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MORAL, SOCIAL AND CULTURAL STUDIES



Grade
06

Moral, Social and Cultural Studies

Student Book

Grade 6

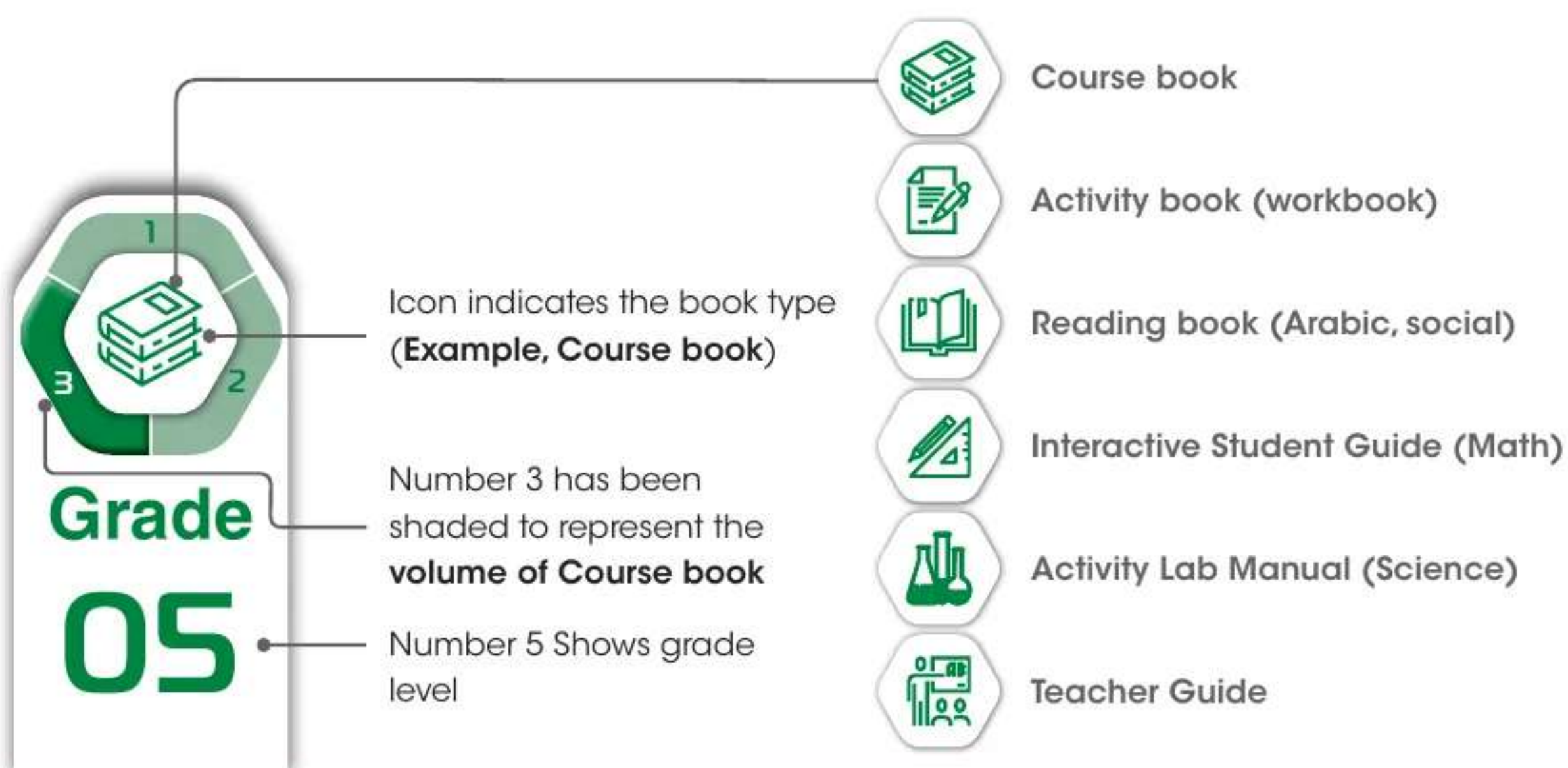
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Those who take the lead take it by doing three things. First, science to be able to manoeuvre; second, knowledge to be able to heavily invest in education; and third, a very wise leadership with a clear vision and a roadmap to the right direction.

His Highness Sheikh Mohammed bin Zayed Al Nahyan

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Unit 7

Government Services

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How are laws created and enforced?

How can understanding these processes prepare us to be more informed and active citizens?

Lesson 1

How the Government Functions

What are the roles of political leaders and public servants in government?

What are the functions and responsibilities of government leaders and public servants?



Key Vocabulary

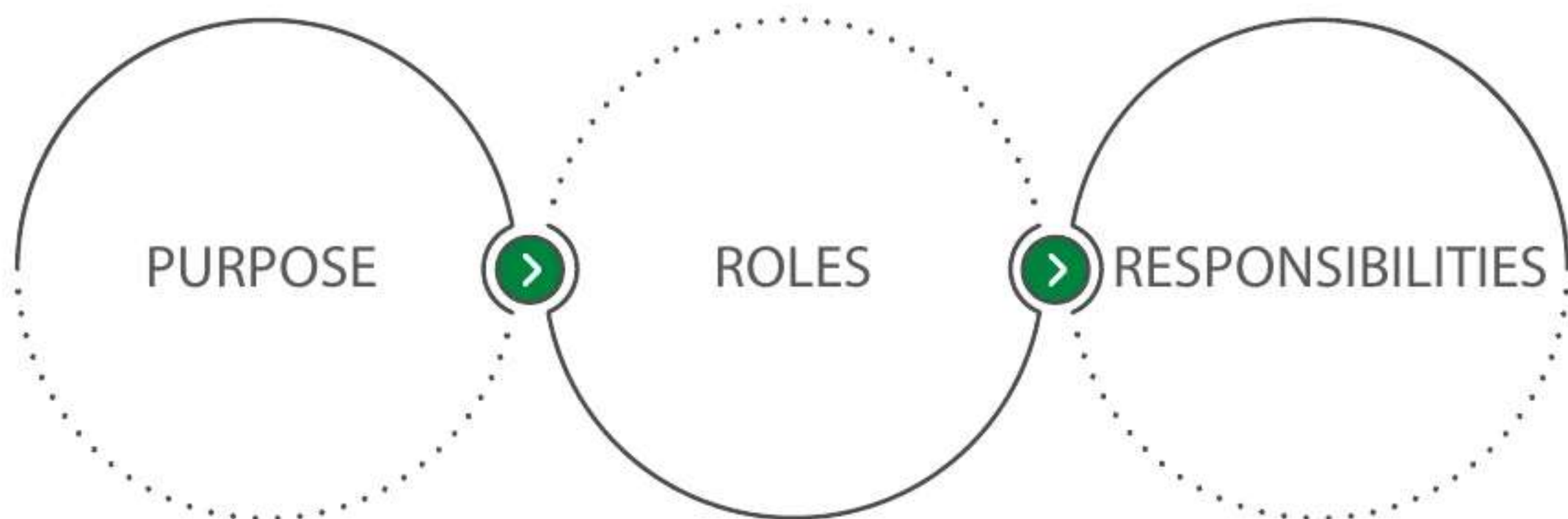
policy	regulate
role	grant
responsibility	unbiased
welfare	

Activity 1

Discuss and write your responses to the questions.

1. What is the purpose of government?

2. What are its roles and responsibilities?



Activity 2

Read the text and highlight any new information you learn while reading.

The Roles and Responsibilities of Government

Governments and political systems organize and manage countries. Political systems that work well create an organized and safe living environment for people who live in those countries. Each system is based on the cooperation of political leaders, who discuss, debate, and decide policies, and officials who put policies into action.

It can be an exciting event to see political leaders argue and debate the advantages and disadvantages of policy ideas. However, when a decision has been made, the government depends on the skills and abilities of officials to carry out the policies.

Most governments have a constitution. A constitution is a document that explains the roles and responsibilities of all the governmental departments and positions. The constitution explains the processes of government—how laws and policies are developed and carried out. It is the responsibility of political leaders to make sure that they follow these processes to ensure the welfare of their citizens.

The responsibilities of government officials are to carry out and enforce the laws and policies made by the political leaders. Some of these responsibilities include managing social programs, regulating the economy, granting licenses, and giving information to citizens.



Officials may give advice on policymaking to political leaders, which means that officials need to be politically neutral. In other words, their responsibility is to give unbiased advice on policies to keep the government running smoothly and effectively.

Activity 3

Read the questions and circle the correct answer.

1. What is true about political leaders?
 - a. They advise officials on policies.
 - b. They debate and decide policies.
 - c. They stay in their positions for their whole careers.
 - d. They are appointed by officials.
2. What is true about officials?
 - a. They are elected.
 - b. They decide on policies.
 - c. They implement policies.
 - d. They are only in their positions for a few years.
3. A constitution is a
 - a. type of government policy.
 - b. a document stating rules and responsibilities.
 - c. political leader.
 - d. social program.
4. One responsibility of an official is to
 - a. protect the interests of the citizens.
 - b. define the processes of government.
 - c. make government policies.
 - d. give unbiased advice to political leaders.

Activity 4

Label the people in the pictures as political leaders or officials. Find information about each type of government job from the text and complete the job description.



Title:	Title:
Job description:	Job description:

Activity 5

You are writing a constitution for your classroom. Work with a group of three or four other students. List six roles and responsibilities for your classroom, three for the teacher and three for the students.

Roles and responsibilities of the teacher:

Roles and responsibilities of the students:



Activity 6

Government officials are sometimes called ‘civil servants’ because they work for the government or public institutions. Answer the questions below.

1. What is one way that people become civil servants?

2. Why are government officials sometimes called ‘civil servants’?

3. What are some examples of civil servant jobs?

Activity 7

What are some of the challenges of being a civil servant? How would you overcome the challenges? Write your ideas below.

Lesson 2

Modern Political Systems

What do you know about the revolutions of Europe in the 18th-20th centuries?

What do you know about the different political systems from that time period?

Key Vocabulary

revolution

industrial

mass production

social classes

Activity 1

Discuss and write three things that governments should do for people. Write three things that people should do for the government.

What should governments do for people?	What should people do for governments?

Activity 2

Read the text and highlight any new information you learn while reading.

Forming Political Systems

New countries can be formed when groups of people decide they no longer want to be part of their country. Sometimes they want to change the government of the entire country. A revolution occurs when people fight to change their government.

During the 18th and 19th centuries, Europe was involved in major revolutions: the American Revolution of 1775 CE, the French Revolution of 1789 CE, the German Revolutions of 1848 CE, and the Russian Revolutions of 1905 and 1917 CE. In the American Revolution, British colonists wanted to separate from Britain to form their own government and to manage their economy in America.

In the others, people wanted to change the government for the whole country. They felt that the powerful landowners were not sharing the wealth of their countries and not giving them a voice in governing their countries. The new governments formed in Europe replaced monarchies and feudalism with governments that gave people more individual rights and more control over their own lives.

The political revolutions were taking place at the same time as another revolution: the Industrial Revolution. During the Industrial Revolution, starting about 1760 CE, the way of producing goods changed. Up to this time, most goods were made individually by a skilled craftsman in a workshop. During the Industrial



Revolution, a large number of goods were mass produced in factories at one time.

In factories, the process of making a product was broken down into a series of tasks. Where possible, machines did the tasks with one person supporting many machines. Using new machines and technology made goods easier and cheaper to produce. This created higher profits for factory owners. People who worked in the factories were paid for their work.

Many people preferred working in factories over working on farms. Cities grew as people moved from farms to work in factories and other businesses. The changes in people's lives from rural farming societies to urban societies are called the Social Revolution.



As economies changed from farming to producing goods, society changed from rural to urban, and political systems changed as well. Wealth was no longer connected to owning land. Owning factories and businesses became more important than owning land.

During the 20th century, some political systems in Europe and elsewhere began to change to allow people more participation in government. One way people participate in government is by choosing their leaders and lawmakers. Other countries in Eastern Europe and Asia chose different systems such as socialism or communism. In these two systems, the important idea is to eliminate social classes and to treat everyone the same. No one should be very rich, and no one should be very poor. Over time, political systems changed to meet the needs of the people governed by the political systems.

Developing a political system is a complicated process. Some questions that framers of a government need to ask are: How should citizens be able to participate in the political process? How should laws be created? How should political power be transferred to the next leaders? How should the economy be managed? Different countries answer these questions in different ways, which leads to the establishment of different political systems.

Activity 3

Match the European revolutions with the year and add them to the timeline.



Russian Revolution
German Revolution
American Revolution
French Revolution
Industrial Revolution

1760 CE
1789 CE
1775 CE
1905 and 1917 CE
1848 CE

Activity 4

Match the description to the type of revolution.

a. Industrial Revolution

b. Social Revolution

c. Political Revolution

_____ the lives of people change as they move from rural areas to cities

_____ goods are mass produced in factories using machines where possible

_____ people separate from their governments to form new ones

_____ people work in factories for money rather than on farms

_____ as new governments are formed, important questions are asked

Activity 5

Add the date of each revolution to the area on the map where it happened.



Why do you think revolutions took place in this order and in this region of the world?

Activity 6

The reading mentions several questions that need to be answered when developing a political process. Work with a partner to come up with at least three more questions.

Activity 7

How can political leaders ensure that the government is fair to everyone who lives in the country?

Lesson 3

How Laws are Made

How are laws created and enforced?

What is the difference between civil and criminal law?

Key Vocabulary

interpret	draft
execute	innocence
elect	guilt
appoint	accused

Activity 1

A law is a rule that everyone in the country must follow. With a partner, brainstorm some laws you know.



Activity 2

Read the text and highlight any new information you learn while reading.

Civil and Criminal Law

Governments create, interpret, and execute laws. Laws are the rules that every member of society must obey. All countries have a legal system to protect people who live in their countries. However, not all political systems create, interpret, and execute laws in the same way. In this lesson, two different political systems are presented: parliamentary and presidential systems.

Most governments have three different branches—legislative (the branch that creates laws), executive (the branch that executes or carries out laws), and the judicial (the branch that interprets laws).

In a parliamentary system, the legislative and the executive branches of government are very closely connected. The leader comes from the legislative branch. This means that the people do not elect a single leader. They elect a party or group of political officials. The leader is elected by the party or appointed by other means.



In a presidential system, the legislative and executive branches are kept separate. This is called 'separation of powers,' where each branch of government is independent and balances the others. The idea is that by separating the branches, each branch will have limited power. All the branches must work together to draft, interpret, and execute laws.

Two types of laws are presented in this lesson: civil laws and criminal laws. Civil laws deal mainly with problems between individuals. Criminal laws focus on violations of state or national laws. In criminal law, disputes may be decided by a judge or a jury. A jury is a group of people who are called to listen to the evidence and decide on the innocence or guilt of the accused.

There are other differences in civil law and criminal laws such as levels of punishment and types of evidence that are acceptable. While these two types of laws may have some differences, the purpose is the same. Laws are created for the protection of people's interests and the general safety of society. The legal system of a country is one of the most important tools that a government uses to keep society functioning properly and effectively.



Activity 3

Write each legal concept next to the correct fact.

Legal Concept	Fact
1. Legislative Branch	_____ listens to evidence and makes decisions in a law court
2. Presidential System	_____ focuses on crimes against the state
3. Civil Law	_____ drafts and debates laws
4. Criminal Law	_____ keeps the legislative and executive branches
5. Jury	_____ focuses on issues between individuals

Activity 4

In many countries, draft laws are called 'bills.' Read the steps and put them in the correct order. Start from the time the bill is created and end when a decision is made about the person who is accused of breaking the law.

	The judge or jury interprets the law and decides the case. Step _____
	The bill is approved and becomes a law. Step _____
	The bill is drafted. Step _____
	The accused person goes to trial. Step _____
	The bill is debated. Step _____
	The law is executed or enforced by police. Step _____

Activity 5

Which statements refer to civil law and which refer to criminal law? Put a check mark in the correct column.

Civil Law	Statement	Criminal Law
	A law that deals with people's rights.	
	A law that is designed to protect people from others.	
	With this law, disputes are settled by a jury.	
	A law that deals with people who break national laws.	
	A law that is designed to keep society safe.	

Activity 6

Some bills for classroom rules are listed in the table. Debate the pros and cons of the 'bills' with three or four of your classmates. Decide as a group whether you will accept or reject them. You may decide to rewrite the bill or add more details.

Choose one of your group members to take notes on the debate for each bill.

Bill	Debate Notes	Final decision
Students will be marked absent for being one minute late for class.		
Students will only receive one of 4 grades for any assessment: A, B, C or F (no percentages or + or – grades)		
All work will be done individually. There will be no group work in our class.		

Activity 7

Think about the bill debating activity you just did. How did it go? What went well? What didn't go well? How did you come to your final decision on the bills? Write your ideas below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 4

How Laws are Interpreted

How does a country's judicial system work?

What is the role of the judicial system in local, national, and international contexts?

Key Vocabulary

court
federal
local
branch



Activity 1

A judge is a person who listens to evidence and decides on the guilt of a person accused of a crime. In jury cases, judges do not decide on guilt or innocence. They just make sure that the decision of the jury is fair and has been reached according to the legal procedures.

What do you think the most difficult part of being a judge would be?

Activity 2

Read the text and highlight any new information you learn while reading.

The Judicial System

The judiciary is the branch of government that interprets laws or makes decisions on legal issues. For example, if a person is accused of a crime, the person must go to a law court, where a judge or jury will decide if the person is innocent or guilty of the crime. This process is part of a country's judicial system.

In many countries, the judicial branch is separate from the other branches of government to make it independent and non-political. The country's constitution provides a framework for how to understand and enforce laws.

The government of a country may have different judicial levels. There may be federal judiciaries or courts and local judiciaries or courts. Federal judiciaries are concerned with federal laws. Federal laws are laws that all people in the country must follow. Local judiciaries are concerned with laws that are not federal laws. Local laws could be laws of a city, state, province, or emirate.

The United Nations was formed as an international organization to help countries make agreements with each other and to help manage disputes between nations. The International Court of Justice is the judicial branch of the United Nations.



Activity 3

Write True or False next to each statement.

- _____ 1. There is no international judicial system.
- _____ 2. The judiciary should be non-political.
- _____ 3. 'Local' refers to the whole country.
- _____ 4. Federal judiciaries decide how to enforce local law.

Activity 4

Work with a partner. Change each sentence into a question and ask your partner. Your partner should answer with the correct information from the table.

Partner A

		legislature	
	United Nations	International Court of Justice	constitution

1. The _____ is the branch of government that decides legal issues.
2. Laws that pertain to towns, cities, and smaller political divisions are _____ laws.
3. The _____ is the branch of government that executes laws.
4. Laws that pertain to the whole country are _____ laws.

Partner B

judiciary	executive		federal
local			

1. The _____ manages disputes between nations.
2. The _____ is the judicial branch of the United Nations.
3. A _____ is a document that gives a framework for the judicial process.
4. The _____ is the branch of government that writes laws.

Activity 5

These are the three branches of government you have learned about in previous lessons. What is the function of each? How do they operate? Write some facts that you know about each branch of government.

Legislative	Executive	Judicial
		

Activity 6

With a partner, take turns reading the following situations to each other. Which branch of government deals with each one?

Situation	Branch of Government
A person or company violates the national constitution.	
The government must sign a diplomatic agreement with the leaders of a foreign country.	
The constitution of a country needs to be amended.	
A new law needs to be debated to deal with environmental damage caused by factories.	
The government decides to declare war on another country.	
A person has been arrested and must go on trial for the crime.	

Lesson 5

Rights and Responsibilities

How are rights and responsibilities of citizens different in different political systems?

What are some differences in the rights and responsibilities of individuals?

Key Vocabulary

right	hold office
according to	extend to
categorise	reserved for



Activity 1

Think about and make notes of your responsibilities.

Responsibilities at Home	Responsibilities at School



Activity 2

Read the text and highlight any new information you learn while reading.

Rights and Responsibilities

One main focus of government is protecting the welfare of the people who live in the country. The people who live in a country could be citizens or residents. Citizens are people who have the nationality of the country. Residents are people who are not citizens but live in the country. The rights of citizens who are residents may differ according to the law.

Rights given to people who live in the country can be categorized as 'civil rights' and 'political rights.' Examples of civil rights are the right to own property, the right to move around inside the country, and equality for people of any race, gender, or religion. Political rights are the rights that citizens have to participate in government by election or by holding office.

Civil rights typically extend to citizens and residents, while political rights are normally reserved for citizens. For example, in the UAE citizens and residents enjoy safety and security. However, only citizens may vote in the FNC elections or be appointed to FNC seats.

Rights come with responsibilities. It is the responsibility of everyone who lives in a country to understand and obey the laws of the country they live in. Rights and responsibilities must be balanced.



Activity 3

Read the questions and circle the correct answer.

1. What is the difference between a right and responsibility?
 - a. a right is for individuals, but a responsibility is for everyone
 - b. a right is something people can have but a responsibility is something people must do
 - c. a right is something that exists in a democracy, but a responsibility is not
 - d. there is no difference between a right and a responsibility
2. What is an example of a civil right?
 - a. going to college
 - b. participating in national service
 - c. moving freely in the country
 - d. running for office
3. What is a responsibility for all people who live in a country?
 - a. to hold political office
 - b. to speak freely
 - c. to understand and obey the country's laws
 - d. to become wealthy
4. What is an example of a political right?
 - a. voting in an election
 - b. owning a mobile phone
 - c. driving a car
 - d. opening a business

Activity 4

The text mentions two types of rights: civil rights and political rights. Write which kind of right is shown in each picture.



1. _____



2. _____



3. _____



4. _____

Activity 5

Which of the actions in the table are rights and which are responsibilities? Work with a partner to decide and put a checkmark in the correct category.

Actions	Right	Responsibility
paying taxes		
voting in an election		
knowing and obeying all laws of the country		
behaving respectfully		
living safely and securely		

Activity 6

Discuss the questions with a partner and write your thoughts in the table.

Question	You	Partner
How do people learn about rights and responsibilities?		
How are rights and responsibilities monitored and enforced?		

Activity 7

Why is it important for people who live in a country to obey the laws? What can happen if people ignore the laws? How do laws help people have a happy and successful life?

[illegible]