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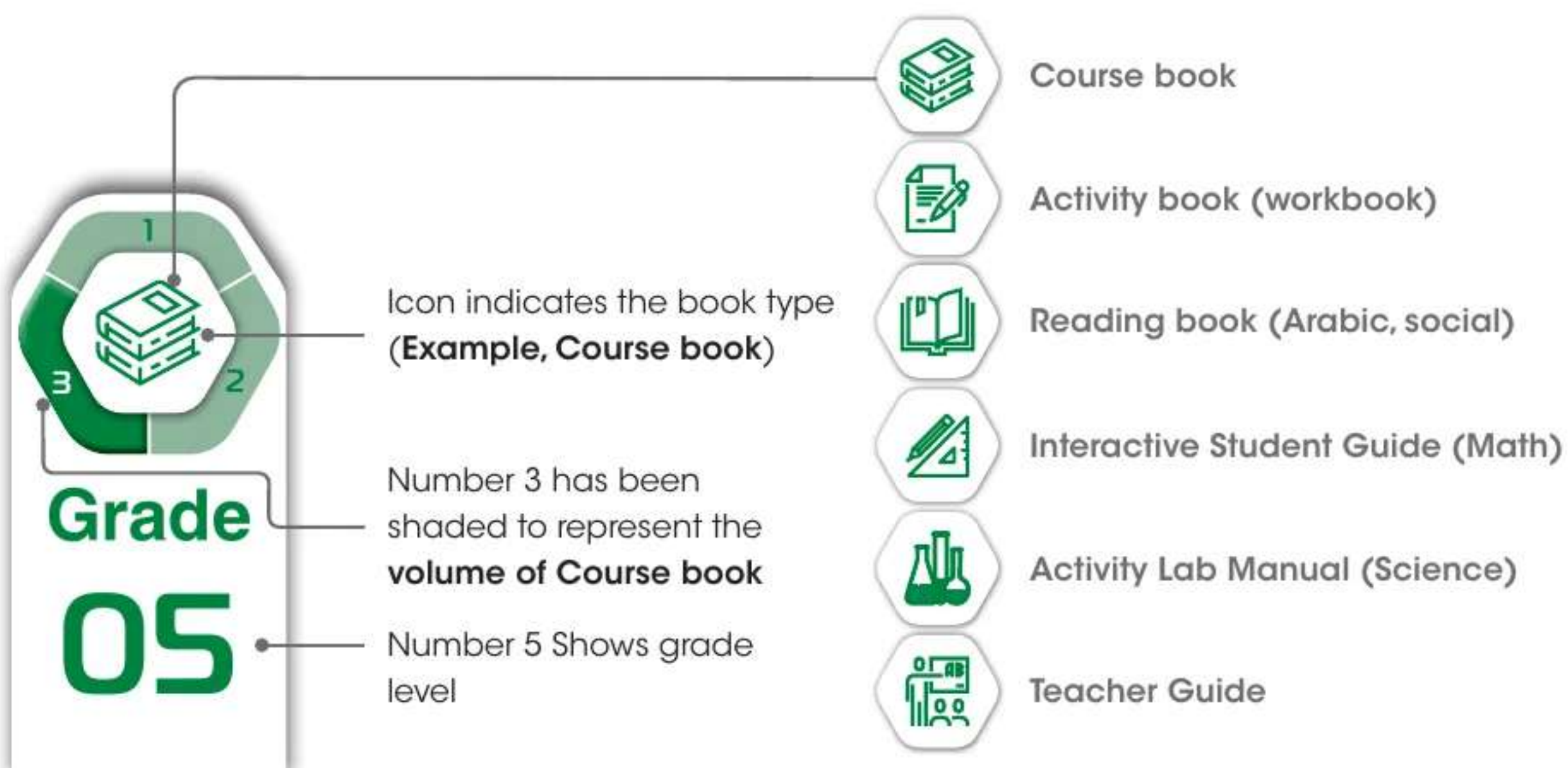


Those who take the lead take it by doing three things. First, science to be able to manoeuvre; second, knowledge to be able to heavily invest in education; and third, a very wise leadership with a clear vision and a roadmap to the right direction.

His Highness Sheikh Mohammed bin Zayed Al Nahyan

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Unit 4

Moral Character, Virtue Ethics

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Lesson 1

What are Virtue Ethics?

Why is it important to be honest with people?

How can showing forgiveness make you a better person?



Key Vocabulary

virtue

ethics

morals

character

Activity 1

You are going to participate in a circle time discussion. First, consider these definitions:

A **virtue** is a behaviour showing high moral standards.

Ethics are social standards or expectations.

Virtue ethics are good character traits that enable good decision making.

Now, discuss the following question.

What is a virtue you think is important for your personal character? Why?



Activity 2

Read the story. Then, answer the questions that follow.

Abdul's Great Idea

Abdul was feeling stressed!

He was late with his homework essay. It had to be finished by tomorrow morning. But he also wanted to watch his favourite television programme. Tonight, they were going to review the latest games for his smartphone.

"Why are you sighing so much?" his father asked, looking up from his newspaper.



"It's this stupid essay!" Abdul moaned. "I'll never finish it."

"Your homework is important," his father reminded him.

Abdul knew that homework was important. But so were smartphone games! Then, he had a great idea! He could just copy the essay from the internet. He'd be able to finish the essay and watch the review of the games.

"Now you're smiling!" his father remarked.

"Yes," Abdul said. "I can finish my essay without having to work hard at it."

"That's very clever," his father agreed. "You don't need to learn how to work hard, because you'll never have to work hard in your life, will you?"

Abdul was puzzled. Of course, he'd have to work hard later in life. All adults have to work hard. His father always worked late in the office. He often worked at the weekend.

Then, Abdul noticed that his father was smiling. Of course! He was just fooling with him.

"Maybe the games aren't so important", Abdul remarked.

"Maybe it's more important to finish this essay after all."

"You're even smarter than you realise", his father said before returning to his newspaper.

- a. Abdul was clever when he came up with a way to finish the essay quickly. But was he virtuous? Why?
- b. Which virtue does Abdul learn about? Why is it important?
- c. "You're even smarter than you realise." What do you think Abdul's father meant by this?

Activity 3

Read the following quote from Sheikh Zayed Bin Sultan Al Nahyan (May Allah have mercy upon him) and answer the following question.

“It is my duty as the leader of the young people of this country to encourage them to work and to exert themselves in order to raise their own standards and to be of service to the country. The individual who is healthy and of a sound mind and body but who does not work commits a crime against himself and society.”

❖ What is the virtue in this quote?



Activity 4

With your partner, design a poster.

- ✿ Choose one virtue from the list you created with your class.
- ✿ Think about what actions are linked to this virtue.
- ✿ Consider images that would display the virtue in a creative manner.
- ✿ Plan out your design and have fun!

Did you know?

Character Day is a global event for people to screen films on the topic of science as it relates to character development. Participants have a discussion globally about their own character, who they are, who they would like to be, and how to develop these character strengths, using evidence-based research. The day takes place in late September each year.

Activity 5

Choose one of the questions below. Write your answer in your notebook.

1. Why are virtues necessary for people in our world today?
2. What actions will be characteristic of the sort of person I want to be?
3. What virtues do I want to demonstrate and how will I develop them?



Lesson 2

Patience

Why is it important to be patient in life?

Key Vocabulary

patience

apologise

Activity 1

Participate in a circle time where you will share your thoughts and voice your opinion about patience.

Discuss the following questions:

- ✿ What is one example of a time when you had to show patience?
- ✿ Is it easy to be patient? Why? Why not?
- ✿ When is it difficult to be patient?



Activity 2

Read the story. Then, answer the questions that follow.

The Racing Game

This was one of the best days in Abdul's life. The game exposition was in town!

He couldn't wait to see the latest apps and games. He loved all those shiny screens with their flashing lights and buzzing alerts. He could spend hours testing out the latest releases.

Abdul was going to the exposition with his best friend Ibrahim.

They both loved playing games on their laptops and smartphones. They competed in different games and it was always good fun. Today, Ibrahim was walking very slowly. And it was annoying Abdul.

"Hurry up, Ibrahim!" Abdul shouted. "We'll be late."

"I'm coming." But Ibrahim didn't walk any faster.

All Abdul could think about was the game conference. He was so excited! Then he turned to Ibrahim and said angrily "Why are you so slow today?"

"It's nothing," Ibrahim said with a shrug. "I will walk faster."

But Ibrahim still didn't walk any faster.

"Tell me," said Abdul, stopping. "What's wrong?"



“It’s my leg. I fell down yesterday and my leg is hurting me. I am trying to walk faster, but that’s the best I can do. If you are in so much hurry, go ahead and I will follow you at my pace.”

“I’m sorry Ibrahim! Let’s walk slowly, the exposition is there all day!” Abdul said.

a. Why do you think Abdul was walking quickly?

b. Why did Abdul apologise to his friend? What did he realize?

c. What made Ibrahim not tell his friend about his leg? What does that tell you about him?

Activity 3

Read the following article and then complete the activity that follows.

In our world, we have become used to getting things instantly. We send texts and emails and expect immediate responses. We no longer have to wait for the postman to deliver a letter. We can take a photo and post it online immediately; we don't have to wait as our parents or grandparents had to. Non-digital studios required the presence of a film roll in the camera, which needed to be developed using chemicals at a professional studio.



We can watch the next episode of a show without having to wait until the next week. We can 'binge watch' an entire season of our favourite programme online over the weekend. Who needs to be patient when most things are available instantly? But sometimes the greatest things in life do require our patience...

Work with a partner to make a list of things that are worth waiting for.

Join with another pair and compare your list. Then, decide on your top five ideas and present your list to the class.

"Patience is not the ability to wait but how you act while you are waiting."

Joyce Meyer

Activity 4

Read the text below and answer the questions that follow.

When we plant a real seed in the ground, we have to have patience as we wait for our plant to grow. We need to give our seeds the right conditions – sunlight, water and space. We also have to wait for the flowers to blossom or the fruit to ripen. We plant seeds in our minds when we come up with a plan or a goal.

For example, I'd like to run a marathon or I'd like to perform on stage. When a seed like this is planted, we must have patience as we provide the right conditions and prepare ourselves, sometimes over a long period of time, to be ready for the task.

Today, you are going to plant seeds in a pot, and in your mind!

- a. What plant do you want to grow?
- b. What goal do you want to achieve?
- c. What virtue will you need to develop?

Make a sign for your plant that displays the goal and the virtue.

Activity 5

Choose one of the questions below. Write your answer in your notebook.

- 1. What is patience?
- 2. Have you ever found it difficult to be patient?
- 3. What things do you think are worth waiting for?
- 4. How do you think patience could help you develop your character?



Lesson 3

Forgiveness

Why is it important to show forgiveness?

Is it always easy to forgive?



Key Vocabulary

forgiveness

regret

Activity 1

Discuss the following quote with your class:

"When you forgive you don't change the past but you do change the future."

Bernard Meltzer



forgiveness

Activity 2

Read the story. Then, answer the questions that follow.

It's Just a Scratch

Mary couldn't believe what had happened! She loved her tablet. It was her favourite gadget in the whole world. And now it was ruined! And it was her brother's fault. Actually, Mary knew that it was her own fault. She should never have left the tablet in her brother's room.

Ado was six and was always playing with her things. Each evening, when Mary had finished her homework, she would spend an hour reading to Ado or chasing him around the room or helping him build some crazy castles or fortresses.

But then Mary got a new tablet. It had all the latest apps and games. There was so much to learn. Suddenly, she couldn't find the time to play with Ado anymore. Even when they were chasing each other, Mary would become distracted by the buzzing of her tablet.

That evening, Mary was trying to reply to a message on her tablet. Meanwhile, Ado was begging her to read him a story. Then their mother called Mary. Leaving the tablet on Ado's bed, Mary went downstairs to her mother. When she came back, Ado was crying. And the tablet was on the floor. Horrified, Mary picked it up. There was a big scratch right down the middle of the screen.

"You stupid boy!" she shouted at her brother. "You broke my tablet!"

"I didn't mean to," Ado replied, through his tears.

"Why did you touch it?" Mary could feel her anger rising. "You know it's my tablet."

“I wanted to find out why you like your tablet more than you like me.”

Mary stared at the scratch on her tablet. She felt too ashamed to look at her brother.

- a. What sort of a relationship did Mary have with her brother? Has it changed? Why?

- b. Why do you think Ado was crying?

- c. What do you think will happen next? Why?



Activity 3

Read the following article and then complete the activity that follows.

When we apologise, we often say 'I'm sorry.' When we forgive, we often say 'I forgive you.' These words are very powerful.

When you say, 'I'm sorry,' you are letting the other person know that you realise that you have hurt them and done something wrong. You are expressing regret for your actions. You know that you have done something wrong and you are seeking to make things right again.

Equally powerful are the words 'I forgive you.' When you say these words, you let the other person know that you are no longer holding any anger towards them. You are not saying that you agree with what they did or that you will forget about it. You are saying that you are willing to move on.

However, there are other ways that you can ask for and grant forgiveness.

- a. What is another way we can ask for forgiveness? What expressions or gestures can we use?

- b. What is another way we can give forgiveness? What expressions or gestures can we use?



Activity 4

With your partner, come up with a scenario where a conflict happens between friends and where forgiveness may be needed.

- ✚ Write the scenario on a piece of paper clearly describing the characters involved and what happened.
- ✚ You need to describe at least two characters clearly and no more than four.
- ✚ You could use famous characters from a movie, TV or history who were involved in a conflict. Perhaps they never forgave each other but during your drama you can describe what would happen if they did.

With your group, act out your assigned scenario in a short drama.

- ✚ Use the language you have learned from the previous activity.
- ✚ Try to imagine how your character felt in the situation.



“When a deep injury is done to us, we never heal until we forgive.”

Nelson Mandela

Activity 5

Choose one of the questions below. Write your answer in your notebook.

1. How does it feel to forgive someone?
2. What happens when forgiveness does not happen?
3. Is there someone in your life that you need to forgive?
4. Think about the quotes you encountered in this lesson. What do they mean to you?



Lesson 4

What Makes a Good Person?

What does it mean to be a 'good person'?



Key Vocabulary

head
heart
hands
change

Activity 1

Do you know someone who you think is a 'good person'? What qualities do they have that makes them a good person?

Discuss the following with your class:

- ❖ Can you give an example of a good person? Why do you think they are good?
- ❖ How can you become a better person?

"Have a big dream. Foster it with a strong will and live it every day. This is how you grow the passion of becoming outstanding."

H.H Sheikh Mohammed Bin Rashid Al Maktoum



Activity 2

Read the story. Then, answer the questions that follow.

Aunt Maha

It was Saturday, so it was time for Mary to have lunch with her Aunt Maha. This was always a special time. They were so close to each other and loved spending time together. Today, she felt differently.

“You know, I love it when you visit,” Aunt Maha said, “but I hate to see your face looking so sad. What’s the matter?”

“I’m a terrible person,” Mary said, staring at her glass of juice.

“I’m sure you’re not. I’ve known you long enough to know that you’re not perfect, but you are good enough. What did you do that is so terrible?”

“I shouted at Ado and made him cry.”

“Oh, that is bad.” Aunt Maha nodded her head sadly. “Was that because he broke your tablet?”

“I love my new tablet and want to play with it!” Mary sipped her juice. “But I feel terrible. Even this juice tastes awful today.”

“There’s nothing wrong with the juice!” Aunt Maha stood up. “I’ll be back in a minute.”



Aunt Maha was wrong, Mary thought. The juice did taste different today.

“I have something for you,” Aunt Maha suddenly announced. Mary looked up.

“Maybe it’s a new tablet,” she thought, with a sudden surge of excitement. Aunt Maha handed her a book. The Arabian Nights.

“Read your brother a story tonight,” she said. “Read him a story every night. Keep reading until you feel better. And, in the meantime, drink up your juice.”

Aunt Maha was right, as usual. There was nothing wrong with the juice.

a. What do Aunt Maha’s thoughts, feelings and actions tell us about her character?

b. Why do you think the juice tasted differently to Mary?

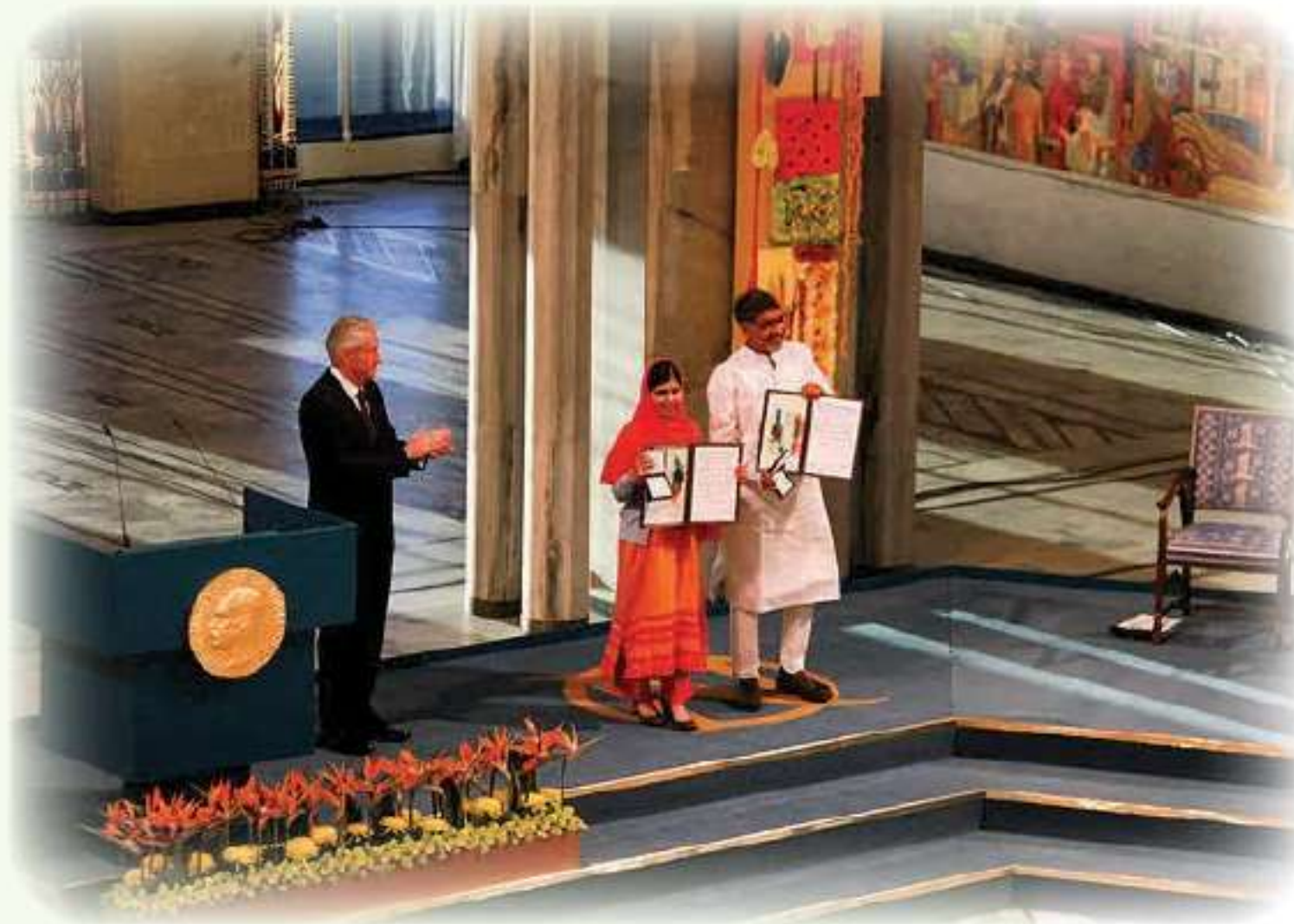
c. Aunt Maha thinks that Mary is a good person. Do you agree with her? Why?

d. What book did Aunt Maha give to Mary? How would it make Mary feel a better person?

Activity 3

Read the following text and then, with your partner, answer the questions that follow.

Malala Yousafzai, born on July the 12th, 1997, is a Pakistani activist for female education. In October 2012 Malala was shot on her way to school. She survived the shooting and her fight for the right to education has grown into a global movement. In 2014 she became the youngest Nobel Prize Laureate when she was awarded the Nobel Peace Prize along with children's rights activist Kailash Satyarthi.



a. What virtues do you think Malala shows through her actions?

b. What are her thoughts and beliefs?

c. How do you think she feels?

Activity 4

A good person usually acts with their head, hands and heart. For this activity you will create a character using the 'Heart, Head and Hands' model in a group.

First, draw the outline of a character and decide who it is. It might be a young person living in the UAE, a teacher living in Ireland or a famous actress living in America. Give them a name and make sure to draw a large heart, a large head and large hands. Next you will fill in ways in which this is a 'good person' by writing the following in different parts of the diagram:

- ✿ Head—What do they think? What are their beliefs? What do they think about the people and the world around them? What influences their ideas?
- ✿ Heart—How do they feel? How do they manage their emotions and their relationships? How do they feel about the people and the world around them? How do they deal with problems and conflict?
- ✿ Hands—What do they do? What are their practical actions and their creative pursuits? How are they contributing to the world positively? How do they act in challenging situations?

Activity 5

Choose one of the questions below. Write your answer in your notebook.

1. Do we have the capacity to change for the better?
2. How do other people know that you're a good person?
3. Does everyone have the opportunity to be a good person?

Did you know?

World Kindness Day is celebrated on November 13th every year. However, you can celebrate kindness all year long.

Lesson 5

Change and Personal Development

How does our personality change as we get older?



Key Vocabulary

affirmation

personal

development

compliment

Activity 1

To improve, we have to be willing to learn and change.



With your class, discuss the following:

- ✦ What is personal development?
- ✦ Why is personal development valuable?
- ✦ Are we in charge of our own personal development?
- ✦ What is one thing you would like to improve about yourself?

Activity 2

Read the story. Then, answer the questions that follow.

A Changed Game

The soldiers were chasing Abdul. They were getting closer every second. But Abdul wasn't scared. He was brave. He knew exactly where to tap on the tablet screen in order to escape.

"Done it," he declared, as his character disappeared through the trapdoor, away from the soldiers. "This is the best update to the game ever!"

"Yeah," agreed Ibrahim, swiping frantically across his screen. "I'm still stuck on the second level."

"Wait guys, I still can't download this game on my tablet!" said Mary.

Abdul turned off his tablet and put it in his schoolbag. "I'll help you, Mary" he said.

"What are you doing this evening?" Ibrahim asked. "Do you want to stay and have dinner here?"

"No, I have to go home", said Abdul. "I need to finish my homework before my father starts complaining. Take care of your foot, my friend!"

"What about you, Mary?", said Ibrahim.

"No, thank you Ibrahim.", said Mary. "I told Ado I'd read him a story tonight."

"Just make sure he doesn't scratch your tablet again."

"He can scratch my tablet as often as he likes," Mary said, picking up her bag and standing up. "It's easy to fix a tablet."

Ibrahim stared at his friends in amazement.



a. Why do you think Abdul cares about Ibrahim's foot? What does this tell you about Abdul?

b. Has Abdul's attitude to homework changed? How?

c. Why do you think Mary says that Ado can scratch her tablet as often as he likes?

Activity 3

Read the text. Then, complete the activity that follows.

As We Grow Older

We all change as we get older.

Our bodies change as we grow. This is probably the most obvious change.

You might be taller than your younger brothers and sisters, for example.

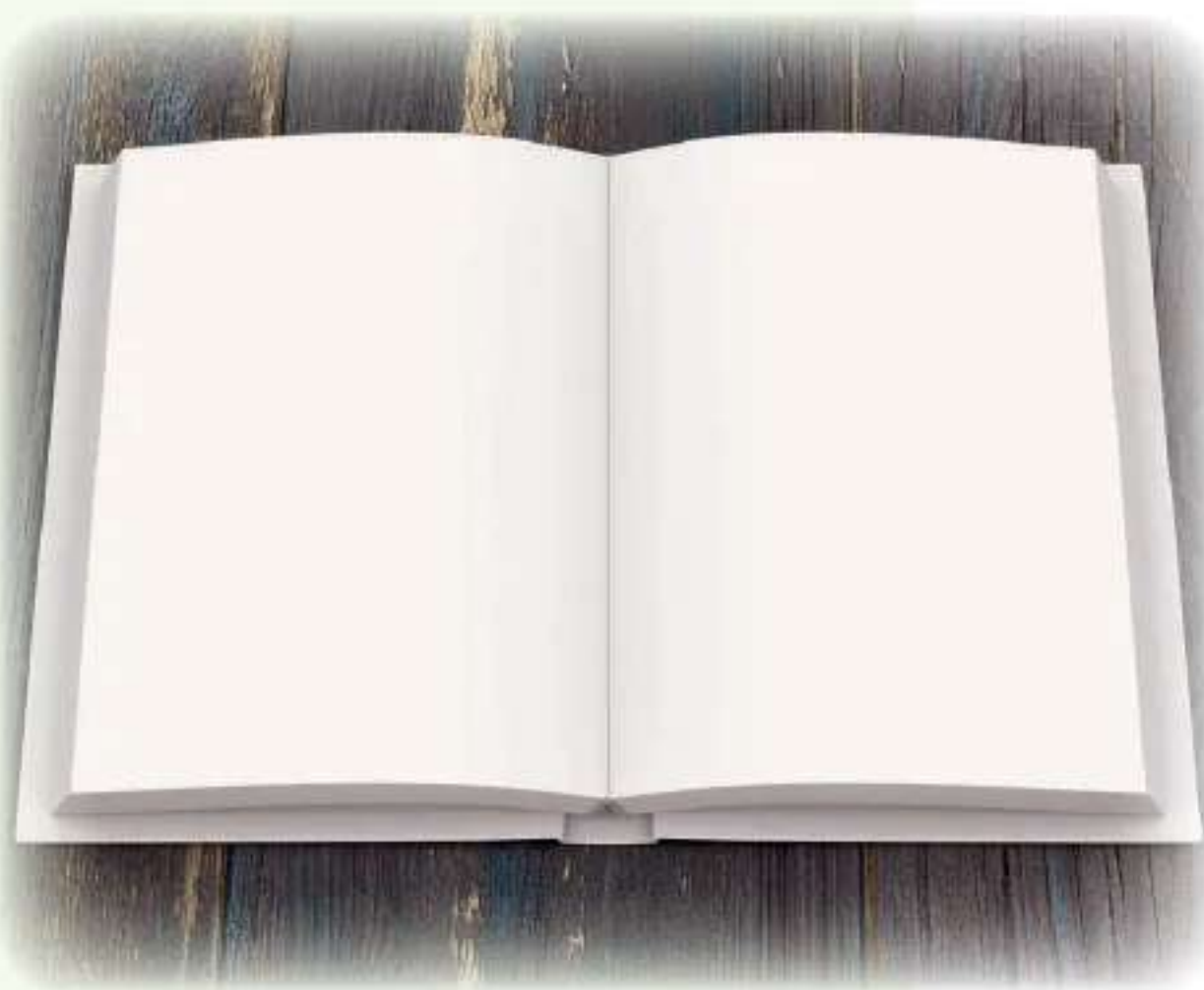
They might ask you for your help to take things down from high shelves or to carry heavy items. And you might sometimes feel impatient with them because they seem so slow.

But do you notice how they also seem a bit 'childish' to you now too?

As you grow older, you mature too.

Your values and attitudes change. Different things become important to you. For example, when you were five, you probably believed that the most important things in the world were your toys. Now you might realise that the most important things are not things at all – they are your friends and family.

And as you grow older, you find that you can do things you couldn't do when you were younger. Perhaps when you were five, you were not very good at basketball and could hardly throw a ball. Now maybe you play for the school team. And your younger brother and sister might be there, cheering you on!



- ✦ Consider how much you have changed since you were five years old.
- ✦ Divide your page into two columns: “When I was 5, I...” and “Now I...”
- ✦ Divide each column into three sections: Heart, Head and Hands.
- ✦ In each section, write three sentences about what you thought (head/beliefs), what you felt (heart/feelings) and what you did (hands/actions) when you were five years old.
- ✦ Now look at the same three criteria and see how your responses and abilities have matured.

Activity 4

We are all good people. Other people can see it in us, and we can see it in them. Let’s take some time to let our friends know what we like about them.

You will use the Affirmation Circle to do this.

Consider the following questions:

- ✦ What is a compliment?
- ✦ Why do we give them?
- ✦ Can you remember the last time you received a compliment?
- ✦ How did it make you feel?



Activity 5

Choose one of the questions below. Write your answer in your notebook.

1. What has been the most important thing you learned during this unit?
2. What activity did you enjoy most during this unit and why?
3. What are some habits that you would like to work on to develop positive virtues?



Unit 5

Settlement, Family, and Kinship in the U.A.E.

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What changes have happened in the UAE because of migration?

What can we learn from ancestry and oral tradition?

What things did nomadic people have to think about when choosing a place to settle down?

What changes have happened in traditional industries over the years?

Lesson 1

Early Tribal Settlements

Who were the first people who settled in the UAE?

What was life like for these early settlers?

Key Vocabulary

site

settlement

hamlet

Activity 1

Look at the three pictures then discuss the following points.



New York City



Bedouin tribal settlement



A small village

Think about:

- ✚ What they all have in common
- ✚ How they are different from each other
- ✚ Share your ideas with the class

Activity 2

Read the following extract. Then, with your partner, answer the questions that follow.

Origins of the Arab Tribes

There were many waves of population movement that brought Arab tribes to the Arabian Peninsula. Tribes travelled through the areas of Oman and central and northern Arabia. They would have found people who were already settled in the area, as well as other nomadic groups. These people would have practised herding of animals, hunting, and fishing.

Many of the tribes who migrated to the area would have become part of the new community. However, some remained clearly separate, for example the tribes from Yemen, who came from a highly organised culture with strong tribal structures and community-building legends.

One thing that helped build a sense of nationhood over the whole Arabian Peninsula was the shared use of the Arabic language.

This helped to keep strong kinship ties with people throughout such a vast and inhospitable region.

Those who came later had to find other opportunities to make a living in the less well-watered parts of the country. They had to adapt to a more difficult environment, with limited resources. This led to people developing a diverse



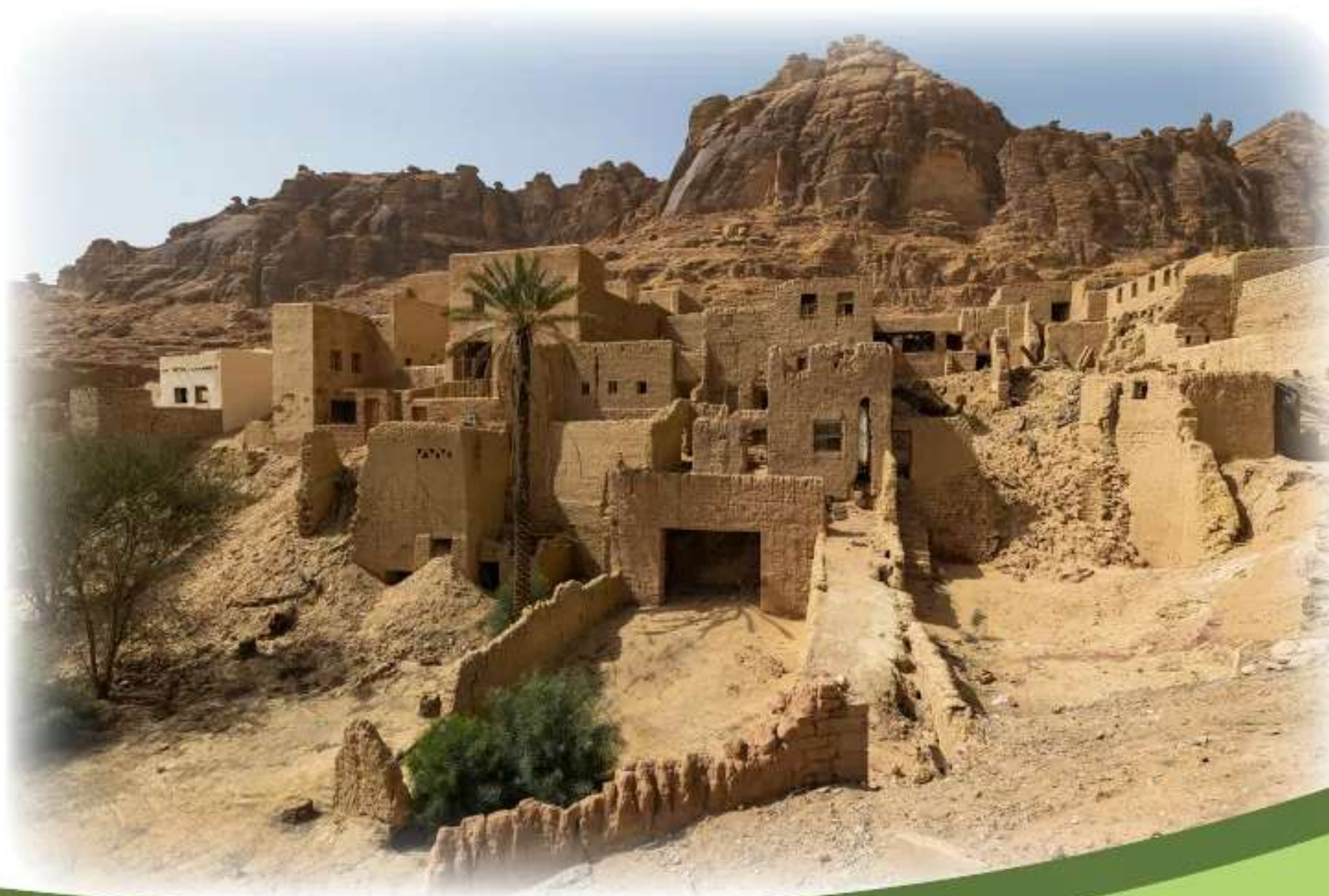
range of ways to make a living, to build an economy. At the same time, the unity in the social structure was preserved. This diverse economy and social unity were the hallmarks of the traditional society of the UAE.

a. What would make a location good for settlement?

b. How did the tribes from Yemen keep their tribal identity?

c. How did language help the development of tribal identities?

d. How did the landscape affect the development of the UAE economy?



Activity 3

Read another extract from 'Origins of the Arab Tribes'. Then, answer the questions that follow.

Early inhabitants of the Arabian Peninsula lived in temporary shelters. They lived a nomadic lifestyle wandering through deserts in search for food, water, and shelter. Gradually they began to settle down and build settlements. The place where a settlement starts is called a site, and settlement sites are chosen for specific reasons.

These early settlers would choose locations where they could access food, shelter, protection and other basic necessities. Locating their settlements near rivers gave the settlers easy access to water, as well as food. Water also allowed for easy transportation.

Forests were also popular sites as the wood could be used for building as well as providing heat. Some settlements were located on mountains. Mountains were used for protection because the high vantage point made it easy to spot enemies approaching. Locating their settlements on flat land made it easier for the settlers to grow crops.

a. Why would early settlers choose the following locations to build a settlement?

 rivers

 forests

 mountains

 flat lands

b. What location would you choose? Why?

Activity 4

Read the text and discuss the questions that follow.

The United Arab Emirates has a very diverse population. In fact, it has the 7th highest migration rate in the world.

There are expatriates in the UAE from all over the world.

Most are from South Asia, countries like India, Bangladesh, and Pakistan. Others have come from Egypt, the Philippines, and Western Europe.



Immigrants around the world usually behave in a similar manner. When people immigrate to a foreign country they usually seek out other immigrants from their home country and settle in the same or nearby neighbourhoods. It makes it easier for them to adapt to their new country if they are among people who share the same language and culture as they do.

a. What do you think would be difficult for someone immigrating to a new country?

b. What can make the process of immigrating easier for people?

c. What kind of things do immigrants bring with them to their new country?



Activity 5

With your group, design a settlement based what you have learned. You have to decide who lives there and what kind of settlement they live in.

Lesson 2

Learning from the Past

What can objects from the past tell us about life back then?

Key Vocabulary

artefact

date palm

sunstroke

Activity 1

Look at the two images and answer the questions that follow.



- ❖ What do you think these objects are?
- ❖ How old do you think they are?
- ❖ What do you think they are made of?
- ❖ What do you think they were used for?

Activity 2

Read the text about date palms and discuss the questions that follow.

Although it is possible to find water in the desert, it doesn't flow freely, and this makes it very difficult to develop any kind of large scale agriculture. But one tree is ideally suited to grow even at the foot of a huge sand dune in the middle of the desert: the date palm.

The date palm can tolerate very high salinity and thrives even in this intense heat. As a cultivated fruit tree, the date palm doesn't come from the date stone, but rather from side shoots which grow at the foot of a mature tree. These are separated and planted when they are already 100–150 cm high and have a good nest of roots.



The newly planted saplings need to be watered regularly. In the desert the water is carried from the well – one leather bagful at a time. After months, or even years, the young bushy plant's roots will reach the water table and be self-sufficient. However, its rate of growth and eventual yield of dates is significantly influenced by the amount and quality of the water available.

In this country people like to eat dates fresh when only half the fruit is soft and brown. The harvested dates were essential for the survival of the inhabitants in the desert. The ripe dates are lightly boiled and compressed into a congealed substance called tamr which can be kept almost indefinitely, because the high sugar content kills germs which might settle on it.

The dried palm fronds are plaited into containers, in which the nourishing, vitamin-rich staple diet can be taken on journeys through the desert, into the mountains, or out to sea. The date tree, which grows so well in the desert where water is available, is like an anchor for the existence of the Arabs in this environment. The yield from the small palm groves which were established in the sandy desert was, however, insufficient for entire families to live off throughout the year.

- ❖ Why is the date tree called the wonder of the desert?
- ❖ Why do you think the date tree is so important in Arab culture?
- ❖ What can the date tree tell us about life in the past?
- ❖ What influence did the tree have on the development of tribal settlements?

Activity 3

Choose one of the artefacts in the photograph below. Imagine that you could get into a time machine and go back in time to interview either the person who owned the artefact or the person who made it.



Work in small groups.

- ✚ Divide your group into:
 - a. people who owned or made the artefact
 - b. the interviewers
- ✚ Group 'a' should think of a story behind their artefacts.
- ✚ Group 'b' should think of questions to ask about the artefacts.
- ✚ Carry out a role play of an interview, asking and answering as many questions as you can.
- ✚ Interviewers present a short summary of the interview to the class.

Activity 4

Read about heat protection then do the activity that follows. Then, work with your partner to design an information leaflet for newcomers arriving to the UAE.

Newcomers to the UAE can sometimes experience great difficulty adjusting to the desert heat. Many suffer from sunburn and/or sunstroke due to overexposure to the sun when they first arrive. They don't realize how hot the sun can be and fail to take some simple

precautions to prevent this from happening. It is important to use sunscreen before going out into the sun, regardless of skin tone. The sunscreen should have an SPF of 30 or higher. Sunscreen should be applied generously and re-applied often. Avoiding the strongest rays of the day also helps. Newcomers should avoid going into the sun between the hours of 10 AM and 4 PM.



Sun exposure damages the eyes as well as the skin.

The best way to protect the eyes is to wear sunglasses that provide 100% UV protection. One of the best ways to protect skin is to cover up. Wearing long loose clothing will help protect the skin from harmful rays. Umbrellas can be used to provide shade when going out in the sun.

Many newcomers can also forget to stay hydrated. It is very important to drink fluids—water, juices, and fruit smoothies—to stay hydrated. Heavy and fatty foods and caffeine should be avoided as these can cause dehydration.

Activity 5

Think about the today's lesson on artefacts. Discuss with your partner and make notes about the interesting facts you read about.



Lesson 3

Diverse Communities and Contexts

What factors would a community have to think of when deciding where to settle?



Key Vocabulary

nomadic

intermarriage

cultivation

Activity 1

Describe what you can see in the images below. Then, discuss the questions that follow.



- ✚ What do you think are some advantages and disadvantages of living in each environment?
- ✚ Where would you rather live? Why?

Activity 2

Read the text about nomadic versus settled life then answer the questions that follow.

In the desert, mountains, and coastal villages people had to adapt to the geographical conditions and to the availability of some resources and the lack of others.

In some instances, it was not possible to settle at all. This was because of the small amount of available water which was only enough for a short stay by a small group of people. It also only allowed a small number of date palms to survive. In this situation, a nomadic lifestyle was essential.

This allowed people to take maximum advantage of the small number of resources spread over a wide area. In the case of the fishing communities or the owners of the mini-oases in the wadis, mobility has always been common. This allowed these communities to gain more resources to add to the small supply available at the main settlement.



In other situations, for the population in the villages on the east coast, in the Ras Al Khaimah area, and in the developing ports of the country, people could more easily lead a settled life because of the possibility to pursue a variety of occupations.

a. What factors do you think determine how communities develop?

b. Why did some communities settle down, while others adapted a more nomadic lifestyle?

c. Which would you prefer, a settled or a nomadic lifestyle? Why?



Activity 3

Read about intermarriages between two tribes. Then, research how marriage invitations were traditionally sent and compare them to modern ways.

Within the tribe, there is a strong preference for marriages between the son and his paternal uncle's daughter (bint al 'amm). If this arrangement cannot be made because of age difference or for other reasons, marriage with a first cousin of the mother's side, or with a more distant cousin, is the norm in this society.

Marriage outside the extended family is the exception, but does also occur, such as between families who are neighbours, or as a political move, as when a sheikh marries the daughter of another tribal leader.

In the original areas of population concentration, the large oases, various tribes often lived side by side and in many issues of economic or political importance this neighbourhood became the guiding factor in the society's political life. In most villages they also mixed and mingled because one instance of inter-tribal marriage was usually the beginning of further marriages between two groups.

Activity 4

Get into two groups and think about the factors that allowed each of these communities to survive and grow.



Group 1 will work on the oasis settlement. Focus on the Falaj system, and how it worked and enabled inhabitants to cultivate a range of crops.

Group 2 will focus on the cultivation of dates and the use of camels for trade, to explain why this community prospered in an area that was less hospitable to human habitation.

Consider how these communities survived and grew.

With your group, answer the following:

- ❖ Why did early settlers choose this site?
- ❖ What were the advantages and disadvantages of this site?
- ❖ How did this settlement grow and prosper?

💡 Did you know?

The Aflaj irrigation system is a UNESCO world heritage site. A World Heritage site is a place that is listed by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as of special cultural or physical significance.

Activity 5

Some families have a special meal when the olives are picked. Write about one of your family traditions.



Lesson 4

My Tribe, My Family

How much do you know about your family history?

Why do you think it's important to study family history?

Key Vocabulary

family tree

tribe

genealogy

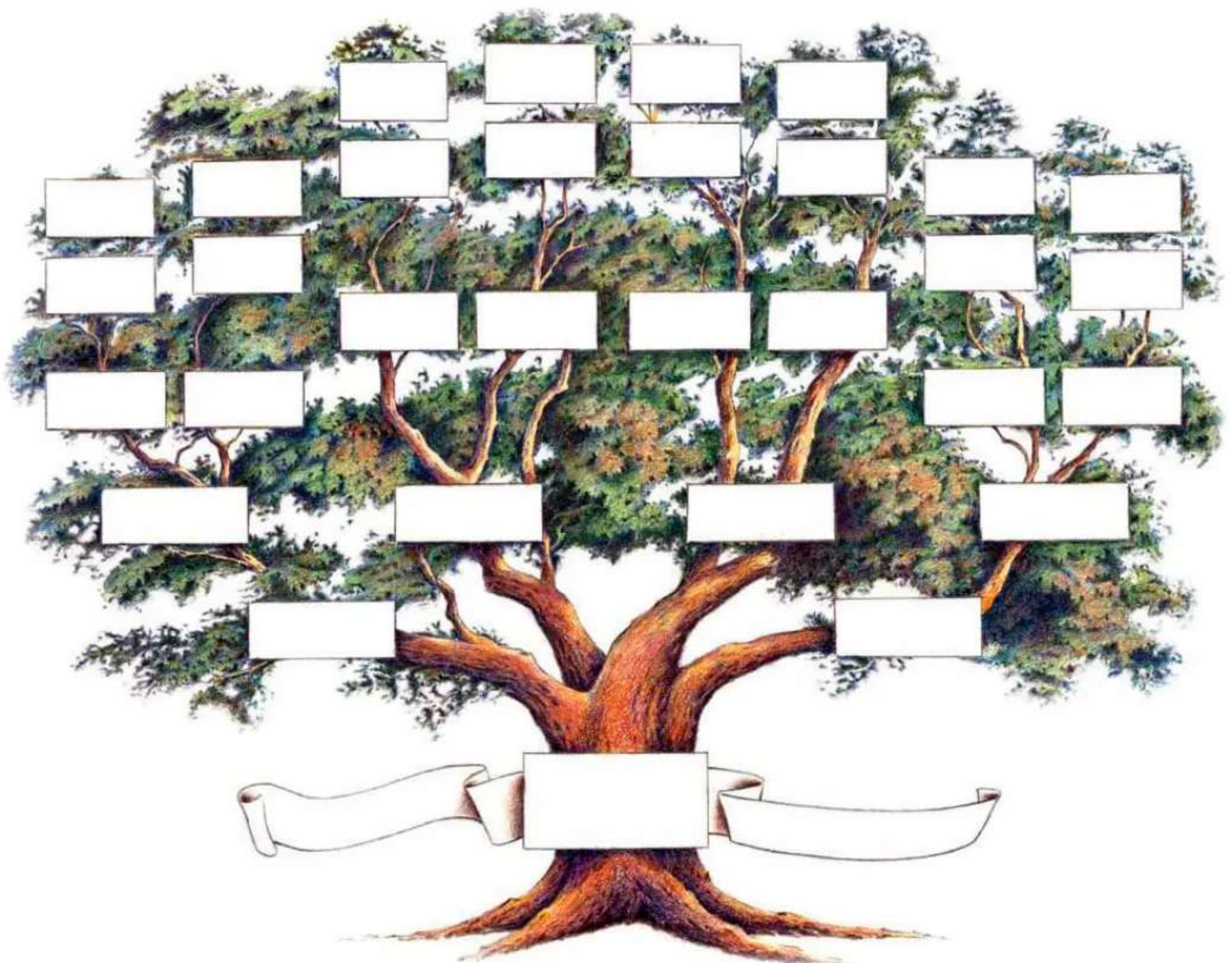
oral history



Activity 1

Consider these questions:

- ❖ What is a family tree?
- ❖ Who goes into a family tree?
- ❖ What is a tribe?
- ❖ Who is a part of your tribe?



Activity 2

Read the text about genealogy and tribal history. Then, with your partner, answer the questions that follow.

Genealogy is a study of family lines, of our parents, grandparents, our grandparents' grandparents, and so on. You might be familiar with an image called a 'family tree' which shows how all the people in your family, from the present day, to far back in time, are all related. This is what we need to look at when we study our genealogy.

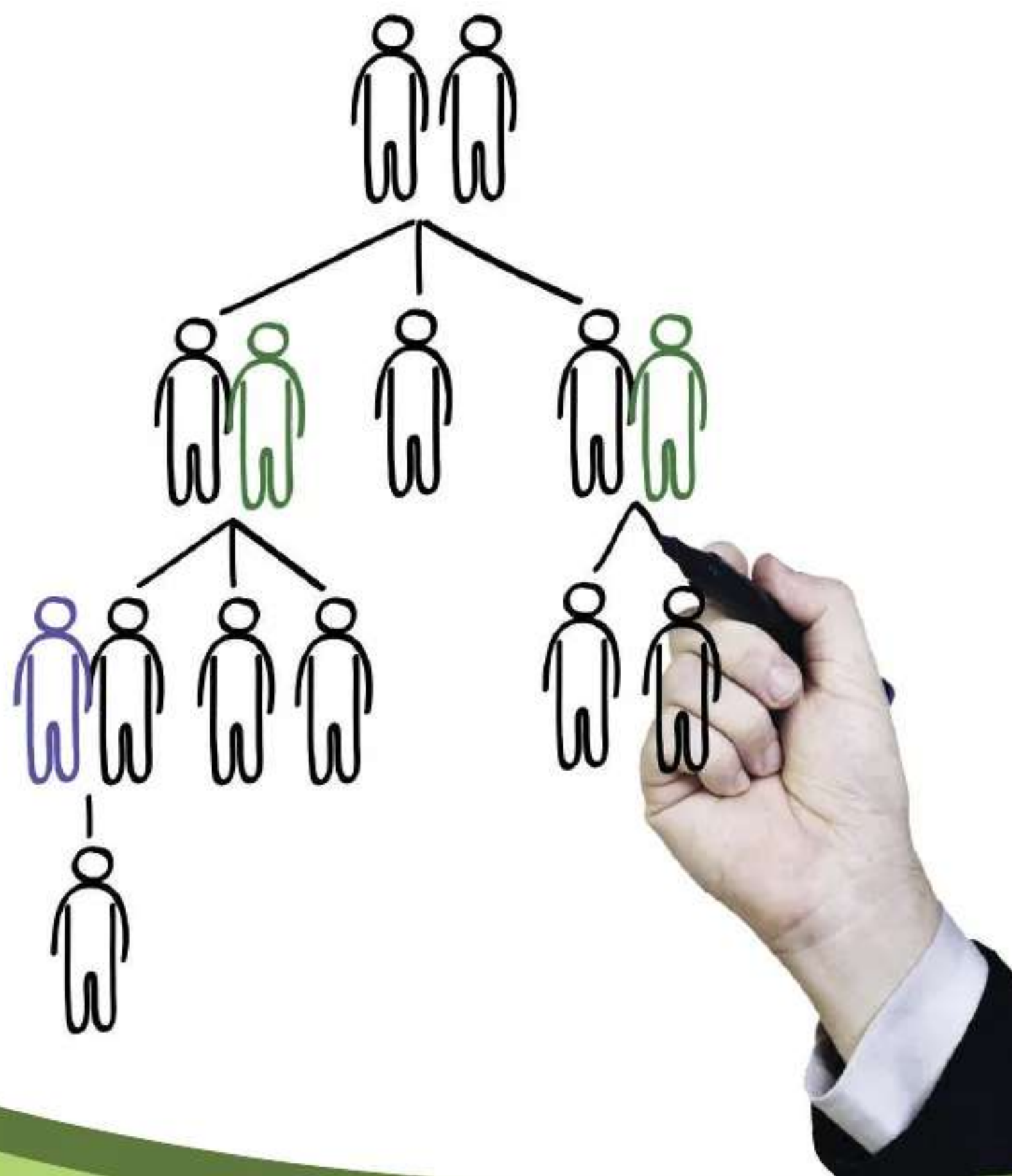
In the past, the study of family lines focused mainly on the male side, as there was little understanding of the influence women had in our genealogy. But over time, the role of the female side has become better understood. Women have always played an important role in the family, providing support and building tribal alliances through marriage. It is also possible that some family names pass through the female line, in the case of a particular woman being a strong personality or when the father of the family had passed away and the mother was the one who raised the family alone.

One interesting way in which we can understand which tribes lived where we do, in the past, is to study maps. This is because, in the past, it was the tribe's name that was used to show who you were, how you introduced yourself, and even where you lived. It wasn't city names that were used, as they are now, but rather tribal names, for example the Bani Yas name would have been used to mark the Liwa area, where they lived.

To help you better understand your own family's genealogy, you can talk to family members and try to find family trees to study. You can even speak to professional genealogists who are skilled at finding useful information for you to learn more about your family.

Learning about our family and their history is a great way of better understanding our place in the community. It can help us feel a strong connection to our ancestors. Many people find genealogy to be a fascinating hobby that can tell us so much more about our past.

- a. What is genealogy the study of?
- b. Why is it important to study the female side of the family as well as the male?
- c. Why hasn't this been done in the past?
- d. Which tribes were prevalent in your area? How do you know?
- e. Most people of the UAE have a tribal name which forms part of their own name. What is yours?
- f. How could you find out more about your family tribe?
- g. Why is it important to record information from the past and from your family?



Activity 3

Your teacher will give you a family tree template. Fill in as much of your family tree as you can. Then look at where there are gaps. Decide who will be the best person to interview to help you complete the tree.



Did you know?

The Confucius Family Tree – The World's Longest Family Tree

According to genealogy experts and researchers, the family of famed Chinese philosopher Confucius (551 – 479 BC) is considered to be the longest family tree in the world. Confucius was a descendant of the great King Tang, of the Tang dynasty, and his family tree spans more than eighty generations. It also includes more than two million members. In 1998, a global undertaking was initiated to retrace, as well as revise, this very famous family tree.

Activity 4

Suppose you were going to interview a member of your family to get an oral history.

What interview questions could you ask? Try to come up with ten good questions that will help you find out more about your family tree and tribe.



Activity 5

Most families have interesting stories to tell. Write down three fun facts about your family. Then, share these stories with your partner.

Family Fun Facts



Lesson 5

Change and Continuity - The Pearl Industry

What do you know about the pearl industry in the UAE?
How have industries changed in the UAE in the last few decades?

Key Vocabulary

economy

traditional

multiculturalism

non-renewable energy



Activity 1

Look at the images. What do they tell you about the pearl industry?



- ❖ Where were the pearls found?
- ❖ What was the nose clip for?
- ❖ Why are pearls considered precious?
- ❖ Do you think that the work was difficult?
- ❖ Why do you think that the oil industry is now a more important industry than the pearl industry for the UAE?

💡 Did you know?

Pearls are the only jewels created by a living animal. A natural pearl of value is found in less than 1 in every 10,000 wild oysters.

Activity 2

Read the text. Then, answer the questions that follow.

Traditional Pearl Diving

Before the 20th century, the only way to get pearls was for divers to gather large numbers of pearl oysters from the floor of the sea by hand.

Pearl divers were only men. They would leave their homes and go to sea for just over 4 months. The pearl season was from mid-May to early September. Divers would dive for 12 – 14 hours per day. They would begin before sunrise and finish at sunset. Boys started working at around age 9. At this age they would pry open the oyster shells with knives to get to the pearl. At age 12, they began to dive and at around age 50 they would stop working.

The first two weeks of the new pearling season were the toughest for divers. They would have severe side effects such as nausea and sea sickness. It would take their bodies some time to get used to the new routine and surroundings.

When the divers reached the pearl beds, they started work under the burning sun. They made very deep dives to around 30 metres, with only a nose clip, leather finger protectors, a basket made of rope, a stone weighing about 5kg to pull them down and a rope to raise them to the surface again.

Pearl divers worked in pairs. They would go into the water in an upright position and were weighed down by rocks that carried them to the bottom. When they got to the bottom of the sea bed, the diver would release the weight at his feet, which was pulled up by someone on the surface to prepare for the next dive. About 50 dives were made a day, each about 3 minutes long. The diver would then collect all of the oysters that he could in the basket around his neck. He tugged the rope and the men at the surface would haul the diver

and the basket up. To find a few top-quality pearls, a huge number of oysters would be searched.



a. What was life like for a pearl diver?

b. Would you have liked to have been a pearl diver? Why? Why not?

Activity 3

Now that you've read about the life of a pearl diver, you have a chance to imagine what life was like for these people and their families. With your group, role-play your assigned scenario. Be prepared to answer questions from your classmates about your scene.



Activity 4

Read the text then answer the following question.

Prior to the discovery of oil in the 1950s, the region's inhabitants relied heavily on the cultivation of dates, breeding camels and goats. The economy of the UAE was dependent on fishing and the once flourishing pearling industry was now in heavy decline.

The first oil shipments began in 1962 and completely transformed the country's society and economy. The living standards in the UAE have become among the highest in the world.

The UAE now has one of the best national infrastructures (roads, transportation, buildings, power supplies...) in the world and the second largest economy in the Arab world (after Saudi Arabia). This rapid growth has attracted a very large number of foreign investors who wish to benefit from the UAE's economic and global advancement.

a. How has life changed in the UAE since the discovery of oil?

b. How has life stayed the same?



Activity 5

You will now take part in a debate about the two main industries you learned about in this lesson.

The debate motion:

Oil has brought more benefits to the UAE than pearl fishing ever did.

Come up with arguments for or against the motion, depending on which group you are assigned to.



Unit 6

Classical Civilizations

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What can we learn by studying classical civilizations?

What do you think life was like in the classical period?

How has the classical period influenced the present day?

Lesson 1

Classical Civilizations – East and West

How did civilizations change from the ancient period to the classical period?

Why would classical civilizations come into conflict with each other?



Key Vocabulary

classical
civilization
empire
conflict

Activity 1

What do you remember about the ancient civilizations you studied before?
Complete the table below with as much information as you can.

Ancient Civilization	What important things happened?

Activity 2

Read the text below and complete the following activities.

Classical Period – 800 BCE to 600 CE

The period of time between 800 BCE and 600 CE in the Mediterranean and surrounding area is called the classical period. During the classical period, empires grew larger and became more structured. Government, city planning, transport and the military became even more important than in the ancient period. In the classical period, trade became more important as cities and populations became bigger.



Ancient Egyptian Temple at Karnak

In the ancient period, before the classical period, the Egyptians of the Nile valley, the Sumerians in Mesopotamia and Minoans of the Mediterranean Sea established civilizations and formed societies and evolved. From about 500 BCE other civilizations grew.

They included the Greek city-states and the Roman Republic in Europe, and the Persian Empire in the Near East. In the Far East, the Zhou Dynasty began in China. On the Indian sub-continent, regional kingdoms were formed.

In Africa, the Kush Kingdoms were growing in what is now Sudan and southern Egypt. In Central America, the Mayan Empire civilization was established.



Ruins of the Kush Kingdom

By 200 CE, 700 years later, the Roman Empire stretched around all of the Mediterranean Sea, from southern Europe to northern Africa. In China, the Han Dynasty took over with more land than before.

Near the end of the classical period in 500 CE, the Roman Empire split into two parts, the Eastern Roman Empire and the Western Empire. The Eastern Roman Empire covered the area from Greece to Egypt in the eastern part of the Mediterranean Sea. The Persian Empire continued to grow. In India the Gupta Empire came to power. In China there were two large empires, the Northern Wei Empire, and the Southern Sung Empire.

As the classical civilizations developed and grew, they often came into contact with each other. This helped spread things like trade, learning, and the movement of people. At times, this contact led to conflict and war.

Activity 3

According to the text, are the sentences below true or false? Circle your answers.

- a. Ancient civilizations were bigger than classical civilizations. T / F
- b. Classical civilizations were only found in Europe and Asia. T / F
- c. Contact between classical civilizations was always peaceful. T / F
- d. In 200 CE, classical civilizations disappeared from Europe. T / F

Activity 4

The text lists some things that became more important as civilizations grew in size. What are the reasons these things became more important?

More important	Why?
Government	
Cities	
Military	
Trade	

Activity 5

The reading describes different classical civilizations around the world at different times during the classical period. Use the information in the text to colour in the civilizations on the world map.



Activity 6

The text states that in some cases there was conflict between classical civilizations. What do you think some of the reasons for the conflict were?

Activity 7

The reading mentions two civilizations at this time from Africa and Central America. Try to find some basic facts about these civilizations (what they were like, what they developed, how long their civilization lasted, etc.).

Kush civilization	Mayan civilization

Lesson 2

Greek City-States and Governments

How did the Greek city-states choose their leaders?
How did they deal with people they thought were dangerous to the city?

Key Vocabulary

democracy
voting
citizen
banish
archipelago

Activity 1

The map of modern Greece shows Athens as its capital. Over 2000 years ago, Athens was a city state with its own government. List facts about Athens from the past or the present.



Facts about Athens:

Activity 2

Read the text below and complete the following activities.

City-State of Athens



Acropolis, ruins of classical Athens

The Minoan civilization of the ancient period lost power about the same time as the Greek city-states on the mainland gained power. Greece is an area that has mountains and an archipelago (a series of many islands). This meant that parts of Greece were separated from each other, making travel difficult. This may explain why power in classical Greece

was found in individual city-states (called 'polis' in Greek).

The people of the city-states spoke a dialect of the same language but they had their own leaders and government structures. Because resources like food and metals were limited by the mountainous land and rocky soil, they sometimes fought each other. The two most prominent city-states, Athens and Sparta, spent years in a war starting in 431 BCE called the Peloponnesian War.

In the classical period, over 2000 years ago, each Greek city-state had its own form of government. The people of Athens, distrustful of kings, formed a government of citizens called 'democracy'. The word 'democracy' comes from two Greek words, 'demos' meaning people, and 'kratos' meaning power. They thought that all citizens should have a voice in government.



Assembly speaker's stone

However, not all people living in Athens were included in the democracy. Only citizens could participate. Citizens were adult males who came from Athenian families, usually those with land or wealth. Women were not considered citizens. Slaves and immigrants lived in Athens but could not participate in the government. Less than 20% of the people living in Athens were citizens.

The government of Athens was a direct democracy which means that all citizens voted directly on laws and other issues. The votes were held in assemblies which met 40 times a year at the Pnyx, a hill near the centre of Athens. The speaker's stone at the Pnyx still exists today in Athens.

The assemblies could have up to 6000 citizens attending. At the assemblies, people spoke about issues and laws. Those who spoke were called orators. At the end, a vote was taken. The votes were counted and the decision to accept or reject the law or solution was determined by which side got more votes.

Ostraka and Banishment

One way that people of Athens protected themselves was by a special type of vote for ostracism or banishment. Ostracism or banishment means making a person leave the city. People who were ostracized had to leave Athens for 10 years. After 10 years the person could return. This was often to remove a person seen as a danger to the city.



Ostraka

Citizens voted by writing the name of a person they wanted to be out on a piece of broken shell or pottery called an 'ostraka'. Whoever had his name written the most was ostracized or banished for 10 years.

Activity 3

Answer the following questions from the reading text.

1. Why were city-states in classical Greece independent?
 - a. they were always at war
 - b. each city-state spoke a different language
 - c. transportation was not invented yet
 - d. mountains and seas made travel difficult

2. Who could vote in ancient Athens?
 - a. men and women who lived in Athens
 - b. all citizens of Athens
 - c. everyone who lived in Athens except slaves
 - d. only people who spoke Greek

3. How was a law passed or issue decided?
 - a. the majority of all citizens at the assembly
 - b. the votes of the orators
 - c. the votes of the city leaders
 - d. only rich citizens at the assembly voted

Activity 4

Match the number from the text to the information it describes.

<u>Number</u>	<u>Information from text</u>
40	people living in Athens who were citizens
20%	number of citizens attending an assembly
over 2000	assembly meetings per year
6000	number of years from the classic period to present

Activity 5

Write a brief explanation of the vote to ostracise and what part an ostraka played in the process.

Activity 6

The English alphabet is similar to the Greek alphabet. Use the alphabet key to transliterate the names from ostraka into English.

Greek Alphabet Letters				
UPPER CASE	LOWER CASE	NAME	ENGLISH	PRONUNCIATION
A	α	Alpha	a	AL-pha
B	β	Beta	b	BAY-tuh
Γ	γ	Gamma	g	GAMM-muh
Δ	δ	Delta	d	DELL-tuh
E	ε	Epsilon	e	EPP-sih-lonn
Z	ζ	Zeta	z	ZAY-tuh
H	η	Eta	h	AY-tuh
Θ	θ	Theta	th	THAY-tuh
I	ι	Iota	i	ee-OH-tuh
K	κ	Kappa	k	CAPP-uh
Λ	λ	Lambda	l	LAMM-duh
M	μ	Mu	m	myoo
N	ν	Nu	n	noo
Ξ	ξ	Xi	x	ksee
O	ο	Omicron	o	OH-mih-kronn
Π	π	Pi	p	piy
P	ρ	Rho	r	roh
Σ	σ	Sigma	s	SIGG-muh
T	τ	Tau	t	tow
Υ	υ	Upsilon	u	OOPS-ih-lonn
Φ	φ	Phi	ph	fiy
X	χ	Chi	ch	kiy
Ψ	ψ	Psi	ps	psiy
Ω	ω	Omega	o	oh-MAY-guh





Activity 7

Imagine you are unlucky enough to have been banished from Ancient Athens. Explain what happened.

- ✚ Why did other people vote to banish you?
- ✚ How do you feel about that?
- ✚ What are you going to do?

Use these words in your writing. You could write this as a dialogue and act it out in your class.

ostracism	banish	vote
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Activity 8

You are going to experience voting by forming a class council and voting for a president. Your teacher will divide the class into groups.

Candidate

Each group votes for a candidate. The candidate will run for class council president.

Campaign topics

In your group, decide what are going to be your campaign topics. Your topics should be about things in your school. The topics should be positive. Choose at least two topics. Think about what the needs of other students in your class might be.

Topic One:

Explain topic:

Topic Two:

Explain topic:

Planning

Your candidate will only have 1 minute to speak. What should your candidate say in 1 minute to persuade others in your class to vote for him or her?

Campaign and
Voting

Each candidate will speak for 1 minute. Voters will listen to them. After all candidates have spoken, everyone in the class votes by writing a candidate's name on a piece of paper. The teacher counts the votes and announces the winner.

Lesson 3

The Achaemenids and Alexander the Great

What makes a great leader?

What great leaders do you know? What made them great?

Key Vocabulary

Achaemenid Empire
Hellenistic
military
campaign
leadership
multicultural



Activity 1

Who are these people? Why are they famous?



Who is she?

What qualities
did this person
show as a leader?



Who is he?

What qualities
did this person
show as a leader?



Who is he?

What qualities
did this person
show as a leader?

Activity 2

Read the text below and complete the following activities.

Alexander of Macedonia

King Phillip II of Macedonia, one of the northern Greek city-states, brought a famous philosopher named Aristotle to tutor his son Alexander. Aristotle studied in Athens with another famous philosopher, Plato. Through Aristotle, Alexander learned about the topics being discussed in Athens at the time and about Athenian culture and thought.

King Phillip advanced on the other Greek city-states and eventually united them in an alliance to him in 337 BCE. The next year, he was assassinated and his son, Alexander became king at the age of 20 years old. Alexander was an experienced military leader who continued his father's vision of advancing eastward to the Persian Empire and beyond.



Alexander the Great in battle

The Achaemenids were a dynasty of the early Persian Empire founded by a king called Cyrus in 559 BCE. The empire was known for having large palaces and gardens and was conquered by Alexander in 330 BCE.

During his 13 years as king, Alexander led the Greeks on a campaign that greatly increased the area they controlled. The area stretched from Greece to India in the east and Egypt in the south. As lands were conquered, cultures met.

Alexander set up cities and governments similar to those from Greece. Alexander died in 323 BCE of illness. It is believed that he is buried in one of the many cities named after him, Alexandria in Egypt.

During this great expansion, Greek culture mixed with other cultures to become something Greek-like but with elements of other cultures including Persian, Indian, and Egyptian mixed in. This is called Hellenistic culture and it continued for another three centuries after the death of Alexander. Because he won so many battles, historians sometimes refer to him as Alexander the Great.



Empire of Alexander the Great

During this period, the Macedonian phalanx was the foundation of military warfare and success. The phalanx was a group of soldiers who fought close to each other using long spears, called pikes. This was a military tactic that had been used and improved over hundreds of years.

Trade routes expanded during that time, making China accessible to civilizations in the west. Alexander was interested in the area around the Indian Ocean and Arabian Gulf. He sent ships to investigate the coasts and peoples of the area.

Some historians recorded contact with people the soldiers called the 'fish eaters' who lived on the coast of the Arabian Sea and Indian Ocean. They were called 'fish eaters' because they lived on the coast of a vast desert and ate mostly fish. Could the historians be referring to ancestors of the people of the area now known as the UAE?

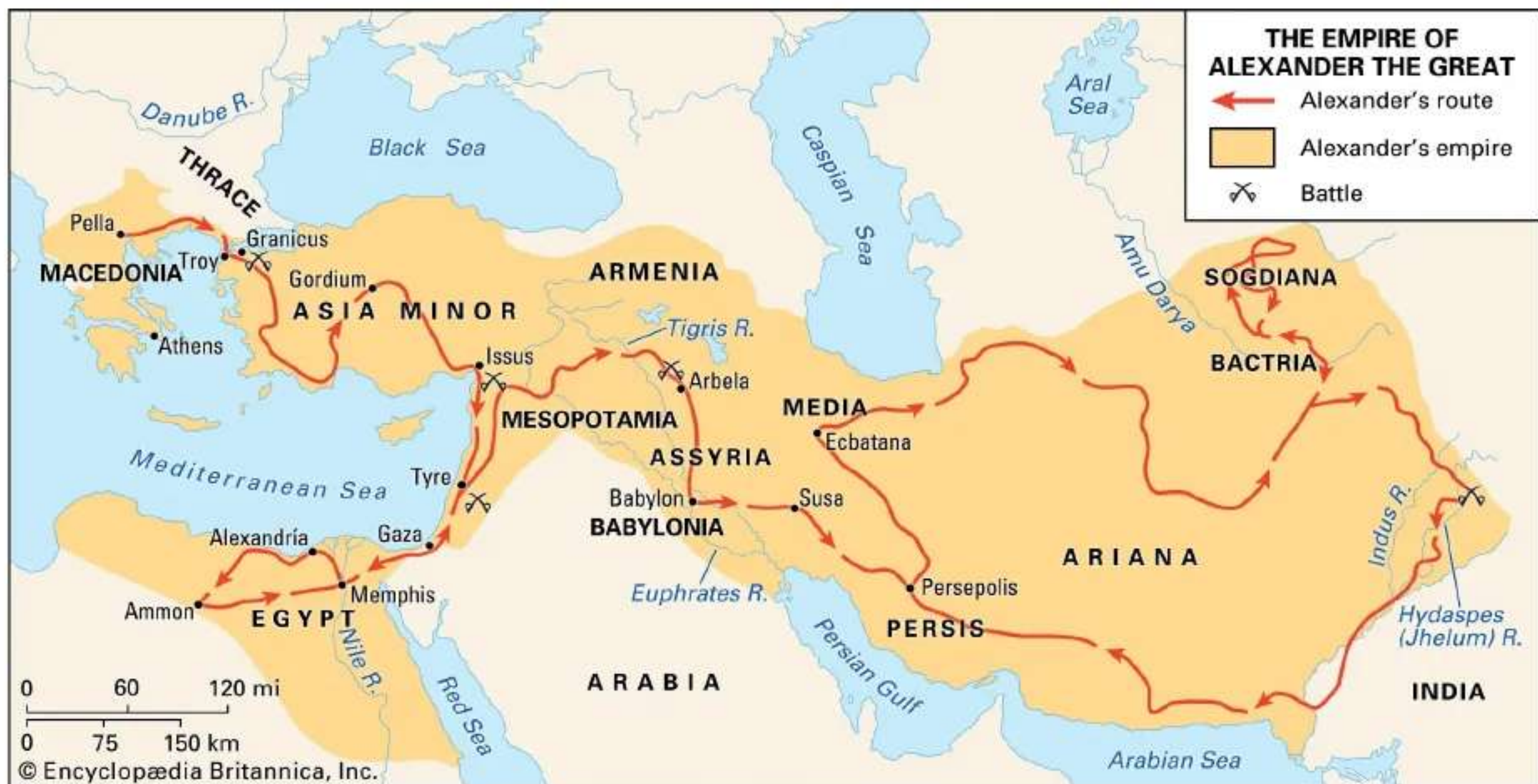
Activity 3

Answer the following questions, based on the reading text.

1. Where was Alexander the Great from?
 - a. Macedonia
 - b. Athens
 - c. Persia
 - d. India
2. What is a phalanx?
 - a. a type of culture
 - b. the name of a city
 - c. a group of fighting men
 - d. the name of a leader
3. The Achaemenids were a dynasty of early...
 - a. Egypt
 - b. Persia
 - c. India
 - d. China
4. Alexander had a famous tutor who impressed him with Athenian culture, called...
 - a. Plato
 - b. Cyrus
 - c. Aristotle
 - d. Phillip
5. Which empire did Alexander not rule?
 - a. Egypt
 - b. Persia
 - c. India
 - d. China

Activity 4

Use the map to write a short description of Alexander the Great's military campaigns. Try to write the events in the order they happened.



Empire of Alexander the Great

Activity 5

Alexander the Great is often described as a great leader by historians. What were some characteristics he had that led people to consider him a great leader?

Activity 6

People can be leaders in many ways. They can be leaders of a country, a business, a sports team, or a family. Think of someone from your country who you think is a great leader. What makes that person a great leader? Think of examples.

What makes them a great leader?	Examples

Activity 7

The Hellenistic civilization is described as having a mix of cultures in it. What elements of culture do you think could have been mixed with Greek culture to get Hellenistic culture?

Culture	What element could be mixed to form Hellenistic culture?
Greece	
Egypt	
India	

**Hellenistic civilization could be described as multicultural.
What does 'multicultural' mean?**

What are some advantages of having a society that is multicultural?

Lesson 4

Trade Routes in Classical Times

What are some popular products or items that are imported into the UAE?

What different modes of transport are used to import these products or items?

Key Vocabulary

spice
incense
frankincense
caravan
trading posts



Activity 1

Answer the questions below in small groups, then share your answers.

What are spices?

Why are they important?

What would your life be like without spices?

What are some spices your family uses at home?

Why do you think spices were so expensive in the past?

Activity 2

Label the places on the map.

Mediterranean Sea	Rome	Gaza	Alexandria	Yemen and Oman
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Activity 3

Read the text, then complete the activities that follow.

Trade Routes – Spice and Incense

The Ancient Romans and Greeks used spices, like ginger and cinnamon, for cooking and medicine. They wanted incense to be burnt at religious ceremonies. However, these commodities were produced in the Arabian Peninsula, the Indian subcontinent, and Far East Asia. The problem was how to get these spices from one part of the world to another.

Sailors from the Arabian Peninsula travelled on the seas to get spices and other goods from the Indian sub-continent and Asia back to ancient Rome. By sea, goods could be transported relatively quickly and in large quantities.

Ports appeared on the Arabian Peninsula to buy and sell spices and other goods.

This meant that towns and cities grew and became wealthy from the trade. With the demand from Rome and Greece, ships went on into the Mediterranean, to the port city of Alexandria. As spices were the main good transported, the trade routes were called the Spice Routes. There were overland trade routes as well which made the civilizations along them rich and powerful.

Frankincense and myrrh are not common names now. About 2,000 years ago people in the Roman Empire used frankincense to make incense. Frankincense is made from the dried sap of a Boswellia tree. Sap is a thick liquid that flows from the trees when its bark is cut. When the dried sap is burned, it gives off a



Boswellia tree

pleasant smell. The only places that the trees grow are Yemen, Oman and Ethiopia, a long way from the Mediterranean.

The Incense Route brought the products overland from southern Arabia to the port of Gaza on the Mediterranean Sea. From Gaza the incense was taken by ship to countries around the Mediterranean, including Rome.

Traders usually travelled in groups, often using camels to carry the products. These groups were called caravans. Camels were used because the route went through the desert. The journey across land took about 60 days and was often dangerous.



Frankincense

The Nabateans civilization thrived around 2,000 years ago in the desert of the modern day country of Jordan. They travelled around the area between the Euphrates River and the Red of the land and where they could find groundwater in the desert. The Nabateans knew where to find sources of food in the desert like the date palm.

When caravans came across their lands they provided guides to help them find food, water and shelter. They traded goods with the travellers. This trade made the Nabateans wealthy. Traces of the Nabateans can be seen at the ancient site of Petra, a city carved from the rocky mountainside.



Petra, Jordan

Activity 4

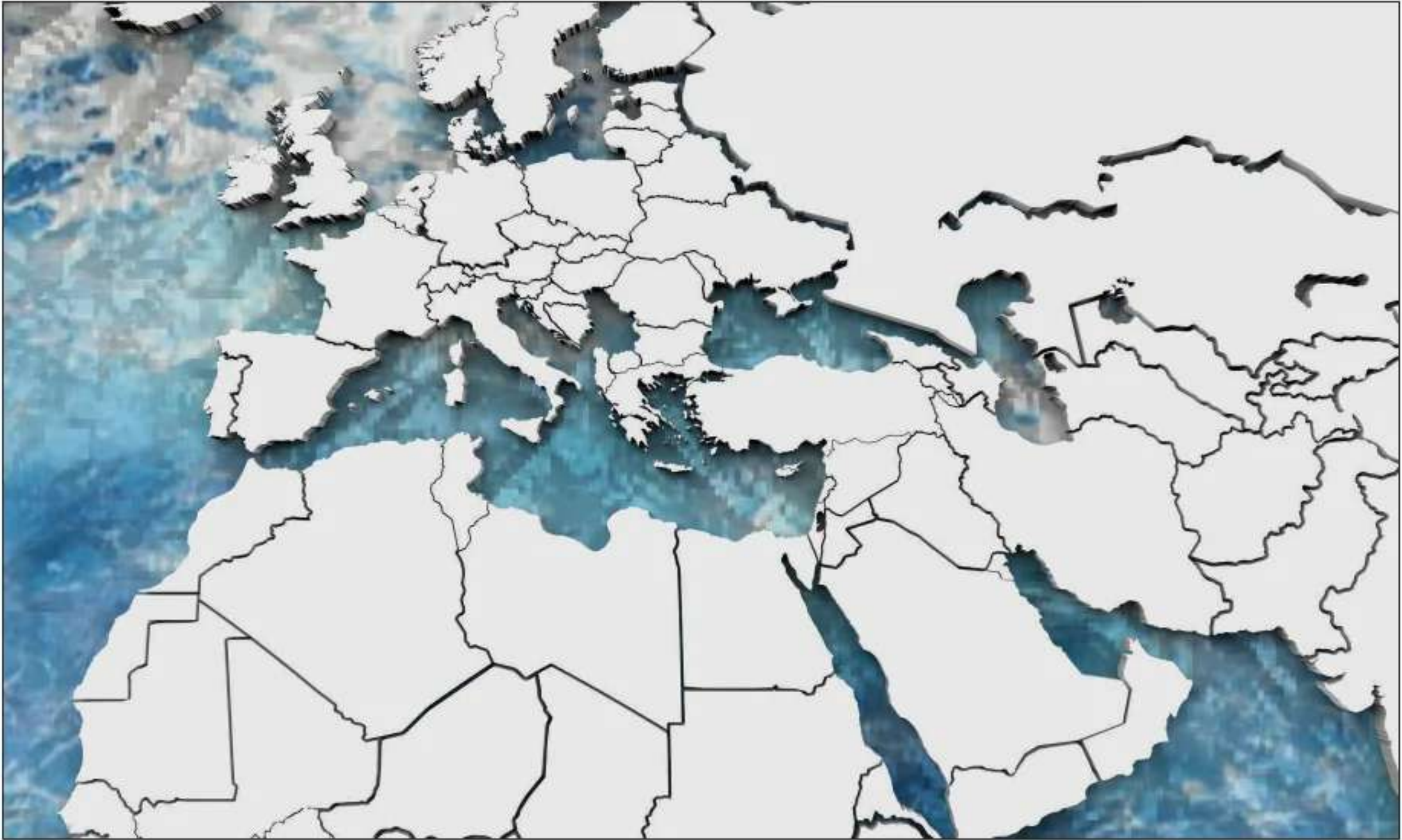
Answer the questions from the reading text.

1. What is an advantage of trade by sea or maritime trade, according to the text?
 - a. it is safer than overland trade
 - b. it can be quicker than overland trade
 - c. it is cheaper than overland trade
2. Which were the main places spices went to?
 - a. Arabian peninsula countries
 - b. India
 - c. Rome and Greece
3. The Nabateans built structures of stone at...
 - a. Greece
 - b. Petra
 - c. Oman

Explain how the following words or numbers are important for the Incense Route.		
1	Gaza	
2	60	
3	Yemen	
4	Frankincense	
5	2000	
6	Rome	

Activity 5

Draw the Incense Route as described in the text.



Draw the Spice Route by sea as described in the text.



Activity 6

Frankincense and myrrh were two very valuable products of their time because they were scarce. Scarce means difficult to get or having a limited supply.

What products are very expensive now because they are difficult to get? Explain your choices.



Activity 7

Do you think the most dangerous trade would be overland or by sea?
Make a list of the dangers of each one.

Overland Trade



Oversea Trade



Activity 8

The ports on the Arabian Peninsula were important in the maritime spice trade. The UAE is still a centre for maritime trade with Jebel Ali port in Dubai as one of the biggest ports in the world.



Jebel Ali Port

What products does the UAE receive or send by sea now? Why are they sent by sea and not air or land?

[illegible]

Activity 9

The text describes how some products like spices and incense from one area of the world were wanted by people in another area of the world. The demand for the products created trade routes. For example:

- ✚ Spice trade route – from Asian countries to Middle Eastern and European countries
- ✚ Incense trade route – from Arabian Peninsula to European countries

Search for another trade route. What products were traded? Which areas did the products come from? What countries created demand for them and why?

Trade route:

Description:

Map (Put a map or drawing showing the trade route):

Lesson 5

The Roman Empire

How big was the Roman Empire at its peak?

How did the Romans improve transportation across the Empire?

Key Vocabulary

empire
cart
paved
pedestrian
concrete



Activity 1

The map shows the Roman Empire (in red) about 2000 years ago. What modern day countries are in that area? Try to name 10 countries.



Activity 2

Read the text. Then, complete the following activities.

The Roman Empire - Travelling around an Empire

The Roman Empire became one of the largest civilizations in the world. By 117 CE it covered more than 5 million square kilometres. It covered most of Europe and all of the Mediterranean coast. When Rome conquered a new area, it required the people to adapt to Roman culture. Roman laws governed all parts of the empire. Latin was the official common language. The cities in the empire traded using Roman money. The Roman military protected and watched over every part of the empire.



Oldest paved road

The oldest existing paved road found to date is in Crete, an island in the Mediterranean Sea between Greece and Egypt, close to the palace of Knossos. It is about 6,000 years old. Historians and archeologists think that the centre of it was used for pedestrians, people walking along the road, and the outside edges were for carts and animals. This is the opposite of our roads now.

About 3,000 years ago the earliest long distance road connected the Arabian Gulf with ports on the south coast of Turkey. It was over 2,000 km long and

took travellers about 90 days from one end to the other.

The Romans may have built upon the knowledge of other civilizations to construct a road system about 2,000 years ago. At the height of the Roman Empire over 80,000 km of roads were built to areas as far as the Euphrates River, Britain, and North Africa. The most famous road was the Via Appia or Appian Road which connected Rome with the south of Italy.



Roman road, Spain

The Romans improved road construction by using concrete to make roads stronger. They built their roads in straight lines, even over mountains and wet land. The Romans built embankments on the sides that raised the roads up from the ground. This helped solve problems such as flooding after rain.

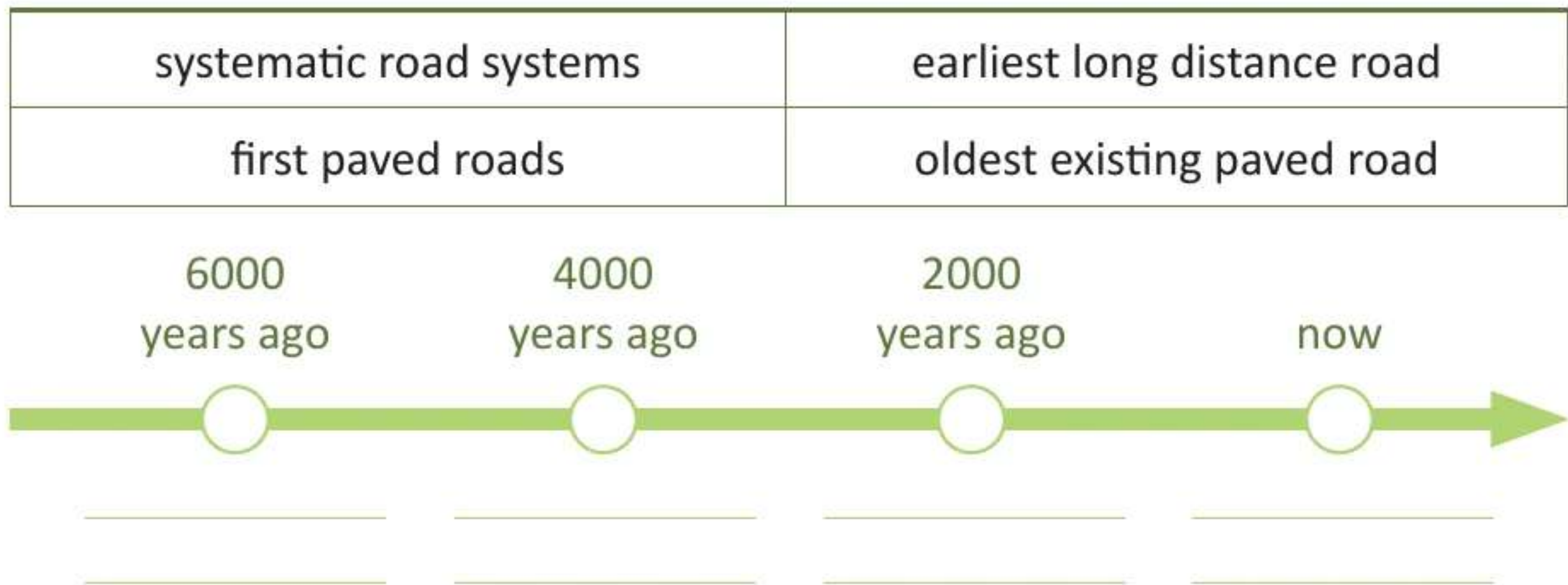
As the roads improved, so did the transport in ancient Rome. Different types of animal drawn transports were used to carry people and goods. Fast chariots delivered post and messages. These were light and fast - some could travel at over 50 km an hour.



Replica of a Roman chariot

Activity 3

Write the main advances of road systems on the timeline. Check the text for the answers.



Activity 4

Match each word from the text with the correct picture.

1. cart	2. chariot	3. concrete	4. paved	5. pedestrian
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Activity 5

The text says that the ancient Romans built roads for economic and military reasons. How did a good road system benefit the military and the economy?

Economic advantages	Military advantages

Activity 6

Land transport started thousands of years ago. What are some different types of transport that have developed more recently? When were they first used? A few have been done for you.

Over 300 years ago	100-300 years ago	Less than 100 years ago
sailing ships	trains	space shuttle

Activity 7

Roads and traffic systems are an important part of every city including big cities in the UAE.



Complete the table by explaining why each part of the transportation system is used.

Modern road feature	What is it and what is it used for?
Traffic lights	
6-lane roads	
Roundabouts	
Traffic toll systems	
Speed cameras	
Are there any others you can think of?	

Activity 8

What will the roads of the UAE look like in 2030? Think of five changes to the roads that we might see in the year 2030. Draw the changes in the box.



Lesson 6

City Planning in Classical Civilizations

What do you need to think about when planning the design of a city?

Why is it important to have big, impressive buildings in a city?

Key Vocabulary

architecture
grid design
entertainment
Pericles
Parthenon



Activity 1

There are many famous cities in the world. We can often recognise them from a picture. What are the cities below? How did you know?



Activity 2

Read the text and complete the following activities.

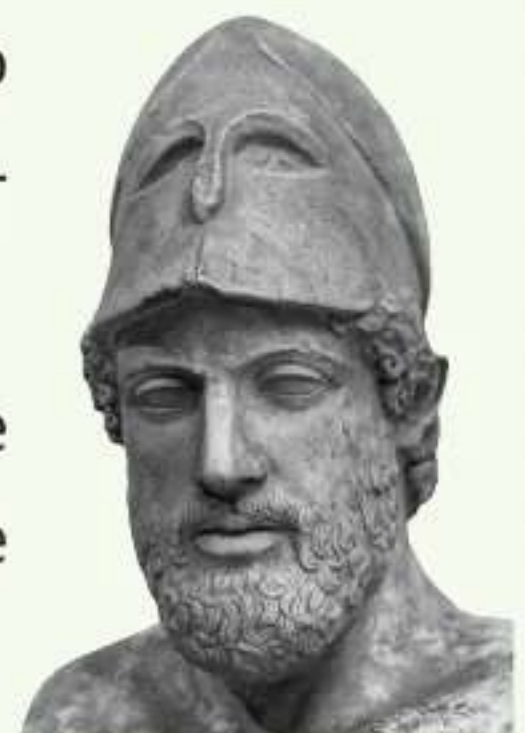
City Planning in Classical Civilizations

Modern cities follow some type of design grid. The roads are lined up and public areas are in central areas. There are waste management centers and other service areas. Many cities have parks and shopping centers.

In the ancient period cities were starting to be organised. The grid designs of some ancient cities from over 2,000 years were similar to the grid designs of cities today. For example, ancient cities in the Indus Valley in Pakistan and in Teotihuacán in Mexico had central plaza areas and paved roads running in straight lines from the central to outer areas of the cities. In the classical period, as populations increased and cities grew in size, planning a city became even more important.

Pericles was a famous leader of Athens who lived from 495 to 425 BCE. He wanted to make Athens the most powerful city-state in Greece. Part of this was a building plan.

Pericles wanted great buildings so that people could see how important Athens was. The Parthenon was one of these buildings.



Pericles

At that time, different cities in Greece were often at war with each other. So, Pericles decided to build a “high city” or “acropolis” on a high cliff near the sea. From this point, any ships coming to Athens could be seen by lookouts and people could be warned if an enemy was approaching.

The acropolis had several buildings with the largest one being the Parthenon. Large pieces of stone were brought from 10 kilometres away. The building was

done carefully so the shaped stones fitted together in columns. Metal fasteners inside the columns provided strength and flexibility for the columns even during earthquakes which were common in Greece.



Parthenon

The Parthenon had a wooden roof and carved painted artwork inside and outside. The Parthenon had different uses. One use was to impress foreign visitors. Another purpose was as a treasury to keep the city's money and wealth. The

Parthenon was a strong building. Today, over 2,500 years later, a lot of it is still standing.

Imagine living in a city of 1 million people. What does a city this size need? This was the problem the city of Rome had 2,000 years ago. Planning a city this size was very important.

In the centre of the city was the forum. The forum was a large open area with important buildings around it. There would be the basilica (the law court) and a building for town meetings. The markets were usually around the forum area. People could come here to buy their food.

Romans wanted to enjoy themselves. The Romans had different buildings with activities to keep the people happy. There were amphitheatres for plays and sports competitions. An amphitheatre was an outside stadium. The Colosseum is an example of an amphitheatre in Rome. At the Colosseum, people could watch competitions and fights.



Colosseum

There were smaller outside tracks with seating called circuses. “Circus” means “circle” because the track had a circular or oval shape. People watched chariot racing at circuses. The city also had places to shop, meet, get water, and have fun.



Ruins of the Circus Maximus in Rome

Activity 3

Answer the following questions.

1. Who was Pericles?
 - a. A builder
 - b. A traveller
 - c. A leader

2. What was the Parthenon used for?
 - a. To watch sporting events
 - b. To hold assemblies
 - c. To keep valuables safe

3. What is architecture?
 - a. A style used when making buildings
 - b. A place where you can buy and sell goods
 - c. People who design and build buildings

4. Where could people buy vegetables and meat in Rome?
 - a. the forum
 - b. the circus
 - c. the amphitheatre

Activity 4

A city provides services for the people who live there. List as many services as you can think of in ancient Rome. What services does a modern city provide?

Rome	A modern city

Activity 5

The Parthenon was an important building to the city of Athens. What made it important?

Think of an important building in a city you know. What makes it important?

Parthenon – why was it important?	A modern building – why is it important?

Activity 6

Read the paragraph about types of housing in Classical Rome. Then, complete the table below, comparing the two types of housing.

A city like Rome needed to plan housing for its people. In Rome there were two main types of houses. These were called domus (house) and insula (apartment). A domus was a house for the rich, like a big villa today. The domus was large with many rooms and a private garden. The house would have a wall around it for safety. Many of the people in Rome were poor. They lived in the insula which were similar to the flats or apartments we have today. Insula were buildings with up to four levels. Normally a shop would be on the ground floor, and then people would live in the first through third floors. The apartments closer to the bottom were more expensive. The cheaper ones were at the top. This was because climbing stairs was tiring and the danger of fire. If there was a fire, the people in the top would be the last to escape.

Domus	Insula

Activity 7

The text described ancient Greek and Roman architecture. There are five other types of architecture listed below. Choose one, search for information about it, and fill in the table with your results.

Islamic architecture

Mughal architecture

Japanese traditional architecture

Gothic architecture

Ottoman architecture

What does the architecture look like?	Example of a famous building (draw and describe it)

Lesson 7

Fall of the Western Roman Empire

What cause empires to fall?

Key Vocabulary

Byzantine Empire

Constantinople

the Middle Ages

the Dark Ages

Activity 1

The Roman Empire was a very large and powerful empire. Can you predict some of the causes of the fall of the Roman Empire?



Activity 2

Read the text. Then, complete the following activities.

The Fall of the Western Roman Empire

The Roman Empire included the land area and people around the Mediterranean Sea. Its capital was Rome, present day Italy, however, the borders of the empire reached very far to the east.

In 330 CE, Emperor Constantine decided to move the capital of the Roman Empire to a more central location. He chose the city of Byzantium, present-day Istanbul, Turkey. He changed the name of Byzantium to Constantinople, after himself.

Constantinople was a trading center located on both sides of the Bosphorus Strait connecting the Sea of Marmara with the Black Sea. One part of the city was in Europe and another part was in Asia. Many ships on the Silk Route to China had to pass through the middle of the city.



Statue of Emperor Constantine

After the death of Constantine, the Empire was divided into East and West with two Emperors, one for the east and one for the west. Rome remained the capital of the western empire and Constantinople the capital of the eastern empire.

The Eastern Roman Empire is also called the Byzantine Empire. By 476 CE the central government of the western Roman Empire fell and many areas were taken over by groups of Romans and non-Romans. Attacks by peoples from

the north and east of Europe, such as the Goths and the Vandals, weakened the empire. The western empire eventually fell mainly due to poor management of the emperors who could not control the military, maintain loyalty of the people, and who allowed the income from trade to decrease.

The fall of Rome and the western Roman Empire marked the end of the Classical Period and the start of a period called the Middle Ages in Europe. Little pieces of the empire split off and formed into small kingdoms. These kingdoms were often in conflict with each other. This period is sometimes negatively called the Dark Ages. The name Dark Ages refers to a loss of learning and education during this time. Another name given to this time in Europe was the Migration Period because people moved away from cities as the services previously organized and maintained by the empire stopped.



Division of the Roman Empire

Activity 3

Answer the following questions, based on the text.

1. How did the city Constantinople get its name?
 - a. its location
 - b. it meant 'city of Constantine'
 - c. it meant 'new city' in Latin
2. According to the text, which is NOT a possible cause for the fall of the Western Roman Empire?
 - a. sickness
 - b. poor management
 - c. decreased trade
3. What were the Middle Ages sometimes called due to the decline of education, learning, and economic activity?
 - a. The Poor Ages
 - b. The Age of Ignorance
 - c. The Dark Ages

Activity 4

The text describes some of the causes of the fall of the Western Roman Empire and some of the effects of the fall. List them in the table below.

Causes	Effects

Activity 5

The text states that the period in Europe after the fall of the Western Roman Empire had different names. What were the 3 names? Why were those 3 names given?

Name	Why was the period given that name?

Activity 6

Compare the ancient period and the classical period. Think about the following:

- What were some of the main things that happened?
- Who were important people of those times?
- What were the main achievements?

Ancient	Classical

Activity 7

The text described the fall of the Western Roman Empire. However, there were civilizations that continued to remain strong and powerful. Search for information about one civilization that existed at the same time. State its name and describe it.

[illegible]

[illegible]

