROM
Teacher	Check
_____	_____
_____	_____
_____	_____
_____	_____

Your parents also make sure you have clothes to wear. Do you ever put on a dress or shirt that used to fit you fine, but now it is too small? Then your mother needs to buy or make a new one.

Did you ever hear your mother say, "Don't go out without a coat"? She was making sure that you had the right kind of clothes on. She wanted you to stay warm so you would not get sick so easily.

When it is warm outside, your parents will find cooler clothes for you to wear so you will not get too hot.

Aren't you thankful for all the things your parents do for you?

Do these activities.

7. Your parents buy some of your clothes at the store. Draw a picture of something you wear that comes from the store.



8. Sometimes Mother buys cloth at the store and makes something that girls wear. Can you draw a picture of what she will make?



If you decide to do this activity, spread it out over a week or two. Students can work on the project for half an hour or so each day.

Section 1 — Ella From Tancook Island

Lesson 1

Read the contents page. Match to show where each child lives.

1. Ella	British Columbia
2. Betty	Clearview Ranch
3. Steve	Chicago
4. Victor	Tancook Island

Circle T for true or F for false.

5. T F Steve lives on a farm.
 6. T F Betty lives close to the ocean.
 7. T F People catch fish where Ella lives.
 8. T F Victor lives on a ranch.

Answer these questions about the community where you live.

△ 9. Do your neighbors live close to you or far away?
 Teacher Check

△ 10. Do you live near an ocean? Teacher Check

○ 11. Tell something you like about your community.
 Teacher Check

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Lesson 2 (Pages 4-8)

Tancook Island

Objectives

1. To locate Tancook Island on a map
2. To read about community life on Tancook Island

Introducing the Lesson

On a map of Canada, show Nova Scotia, Mahone Bay, Tancook Island, and the Atlantic Ocean. Point out where you live in relation to Nova Scotia.

Explain that an island is completely surrounded by water. Discuss the means of transportation to and from the mainland to the island.

Tell the children that in this lesson and the next two lessons they will be learning about community life with Ella from Tancook Island.

SECTION 1

ELLA FROM TANCOOK ISLAND

Lesson 2 Tancook Island

bay (bā). A large part of a sea or ocean partly surrounded by land.

ferry (fērē). A boat that carries people or goods across a body of water.

mainland (mān•lānd). The main part of a continent. Tancook Island is near the *mainland* of Nova Scotia.

shore (shōr). The land along the edge of the water.

village (vil•ij). A small town.

△ Say these words to someone.

Ella is a girl from Nova Scotia (nō•və skō•shə). Nova Scotia is in Canada. Can you find Canada on a globe or map? Now look at the east side of Canada to find Nova Scotia. Ella lives on a small island called Tancook Island.

Look at the map of Nova Scotia on page 5. Can you find Tancook Island in the Mahone Bay? It looks very small, doesn't it? It is so small that it would take only about 15 minutes to drive around the edge of it.

In the ocean around Tancook Island live many fish. Nearly all of the men from Ella's **village** are fishermen. They catch fish to sell.

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205-2: Tancook Island

Tell the students whether or not you want them to do the optional activity on page 8. They may need your help on questions 11 and 12.

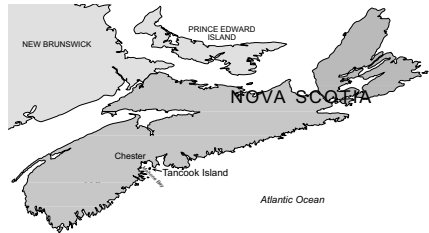
After the Assignment

Let the children tell you their impression of island living. Ask them questions about the lesson.

- Do you think it would be fun to ride a ferry to school?
- Would you like to live next to the ocean?
- Would you like to live on a little island?


Note: Tomorrow's lesson is about fishing with Ella's father. The optional activity is about lobsters. Read about lobsters to find out how they are shipped to stores and restaurants. Also, learn how they are cooked and eaten. A store that sells lobsters or a restaurant that offers lobster on their menu would very likely be able to give you information, if you are unfamiliar with the process.

Lesson 2



Atlantic Ocean

If you would walk along the **shore** of the island, you would see many fishing boats. The boats belong to the village men. Every day they take their boats out into the bay to fish. Ella's father has a boat. Her big brother Ken is Father's helper on the boat.



Fishing boats along the shore.

5

Lesson 2

Tancook Island has nice weather. It is not too hot and not too cold. In the summer, the weather is warm. Spring and fall are cool and often foggy. In winter, the temperature often goes below freezing, and snow falls. Tancook Island often gets about 70 inches of snow.

Ella's house is at the edge of the village. From the front of the house, Ella can see the ocean and fishing boats.

There is only one school on Tancook Island. It is very small. There are only about 30 students in the school. All the children in grades 1-6 go there. After they finish Grade 6, they must go to a bigger school on the **mainland**. They must go by **ferry**. They ride the ferry across the six miles of water between Tancook Island and the mainland to go to school in the town of Chester.

Ella is in second grade, so she goes to the small island school. But her older sister Laura is in Grade 8. Laura rides the ferry to the school on the mainland. Ken has finished school already. He helps Father on the fishing boat.

Fill in the blanks.

- Most of the men in Ella's village are fishermen.
- Tancook Island is in the part of the ocean called Mahone Bay.
- The land along the edge of the water is the shore.

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Lesson 2

Answer these questions.

- Could you walk around Tancook Island in one day? yes
- How do you know? You could drive around it in 15 minutes.
- Do you think Ella ever has fish to eat? yes
- What makes you think so? Her father is a fisherman.
- Would you like to live on Tancook Island?
- Why or why not? Answers will vary.

Did you think *Nova Scotia* sounded like a funny name? Far across the ocean from Nova Scotia is a country called *Scotland*. Long ago, when people first came to Canada to live, they named part of the land *Nova Scotia*, which means "New Scotland." Maybe the long-ago settlers thought the new land looked like the far-off country of Scotland.

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Lesson 3 (Pages 8-12)

Fisherman's Daughter

Objectives

1. To learn about a fisherman's work
2. To learn about lobsters

Introducing the Lesson

In today's lesson, students read about Ella's father, a Tancook Island fisherman.

Go over the Study Words before assigning the lesson.

After the Assignment

Review the lesson. Would the children like their father to be a fisherman?

Talk about lobsters. Make sure students understand what they look like and what size they are. Discuss the way lobsters are caught, removed from the pots, disarmed, and made ready to sell.

Lessons 2, 3

★ Do these activities.

10. Nova Scotia means "New Scotland."
- △ 11. What is the name of your country, state, or province?
.....
- △ 12. In the encyclopedia, look up the name you wrote for Number 11. See if you can find out how your country, state, or province got its name. You may ask your teacher to help you.

Lesson 3 Fisherman's Daughter

Study

- lobster** (lăb•stər). A hard-shelled sea animal with two large claws, eaten for food.
- lobster pot** (lăb•stər păt). A trap used to catch lobsters.
- ocean floor** (ō•shən flôr). The solid ground beneath the ocean.
- swamp** (swămp). To fill with water and sink.

△ Say these words to someone.

Lesson 3



A lobster fisherman unloading his pot.

One day Father said Ella could go with him on the fishing boat. After breakfast, she walked with Father and Ken down to the shore.

Father checked to make sure the boat was ready for the day's work. Ken filled the gas tank. Ella climbed into the boat and put their lunch in a safe place.

First they went to check the **lobster pots**. The pots were down on the **ocean floor**. Father and Ken pulled up the pots and scooped the **lobsters** out. Ken put a wooden peg in each lobster's claw before he dropped it into the ice box.

"Why do you put those pegs in, Ken?" asked Ella.



Lesson 3

"Well, you know how these claws can pinch, don't you?"

Ella nodded. She remembered the time when she picked up a lobster and it had grabbed her finger with its claws.

"If we didn't put pegs in their claws, they would fight and hurt each other. Then they wouldn't be good to sell." He scooped the last lobster out of the pot and pegged its claws. Father baited the pot and dropped it back into the water.

Father moved the boat farther out into the water. Before long Father said he was ready to put out the net. He and Ken spread the net. Then all three of them relaxed while they ate lunch.



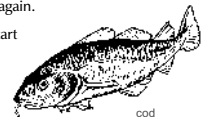
herring

After a while Father said it was time to pull in the net. Ella could see many flopping, squirming fish—big cod and smaller herring.

Father and Ken used a dipper net to scoop the fish out of the water. When they finished, they set the net again.

Finally Father said it was time to start back to the island. "It is a long ride back, and we have a big load."

"Is it bad to have a big load?" asked Ella.



cod

"It is more dangerous," Father said. "If the wind blows hard, a big load makes it easier for the boat to **swamp**."

Ella sat back and let the cool breeze blow in her face. Before long, her eyes drooped shut and she was asleep.

205-4: Shopping With Mother

Be prepared to tell the students how lobsters and other fish are shipped to stores and restaurants. Describe how lobsters are cooked and eaten. Have any of the students ever eaten lobster?

Activity

Give each child a piece of unlined paper. Have them draw a line to divide the paper into halves. On one half, have them draw and color a picture of a lobster as it is before cooking; on the other side draw and color a lobster as it looks after it is cooked.


Lesson 3

Two hours later she sat up and blinked. "Did you have a good nap?" Father asked. "We're almost home."


"Good," said Ella. "It was fun to go with you today, but now I'm ready to be at home again."

 Circle the best answer.

1. Father and Ken use nets (pots) to catch lobsters.
2. They use nets (pots) to catch fish.

 Find and circle these words in the word box.

3. fishing
 4. boat
 5. net
 6. pot
 7. lobster
 8. herring
 9. cod
- | | | | | | | |
|---|---|---|---|---|---|---|
| l | o | b | b | n | o | h |
| o | c | s | t | e | r | e |
| l | o | b | s | t | e | r |
| m | d | o | i | g | h | r |
| n | p | a | o | f | s | i |
| p | o | t | n | e | o | n |
| f | i | s | h | i | n | g |

 Fill in the blanks with Study Words.

10. If a boat would swamp, it might go all the way to the ocean floor.

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Lesson 4 (Pages 12-16)

Shopping With Mother

Objectives


1. To learn more about the community Ella lives in
2. To learn the importance of telling others about Jesus
3. To write a story ending

Introducing the Lesson

Ask the children if they like to go shopping with their mothers. Discuss the distance their mothers travel to shop. In today's lesson Mother and Ella go shopping. But they must ride the ferry to the mainland because the store on Tancook Island is so small.

For No. 8, the children will write an ending to the story in the lesson. You may need to give ideas to help them get started.

Lessons 3, 4

 Read the paragraph and answer the question.


Let's suppose that Father and Ken and Ella took some lobsters home for Mother to cook for supper. When Ella saw Father and Ken taking the lobsters out of the lobster pots, they were green. But if Mother cooks them for supper, they will not stay green. They will change color.

11. Look up *lobster* in an encyclopedia or dictionary to find out what color lobsters turn when they are cooked. They turn red.

Lesson 4

Shopping With Mother

WE REMEMBER

 Write the word beside its meaning.

1. mainland the main part of a continent
2. lobster hard-shelled sea animal eaten for food
3. shore land along the edge of the water
4. village a small town

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