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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: What Should Be Preserved and How?

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- **What is heritage?**
- **In what ways can our heritage be protected for future generations?**
- **How can I contribute to the preservation of UAE heritage?**
- **What impact does tourism have on UAE heritage?**
- **How is UAE heritage linked to the natural world?**

Lesson 1: The Importance of Heritage

- **What are the links between historical and natural environments?**
- **Why is it important to preserve these environments for future generations?**



Key Vocabulary

heritage	**intangible**
inherit	**preserve**
tangible	

UNIVERSAL CULTURE

"We think in terms of languages and images which we did not invent, but which were given to us by our society."

Alan Watts - British philosopher and writer (1915-1973)

Heritage and culture are important in every society. They help to shape our thoughts, ideas and opinions of the world around us.

Activity 1: Discussion Point

List some of the things that make up your heritage.

a) How many different cultures and heritages are in your classroom?

b) What is your favourite part of your heritage? Discuss this with the person beside you.

Activity 2: Action Task

Read the text below, then, in pairs consider the following questions and report back to the class:
Think of 5 examples of both tangible and intangible heritage of the UAE that you think are important. Why are they important?
Do you think these things should be preserved? Why?
The world is changing very quickly these days and many people feel that some things are getting left behind. Can you think of any? Name the most important three.

What is heritage?



Emirati tent

The word heritage comes from the verb 'to inherit' which means to receive something that was previously owned. Every nation has two types of heritage. Firstly, there is **tangible** heritage which includes historical monuments, buildings, and archaeological sites as well as artefacts such as paintings, drawings, prints, mosaics and sculptures. Then there is our **intangible** heritage which includes language, values, traditions, and oral history. Cuisine, clothing, forms of shelter, traditional skills, craftsmanship and technologies, religious ceremonies and all

evidence of human creativity and expression such as storytelling, music and dance are part of our intangible cultural inheritance. We know that culture is the accumulation or collection of ideas, customs, traditions and achievements of a particular group or nation.

It is these intangible examples of our cultural heritage that very often give nations their distinct cultural identities. For example, no other country has a Flamenco tradition like Spain or celebrates the Day of the Dead like Mexico. In Vienna there is a vibrant modern-day coffee house culture that dates back to the late 19th century while China has a unique tradition of shadow puppetry which first became popular during the Northern Song Dynasty (960–1127). The carpet and weaving traditions of Azerbaijan, the tradition of falconry in the UAE, and even the healthy Mediterranean diet are all examples of an intangible cultural heritage.

Although culture is constantly changing and evolving, it is important to understand our heritage as this is what tells us who we are and where we come from. The language you speak, the recipe your mother cooks that she received from her mother's mother, the stories your father told you as a child, are all part of your heritage. Preserving our tangible and intangible culture is our responsibility. It is unfortunate that illegal artefacts and cultural objects are often trafficked around the world, while historical buildings and monuments are often destroyed in certain countries. Due to those incidents, national laws and international treaties are in place to safeguard cultural heritage. UNESCO (United Nations Educational, Scientific and Cultural Organisation) has adopted international conventions on the protection of cultural heritage.

Activity 3: Action Task

Listen to the teacher read out the following statements. Raise your hand if you agree with each statement.



- Culture is a fixed thing. It doesn't change over time.
- The inflow of expatriates and tourism is threatening our culture.
- Culture is not something we need to actively protect or preserve. It will always just exist and develop.
- It is important to know our heritage and to be able to share it with others.
- The natural landscape of my forefathers has an important role in shaping my culture and heritage.
- Our heritage shapes who we are.
- There is no socio-economic gain to preserving our heritage.

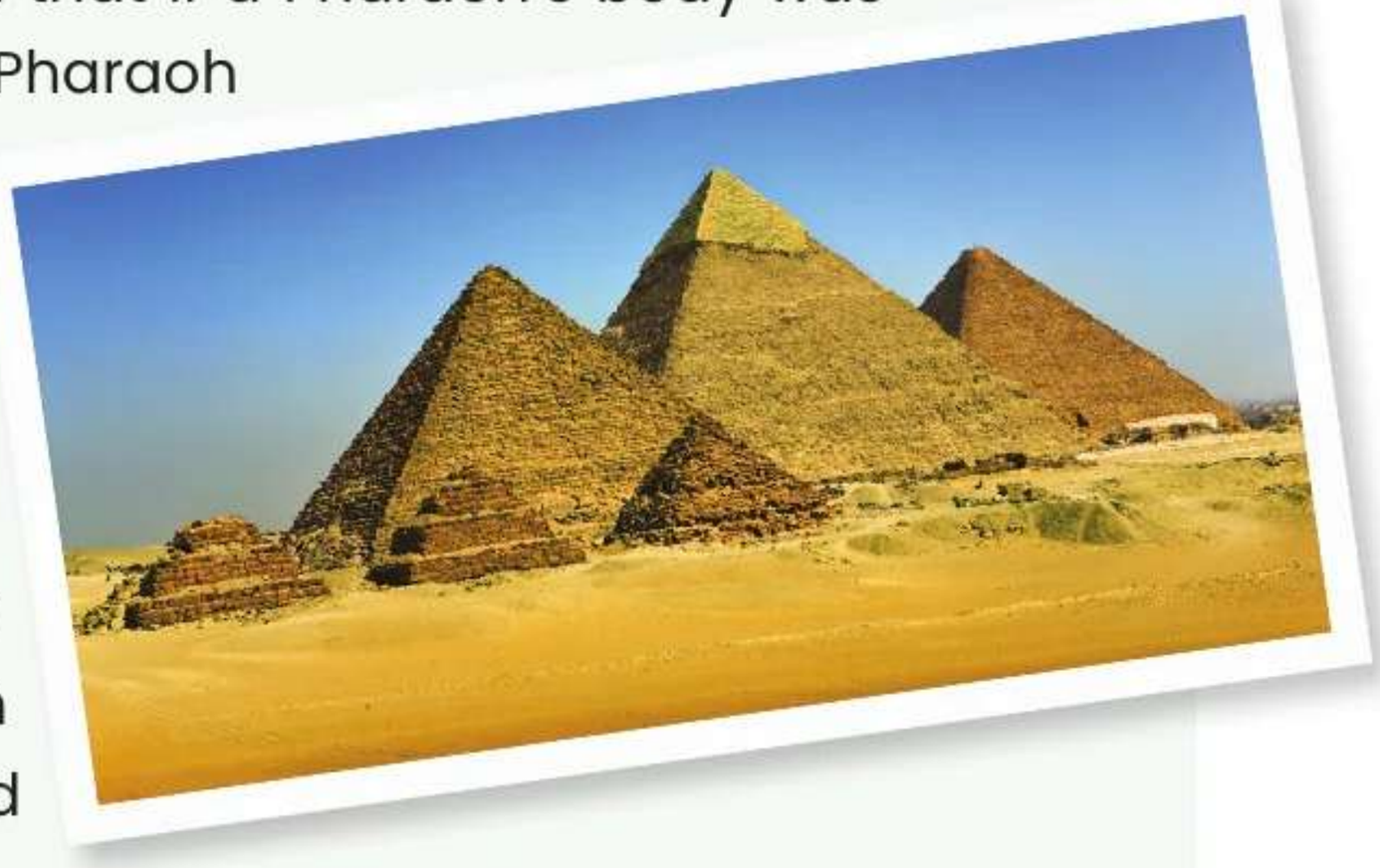
In pairs discuss the potential threats to cultural heritage. What threats did you think of? Share your ideas with the rest of the class.

☑ Activity 4: Checkpoint

Read the texts about preserving historical sites and answer the questions below with a partner.

The Pyramids

The pyramids were the stone tombs of Egypt's kings – the Pharaohs. At that time, it was believed that if a Pharaoh's body was mummified after death, the Pharaoh would live forever. The tombs protected the Pharaoh's body and his belongings which, it was believed, would be needed in the next life. The tomb walls were painted with scenes from the dead Pharaoh's life.



It is believed that the first smooth sided pyramid was built in the third century BC for the Pharaoh Snefru. The smallest of the famous Giza pyramids was over 200 feet high while the one built for Pharaoh Khufu was originally 480 feet high and made up of over 2.3 million stone blocks.

It was initially believed that the pyramids were built by slaves, but archaeological excavations have found that much of the building was done by skilled Egyptians who lived in the area. Communal style living areas for the labourers and their families were discovered with villages that included shops, houses, butcher shops and bakeries.

Versailles

The Palace of Versailles was built by Louis XIII in 1623 as a hunting lodge and then enlarged into a royal palace by Louis XIV in the 1660s and 1670s. It is remarkably well preserved and offers a great insight into the life of the French aristocracy at the time.



It is famed for its use of precious materials. The chamber pots were made of silver and the famous Hall of Mirrors contains a total of 357 mirrors which, at the time, was considered to be the height of opulence. The gardens had 400 sculptures, 1,400 fountains and covered more than 30,000 acres.

Versailles is also of great political interest – the 1783 Peace of Paris treaty, which recognised US independence from Britain, was signed there and the Treaty of Versailles, which formally ended the First World War, was signed in the Hall of Mirrors.

a) Why is it important that the pyramids and Versailles were preserved?

b) What have we learnt from the pyramids and Versailles?

Activity 5: Thinking Task

The photographs show examples of tangible and intangible heritage and culture. Label each picture as tangible or intangible, and then write a brief explanation of how they differ and how they are the same.









"Fragile, intangible cultural heritage is an important factor in maintaining cultural diversity in the face of growing globalisation. An understanding of the intangible cultural heritage of different communities helps with intercultural dialogue and encourages mutual respect for other ways of life." - **UNESCO**

Activity 6: Writing Task

Using the information above write a brief description of one example of tangible heritage and one example of intangible heritage.

Imagine your school is planning an event to celebrate World Heritage Day. The event includes an exhibition of images from the natural environment and how they have shaped the history, culture, and socio-economic life of the UAE. Your class has been asked to contribute material for the exhibition.

Lesson 2: Understanding Emirati Heritage

- **Why is it important to preserve these environments for future generations?**
- **How can you preserve your heritage?**



Key Vocabulary

archaeology

architecture

excavate

pearling

falconry

Activity 1: Thinking Task

Read the short description about the image below and answer the question that follows.

The image shows an **archaeological** site in Jumeirah, Dubai. The site was first **excavated** in 1969 and archaeologists discovered ancient artefacts made from ceramics, glass, stone, and bronze. The site dates from the Abbasid period (9th –11th century AD).

What do you think archaeologists discovered about how the original inhabitants of the site interacted with the surrounding landscape?



Activity 2: Discussion Point

Read about falconry in the UAE and then as a class debate the two questions below.

There are many elements of intangible heritage that can feature across several different cultures. One example of this is **falconry**. In 2010, falconry was included in the UNESCO Representative List of the Intangible Cultural Heritage of Humanity. Falconry is culturally significant in many parts of the world, including the United Arab Emirates,



Hungary, Italy, Pakistan and Spain to name a few. The following text is written by UNESCO and it makes an argument for why the sport of falconry is considered culturally significant.

Originally a method of obtaining food, the practice of falconry has evolved over time to be more associated with nature conservation, cultural heritage and social engagement within and amongst communities. Following their own set of traditions and ethical principles, falconers train, fly and breed birds of prey which, besides falcons, include species such as eagles and hawks. Trainers develop a bond with their birds and become their main source of protection. The practice, present in many countries around the world, may vary regarding certain aspects, for example the type of equipment used, but the methods remain similar. Falconers regard themselves as a group and they can travel weeks at a time engaging in the practice, while in the evenings recounting stories of the day together. They consider falconry as providing a connection to the past, particularly for communities where the practice is one of their few remaining links with their natural environment and traditional culture. Knowledge and skills are transmitted in an intergenerational manner within families by formal mentoring, apprenticeship or training in clubs and schools. In some countries, a national examination must be passed in order to become a falconer. Field meetings and festivals provide opportunities for communities to share knowledge, raise awareness and promote diversity.

a) How does falconry facilitate the transmission of intangible heritage? What skills or connections are passed down through falconry?
b) What are the differences or similarities between the types of intangible heritage passed down through falconry and majlis? What evidence can you find in the texts to support your answer?

KEY FACT

Al Ain Oasis is the UAE's first UNESCO World Heritage Site. It dates back more than 4,000 years, making it one of the world's oldest permanently inhabited settlements. The Al Ain Oasis is still a partially functioning date farm. An ancient falaj irrigation system allows palms to flourish in the middle of a desert.

☑ Activity 3: Checkpoint

Read about traditional Emirati architecture and the factors that have influenced it. Then discuss the questions that follow.

Emirati Architecture



The traditional **architecture** of the UAE can be described as vernacular which means it was designed based on local needs, availability of construction materials and reflecting local traditions and customs. A harsh environment and limited resources were the starting point. Easily portable camel or goat-hair tents provided shelter during tribal wanderings over the winter. During the summers spent in date palm plantations, home was the airy 'arish woven from palm fronds. Arish were also common in the coastal fishing, **pearling**, and trading settlements. Other materials used for coastal dwellings include fossilised coral or a lime mixture derived from seashells. Inland, more permanent houses were built of stone guss (mud mixture made into blocks) then roofed with palm fronds. All of these materials have very low thermal conductivity and so were ideal for the hot and arid climate. Privacy and ventilation were important considerations in the layout of domestic dwellings. All the rooms opened onto a central interior courtyard that was private.

Wind towers called barjeels were also used to improve ventilation in the home. These barjeels date back to 3100 BC and acted as a ventilation system by allowing hot air to rise and escape while cooler winds flew down into the home.

Economic prosperity and the significant increase in population that followed the discovery and export of oil in the 1960s had a huge socio-economic and cultural impact including an immediate and urgent demand for public buildings and private housing. Modern designs and building materials rapidly replaced vernacular architecture. During this time the first of many sleek glass-fronted skyscrapers were built and the process of urbanisation and modernisation that continues today began.

a) How did the natural environment influence the materials that houses were made from?

b) In what other ways did the environment influence traditional architecture?

Activity 4: Research Task

In groups research points to support arguments for and against government funding for the conservation of historical buildings.

Activity 5: Checkpoint

Read about the UAE creeks and answer the questions that follow.

The main cities of the UAE have creeks (khors), which are deep saltwater inlets that run from the sea into the city. The creeks of UAE coastal cities served as the basis for the fishing and pearling industries that defined the local economy until modern times.

The most famous of these is Dubai Creek (Khor Dubai), which in ancient times extended all the way to the city of Al-Ain. The creek

divides the city into its two older sections: Deira and Bur Dubai (the place where a branch of the Bani Yas tribe, migrating from Abu Dhabi, settled in 1833, to become later the Al Maktoum dynasty, the ruling family of Dubai). Dredging in the 1950s was critical to the emergence of Dubai as a major modern port and trade centre (Sharja's creek silted up at about the same time and became a backwater).

The creek served as a waterway and sheltered port for trade, fishing, pearling,andpiracy,helping Dubai to grow into a major shipping and commercial centre. The distinctive local sailboats, known as dhows, crisscrossed the waters of the Gulf, Arabian Sea, and Indian Ocean all the way to India and the east African coast, carrying goods and merchandise back and forth. After the collapse of pearling and with the increased strategic importance of the country, the creek was transformed into a modern waterway. This was inaugurated in 1955 by construction and dredging projects to widen and deepen the creek to accommodate larger sea-going vessels and to build breakwaters and docks to facilitate the loading and unloading of ships. Several bridges over the creek now connect the two parts of Dubai, the first of which, Al Maktoum Bridge, was built in 1963.



Another important creek in the UAE is located in the country's most scenic part along the Gulf of Oman on the east coast. The picturesque Khor Fakkan creek which means 'Creek of Two Jaws', is one of the major container ports in the Emirates and the only natural deep-sea port in the region. It has a long history which goes back to 3000 BC.

a) Are Dubai Creek and Khor Fakkan creek part of the UAE's tangible or intangible heritage? Explain your answer.

b) *"The Creek is the very heart and soul of Dubai,"* said H.H Sheikh Mohammed bin Rashid Al Maktoum. Why do you think Sheikh Mohammed said this? How is Dubai Creek significant in UAE heritage?

☑ Activity 6: Checkpoint

Read about the Jebel Hafeet tombs and answer the questions that follow.

At 1,240 metres, Jebel Hafeet Mountain to the south of Al Ain in Abu Dhabi is the emirates' highest peak, and UAE's second. It is also the place considered to be the birthplace of the Bronze Age in the UAE. At the foot of this mountain there are 500 dome-shaped ancient tombs which date back to a period between 3200 BC and 2700 BC also known as the Hafeet period.

Very few knew of their existence until recently since they were almost impossible to reach, even in a 4x4 vehicle. The sites were first discovered in the 1950s by Sheikh Zayed. A team of Danish archaeologists began excavations on the Hafeet tombs in 1959. They discovered evidence of ceramic vessels and copper artefacts which indicate the importance of maritime trade across the Arabian Gulf. Some skeletal remains have also been discovered and it is believed that up to 10 bodies were often buried together in family groups, as they were in other parts of the Middle East and Europe. To date the majority of tombs remain unexcavated.

The tombs are single-chamber and were made of local unworked or roughly cut stones. They were built on the northern and eastern foothill of the mountain. However, most of the graves on the northern

side have now been lost to development. Those on the eastern side are protected and regularly monitored. The entrance of each tomb faces south-east, to catch the sunrise.

The 5,000-year-old Jebel Hafeet tombs along with Al Ain Oasis were designated as a World Heritage Site by UNESCO. Work on the designation of Al Ain as a World Heritage Site began as far back as 2003. A file on the site was submitted to UNESCO in 2008 and three years later the World Heritage committee included it on the prestigious list that includes Egypt's pyramids and India's Taj Mahal. The director of the department of historical environment at the Abu Dhabi Department of Tourism and Culture has described how the recognition from UNESCO helps his team to "do an even better job of preserving them and saving them from any threats of development".

a) How does UNESCO recognition help protect heritage sites?

b) How might UNESCO recognition potentially damage heritage sites?



Activity 7: Thinking Task

Work with your partner and think about what this quote means. Afterwards share your views with the class.

"He who does not know his past cannot make the best of his present and future, for it is from the past that we learn."

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

Lesson 3: Preserving the Cultural and Natural Heritage

- **What are some possible threats to the cultural heritage in the UAE?**
- **What are the possible dangers of losing cultural heritage?**



Key Vocabulary

inhabitant	**virtual**
conserve	**popular**
findings	

Activity 1: Thinking Task

Think of the UAE heritage and answer the following questions.

a) In what way is our heritage shaped by our environment?



b) Are natural materials (oil, dates, food) and animals an important part of our culture and heritage?

Activity 2: Checkpoint

Read about a day in an archaeologist's life. Then answer the questions that follow.



One of the ways that we can discover more about the lifestyle, culture, and traditions of the **inhabitants** of an ancient site and how they relate to the physical geography of the region is through an archaeological excavation. The extract below is taken from the diary of an archaeologist who was working on a site in Jordan in the summer of 1999.

4:55 am: Peanut butter on a slightly stale pita bread or cereal with powdered milk are the options. I'll have a cup of tea and... an apple.

5:15 am: Everybody has finally arrived on site. Dayle, our square leader, gives us the instructions for our unit. "Continue what we started yesterday," he says. We work carefully around the sherds of pottery we had found the day before. We can't remove the sherds until they have been photographed. Covering the find with brown paper bags and earth was the best way to prevent stray animals or any person from disturbing the discovery.

6:30 am: Finally, the photographer comes around to our square. He takes different shots and I write down the ID numbers and locations on his list of photographs.

8:20 am: My workman calls to me saying he found a coin. Coins are good; they help date the site and tell us what it was used for.

11:40 am: We appear to have found a floor. We call over the dig director. He finds this very exciting. We are to clear as much as we can and try to figure out how this floor relates to the small section of an ancient wall near the middle of the square.

12:45 pm: Lunch time!

1:30 pm: Field work is finished for the day, yet there is still more work to do. Dayle and I sit down to wash some pottery sherds. Armed with toothbrushes and our water bucket, we clean the dirt off the sherds we found this morning.

4:00 pm: Dayle and I display the pottery sherds in a corner of a table under the canopy of the courtyard for the "pottery reading session". We arrange them by locus and sort them in categories (rim sherds, base sherds, painted sherds, body sherds, etc...) The dig director looks at the sherds we have

found that day and tells us what period he thinks they date from.

4:45 pm: Dayle and I start identifying ceramic sherds by writing individual numbers for each of them. It is long and tedious, but it must be done. Sherds that come from the same vessel are glued together and we give only one identification number for the whole pot.

a) Why do you think the archaeologists list the location of each item?

b) What do you think the archaeologists will do with their **findings**?

c) What do you think they might learn about the people who lived on the site?

d) Why do you think it is important to **conserve** sites like the one in the article?

☑ Activity 3: Checkpoint

Read about the Heritage Village in the UAE and answer the questions that follow.

One of the ways that the government in the UAE is preserving and celebrating heritage is through the creation of heritage villages. are preserving and celebrating heritage is through the creation of heritage villages. These mock villages create a space where visitors can experience traditional UAE heritage and culture through representations of traditional lifestyles. This includes how our ancestors interacted with the natural environment and tangible and intangible forms of heritage.

Visitors to the Heritage Village in Dubai have a great opportunity to experience and get to know the different styles of traditional local life ranging from coastal, desert and country to mountain life. It displays many types of buildings made of stone, palm fronds and tents. Moreover, the visitor will witness live demonstrations of how the different professions are practised. They will get to see the well pole and the shovel, which are the most traditional tools used in farming and irrigation. The village also hosts a traditional medicine clinic during the tourist season between October and March. Patients are treated by traditional medicine practitioners who have inherited a legacy of great experience and expertise in the methods of traditional medicine, such as branding, bone setting and various treatments with herbs. There are also shops selling pottery, items made from palm, traditional sweets, dried milk and different equipment and tools that people used in the different aspects of their lives during previous eras. Visitors can also enjoy performances of folklore singing



and dancing such as Razfa, Ayyala, Harbeya and El-Dan. Dances such as Lewa, Andemi and Haban, which were added to the local heritage through commercial relations with Africa, are also performed, especially during the tourist season.

a) Name three examples of the traditional elements of UAE heritage on display at the Heritage Village in Dubai.

b) From the extract above, what do you think is the main objective of the Heritage Village?

c) The Heritage Village attracts Emirati visitors and tourists alike. Why do you think the UAE government wants to reach both groups of people?

Activity 4: Discussion Point

Discuss the questions below about the Heritage Village.

a) Do you think the Heritage Village will help to preserve traditional UAE heritage?

b) Does it make a difference if heritage is shared in a passive way (museums) or through an active medium like the Heritage Village?

The UAE has a rich and diverse cultural heritage with people from all over the world choosing to call it home. The country's historical

population as a small tribal community has been changed with the arrival of other nationals. The influence of Islamic and Arabian culture can be seen in the UAE's architecture, music, attire, cuisine, and lifestyle.

This rich heritage is an integral cornerstone of the UAE culture and society. In 1993, the Emirates Heritage Club was established upon the directives of the late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy on him). This organisation's mission is the building of a national balanced identity for the third millennium and its main objective is to maintain the heritage of the UAE and to educate future generations about their forefathers' heritage. This involves conducting research and promoting traditional cultural events. It is helped by ICCROM, an intergovernmental organisation founded in the aftermath of the Second World War with a worldwide mandate to promote the conservation of all types of cultural heritage.

In 1998, the Emirate of Sharjah was named 'The cultural capital of the Arab World' by UNESCO and the 'capital of Islamic culture for 2014' by the OIC. Then, in 2010, four sites of the garden city of Al Ain, including six oases, the Hafit Bronze Age tomb, the Hili archaeological settlements and the prehistoric site of Bidaa Bint Saud, were added to the "List of global heritage of all mankind".

a) Why do you think institutions like the Emirates Heritage Club, UNESCO and ICCROM are necessary?

b) If you were in charge of the protection of the UAE's cultural heritage, what three things would you prioritize? How would you do it?

Activity 5: Action Task

Read about virtual museums and think of three questions about the text to ask your partner.



Virtual museums are gaining in **popularity** across the globe and some museums have been warned that if they don't speed up the process of digitising their services and collections, they may lose relevance in the future. Research in other countries has found that heritage sites, museums, and galleries that are using technology and putting a digital strategy in place are better equipped to attract younger audiences – and keep them engaged!

Many heritage managers have observed that digital technology is creating a great interest in their museum collections and the stories connected to those collections. In one Australian museum, staff have so far digitised one million out of the seven million objects in the collection. The museum's head of digital strategy believes that the

new technology will attract new audiences from around the world. "Hundreds of thousands of people actually visit the museum every year," she says. "Imagine what would happen if we could make our collections available online." Potentially, we could reach millions." The museum now offers virtual tours to allow international audiences or people from rural areas to visit the exhibitions virtually.

"Whenever we launch a new exhibition, we include a digital element that can be accessed online, so even if people are unable to physically be present at the exhibition, they can still enjoy the displays," says the museum's curator.

A recent exhibit used 3-D technology to look at a fossilised fish that was millions of years old. Digital experts were able to scan the fossils and produce a 3-D model. They then printed the model using the latest 3-D printing techniques to show people what the fossils looked like when they were fish.

The museum is now looking into the possibility of creating a mobile app to help visitors during their time at the museum. The app will guide visitors through the museum and users will be able to interact with certain exhibits and download extra information about things that catch their interest.

Museum employees are unanimous in the view that a strong digital strategy is worth the time and effort it takes to implement it... and the resources it takes to finance it.

☑ Activity 6: Checkpoint

Read the text about Qasr Al Muwaiji and answer the questions that follow.

"The historic Qasr Al Muwaiji – birthplace of His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the UAE – has been restored to its former glory and reopened to the public in November 2015 as a museum and permanent exhibition.



Located in the centre of Al Ain city, Qasr al Muwaiji is an impressive structure that has watched over the oasis for more than 100 years. Built in the early 20th century, this simple but striking building was originally used as a diwan (a council or seat of governance) and as a place for the community to congregate."

a) What is the goal of heritage or cultural preservation?

b) Does everyone who is working to preserve heritage have the same objective?

c) Should everyone have the same objective?

Lesson 4: Heritage Tourism

- **Is it important for tourists to learn about UAE heritage before they come to the UAE?**
- **What are the possible benefits of teaching tourists about the culture of the UAE?**



Key Vocabulary

ignorance	**respectful**
vandalism	**promote**
graffiti	

Activity 1: Discussion Point

Consider these two statements then discuss the questions below as a class.

"I love my heritage and I want to share it with everyone once they respect it. Education is the key to battling ignorance."

"This is my heritage, my history. I should not have to share it with anyone."

a) Should we allow international tourists to enter our heritage sites? Why?

b) Should they pay more than locals to visit the sites?

Activity 2: Checkpoint

Read about heritage tourism and examine the table, then answer the questions that follow.

It cannot be denied that heritage tourism has a massive economic benefit for the local area and the wider community.

For example, the Great Wall of China which stretches thousands of kilometres across China is estimated to have hosted 8.2 million international visitors in 2009 alone! This generated over 11 billion AED for the Chinese economy. This money can be used for future preservation and repairs to the Great Wall as well as other significant sites.

The table is an estimate of how much money some of the most popular heritage sites in the world made in 2010. The majority of the

visitors to these sites were international tourists, but there were some local visitors too.
Examine the table below and then answer the questions that follow.

Economic Impact- Global Heritage Tourism Revenues in Developing and Emerging Countries and Regions
October 2010-GHF Estimates and Published Data

Global Heritage Sites	Country	Domestic Visitors	International Visitors	Total Site Visitors (est 2009)	Total Revenues (in $1,000s)
The Great Wall	China	16,000,000	8,200,000	**24,200,000**	**2,888,000,000**
Tai Mahal	India	1,200,000	1,200,000	**2,400,000**	**288,000,000**
Petra	Jordan	320,000	1,280,000	**1,600,000**	**286,800,000**
Monte Alban	Mexico	1,300,000	1,500,000	**2,800,000**	**352,000,000**

a) How do you think heritage tourism affects local areas?

b) What economic gain does tourism bring to countries?

Activity 3: Thinking Task

Read the two articles below and think of the following points:

- Why you think tourists sometimes vandalise heritage sites
- How vandalism can affect heritage conservation
- What we can do to encourage tourists to be more respectful of heritage sites.

Rome



Two tourists have been cited by police in Rome for carving their initials into a wall at the city's ancient Colosseum and then taking a selfie to record the **vandalism**. Italian state news agency ANSA reported that the two tourists used a coin to damage a brick wall on the western side of the amphitheatre. A tour guide spotted the vandalism and called the police, who questioned the pair before citing them for "aggravated damage to a building of historic or artistic interest". The news agency quoted police as saying the pair told officers they were sorry for what they did, claiming "they didn't realise it was such a serious thing."

China

Empty soda cans, chocolate wrappers and food packets are just some of the rubbish left on the path that runs alongside the Great Wall of China. Site rangers are finding it difficult to both preserve the famed World Heritage Site and allow tourists to enjoy it freely. Another problem is **graffiti**. Parts of the wall have been scrawled with names and phrases in every language under the sun. Groups of volunteers regularly walk the wall, helping to remove hundreds of kilograms of

garbage from the structure, but they say that not enough is being done to protect the site.



He who does not know his past cannot make the best of his present and future, for it is from the past that we learn.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

Activity 4: Action Task

One writer visited many villages and museums in Europe. Read his review and based on the information in the extract, with your group, design a poster for a heritage village of your choice.

As you walk around each recreated village, watch the craftspeople at work. Many traditional arts and crafts are dying, so artisans do what they can to keep these customs alive. For example, at a folk museum in Stockholm, you'll see demonstrations by potters, glassblowers, and shoemakers.

Founded in 1891, Skansen is Europe's original open-air folk museum. Inside Skansen's buildings, locals talk about Swedish life. One wealthy farmer shows off his fine dishes and explains how he made his money by growing flax, which was then used to produce linen. Open-air folk museums preserve a country's heritage better than any other kind of museum. With no shortage of animals to feed, traditional crafts to learn, and Old-World culture to absorb, these parks are a great way to take time from your 21st-century vacation and immerse yourself in the past.



KEY FACT

The UNESCO Youth Forum was first introduced in 1999 and takes place every two years at the UNESCO headquarters in Paris. There are always representatives from each of the 150 UNESCO member states. If you consider that just over 50% of the world population are under 30, young people can play a big role in shaping the future.

☑ Activity 5: Checkpoint

Read the text about how heritage tourism helps to educate people from all over the world about different cultures. Answer the questions that follow.

This article discusses how heritage tourism helps to educate people from all over the world about different cultures.

After an agreement was signed between the Abu Dhabi Tourism and Culture Authority and the Emirates Heritage Club to protect, preserve, and revive national heritage, officials said they hoped to boost Abu Dhabi's position as a global cultural tourism destination. "We expect thousands and more to come," said an employee at the club, who wished to remain anonymous.



Tourists will be invited to watch races with traditional dhow sailing, rowing, horse riding and camels. *"Not a lot of people and countries know about our heritage, culture and history,"* he said. *"This is our message, and we want to spread*

the traditions of the UAE not just locally, but also internationally."

The club will also provide heritage narrators to talk about the past via audio and video recordings. *"We provide speakers, locations and advisors to speak about traditional sailing and people who lived here before the discovery of oil,"* he said.

The two entities are also aiming to have prominent cultural elements included on the UNESCO list of tangible and intangible cultural heritage.

"It falls within the framework of Abu Dhabi's strategic objectives of establishing a strong link between the emirate's rich past and cultural vision for the future, instilling both in the identity of young generations," the official said.

According to another representative of the club, the move is another milestone towards developing tourism in Abu Dhabi, highlighting its cultural heritage.

"It is aligned with the Abu Dhabi plan for fostering tourism in the emirate," he said. *"Both parties will exchange expertise and information in tourism, culture and heritage and also coordinate cultural events and activities, marketing, and cross-promotion campaigns on all social networking channels and websites."*

The UAE has taken extensive steps to preserve and **promote** its heritage. In 2011, the country made the UNESCO World Heritage Hall of Fame, with the garden city of Al Ain recognised for four sites of "outstanding universal value", including six oases, the Hafit Bronze Age tomb, the Hili archaeological settlements and the prehistoric site of Bidaa Bint Saud.

a) List four cultural events that tourists can experience at the Emirates Heritage Club.

b) What is the aim of this project?

c) Imagine that the Emirates Heritage Club is looking for suggestions on how to improve its services. What would you recommend them to do? List two things and give reasons for your answer.

Lesson 5: What Am I Supposed to Do to Keep my Heritage?

- **What more can the UAE do to preserve its heritage?**
- **Why is it important to teach young children in the UAE about Emirati heritage?**



Key Vocabulary

century	**folk art**
threat	**solidarity**
generation	**initiative**

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Activity 1: Thinking Task

Think about what you could learn on a course like this and what kind of job you could get from completing this course.

Activity 2: Discussion Point

Read the following statement and then with your partner discuss the questions that follow.

A Statement on Youth and Heritage Preservation from Kochiro Matsuura, the Director-General of UNESCO (1999- 2009)

Over the past **centuries**, much of our heritage has been irretrievably lost. We have witnessed, and continue to witness, the destruction and deterioration of irreplaceable treasures due to natural disasters, wars, extreme poverty, industrialisation, and pollution. Other underlying causes of this prolonged and continuingtragedyareignorance,indifference, lack of care and lack of appreciation.



By adopting the World Heritage Convention (1972), the international community committed itself to prevent the disappearance of our precious and unrenewable cultural and natural heritage. Since its adoption, over 700 sites in over 120 countries around the world have been inscribed upon the World Heritage List to which, every year, more sites are added. Each site is of universal value and constitutes an intrinsic part of our universal civilisation. Each site endangered or destroyed would be an irreplaceable loss for all of humanity. The future of our remaining heritage will depend largely on the decisions and actions of the present generation of young people who will soon become the leaders and decision-makers of tomorrow.

Education is the key to personal fulfilment, development, conservation, peace, and well-being. Through education, young people can find new ways to build commitment and strengthen action in favour of preserving our cultural and natural heritage.

a) List two things that former UNESCO Director-General Koichiro Matsuura identified as being a **threat** to heritage.

b) Do you agree with former Director-General Matsuura's statement? Why?

c) How would you encourage young people to get involved with UNESCO with the aim of preserving heritage for future **generations**?

d) Make a table of cultural practices and sort them into 'cultural' and 'natural' heritage. What aspects of our heritage are shaped by the natural world and which aspects are shaped by cultural values?

☑ Activity 3: Checkpoint

Read about UAE heritage and answer the questions below.

Al-Ayyala is one of the most popular traditional Arabic **folk arts**. It goes back so far in history that it is difficult to determine its beginning. It is also called "the honest dance" because it is an expression of honour, pride, dignity, power, and chivalry, although it is currently performed on festive occasions, such as weddings, by groups that are masters in this form of art.

Al-Ayyala dance is performed by two rows of men (sometimes four rows) facing each other. These men form the chanting and dancing group. They hold together reflecting cohesion and unity. Each man holds with his left hand, the arm of the one next to him, while waving in his right hand a stick of bamboo up and down at the rhythm of the poetry that is chanted in bass and baritone voices alternately by both rows of men, who also move their heads back and forth. They are accompanied by a professional band that beats drums, tambourines, and cymbals (or "Taous" which are brass instruments) and headed



by a man who beats energetically a drum called "Jasser", while the remaining band's members move to the rhythm of the music. At the same time, a third group of men moves around the musical band and between both rows of dancers, either throwing their rifles in the air, then catching them very skilfully, or waving their swords. Thus, the Al-Ayyala dance is not only an expression of courage, heroism, strength, and but it is also a reflection of the **solidarity** of the tribe.

a) Why do people continue to sing, dance, and play instruments as they did hundreds of years ago?

b) Do you think these things have a place in modern society?

c) How can these things be preserved for future generations?

KEY FACT

The first archaeological finds in the UAE were discovered in 1958 on Umm Al Nar, a small island off Abu Dhabi island. This led to further archaeological research and the establishment of Al Ain National Museum.

Activity 4: Discussion Point

Read about the importance of getting the youth of the UAE involved in the preservation of UAE heritage. Then discuss the questions in your groups.

Text 1

It is an unpleasant thought but the number of elderly Emiratis who can remember what life was like before the discovery of oil and the construction of highways, skyscrapers, airports, tourism, and air conditioning is decreasing with each passing year. As the UAE



develops and enjoys a greater presence on the international stage, it is feared by many older Emiratis that the oral traditions that helped them survive in days gone by are in danger of being lost forever.

One elderly tour guide was a child when Dubai started on the path to modernity. Now a grandfather, he makes a living entertaining tourists with stories of his earlier life as a Bedouin tribesman. He loves keeping the history of his people alive but wonders whether the next generation of Emiratis will be Emiratis will be equipped well enough. to manage their heritage. "The young have let go of some of our traditions. They've become too accustomed to studies of the book or social media rather than the dialogue of the majlis," he says. He believes that globalisation, multinational chains, tourism, and international media have all put the young at risk of adopting "global" heritage and forgetting about their own traditions. "When the heritage is forgotten, there's no getting it back," sighs the elderly tour guide. "When it's lost, it's lost forever."

a) What threats to intangible heritage does the writer mention in the texts?

b) Do you think these are realistic threats? Why?

c) In what ways would working as a tourist guide help a young person keep his heritage alive?

Text 2



Within the framework of the UNESCO World Heritage Education Programme, the World Heritage Volunteers (WHV) **Initiative** was launched in 2008 in collaboration with the Coordinating Committee for International Voluntary Service (CCIVS) to mobilise and involve young people (usually aged under 18) and youth organisations in World Heritage preservation and promotion. So far, 3,500 volunteers have participated, 219 action camps have been held in 46 countries around the world with 52 local organisations and NGOs. They have been involved in heritage conservation efforts in Germany, Kosovo, Croatia, and Russia to name a few countries.

The WHV initiative aims to:

- Raise awareness among young people, volunteers, and local communities.
- Get young people involved in World Heritage preservation through concrete projects at sites, allowing them to learn new skills and express ideas.
- Provide young people with opportunities to learn basic preservation and conservation techniques.

a) In what ways can volunteers help keep their heritage intact?

b) Imagine you are either a tourist guide or a volunteer on a UNESCO listed heritage site. You have been asked to nominate a heritage site for the WHV to preserve. Write a letter to the head of the organisation and outline the reasons why you feel this heritage site should be preserved and list some of the threats that make this site vulnerable.

Activity 5: Action Task

Read about the UNESCO Youth Forum. Then complete the activities that follow.

The Youth Forum process is a fundamental part of the UNESCO Youth Program. Since its introduction in 1999, it has provided an innovative, ongoing opportunity for youth to work in dialogue with UNESCO, to shape and direct the organisation's approach and to present their concerns and ideas to member states. Young women and men come to UNESCO headquarters every two years, and bring their collective energy, creativity, and vision to the table. Through debate and discussion, they draw up a list of recommendations for action, reflecting the most pressing needs and concerns of youth today in the fields of UNESCO's work.



The forum is institutionalised as a permanent and integral part of UNESCO's highest decision-making body, the UNESCO General Conference, where 195 member states decide on UNESCO's future actions.

As such, the conclusions of the Youth Forum, including its recommendations, are presented, and debated during the General Conference, thereby allowing youth voices to be properly heard and to influence the decisions made by UNESCO's member states about its programs.

The Youth forum takes place in the UNESCO Headquarters, in France and representatives from more than 150 countries regularly attend. Participants are representing their countries and communities. They are expected to consult with youths from their home societies before coming to the forum, and to be ambassadors for the work of UNESCO on their return.

However, the Youth Forum starts long before and continues long after each event in Paris. Young women and men are fully engaged

in the preparatory stages, and they not only decide on the topics to be discussed but are also fully part of the design and development of each Forum via online surveys and discussion groups. Additionally, each Youth Forum builds on participants' evaluations of the previous one. Thus, the Youth Forum is wholly shaped by and for youth.

The format of the Forum varies according to the feedback provided during the preparatory process. Thematic debates – both in break-out groups and plenary sessions – are central. A number of side-events, capacity-building workshops and networking opportunities are also provided.

Work continues after the Youth Forum, where words need to be translated into local action. Throughout this process, from the preparatory stages to the follow-up, the UNESCO Online Youth Community provides a platform for young people to come together online for ongoing discussion and exchange.

a) What happens at the UNESCO Youth Forum?

b) Why do you think UNESCO feels it is important for young people to be involved in heritage preservation and conservation? Give at least two reasons.

c) Design a pamphlet that describes some examples of your tangible and intangible heritage and why they need to be protected. The pamphlet should encourage students to get involved with the UNESCO Youth Forum. It should include information on what the Youth Forum does, where it is located and who is involved.

Activity 6: Research Task

Read the text, then, find news articles or links about preserving heritage to share with your classmates.

As quoted on UNESCO's World Heritage site, we can work together to "encourage international cooperation in the conservation of our world's cultural and natural heritage" to preserve our world for ourselves and future generations. You can help by creating awareness of the importance of preserving these invaluable sites by sharing news and links through social networking sites.



Unit 5: Governments, Authority, and the Judiciary System in the UAE

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- **What are the main features and activities of the five federal authorities in the UAE?**
- **What changes have occurred in the political system since the foundation of the federation?**
- **How do federal authorities apply the principles expressed in the constitution?**
- **How do federal and local authorities work together to govern the different emirates?**
- **Has there been any major changes in the UAE government in the last 50 years?**

Lesson 1: Exploring the UAE Constitution and Understanding the Government System in the UAE

- **What are the main features and activities of the government in the UAE?**
- **How does the work of the government seek to implement the principles expressed in the Constitution?**



Key Vocabulary

rules	**article**
enforce	**federation**
constitution	

Thinking Task

Think about the following questions and share your answers with the class.

a) What are some classroom **rules**?

b) Why do we have rules in the class?

c) Who made those rules?

d) Who **enforces** them?

e) What happens if somebody breaks the rules?

☑ Activity 2: Checkpoint

Read about the UAE constitution and then with your group, complete the activities below.

Every society has certain standards which ensure that its members' actions do not harm society. There are two types of standards: verbal and written standards. The verbal standards are not written down but are taken for granted and handed over from generation to generation, they are rules and values of society like customs and traditions that people follow according to their culture. The written standards are those written down and are hard to change or amend as it requires strict measurements and procedures.

In the UAE, and in any state, the main set of rules is called the constitution. It provides rules that give rights and duties to the citizens. These rules are generally obeyed by everyone. A **constitution** also outlines the values, goals, and aims of the country.



The United Arab Emirates is a constitutional federation established in December 1971. A federation is a political body consisting of a union of partially self-governing states under a central government. The political system in the UAE is based on the Constitution which demonstrates the main purpose of the establishment of the federation and its objectives at local and regional levels. It explains the main rules of the political and constitutional organisation of the country, and it guarantees all UAE citizens equal rights and opportunities, safety and security, and social justice. The Constitution has 152 **articles** establishing the basis of the UAE and the rights of citizens in 10 areas. Here are some provisions regarding the federation, fundamental social and economic basis of the **federation**, and some provisions regarding public freedom, rights, and duties:

Article 1 of the Constitution provides that the United Arab Emirates is a federal, independent, and sovereign state consisting of the emirates of Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al Quwain, Fujairah and Ras Al Khaimah.
Article 21 states that private property shall be protected.
Article 24 provides that the basis of the national economy is social justice.
Article 25 provides that all persons are equal before the law without discrimination between the citizens in regard to race, nationality, religious belief or social status.
Article 26 provides that personal liberty is guaranteed to all citizens.
Article 28 provides that an accused shall be presumed innocent until proven guilty in a legal and fair trial.

a) Explain how the UAE is a constitutional federation.

a) From what you have read, what are the aims of the UAE Constitution?

Article	Aim
1	
21	
24	
25	
26	
28	

☑ Activity 4: Checkpoint

Read about the UAE's foreign policy and then with your group answer the questions below.

The UAE seeks to reinforce its position and consolidate its values of respect and appreciation with governments and citizens across the world. Parallel to its economic and military strength, the UAE's long-term plan is to promote a strong coherent international policy, build diplomatic relationships and introduce and influence the UAE's culture, values, history, knowledge and vision to all.

The following articles are part of the Constitution:

Article 2:
The Union shall exercise sovereignty in matters assigned to it in accordance with this Constitution over all territory and territorial waters lying within the international boundaries of the member Emirates.

Article 8:
The citizens of the UAE shall have a single nationality specified by law and shall enjoy abroad the protection of the Federal Government in accordance with the generally accepted international principles. No citizen of the Union may be deprived of his nationality, nor may his nationality be withdrawn except in exceptional circumstances which shall be defined by law.
Article 12:
The foreign policy of the UAE shall be directed towards supporting the Arab and Islamic causes and interests and towards establishing closer friendship and co-operation with all the nations and peoples on the basis of the principles of the charter of the United Nations Organization and international ideals.

a) How does the Constitution aim to reinforce and consolidate the values of the UAE across the world?

b) Point out the objectives of sovereignty, security, and stability from the text.

Activity 5: Action Task

With your group, create a constitution for your class.
Use the following steps:

Group	Task
1	Come up with the aims and goals: 1. ..... 2. ..... 3. ..... 4. .....
2	Think of who will benefit from this Group: 1. ..... 2. ..... 3. ..... 4. .....
3	Write the responsibilities and the duties for each student: 1. ..... 2. ..... 3. ..... 4. .....
4	List the rules that should be followed: 1. ..... 2. ..... 3. ..... 4. .....

Activity 6: Thinking Task

Read the following quote from Sheikh Zayed bin Sultan Al Nahyan (May God have mercy upon his soul). What do you think Sheikh Zayed meant by 'the ties that bind us'?

"Our experiment in federation, in the first instance, arose from a desire to increase the ties that bind us, as well as from the conviction of everyone that they were part of one family, and that they must gather under one leadership."



Lesson 2: The Federal System

- **What are the main features and activities of the Federal Supreme Council?**
- **What are the main features and activities of the Federal National Council?**



Key Vocabulary

legislative	**chairman**
executive	**conflict**
judiciary	

Activity 1: Thinking Task

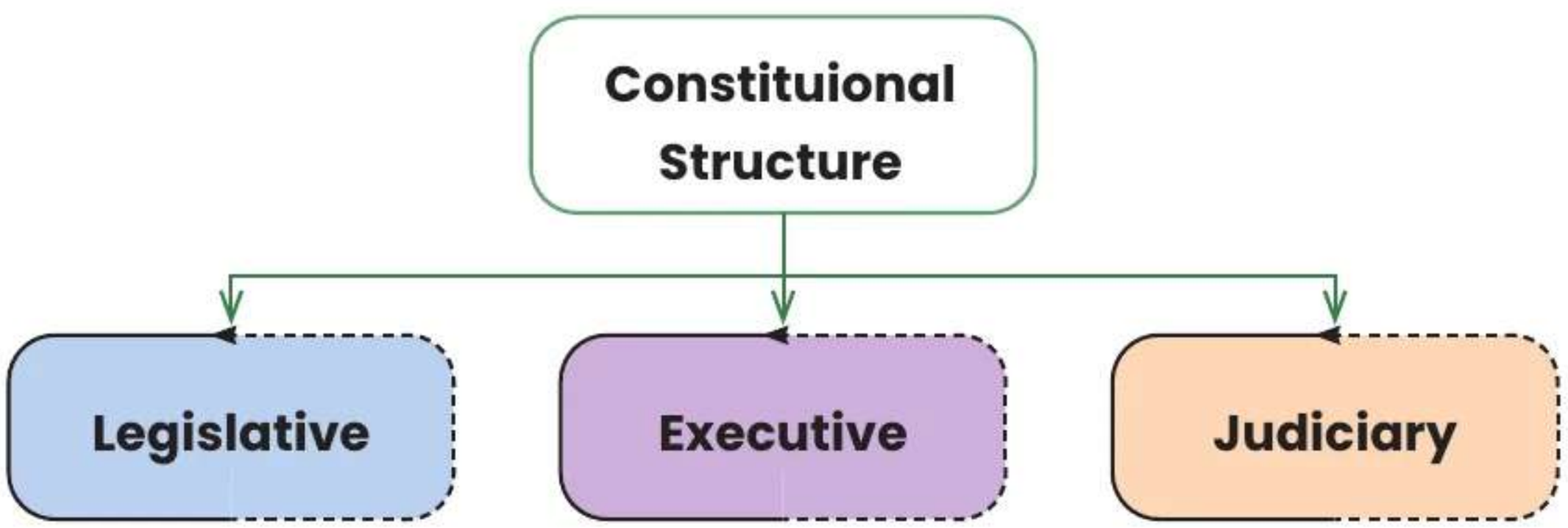
Look at the image below. Are they all doing the same job? Describe the job of each member of this family.



Activity 2: Thinking Task

Read about the three branches of the government, then, think about list of jobs you will find in each of the branches and write them down.

Authorities in a federal government have three different responsibilities. The constitution structures these responsibilities into branches: the **legislative**, the **executive** and the **judiciary**. The legislative is made up of a group of people who have the power to make new laws or alter existing ones, including the constitution itself. They write laws and issue regulation according to needs. The executive has the responsibility to apply the rules which the legislative defines. They implement, support, and enforce the rules made by the legislative authority. The judiciary executes justice in the state and makes sure that all the laws are obeyed by the citizens. It is the legal branch of the government that hears cases of dispute and crime and gives verdicts.



Activity 3: Action Task

Read about the federal authorities of the UAE and then complete the following table by using a star symbol to identify the branch an authority falls under.

The Constitution outlines the federal authorities that run the country. Each of them has its responsibilities in governance. In Article 45, the authorities consist of the following:

1. The Federal Supreme Council: It draws up general policies and approves various federal legislations. It consists of the rulers of the seven emirates.
2. The UAE President: The president is the head of the state, the supreme commander of the armed forces and the **chairman** of the supreme council and the supreme petroleum council.
3. The Federal Council of Ministers: It executes all internal and external affairs of the federation as written in the UAE Constitution and the federal laws.
4. The Federal National Council: It is the consultative council, the parliamentary body of the UAE. Its main function is passing, amending, or rejecting federal draft laws.
5. The Federal Judiciary: In cases of **conflict**, it determines which laws and policies are constitutional, or allowable, and which are not.

AUTHORITY	EXECUTIVE	LEGISLATIVE	JUDICIARY
1. The Federal Supreme Council	★		
2. The UAE President			
3. The Federal Council of Ministers			
4. The Federal National Council			
5. The Federal Judiciary			

☑ Activity 4: Checkpoint

Who are the federal authorities? Read the following then answer the questions.

1. The Federal Supreme Council:	2. The UAE President and his deputy:
Consists of the rulers of all the emirates composing the federation, or of their substitutes in the event of their absence or incapacity to attend.	The Federal Supreme Council elects from among its members a president and a vice president for a five-year term according to the Gregorian calendar and may be re-elected for the same office.

3. The Federal Council of Ministers:
Consists of: • The Prime Minister • Two Deputy Prime Ministers • The Ministers of the UAE • An active General Secretariat composed of several employees to assist it in the conduct of its work. The President appoints the Prime Minister, the Deputy Prime Minister and the Ministers.
4. The Federal National Council:
Consists of forty members. Twenty members elected by the citizens and twenty nominated by the rulers of the emirates. The number of seats assigned to each emirate is proportionate to its population as follows: • Abu Dhabi - 8 seats • Dubai - 8 seats • Sharjah - 6 seats • Ajman - 4 seats • Umm Al Quwain - 4 seats • Ras Al Khaimah - 6 seats • Fujairah - 4 seats
5. The Federal Judiciary:
The legal structure in the UAE is composed of two systems: • The Federal Judiciary presided over by the Federal Supreme Court as the highest judicial authority. • The local judicial departments at the local government (Emirate) level. The Supreme Court maintains five judges appointed by the President of the UAE, after an approval by the Federal Supreme Council.

a) Why is the Federal Supreme Council the first on the list of authorities?

b) Why do you think the national council includes members from all the emirates?

c) Analyse reasons behind the way that judges are appointed to the federal judiciary.



Activity 5: Action Task

With your group, create an infographic that includes the five authorities of the Federal Government of the UAE.

Make sure to include:

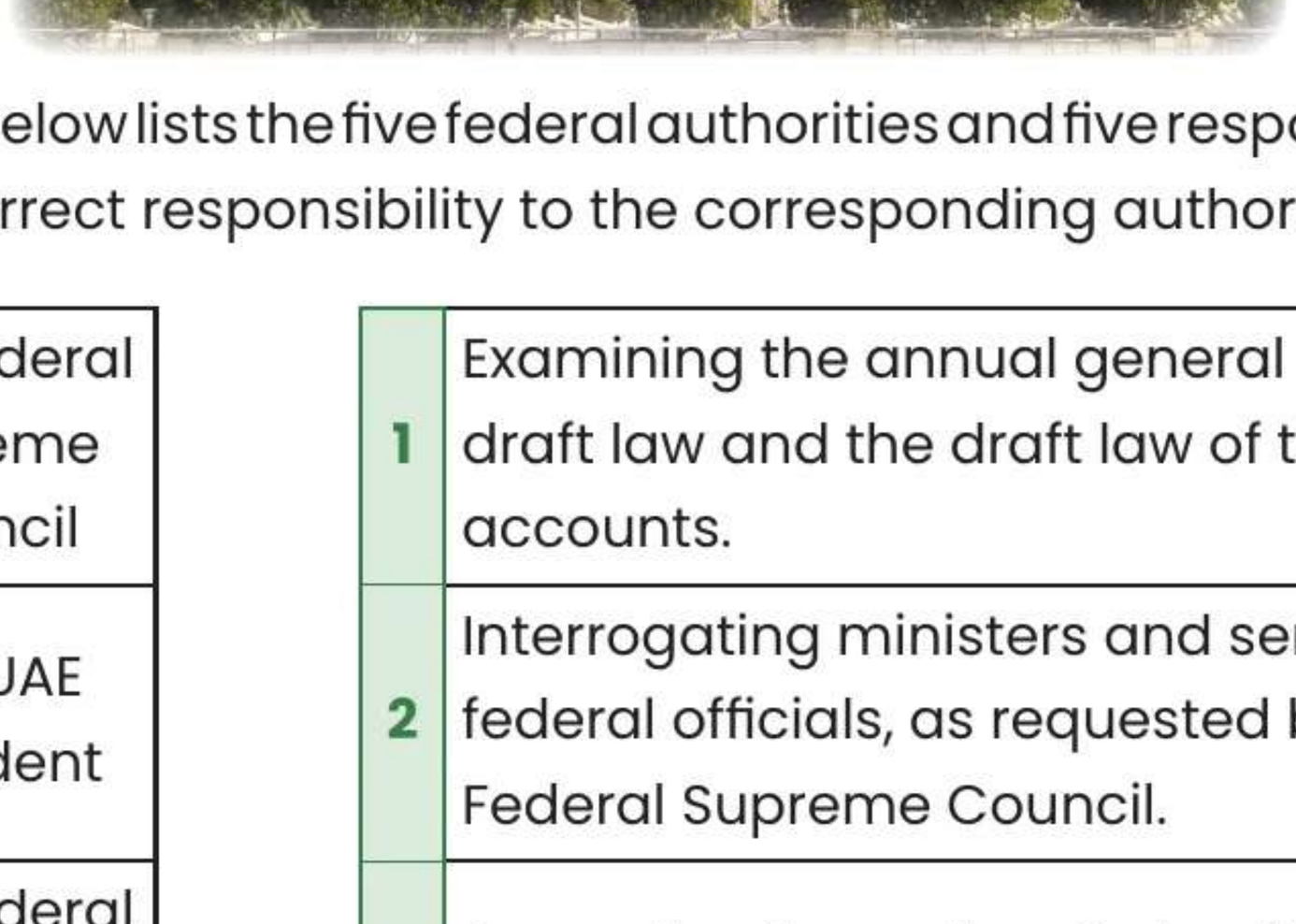
- The name of the authority
- Who they are?
- What they do?
- How are they appointed or elected?

Hang the poster in the classroom.



Activity 6: Self-Assessment Task

From what you have learned in this lesson match the federal authority with their responsibilities.



The table below lists the five federal authorities and five responsibilities. Link the correct responsibility to the corresponding authority.

1	The Federal Supreme Council
2	The UAE President
3	The Federal Council of Ministers
4	The Federal National Council
5	The Federal Judiciary

1	Examining the annual general budget, draft law and the draft law of the final accounts.
2	Interrogating ministers and senior federal officials, as requested by the Federal Supreme Council.
3	Approving the various federal laws prior to their issuance.
4	Supervising the implementation of laws, decrees, decisions, and regulations at the federal and local level.
5	Appointing the Prime Minister and accepting his resignation.

Lesson 3: Federal Authorities of the UAE

- **What are the most significant changes that have been made since the establishment of the Federation?**
- **How does the government seek to implement principles expressed in the constitution?**



Key Vocabulary

policy	**dismiss**
establish	**ratify**
appoint	**grant**

Activity 1: Research Task

The Federal Supreme Council is the highest legislative and executive authority. It draws up general policies and approves various federal legislations.

Do some research on the Supreme Council and answer the following questions.

a) Who leads the Supreme Council meetings?

b) List three possible topics that might be discussed in a Supreme Council meeting.



1. _____

2. _____

3. _____

Activity 2: Action Task

The President and the Federal Supreme Council work very closely together. However, they each have their own responsibilities.
Who is responsible for the following tasks (the President or the Supreme Council)?

a) **Establishing** public policies for all issues related to the federation: _____

b) **Appointing** the Prime Minister: _____

c) Approving Federal laws: _____

d) **Dismissing** Federal judges when necessary: _____

e) Appointing diplomatic representatives to other countries: _____

f) **Ratifying** treaties: _____

g) **Granting** pardons: _____

Taking these responsibilities into account, write a short paragraph discussing the relationship between the Federal Supreme Council and the President of the UAE.

To help you write this paragraph, here are some possible questions to answer:

a) What type of relationship do they have?

b) Is this relationship important? Why?

c) What is the significance about their relationship to a federal system of government like the UAE?



Activity 3: Discussion Point

The Prime Minster is the head of the cabinet or Council of Ministers. The current Prime Minister of the UAE is H.H. Sheikh Mohammed bin Rashid Al Maktoum. In your groups discuss the questions/statement below.



a) Do you know of any other titles he holds?

b) What do these titles indicate about the role of the Prime Minister?

c) Identify one achievement or initiative (apart from Vision 2021) of the current Prime Minister.

Share this achievement or initiative with your class.

☑ Activity 4: Checkpoint

With your group list 5 federal ministries their main responsibilities and the current ministers in charge.

	The ministry	Main responsibilities	Current minister
1			
2			
3			
4			
5			

Activity 5: Discussion Point

Read about changes in government and then discuss the question as a class.

Every now and then, there could be a change in government. This change can entail a change of ministers or the creation of new ministries. As an example, the ministries of Tolerance, Happiness, the Future, Youth, and Climate Change were introduced in February 2016.

With a partner, discuss why changes to government occur and why new ministries are created.

Some questions to consider:

a) What are the typical ministries in a government?

b) What are the benefits that new ministries bring to a government?

c) How can governments reflect the current concerns of their citizens?



Lesson 4: Law and Order in the UAE

- **How are laws made in the UAE?**
- **What is the relationship between Sharia law and the UAE court system?**



Key Vocabulary

jurisdiction	**lawsuit**
self-governing	**safeguard**
trial	

Activity 1: Discussion Point

Read about the different aspects of the judicial system in the UAE and discuss the question after each paragraph with a partner.

1. The Judicial Structure in the UAE

The UAE is a federation, so the UAE legal system is governed by the UAE Federal Constitution. Under the Constitution, each emirate is allowed to either establish its own judiciary or to merge with the federal court system.

As a result, there is a combination of federal and local (or emirate) courts in the UAE with parallel **jurisdictions**, depending on which system the individual Emirate has chosen.

The judicial systems of most of the emirates have merged into the UAE Federal Judicial Authority. However, Abu Dhabi, Dubai, and Ras Al- Khaimah have retained their own distinct and **self-governing** local judicial systems. This means that essentially there are four judicial authorities in the UAE.

Do you think it is important for there to be local courts in the UAE? Why?



2. The UAE Federal Court System

The UAE federal system is divided into courts of first instance (**trial** court), courts of appeal and the court of cassation (Supreme Court). Court of First Instance, (federal and local) has the jurisdiction to hear all civil, commercial, administrative, labour and personal status **lawsuits**. Its jurisdiction includes examining statement of claims, authentication of documents, all urgent matters related to disputes among the people and **safeguarding** their rights.

Court of Appeal, (federal and local) entitles the litigant affected by the Court of First Instance to appeal his or her case before a higher court. Only the convicted may appeal the court judgement. Thus, an appeal is not possible to anyone who accepts the first ruling. The time limit to challenge a ruling starts from the day following its issuance unless the law provides otherwise. The time limit for an appeal is 30 days unless otherwise provided by the law, and 10 days in urgent cases. The failure to observe the time limits of an appeal in the judgements results in the loss of the right of an appeal.

The Federal Supreme Court (at the federal level) and the Court of Cassation at the local level of the emirates which have independent judicial departments, is the higher judicial body with power to try cases contested by the Court of an Appeals. It supervises the interpretation of laws and its proper enforcement. At this court, litigants may an appeal only on points of law, such as violation of law or on incorrect application or interpretation. The appeal must be filed within 60 days of the judgment of the Court of Appeal. All decisions of Court of Cassation are final and binding and are not subject to appeal.

Why is there a time limit for cases to be appealed before a higher court?

3. The Role of Sharia Laws in the UAE's courts

The UAE's Sharia courts have the exclusive jurisdiction to hear family disputes, including matters of divorce, inheritance, child custody, child abuse and guardianship of minors.

Usually, the judges of Sharia courts are trained in Islamic Jurisprudence and Law. In addition, the UAE's courts may rely on principles of Islamic jurisprudence in the construction and interpretation of UAE laws.



How has Sharia law shaped the UAE's court system and laws?

4. The Smart Transformation of The Judicial System

In order to speed up the cases before courts, the Ministry of Justice had, as of May 2015, transformed 95 per cent of its services into electronic services.



Some of these services include search of status of a case, which allows people to view the hearing schedule online. In addition, it has engines for searching lawyers, eNotary public, eFiling and case calculator.

The Case Management System (CMS) helps people to file documents electronically, reduces delays in civil court cases and improves efficiency by making information more accessible to all parties.

In addition, the Ministry of Justice launched the legislations ePortal (in Arabic and English). In 2016, 613,102 legal transactions were done online. Local judicial departments have also adopted eServices.

What are the advantages and disadvantages of digitising court services?

5. The Ministry of Justice

At the federal level, the Ministry of Justice oversees courts and prosecution departments across the UAE. It appoints judges and licenses lawyers, experts and legal translators. It proposes and implements amendments to the rules of procedure for civil and criminal litigation as would serve the interests of justice.

According to Article 6 of Federal Law No. 1 of 1972 on the Jurisdictions of the Ministries and the Competences of the Ministers, its jurisdiction involves regulating and supervising the administrative and financial affairs of the federal courts, preparing draft laws related to the Federal Judiciary, the federal public prosecution, general amnesty from the judgements issued by the federal courts. It also peruses the studies, fatwas and all other legal affairs required by the work needs in different federal ministries and prepares major draft legislations related to the different laws.

How does the Ministry of Justice ensure fairness and equality?

Activity 2: Self-Assessment Task

Using the information above create a flyer to that summarises the judicial system in the UAE. Share your flyer with the rest of the class.



Lesson 5: Local Governments Across the UAE

- **Which people/agencies make up local governments in the UAE?**
- **Is it important for each Emirate to have autonomy?**



Key Vocabulary

autonomy

executive council

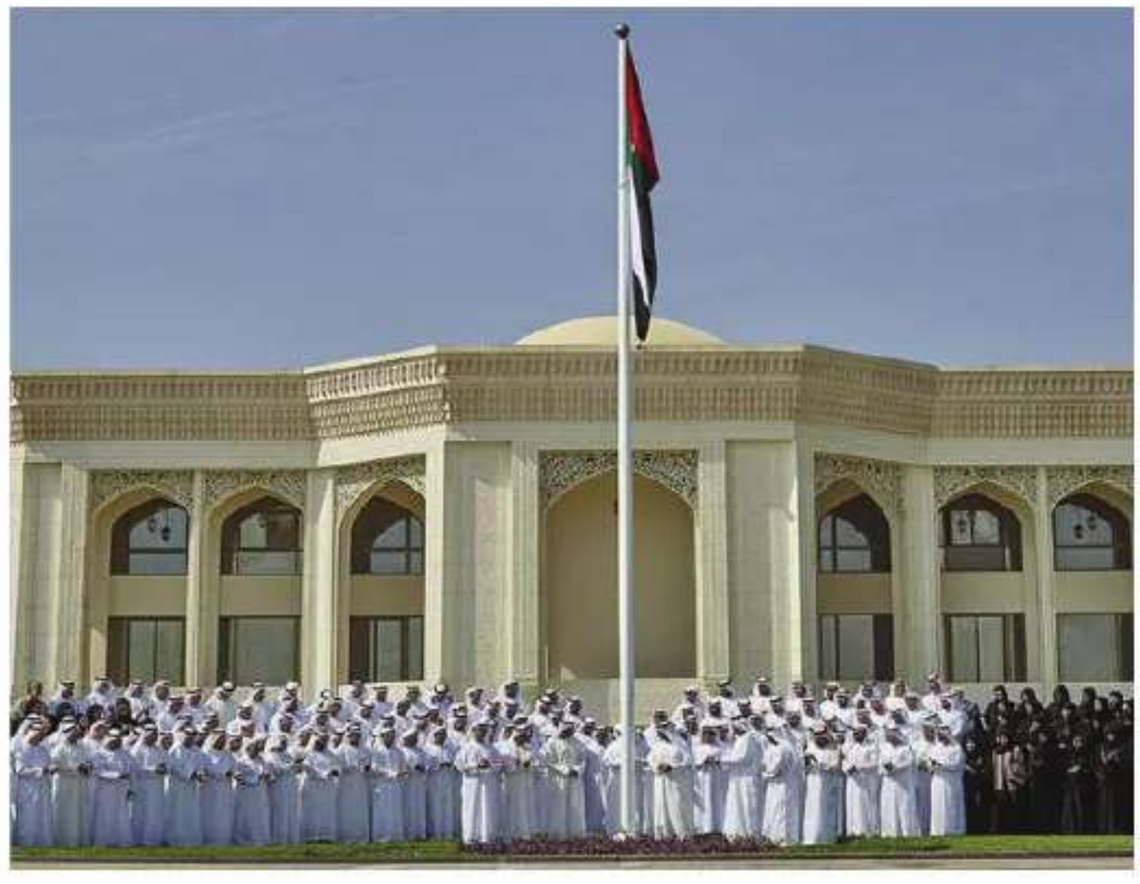
foreign affairs

jurisdiction

Activity 1: Research Task

Research the executive council of the emirate in which you live and answer the question below.

Each local government has an Executive Council in addition to several **autonomous** agencies with clearly specified powers.



What is the purpose of the **executive council**?

Record your findings below and reference where you found the information.

Activity 2: Discussion Point

Read the text and with your partner, discuss the advantages of giving each emirate a level of autonomy?

Under the UAE Constitution, there are certain matters that fall under the legislative and executive jurisdiction of the Federal government. Since 1971, the UAE has sought to strengthen the federal institutions. However, each emirate retains substantial autonomy.

Article 122 of the Constitution states that the emirates shall have jurisdiction in all matters not assigned to the exclusive jurisdiction of the Federation in accordance with the provisions of Articles 120 and 121. Article (122) The Emirates shall have jurisdiction in all the matters not conferred exclusively upon the federal authorities as provided in the two preceding articles.



Activity 3: Writing Task

Article 120 from the UAE constitution outlines the matters in which the UAE has jurisdiction over. Read the article and then imagine you work for the federal government.

A citizen has asked you about the role of federal authority in the UAE. Write a short letter back to the citizen, explaining why it is so important that the federal government retain jurisdiction over some aspects of UAE government.

Article (120)

The UAE has exclusive legislative and executive jurisdiction in many matters. These include **foreign affairs**, defence, and matters pertaining to security, order, and government in the permanent capital city of the UAE.

The federal government also looks after federal finances, taxes, and federal public loans. And it has jurisdiction over many aspects of communications, including post, telephone, and wireless services, as well as roads and paving, and air control.



In addition, the federal government has **jurisdiction** over education, public health and medical services, and utilities, such as electricity services. And it looks after passports, and issues relating to residence and immigration.

Activity 4: Research Task

Read the text about local governments and authorities below. In your groups try to find out if there are any initiatives or programmes that the local government in your assigned emirate has implemented recently?

The local governments of the seven emirates differ in size and mechanisms, depending on factors such as population, area, and degree of development. In each emirate, there is an executive council and different agencies. However, there are also various departments that reflect the federal ministries that are based within emirates that are linked to the executive council and the ruler of the Emirate.



Activity 5: Discussion Point

Read this article about the evolution of traditional government then discuss the questions that follow.

The relationship between the federal and local governments is laid down in the Constitution. However, both federal and local governments also evolve pragmatically with emerging technologies. An example of this is the Smart Majilis, a modern twist on the traditional Majilis.
The traditional Majlis is a forum where rulers and their senior family members hold open discussions with their people, be they common, merchants or the elite.
In recent years, the majlis has adapted and changed in relation to growing populations and rapid development of the federal and local government. An example of this, which was a bright and innovative initiative, was launched in 2015. Sheikh Mohammed Bin Rashid (May Allah Protect Him) himself announced the introduction of Smart Majlis, a newly developed platform that gives everyone the opportunity to participate in the development of a new future for Dubai and the UAE.

a) Do you think the launch of Smart Majlis is a good idea? Why?

b) Can you think of any other ways that smart technology could be used by local or federal authorities to get citizens more engaged and active?



Activity 6: Action Task

There are multiple government apps that can help you find important information. You can find apps that help you discover more about ministry departments, local authorities, laws, transport and so on.

Choose one app that helps you discover more about the local government of the emirate you live in. Do you think this app is useful? Can you think of an idea for another app? Can you think of the next great idea to help you and other become a more informed citizen? Get creative!



Ministry of Education



MOCCAE



MOJ mJustice (UAE)



Ministry of Foreign Affairs



MOHRE UAE



Ministry of Economy

Unit 6: Developments Leading up to the Founding of the UAE

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- **When did Islam first reach the Gulf region?**
- **How has Islam shaped and affected the UAE over time?**
- **What are some important historical landmarks in the Gulf region?**
- **What happened during the time the UAE were under British rule?**

Lesson 1: The Rise of Islamic Civilisations in the land of the UAE

- **How did Islam and Islamic civilisations spread into the lower Gulf region of Arabia?**
- **How did towns and ports develop along the Arabian Gulf coast and interior trade routes?**



Key Vocabulary

civilisation	**dome**
merchant	**construct**
principles	**navigate**

☑ Activity 1: Checkpoint

Read the text and then match each heading to the right description.

Islamic Civilisation Arrives in the Arabian Gulf

In the late pre-Islamic period, also referred to in Arab history as the Jahaliyya, Arab **merchants** traded with merchants from empires on the periphery of the Arabian Peninsula. Prophet Mohammad (Peace be upon Him) was a merchant trader travelling to Damascus and back to Mecca before he received the message of Islam.

After Prophet Muhammad (PBUH) received the revelation of Islam, he taught its **principles** to the new Muslim community. After the Muslims left Mecca for safety in Medina in 622 CE, Islam spread through the Arabian Peninsula. Followers of the Prophet (PBUH) travelled from Mecca and Medina to other parts of the Arabian Peninsula, Ethiopia, Egypt and Syria and points beyond. The Islamic faith and Islamic civilisation arrived in the area now known as the UAE during the lifetime of the Prophet Muhammad (PBUH). For this early period, we benefit from the early histories written by Al-Balathuri and Al-Tabari and archaeological evidence.

In 630 CE / 9 AH the Prophet Muhammad (PBUH) sent a letter to the Sasanian Governor on the coast of Eastern Arabia who rejected the message to accept Islam. Another letter went to the leaders of the Al Julanda tribe in the area of Suhar, now Oman, who accepted Islam.

In a very short time, Islam was received and established among the coastal people of the area now known as the UAE. A final battle over Dibba took place in around 632 CE or after the death of the Prophet (PBUH). The Caliph Abu Bakr sent out a force of soldiers from the Hijaz to reinforce the Al Julanda in a battle at Dibba. After the battle, its people accepted Islam. Soon, the ports of Suhar, Dibba (the same city found in the Emirate of Fujairah) and eventually Julfar (now in Ras Al Khaimah) became ports of trade and commerce for an expanding

Islamic civilization. According to the historian Al-Tabari, in around 637 CE, Julfar became the base of a naval expedition by the Muslim forces to Qays Island in the Arabian Gulf.

Al Julanda	**a**	An important early port-town (now called Ras Al Khaimah.
Jahaliyya	**b**	A tribe in the area of Oman whose leaders accepted Islam in about 630CE.
Julfar	**c**	An important port town, now in Fujairah, whose people converted to Islam early in the caliphate of Abu Bakr.
Dibba	**d**	The period of time before Islam.

The Rise of Islamic Civilisations

The first century of Islamic history is distinguished by its quick and successful expansion across Africa to Europe as well as throughout Arabia, Syria, Persia, and Central and South Asia. Islam later spread into China and Southeast Asia and eventually to all parts of the world where mosques can be seen reflecting aspects of the cultures of each of the regions.

The Dome of the Rock

Hypostyle mosques are those that have an open courtyard with walled enclosures in front of the entrance to the mosque. They have a beamed flat roof inside the mosque leading to the qibla wall where the qibla niche is placed to show the direction of prayer toward Mecca.



The **Dome** of the Rock is part of a larger area known as al-Haram al-Sharif, (meaning the noble or sacred enclosure) and was built by the Umayyad Caliph Abd al-Malik and completed in 691 AD. It was **constructed** on a high platform of flat stone or rock that was used as a municipal centre during the Roman empire.

The Dome of the Rock was built at the site of commemoration of the night journey of the Prophet Muhammad (Peace be Upon Him) (al-Isra) and his ascension to the sky (al-mi'raj). Isra' wa al-Miraj is one of the holy days of the Islamic calendar. It commemorates the night journey of the Prophet Muhammad (PBUH). He was taken from the Ka'ba in Mecca by Angel Jibril to al-Masjid al-Aqsa (the farthest mosque) in Jerusalem. From the rock Muhammad ascended to heaven where he met prophets who preceded him.

The edifice of the Dome of the Rock surrounds the actual rock by sets of elaborate marble colonnades and an octagonal exterior wall. It supports an elaborate 20-meter-wide dome, upon which are mosaic decorations and panelled calligraphy mosaics with Quranic verses. The famous 14th century traveler Ibn Battuta wrote that *"this is one of the most fantastic of all buildings."*



The Dome of the Rock and other structures were highly influential on other architecture built during the first century of Islamic civilisation. Just a few hundred kilometres from the Dome of the Rock stands the Al-Aqsa Mosque, whose construction began in 705 CE, shortly after the construction of the Dome of the Rock. Although various parts were rebuilt and expanded, the image of the interior below shows the presence of columns and arches with their distinctive alternating bands of colour.





When Muslims reached Al-Andalus in Spain, they built the famous Cordoba Mosque, whose construction began in 784 CE. Both the Dome of the Rock and the Mosque of Cordoba are famous for the use of alternating black and white voussoirs in the arches at the Dome of the Rock and red and white voussoirs at the Mosque of Cordoba.

Activity 2: Writing Task

Write a reflection that compares some of the elements of the interior of the Dome of the Rock with that of the Cordoba Mosque in Spain. What patterns and materials appear to be similar? What is different about these two interiors? Use the vocabulary in the texts from Activity 1 to help you describe what you see.

Activity 3: Writing Task

Using the pictures above write about the three different places.

a) Dome of the Rock (Write a sentence or two about what you see)

b) Cordoba Mosque (Write a sentence or two about what you see)

c) Mosque Al-Aqsa Interior (Write a sentence or two about what you see)

d) What parts look the same in all three buildings?

☑ Activity 4: Checkpoint

Read the text and then answer the questions about the importance of Julfar and the life of Ahmed bin Majid. Circle the correct answer.

Julfar and Ahmed Bin Majid

Ahmed bin Majid was a famous Arab navigator. He was born in Julfar, in what is now Ras Al Khaimah, in about the year 1432 CE and died in around 1500 CE.

Ibn Majid, as well as other Arab mariners such as Ibn Rubban al-Barin, and Al-Asad Ibn Aswad, knew how to **navigate** by the stars. They used the astrolabe as protractor calculator to help determine the latitude of their position. This is known as celestial navigation and is still taught today to mariners. In one of his famous books the Kitab al-Fawa'id fi usul al-bahr wa'l-qawa'id (Book on the Rules of Sea Navigation), Ahmad bin Majid describes the oceans, lands, and seas of the known world in about 1490. Al-Asad Ibn Aswad appeared in qaisdas or short poetic stories that recount his knowledge of navigation by the stars.

Julfar was located in or near which place?				
a) Abu Dhabi	b) Dubai	c) Ras Al Khaimah	d) Sharjah	e) Fujairah

What was Julfar known for?			
a) Agriculture	b) Falaj irrigation	c) Shipbuilding and trade	d) Oasis and date palm cultivation

Ahmed bin Majid wrote a book on which of the sciences and trades?

a) Medicine and First Aid	b) Celestial Navigation and Sea Navigation	c) Astronomy and Astrology	d) Economics and Trade

Activity 5: Action Task

Choose 5 new words related to Islamic architecture and define them.

1
2
3
4
5



Activity 6: Writing Task

Read the excerpt from the famous Ahmed bin Majid's book, written before 1500 CE, on the importance of honesty and hard work as the keys to becoming a good navigator.
Then, list three values that Ahmed bin Majid identifies. Write a sentence to explain why he thinks these are important human values and moral principles.

Navigators and Their Rivals

Know that navigators are of three types. The first is the navigator who comes and goes, sometimes safely and sometimes not, making good decisions. This is the lowest form of navigator. The second type is the navigator, well-known by people for his excellent knowledge, cleverness, and skill in every place to which travels; he collects experience of it but is not known after his death. The third type of navigator, who is the highest of all, is he who is well known for his excellent knowledge and his great attainments from whom none of the problems of the sea are hidden and who writes books which can be of use during his life and which people can use after his death.
The friend and knowing man will thank him and the envious and contrary man will blame him and the people envious of him will steal from his works copying him and will also oppose (his theories) although unsuccessfully and they will appear like a thief who attacks someone's compound and when they are alerted, flees thus defeating his aim. (Tibbets, p. 215)

1
2
3

Lesson 2: Emergence of Bani Yas and Qawasim and the Beginnings of Colonial Period

- **What was the impact of the Age of Exploration and the arrival of the Portuguese?**
- **How did the local Arab people resist the occupation and violence during the Portuguese period?**



Key Vocabulary

empire	**succeed**
captured	**alliance**
resistance	

Activity 1: Research Task

Read the text below about the Portuguese Empire. Then in groups, research if there are any Portuguese forts that remain in the UAE and if so where they are located. Share your findings with the class.

The Portuguese Empire and the Arabian Seas 1500-1620

The Ottoman **Empire** dominated the Mediterranean and large parts of Western Asia since their conquest of Constantinople in 1452. Inspired by the Ottomans, the Europeans began exploring the Atlantic Ocean and down the coast of Africa. After the Americas were discovered in the 1490s, the European countries began expanding through maritime empires and colonies. Tragic consequences of the colonisation were that European diseases devastated the indigenous populations of North and South America who had no immunity to them and hundreds of thousands of people from the Western coast of Africa were **captured** and forced into slavery to work on plantations in the New World.

In 1488, a Portuguese sailor, Bartholomew Diaz, managed to sail around the southern tip of Africa, but he only went a short distance further. In 1497, Vasco da Gama sailed from Lisbon in Portugal along the West African coast. In December of the same year, he rounded the southern edge of Africa. Continuing, he crossed the Indian Ocean and reached a place near modern day Calicut, in Kerala, India. He became the first European sailor to complete a voyage between Western Europe and India, although historical sources say he learned about the route from Arab sailors. The Portuguese began controlling areas of south Asia and the Arabian Gulf. Da Gama's knowledge of how to sail across the Indian Ocean was still, however, very limited, as is evident in his decision to return to Kenya in August. This was the worst time to sail from east to west, as the winds were blowing in the opposite direction. Local sailors and navigators who understood

the monsoon patterns, like Ibn Majid, would have known this. The trip back to India took a terrible toll on his ships. Instead of the 23 days it had taken to sail from Malindi to Calicut, it took Da Gama 132 days to sail in the opposite direction. Many of his sailors died from thirst and starvation, but most of his fleet made it back home to Portugal.

The Portuguese and the UAE

Soon afterward, the Portuguese explored and expanded their control into the Arabian Gulf. In 1507, the Portuguese naval commander Afonso de Albuquerque attacked Sohar in Oman. He then turned his attention to the coastal cities of the UAE that had become important trading centres. The people of Khor Fakkan, on the east coast, had been warned he was coming and prepared for his attack. However, they could not withstand the cannon fire of the Portuguese ships. After they landed, the Portuguese seized the town after tough resistance from its inhabitants. When they left Khor Fakkan the next day, they took with them supplies, including water, and burnt the city. Portuguese accounts refer not only to their conquest but also provide detailed descriptions of major towns in the UAE at that time.

Hormuz and the Portuguese in the Arabian Gulf

With such wealthy towns, and with the profitable pearling industry, it is hardly surprising that the Portuguese wanted to control parts of the UAE. The remainder of 1507 was spent capturing the rest of the eastern coast of the UAE and then eventually Hormuz itself. It was not easy for the Portuguese to capture Hormuz, however. As their fleet approached, ships from Julfar in Ras al Khaimah as well as Hormuz itself fired upon the Portuguese fleet. Eventually Hormuz fell and the local rulers accepted Portuguese rule. Once Afonso de Albuquerque returned to India, the Kingdom of Hormuz, with support from people

on the east coast of the UAE, revolted against the invaders. The Portuguese put the revolt down. They attempted to control parts of the UAE more directly by establishing forts at Kalba, Dibba, Bidya and Khor Fakkan. Others were built later at Julfar and at Khasab, in the Musandam peninsula, north of Ra's al-Khaimah. The descriptions of these Portuguese forts provide important information about life at this time. The map-maker, Pedro Barreto de Resende, wrote that the water in Khor Fakkan is the 'best in all of Arabia'. We also read of the existence of large villages with mudbrick buildings surrounded by date-palm gardens and wells. For most of the sixteenth and the early part of the seventeenth century CE, the Portuguese claimed control over these coastal areas of the UAE, by virtue of controlling the Kingdom of Hormuz.

☑ Activity 2: Checkpoint

Read the text below. Then the table contains a list of some important events. Using the text, number the events in order. The first one has been done for you.

Resistance

Resistance against the Portuguese grew. In 1619, a major revolt occurred in Julfar. In 1622, Hormuz, controlled by the Portuguese, was attacked by a Persian and British force. After a several months siege, the city fell. The British had first arrived in the Gulf a few decades earlier, as had the Dutch, though they never established any presence in the UAE.

A Dutch View of Bidya in Fujairah

Although the Dutch never established a presence in the UAE, they knew many of its towns as they continued to trade in the Gulf during the seventeenth century. In 1666, a Dutch ship, the Meerkat, sailed along the coast. It described the town of Bidya as follows: "Lebdia (Bidya) is a place which has about 200 houses all built from branches of date palms. It has behind the houses a beautiful valley, where there are many date palms and some fig trees and there are several wells, one of them a short distance from the beach. In this valley, there grows melons, watermelons and onions..."

Having lost control of Hormuz, the Portuguese reinforced their possessions on the UAE east coast. However, local resistance continued. The people of Dibba revolted against foreign control. Ruy Freire, a Portuguese commander, responded by placing 50 Portuguese soldiers into the city. By 1627, the locals had also revolted against these soldiers. Pietro della Valle, an Italian diplomat travelling at the time in the Gulf, wrote that 'The Arabs do not suffer to being subject to anyone and put freedom above all'.

In Oman, the first leader of the Ya'ariba dynasty, Nasir bin Murshid (1624-1649 CE) began to retake Portuguese forts by first attacking Muscat. Around 1632, Julfar was liberated when the garrisons of Hormuzi and Portuguese soldiers were defeated. In 1643 Khor Fakkan was liberated. These victories encouraged further resistance against the Portuguese. Nasir bin Murshid's successor, Sultan bin Sayf (1649-1688 CE), finally liberated other key ports from Portuguese control. By 1650, Muscat was retaken, and the Portuguese had lost every outpost on the UAE and Oman coast. The Portuguese did not disappear from the region, but their defeat meant that they were no longer controlling major trade routes and putting heavy taxes on shipping. This permitted the tribes of the Arabian Gulf to sail under their own flags. The appearance of British soldiers in the attack on Hormuz in

1621 marked the emergence of an entirely new European power in the Arabian Gulf. The English East India Company, which promoted English trade interests abroad, was weak at the time. It did not extend its power into the Arabian Gulf until later. Nevertheless, England was to have a lasting influence on the region until the formation of the UAE in 1971.

Event	Order
The Portuguese seized Khor Fakkan.	
The Portuguese built forts in different parts of the UAE.	
Tribes of the Arabian Gulf sailed under their own flags.	
The Kingdom of Hormuz revolted against the Portuguese invaders.	
Afonso de Albuquerque attacked Sohar in Oman.	1
Julfar and Khor Fakkan were liberated.	
The Portuguese captured the eastern coast of the UAE and Hormuz.	
Hormuz fell to Persian and British forces.	

☑ Activity 3: Checkpoint

Indicate whether each of the statements about the Portuguese in the region is true or false.

Place a tick or a cross next to the option you think is correct.	
1. The Portuguese invasion started in Oman.	
2. The men of Khor Fakkan were punished brutally.	
3. Khor Fakkan expected to be attacked by the sea.	
4. Afonso de Albuquerque remained in the region.	
5. Everyday life changed radically after the Portuguese invasion.	

☑ Activity 4: Checkpoint

Read the text below about the origins of the UAE. Then complete the family chart below by filling the blank spaces with the appropriate names. Who was the father of whom?

The Tribal Origins of the Modern UAE

The Qawasim and the Bani Yas represent twin aspects of modern life in the UAE. The Bani Yas were familiar with the interior of the country and had strong desert roots, while also being involved in the offshore pearl fisheries. The Qawasim were merchants and sailors who sailed the Arabian Gulf and Indian Ocean. The emergence of these two groups, allied with the tribes of smaller coastal ports like Ajman and Umm al-Qaiwain, laid the foundations for the United Arab Emirates of today. The patterns of government now began to become distinctly recognisable across the region, in towns and rural areas as well as in the desert and mountains. The leader of each community, the

sheikh, ruled in consultation with other members of his family and key individuals in the community.

The Al Nahyan Family

Sometime in the middle or late seventeenth century, today's ruling Al Nahyan family emerged as the chiefs of the Bani Yas. The first-known Al Nahyan sheikh was called Falah, from the Al Bu Falah section of the tribe. One of his four sons, Nahyan, then **succeeded** him. Then, perhaps in the early eighteenth century, Nahyan's son, Isa, became the Bani Yas Sheikh. From now on, the history of the Bani Yas becomes clearer.

A few decades later, after Sheikh Dhiyab had succeeded his father, Sheikh Isa, the Bani Yas moved to occupy the island of Abu Dhabi. The date that is commonly associated with this move is 1761. A well-known story attributes this move to hunters having followed a gazelle from the coast across a shallow inlet to a spring on the island of Abu Dhabi. The tribesmen returned to Liwa and told Sheikh Dhiyab of their discovery. He then ordered a settlement built on the island. This story provides the origin for the name 'Abu Dhabi' – i.e., 'the Father of, or possession of, the gazelle.' The move to Abu Dhabi was very wise, as it was close to the pearl banks. The Bani Yas began to grow as an economic and maritime power. It was also easily defended as the island was separated from the mainland by a creek. The tower at Maqta, restored by Sheikh Zayed in 1969, was used for this purpose. The tower served to control access to the island of Abu Dhabi. It marked the tribe's control over the island and their intentions to establish their seat of power there. In 1795, Sheikh Shakhbut bin Dhiyab succeeded his father as Ruler and moved his headquarters from Liwa to Abu Dhabi. Sheikh Shakhbut established a fort on the island. This was to become the first part of the building that today is known as Qasr al-Hosn.

The Bani Yas

Sheikh Falah

Sheikh Diyab

☑ Activity 4: Checkpoint

Read the text below and complete the table with the appropriate information.

Sheikh Rahma bin Matar al-Qasimi

According to a Dutch report of 1756, Sheikh Rahma, who founded the Al Qasimi dynasty, "is at present the most powerful among the Huwala rulers, having of his own people 400 well-armed with firearms in Zur (Ra's al-Khaimah), which has a good harbour where the largest ships can find shelter. There may be about 60 vessels there of which the most are large and well provided and navigate down to Mocha (a port in Yemen). In this place itself there is a rather considerable trade as well of pearls as of some merchandise and provisions which are carried into the desert..."

The Qawasim

To the north of the country, the Qawasim, who today are the rulers of Sharjah and Ras al- Khaimah, began to emerge in the middle of the seventeenth century, when one of them was involved in a war between Oman and Persia. In 1718 Sheiks Rahma bin Matar was the leader who formed the **alliance** with Oman in another war with Persia, by around 1720, he was being called the Emir (Sheikh) and began to establish his own independent state. Dutch writers of the time note that he was one of the wealthiest merchants and ship-owners in the Arabian Gulf. He died around 1760, and was succeeded by his brother, Sheikh Rashid. By this time, the Qawasim ruled much of the northern areas of the UAE. They expanded their influence to include parts of the eastern coast of the UAE, including the important ports of Khor Fakkan and Dibba. They also controlled several important islands in the Arabian Gulf, including Greater and Lesser Tunb, Abu Musa and

Sirri, as well as part of Qishm Island. They also ruled areas on the southern Iranian coastline, like Bandar Lingeh, where they retained control until late in the nineteenth century. Their ships sailed the seas from Basra to India and southwards to East Africa.

	Bani Yas	Qawasim
Origins		
Founder		
First mentioned in		
Literature		
Today's descendants		

Activity 5: Self-Assessment Task

Using the information you have learned from this lesson, fill in the gaps of the paragraph.

The leader of each group, the _____, ruled in consultation with other members of his family and key individuals in the _____. Open meetings were held to discuss key issues. In times of war, the sheikh could call on his _____ to form a fighting force as there was no _____ at the time. This system of government set the foundation for the way the country is ruled today. To succeed, the sheikhs needed to consult with, and have the support of, the _____. All of the ruling families of the UAE can trace their origins to at least the _____ century, which means that today's ruling families have led the people of the emirates for over _____ years.

Activity 6: Self-Assessment Task

The story of the Al Nahyan family is closely linked to Abu Dhabi. Answer the questions below.

a) When and why did the Bani Yas move to the island of Abu Dhabi?

b) What is the origin of Abu Dhabi's name?

c) What was the consequence of settling in Abu Dhabi?

d) What was the original function of Qasr al-Hosn?

e) What was Qasr al-Hosn used for with time?



Lesson 3: The British Maritime System and National Identity

- How did world events during colonisation affect present day UAE?
- What are the different elements of national identity development?



Key Vocabulary

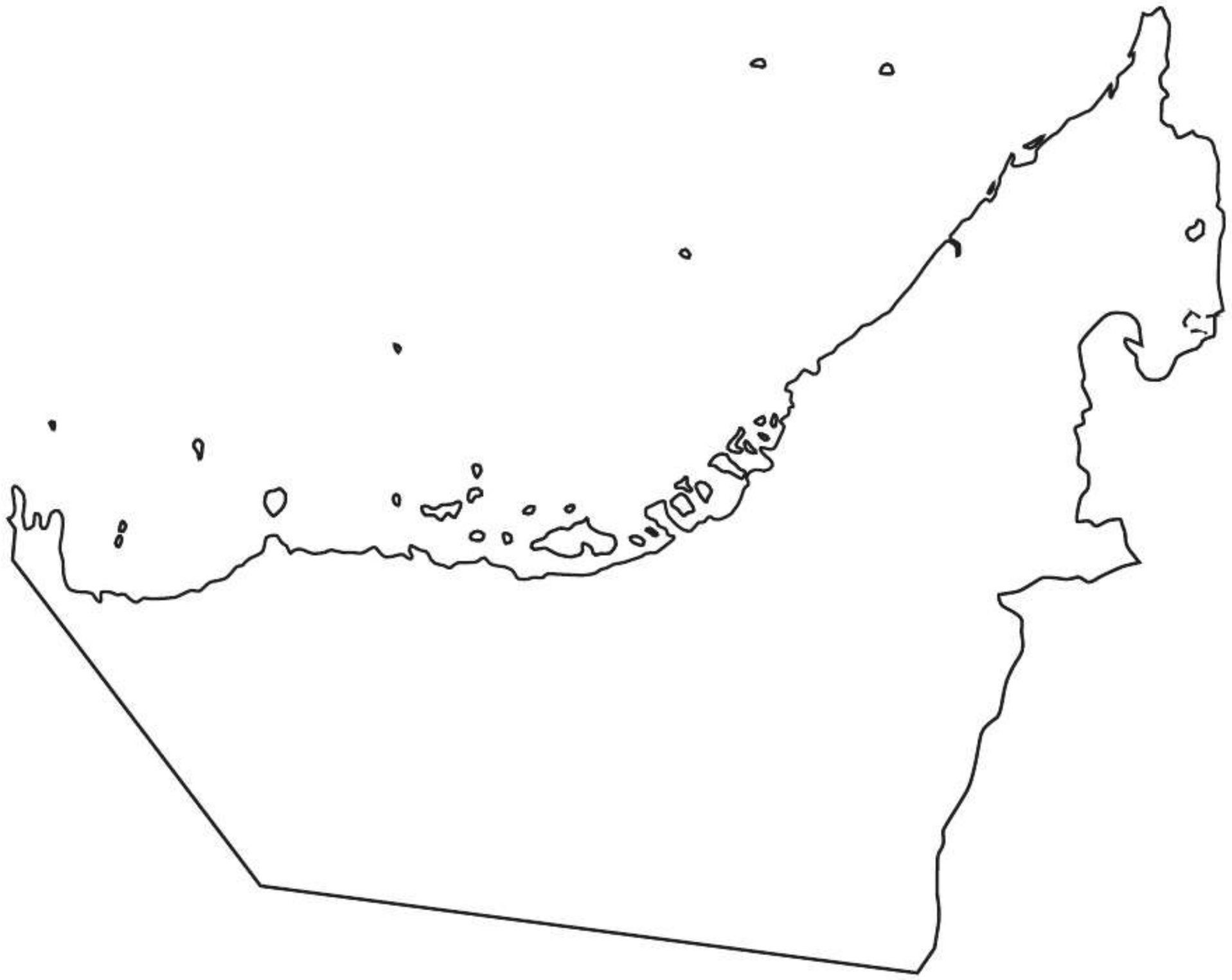
maritime	**colonise**
territory	**truce**
piracy	

Activity 1: Action Task

Use the map outline for the UAE to include and note key features as you work through the lesson. Use coloured pencils to add some colour to the map and differentiate the land and the sea.

On your map, mark the following:

- Sir Bani Yas Island
- Ras Al Khaimah
- Khor Fakkan
- Dibba
- The areas ruled by Bani Yas
- The areas ruled by the Qawasim
- Liwa
- Abu Dhabi
- Sharjah



Activity 2: Discussion Point

Discuss why you think the area now known as the UAE was previously known as the Trucial States or "Coast of Oman"?

Activity 3: Action Task

Read the text about British interference in the Southern Gulf. Then, in the table below, rearrange the sentences so that they form an ordered paragraph summarising the information in the text. The first sentence of the paragraph has been given for you.

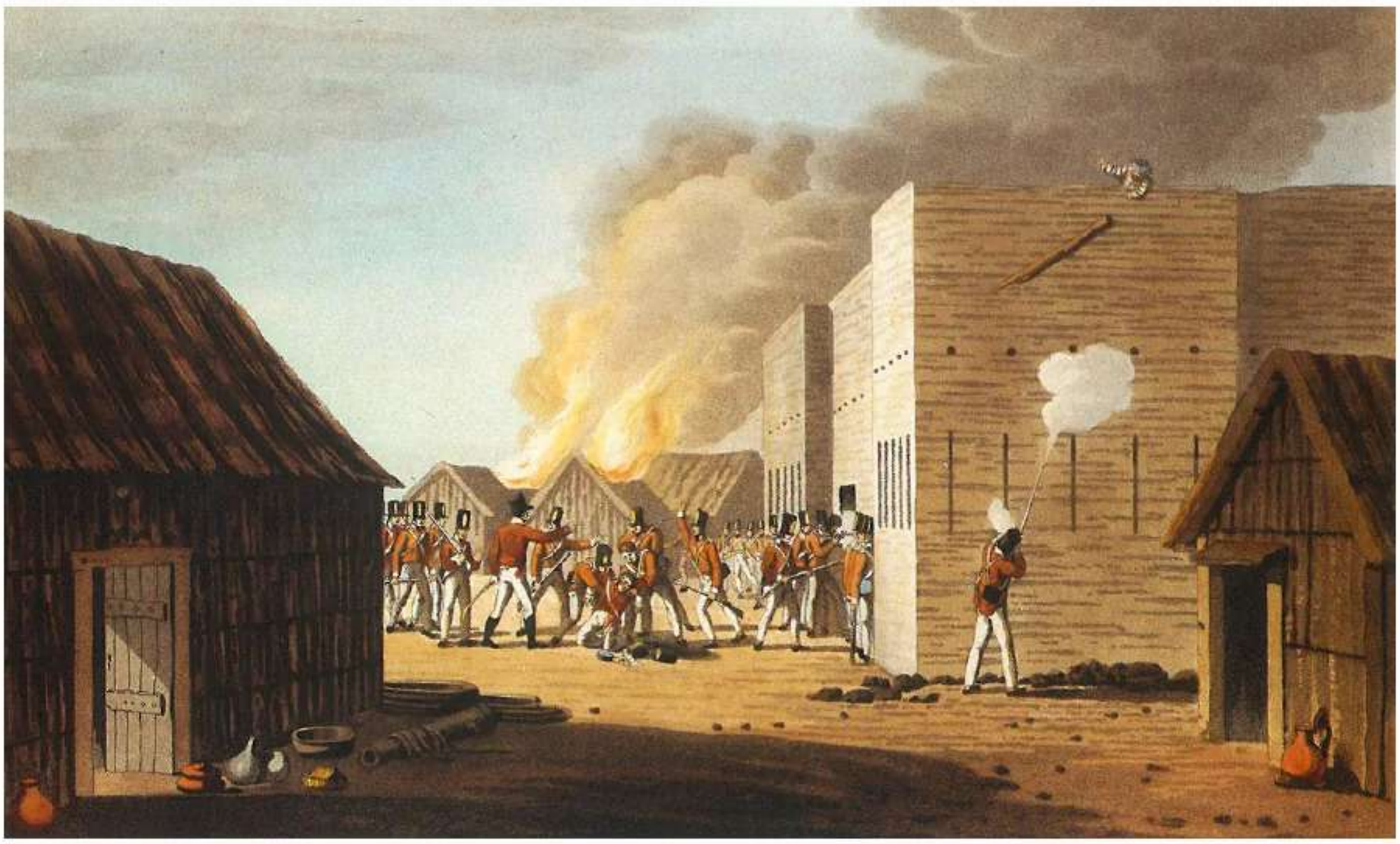
British in the Southern Arabian Gulf

During the eighteenth century, the British attempted to expand their influence in the southern Gulf. They considered themselves masters of the seas and attempted to control shipping and trade as much as possible. One of the possible reasons for this was that cloth, which they had once shipped through Russia and Syria, now came through the Arabian Gulf.

The Qawasim's large navy came to challenge British sea power in the area. At its peak, according to reports from the time, the Qasimi navy had over 60 large ships and could put over 15,000 sailors at sea. Conflict inevitably broke out. To the Qawasim, the seas of the Arabian Gulf were their **territory** and they had a right to control and to 'tax' ships that passed through their waters. By the end of the eighteenth century, the Al Nahyan had also established their power base on Abu Dhabi. Their seat of power, Qasr al-Hosn, became the center of economic activities, especially pearling.

The British were keen to maintain and expand control of the sea routes to India. They felt that the increasing economic power of Al Nahyan and the Qawasim threatened that control. To justify their actions, the British accused the Qawasim of '**piracy**'. Detailed research by

today's Ruler of Sharjah, Dr. Sheikh Sultan bin Mohammed al-Qasimi, provides an effective and detailed answer to the British claim. He has investigated many documents kept in Mumbai (Bombay) and shown that Qawasim piracy was a 'myth' created by the British. They used this to justify their attempts to control trade in the Arabian Gulf. As Sheikh Sultan notes in one of his scholarly books, "In the case of the Qawasim the accusation is fallacious." The charge of piracy by the British against the Qawasim was first made in December 1804, and continued up to 1821. But in the period from 1801 to 1821, imports from the Arabian Gulf to Bombay more than doubled and exports from Bombay to the Arabian Gulf almost tripled. In other words, Qawasim activity did not affect trade or the 'safety of the seas'.



In 1805, after several encounters, the British blockaded the Qawasim fleet on Qishm, an island in southern Iran that they controlled. Clashes at sea between British and Qawasim ships continued and four years later, the British attacked Ra's al-Khaimah. On November 13th, 1809, they captured the town and destroyed its harbour and fortifications.

The Qawasim, however, rapidly rebuilt their fleet. This led to further clashes and, in late 1819, the British once again attacked Ra's al-Khaimah as well as other strongholds along the coastline like the fort of Dhayah, north of Ra's al- Khaimah.



Treaties

In January 1820, the General Maritime Treaty was signed between the British and rulers of several of the Emirates. An original copy was signed on the beach at Ra's al-Khaimah and then additional rulers signed. These included the sheikhs of Ra's al- Khaimah, Abu Dhabi, Sharjah, Ajman and Umm al-Qaiwain. The aim of the treaty was to further British control of shipping, but it also provided for an expansion of pearling and trade by the rulers of the emirates. This treaty also included a commitment to prohibit maritime transport of slaves, long before the practice was abolished in many other countries. One result of the General Maritime Treaty was the development of closer relations between two tribal groupings of the Bani Yas and the Qawasim.

1	During the eighteenth century, the British wanted to control shipping and trade as much as possible in the southern Gulf.
	The Qawasim were falsely accused of 'piracy'.
	The General Maritime Treaty was signed between the British and rulers of several of the Emirates.
	The increasing economic power of the Qawasim and Al Nahyan caused the British to fear losing their control of the sea routes to India.
	The Qawasim's navy of over 60 large ships and 15 000 sailors challenged the British sea power.
	Ra's al-Khaimah's harbor and fortifications were destroyed.
	The British blockaded the Qawasim fleet on the island of Qishm.

The Treaties of the 19th Century

The foundations of the modern UAE grew throughout the 1800s. The Bani Yas and the Qawasim consolidated their power across the country. They continued to engage with the British Empire who sought to extend their power into the region. Several treaties with the British were signed from the 1830s onwards.

In 1853 the Perpetual Maritime **Truce** ensured an end to all conflict at sea. This was followed by the 'Exclusive Treaty' in 1892. As a result of these agreements, the country became known as the "Trucial States". The treaties restricted other European countries from the Arabian Gulf. They also resulted in Britain representing the Trucial States in dealings with foreign countries.

Chronological Guide to Treaties

1809	1st British Attack on Ras Al-Khaimah	In 1809 the British Navy and Marines attacked Ras Al-Khaimah leading to the killing of civilians, and the deliberate burning of houses and destruction of the Qawasim merchant fleets.
1819	2nd British Attack on Ras Al-Khaimah	British attacks along the Gulf Coast resume. Ras al-Khaimah was directly attacked by British forces who burnt its houses and merchant fleets and killed many civilians. It leads to Britain forcing a truce or agreement to allow British oversight of commercial and maritime affairs for the region. The term "Trucial States" is used by the British to mark the various independent sheikdoms that are familiar to us now as the UAE.
1820	General Maritime Treaty	In 1820 the British impose the General Maritime Treaty with the Sheikhs of the Arab coast by which the leaders agreed to a cessation of disturbances on the sea and were prohibited to build large ships and erect fortifications along this coast. Article 9 of this treaty contained the first denunciation of the slave trade ever written into a formal treaty. The British used the treaty to claim the right to police the seas of the lower Gulf.

1835	Maritime Truce of 1835	The British who were fearful of resurgent resistance from the local people, persuaded the Rulers of Abu Dhabi, Dubai, Sharjah and Ajman to sign a Maritime Truce in 1835 banning acts of war at sea during the pearling season. A truce is a cease fire agreement. It was signed by the Sheikh of Umm al Qaiwain in the following year.
1843	Ten Years' Truce	The Ten Years' Truce allowed the British supported fleet of Indian naval forces to patrol the pearl banks along our coast.
1853	The Perpetual Treaty of Maritime Peace	When the Ten Years' Truce was signed, the British and our local Sheikhs agreed to establish a permanent peace at sea. The Sheikhs agreed to a complete cessation of hostilities at sea and a 'perfect maritime truce...for evermore'. It was this truce, that gave the British the idea of calling this region the Trucial Coast.
1892	The Exclusive Agreements of 1892	With the Ottoman Empire's presence and influence in Iraq and the Northern Gulf, the United Kingdom entered into another agreement with the Trucial Sheikhdoms through a new treaty known as the Exclusive Agreements of 1892. It provided guarantees of British military protection of the Gulf sheikhdoms but attempted to restrict the ability of the local sheikhs from engaging in foreign policy and other negotiations and full autonomy.

☑ Activity 4: Checkpoint

Explain how the formation of treaties reduced the power of Trucial States and how this increased British influence in the region.

1800-1914: Local and International Developments

During the 1800s local day-to-day life continued much as it had done before. Careful exploitation of the sea, the deserts, and the oases continued to provide the basis for life. This contributed to the strengthening of a local, and independent, identity, based around the major tribal groups in Abu Dhabi and the northern emirates. The Rulers of the Trucial States signed treaties with Britain as Rulers of their regional areas. The British did not rule any of the Emirates, so the UAE was not **colonialised**. Therefore, when the country was formed in 1971 it was an agreement between rulers to unite that formed the county. It was not gaining independence from Britain because it had never lost it in the first place.

Abu Dhabi

From 1795 to 1845 Sheikh Shakhbut bin Dhiyab and his sons ruled Abu Dhabi. He wielded great power and built alliances with other tribes. He was the first of several important rulers who have dominated Abu Dhabi's history over the last 200 years. Sheikh Shakhbut's grandson was Zayed bin Khalifa al-Nahyan. He ruled from 1855 to 1909, which is the longest reign in Abu Dhabi's history. He expanded his influence over a vast area. By the end of the nineteenth century, Abu Dhabi became the most important power in all of southeastern Arabia. Sheikh Zayed's center of power was Qasr al-Hosn. There he conducted majlis meetings with leading tribal figures and resolved disputes. A traveler to the region in the early twentieth century captured photos of him at work showing how Qasr al-Hosn appeared at that time. He was also the grandfather of the founder of the UAE, Sheikh Zayed bin Sultan. Under these leaders the economy grew. The pearling industry reached its peak at this time helped by the Treaties that ensured peace at sea. Evidence of pearling dating to this time – in the forms of piles of pearl oyster shells – can be found on almost all of Abu Dhabi's many islands. In the far west, Dalma became an important market for pearls, attracting merchants from as far away as India.

The Northern Emirates

The Northern Emirates also changed during this time. Abu Dhabi and Dubai had been under one rule since at least 1799. In 1833 the Al Maktoum family, part of the Al Bu Falasah section of the Bani Yas, migrated from Abu Dhabi to Dubai. Under their leader, Sheikh Maktoum bin Butti, they settled and ruled Dubai. In 1894, Sheikh Maktoum bin Hasher al-Maktoum became ruler of Dubai, and the city grew in importance. Sheikh Butti bin Suhail al-Maktoum succeeded him in 1906. Trade and economy flourished. In 1909, the British India Steam Navigation Company added Dubai as a port of call on its routes to India. The first postal service was introduced at that time. This allowed merchants to communicate quickly through the Arabian Gulf and

India. In 1866, Sheikh Sultan bin Saqr al-Qasimi, who had ruled the Qawasim state in the north, died. His territory was divided into Sharjah and Ra's al-Khaimah and were ruled by his sons. The Qawasim were forced to leave parts of Iran though they kept the islands of Abu Musa and Greater and Lesser Tunb. Abu Musa became part of Sharjah, and Greater and Lesser Tunb became part of Ras al- Khaimah.

Activity 5: Writing Task

Reflective Writing - Explain why you think the British repeatedly demanded new treaties with rulers of the Trucial States between 1820 and 1892.

☑ Activity 6: Checkpoint

Reflection - What were the advantages of the General Maritime Treaty 1820 to the Trucial States? Who benefited and why?
What disadvantages did it bring? Who did the treaty affect in a negative way?

Advantages	Disadvantages

Activity 7: Self-Assessment Task

Answer the following question to help you recall what you have learned.
Why did the British accuse the Qawasim of piracy? What benefits do you think it brought to the British?

Lesson 4: The Trucial States Leading up to Nationalisation

- **Who were the key leaders of the Emirates during the 19th and 20th century?**
- **What was the role of the Trucial States in building the UAE?**
- **How did the UAE economy transition from fishing, trading and pearls to an oil producing economy?**



Key Vocabulary

treaty	**naval force**
revolutionary	**oral history**
settlement	

Activity 1: Research Task

Who were the rulers of each Emirate at nationalisation?
Write the emirate and the ruler.

Emirate	Name of Ruler

Timeline of Maritime Treaties

1809 – 1819	British attack on Ras Al Khaimah and other towns	In Two Separate attacks the British used marines and naval forces to attack and burn to the ground buildings and towns of Ras Al Khaimah and other coastal towns in the Southern Gulf region. After destroying the local ships of the Qawasim and Omani towns they forced the signing of the General Maritime Treaty (1820) see page 122 of textbook.
1830	The Emirate of Dubai is established	In the 1830, Sheikh Maktoum Ibn Butti established the Emirate of Dubai. By 1933, the Maktoum family relocated to Dubai. In 1894, Sheikh Maktoum Bin Haser al-Maktoum became ruler of Dubai. Over the next few generations, Dubai grew and developed its port.
1853 - 1971	British arrival / interference in the Gulf	In 1853, the British forced local coastal rulers to sign the Perpetual Maritime Treaty. In 1982, a new treaty called the Exclusive Treaty of the 1892, gave the British a a monopoly and therefore complete control. over what ships could sail from gulf ports, limited the size and number of these ships and forced local resident seamen to obtain permits after they paid fees for the right to sail and engage in trade.

1918	Sheikh Zayed Bin Sultan Al-Nahyan	Sheikh Zayed was born in 1919 and became the ruler of Abu Dhabi in 1966 and the first President of the United Arab Emirates in 1971. He ruled until his death in 2004.
1928	Japan invents cultured pearls	In 1928 the Japanese invented a method of raising oysters to create cultured pearls on sea farms. The new technology created a plummet in the price and demand for pearls and ended the profits of a local industry that had prospered for 7,500 years.
1932	Airport in Sharjah	The first airport in the region was established in Sharjah in 1932.
1939 - 1950	World War II and Aftermath	The UAE experienced severe hardship during the World War II years of 1939 to 1945 as food shipments from India were diverted or transferred away from gulf ports to support the British and Allied armies in their fight against the Germans and Italians.
1951 - 1971	The Trucial Scouts	The Trucial scouts were the first modern security forces who acted to protect the ports, airport and border regions. These local Emirati soldiers would become the core and founding military leaders of the new UAE Armed Forces after the United Arab Emirates was established 1971.

☑ Activity 2: Checkpoint

Read the text below about UAE leaders and then match the leader with the achievement they are known for.

A Combination of Effort

There were many leaders of the past who also deserve recognition for their part in shaping the nation. In Abu Dhabi, Sheikh Dhiyab bin Isa made the momentous decision 250 years ago to establish the new **settlement** on Abu Dhabi Island that now serves as the UAE's capital. Sheikh Shakhbut bin Dhiyab and Sheikh Zayed bin Khalifa provided steady leadership for most of the nineteenth century, and under Sheikh Zayed the emirate of Abu Dhabi became the most important power in the area. The cautious Sheikh Shakhbut bin Sultan managed to bring the emirate through the harsh years of the world economic depression and the Second World War to the beginning of the new era of oil production and the wealth that followed. In Dubai, Sheikh Maktoum bin Butti established the emirate in the 1830s. Its subsequent growth to become a trading center owed much to the wisdom of Sheikh Maktoum bin Hasher, who made Dubai a port that was friendly to business. His son, Sheikh Saeed bin Maktoum, continued that process, leading Dubai into the new opportunities of the 1950s. In the north, Sheikh Rahma bin Matar al- Qasimi created the Qawasim state in the first half of the eighteenth century. He laid the foundations of what became a major regional power. Half a century later, Sheikh Sultan bin Saqr al-Qasimi led that state for more than 50 years. Slowly, it changed from a major regional naval power to a key partner in laying the foundations of the UAE of today.

Name of Ruler	Event or Emirate
Sheikh Dhiyab bin Isa Al Nahyan	Established the Qawasim State in the first half of the 18th century.
Sheikh Maktoum bin Butti	Founded the Emirate of Dubai in the 1830s.
Sheikh Rahma bin Matar al- Qasimi	Ruler of Liwa Oasis in the 1790s, he established the new settlement on Abu Dhabi Island that now serves as the UAE's capital.
Sultan bin Saqr Al Qasimi	Ruler of Ras Al-Khaimah until 1809 and then ruler of Sharjah from 1814-1866.

☑ Activity 3: Checkpoint

Read the text below about UAE leaders and then match the leader with the achievement they are known for.

Increasing Trade with the World

By the early twentieth century, the establishment of a postal service, ports, and the growth of the pearling trade meant that the UAE's economy expanded internationally. Goods coming into Dubai could be transported to other emirates, either in small boats or overland. Connections between the individual emirates were thus strengthened. Links by sea with the rest of the Gulf, East Africa and India grew. These two types of connections—to other emirates and to the outside world—were to remain important in the eventual forging

of a single country. The beginning of the twentieth century looked like it would bring prosperity to the UAE, built upon this long tradition of trade, economy, and community. However, the dark clouds of war were on the horizon.

World War I and the 1920s

The outbreak of World War I (1914-1918) brought conflict to the region, as British forces fought against the Ottoman Empire in Iraq and Palestine. The UAE was not directly involved in the war. However, its position between the Middle East and India made it strategically important. There were also changes in the Arabian Gulf region during this time. In 1902, a new Saudi state was founded in Riyadh. It extended its control over eastern Arabia and then conquered Mecca and the rest of the Hijaz in the 1920s. By the end of World War I, the major empires of central and eastern Europe, as well as the Ottoman Empire collapsed. This, in turn, affected trade and stability around the world. This marked the beginning of tough times for the UAE that continued for several decades. The UAE was particularly affected by events far afield in Japan. In 1928, the Japanese began to harvest cultured pearls grown in special farms, and within a few years these flooded the world markets. The result was a catastrophe for the Gulf's pearling industry.

Leadership and Response in the UAE

The leaders and people of the UAE exhibited strength and resilience during this time. In 1928 Sheikh Shakhbut bin Sultan became ruler of Abu Dhabi. He ruled for nearly forty years and was then succeeded by his younger brother, Sheikh Zayed bin Sultan in 1966, who was to become the founding father of the United Arab Emirates. In 1912, Sheikh Saeed bin Maktoum came to power in Dubai, ruling until 1958.

A completely new and revolutionary technology, airplanes, became increasingly important after World War I. They linked towns and countries around the globe in a manner that was unimaginable just decades earlier. In 1932 an airport was established in Sharjah. This was used by Imperial Airways, which later became British Airways, for transporting goods and people and thus opened the country to the world beyond the Middle East. In Dubai, Sheikh Maktoum bin Butti established the emirate in the 1830s. Its subsequent growth to become a trading center owed much to the wisdom of Sheikh Maktoum bin Hasher, who made Dubai a port that was friendly to business. His son, Sheikh Saeed bin Maktoum, continued that process, leading Dubai into the new opportunities of the 1950s. In the north, Sheikh Rahma bin Matar al- Qasimi created the Qawasim state in the first half of the eighteenth century.

Name of Ruler	Event or Emirate
Sheikh Saeed bin Maktoum	Made Dubai a port and business friendly. He ruled from 1894 to 1906..
Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy upon his soul)	Ruler of Abu Dhabi from 1928 until 1966.
Sheikh Shakhbut bin Sultan Al Nahyan	Ruler of Dubai from 1912 – 1958, he led Dubai's growth into the 1950s.
Sheikh Maktoum bin Hasher	Ruler of Abu Dhabi from 1966 and the founder and first President of the UAE from 2 December 1971 until 2004.

☑ Activity 4: Checkpoint

Read the text below. Then list an achievement for each of the following institutions of the Trucial States period that occurred before the establishment of the UAE.

1939–1950s: World War II and its aftermath

Despite the political stability of the 1930s, the UAE's leaders and people faced new challenges as events developed on the world stage. In 1939, Germany invaded Poland, sparking the beginning of World War II. Although there was no fighting in the UAE, it did not escape the impact of the war. The airport in Sharjah became a base for the British Royal Air Force (RAF). It played an important role connecting British and American Forces in North Africa and India. Off the east coast, a German submarine was sunk by a British plane. The war meant that the sea routes to India were disrupted, affecting the import of food to the UAE. In the space of two years, from 1941 to 1943, rice tripled in price as a result of shortages. When Sheikh Zayed came to power, he ensured that all the country's wealth was used for developing the land and its people. Extreme poverty became a fact of life for many people.

The Trucial Scouts

Security was an important concern during these decades. In 1951, a local military force that was to become known as the Trucial Scouts was established. Initially, it had British Officers as well as officers from other Arab countries, like Jordan, and was headquartered at Sharjah Airport, then the only airport in the country. Initially consisting of fewer than 100 men, the force rapidly expanded. It was funded by the British Government but served the local rulers and people along with the newly formed local police forces. Its job was to preserve law



and order and to protect the country from attack. The local recruits benefited not just from regular salaries, but also from basic training and education. In 1971, it became the core of the UAE Armed Forces after the establishment of the UAE federation, and many of its soldiers later became high- ranking officers. 1950-1960.

The Emerging Trucial States

The aftermath of World War II brought profound changes to the Middle East and South Asia. India and Pakistan became independent from Britain in 1947. Sri Lanka followed a year later. British influence in the UAE also changed. This provided an opportunity for the beginnings of local government to emerge. In 1952 the Trucial States Council was established. This brought the rulers of the different emirates together twice a year to discuss a variety of topics, including nationality laws and travel documents. A Trucial States Development Fund was also created which helped the leaders plan future developments in infrastructure. Education and Health were a particular focus for investment. Although it was many decades before the formation of the Gulf Co-Operation Council, the countries of the Arabian Gulf assisted each other during this time. Kuwait provided important aid for the UAE, especially in health and education in the northern emirates. By 1959, modern schools existed in several places across the country. As education spread, the people became more aware of events elsewhere in the region. The concept of Arab nationalism, spreading across the Middle East, also helped to stimulate new ideas about the future. The political structure of the UAE also began to take shape. In 1952, Fujairah secured recognition as a separate emirate. This brought the number of emirates to seven. Increased political organisation, such as the Trucial States Council, and the possibility of oil in the country also brought renewed interest from Britain.

Institution	Achievement or Description of Role
Trucial Scouts	
Trucial Development Fund	
Trucial States Council	

Activity 5: Action Task

Read the text about the discovery of oil. Then, answer the questions by choosing either a, b, c, or d.

1960-1970: The Discovery of Oil

The people of the UAE had exploited various resources throughout their history. During the Umm an-Nar period (2500-2000 BCE), the copper of the al-Hajar mountains was sent to Mesopotamia, bringing great wealth to the country. The invention of the falaj in the Iron Age (1300–300 BCE) allowed people to access water buried deep in the ground to grow crops, such as dates. As a result, oases grew in al-Ain and other places. The pearling industry, which started over 7,000 years ago, flourished until the recent past. The country has, therefore, always had resources. When used carefully, they have provided wealth and opportunities for people. Oil is no different. It is only the

most recent natural resource to have transformed people's lives. As early as 1922, people were aware of the possibility that the UAE might contain vast quantities of this precious resource. This was important because a major change was occurring in the world's economy. The invention of the automobile and other industries meant that oil was in high demand. Foreign companies flocked to the UAE to obtain concession agreements. On 11th January 1939, Sheikh Shakhbut, then ruler of Abu Dhabi, signed a milestone concession agreement which permitted oil exploration by foreign companies for 75 years. World War II delayed the search for oil, but after the end of the war it began in earnest. In the 1950s, several wells were dug finding only minor traces of oil and gas. Then, in 1959, commercial quantities of oil were finally found at Umm Shaif, offshore from Abu Dhabi, and then onshore at Bab the next year. A few years later in 1966, oil was found in Dubai's offshore Fateh field, and production began in 1969. Sharjah followed, with the discovery of the offshore Mubarak field, where exports began in 1974.

1. In which year was Sharjah's airport established?			
a) 1919	**b)** 1932	**c)** 1945	**d)** 1954
2. In which year was the first oil concession for exploration of oil in the Emirate awarded?			
a) 1909	**b)** 1932	**c)** 1939	**d)** 1959
3. The first major commercially successful oil discoveries were made in which year?`			
a) 1909	**b)** 1932	**c)** 1939	**d)** 1959

4. What was a major cause of delay between the award of the first concession agreement to search for oil and the discovery of the first commercially successful oil fields?

a) World War I **b)** The Global Depression
c) World War II **d)** Lack of engineering support

5. The invention of a commercial process of cultivating pearls, known as cultured pearls, was developed in which decade and in which country?

a) China in the 1920 **b)** Japan in the 1920s.
c) The UK in the 1930s. **d)** China in the 1930s



Activity 6: Self-Assessment Task

List 5 new facts or achievements you have learned in this chapter and explain why they are important to the development of the history of the Emirates.

What I learned	Why it is important
1.	
2.	
3.	
4.	
5.	



Unit 7: The UAE Emerges

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- **Who are the founding fathers of the UAE?**
- **How has the UAE's economy changed in the last 50 years?**
- **What happened during the lead up to the birth of the UAE?**
- **What is the importance of Sheikh Zayed bin Sultan Al Nahyan's (may Allah have mercy upon his soul) role in the development of the country?**

Lesson 1: Sheikh Zayed and the UAE

- **Who are the Fathers of the Nation?**
- **What events happened during the lead up to the birth of the UAE?**



Key Vocabulary

crude oil

collaborate

innovative

ties

Activity 1: Thinking Task

Think about what you know about Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy upon his soul) and what you would like to know about him.
Complete the chart below.
Remember to leave the last column blank for now. You can complete this after you have finished the task.

What I know	What I would like to know	What I have learned



Activity 2: Thinking Task

Read the text and then look at the quote below from Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy upon his soul). What do you think he meant?

Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy upon his soul)

Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy upon his soul) was born in the Abu Dhabi Emirate around the year 1918. He was the youngest of the four sons of Sheikh Sultan bin Zayed Al Nahyan, who was the Ruler of Abu Dhabi from 1922 to 1926. During that time, Abu Dhabi was an undeveloped Emirate with an economy that depended mainly on fishing, pearl diving, and agriculture.

Growing up, the young Sheikh Zayed was able to gain a deep understanding of the land and people by travelling throughout the region and visiting tribesmen in desert areas. Sheikh Zayed eventually became the Ruler's representative in the Eastern region of Abu Dhabi, centred on the oasis of Al Ain, which is 160Km to the east of Abu Dhabi. As the Ruler's Representative, Sheikh Zayed was responsible for ruling over six villages and a nearby desert region. The development of Al Ain is credited to his insight, wisdom, and fairness. In Al Ain, he developed a basic administration system and personally funded the first modern school in the Abu Dhabi Emirate. He revised water ownership rights, increased agricultural development, and developed Al Ain into an important city for trade and farming.

In 1966, Sheikh Zayed became the Ruler of Abu Dhabi and focused a lot of attention on the development of the entire emirate. By this time, oil had been discovered in the region more than 30 years before. The first processed shipments of **crude oil** had been exported by 1962. The growing revenue from the oil industry enabled Sheikh Zayed to develop Abu Dhabi by building schools, hospitals, housing, and

internal infrastructure. In 1968, The British government announced that they would leave the Gulf Region. This prompted Sheikh Zayed to make a plan to develop the Trucial States into a new, self-governing federation. Heeding Sheikh Zayed's call, the seven emirates of the Trucial States **collaborated** to form the United Arab Emirates on December 2, 1971. Sheikh Zayed's leadership over the United Arab Emirates transformed the Trucial States into a powerful and **innovative** country that has overcome difficulties.

"A country is not measured by the size of its area on the map. A country is truly measured by its heritage and culture."

☑ Activity 3: Checkpoint

Read the text below and answer the multiple choice questions that follow.

Constitution

The Founding Fathers of the UAE had a well-defined mission in mind when they agreed to form the UAE. The preamble of the Constitution gives the reasons why the leaders decided to join and the goals that they hoped to achieve. The Constitution of the new country set out the organisation of the government, the role of the Supreme Council, and how the President, Vice President, and Prime Minister would be selected. Since its establishment on the 2nd of December 1971, the UAE had set a temporary constitution. In July 1996, the Federal Supreme Council made the provisional Constitution permanent, and the city of Abu Dhabi became the capital of the federation. The Constitution has 152 articles establishing a basis of the UAE and the

rights of citizens in ten areas. The UAE has five Federal Authorities: The Federal Supreme Council, the President and Vice President, the Cabinet, the Federal National Council, and the Federal Judicial Authority. The Federal Supreme Council is the highest constitutional authority in the country and consists of rulers of the seven emirates constituting the federation or their deputies in their emirates in case of the ruler's absence.

Each emirate has one single vote in the council. During the formation of the government, the first Cabinet was formed. The first Prime Minister was Sheikh Maktoum bin Rashid al-Maktoum, Crown Prince of Dubai. This was quickly followed by the creation of the country's parliament, the Federal National Council, with representatives from each of the seven emirates. Gradually, other elements were introduced such as the Union Defence Force in 1976 and the UAE Currency Board in 1973, which introduced the UAE Dirham.

The 1970s: Building a Federation

The Constitution of the new country set out the organisation of the government, the role of the Supreme Council, and how the President, Vice President and Prime Minister would be selected. The preamble to the Constitution incorporates modern ideas of representation and equality, but it is also based on the ancient traditions of the people. The preamble to the Constitution states that the rulers of the Emirates agreed to the Constitution because they were 'Desiring (also) to lay the foundation for federal rule in the coming years on a sound basis, corresponding to the realities and the capacities of the Emirates at the present time, enabling the Union, so far as possible, freely to achieve its goals, sustaining the identity of its Members'. The establishment of the federation of the UAE in December 1971 marked a turning point in the country's history.

1. The Constitution was written by _____.		
a) The British	**b)** Members of the Trucial States	**c)** The Founding Fathers
2. The main objective of the constitution was to _____.		
a) Explain the main rules of the political and constitutional organisation of the country.	**b)** Describe the geographical location of the UAE and its neighbouring states.	**c)** Identify the names of the rulers who designed the Constitution.
3. The Constitution specifically outlines:		
a) The organisation of the government and its role.	**b)** How the President, Vice President and Prime Minister are selected.	
4. The preamble to the Constitution can be found _____		
a) before the Constitution.	**b)** at the End of the Constitution	
5. The Preamble states that the UAE aims to become a _____.		
a) member of the United Nations	**b)** democratic regime in an Islamic and Arab society	**c)** major producer and exporter of oil

☑ Activity 3: Checkpoint

Read the text about Abu Musa Islands and then with a partner answer the questions that follow.

Greater and Lesser Tunb and Abu Musa Islands

The UAE and its neighbours throughout Arabia had long shared some similar cultures and traditions. In the late 1970s, however, the Gulf region was thrown into a turmoil. A revolution in Iran resulted in the removal of the Shah in early 1979. In late 1980, a war broke out between Iraq and Iran. During this conflict, both sides made attacks in the waters of the Arabian Gulf, which affected the UAE and its neighbours. In 1971, Great Britain withdrew from the Gulf region. After the withdrawal, the island of Abu Musa was divided between Iran and the emirate of Sharjah. However, on November 30th, 1971, Iran sent military forces to Abu Musa and took control of the two nearby Tunb islands. These islands have been occupied by Iran ever since and has been the cause of clashes between the two countries. During this time, regular meetings between leaders were often held to discuss a common approach to issues affecting the region, including the occupation by Iran of the UAE's three islands of Greater and Lesser Tunb and Abu Musa. Recognising the need for Arab states of the region to build even stronger **ties**, Sheikh Zayed hosted a summit conference in Abu Dhabi in May 1981. The result was the formation of the Gulf Co-operation Council (GCC). The members, besides the UAE, were Kuwait, Saudi Arabia, Bahrain, Qatar, and Oman.

1	Which UAE Emirate claimed ownership over Abu Musa island? _____
2	Which UAE Emirate claimed ownership over the Greater and Lesser Tunbs islands? _____
3	When was the GCC formed? _____
4	What does GCC stand for? _____



Lesson 2: Early Development of the Nation

- **How have ADNOC and ADIA contributed to the UAE's economy?**
- **How did the UAE's population change after the 1970's?**



Key Vocabulary

discover	**profit**
royalties	**dominate**
infrastructure	

Activity 1: Discussion Point

The discovery of oil led to the successful development of UAE infrastructure and society. With the development of the Abu Dhabi National Oil Company (ADNOC) and the Abu Dhabi Investment Authority (ADIA), how do you think the UAE was able to provide a better future for its citizens and residents?
Discuss your ideas with a partner.

☑ Activity 1: Checkpoint

Read the text below about the discovery of oil and then in your groups answer the questions that follow.

The Discovery of Oil

The first oil well, called the Murban-3, was completed in May of 1960, and began producing crude oil at a rate of 3674 barrels per day. More oil fields were quickly **discovered** and the revenue from the oil production started to grow dramatically. In 1971, ADNOC, the Abu Dhabi National Oil Company was created by Sheikh Zayed. ADNOC held the government's share in the country's oil industry.

Under earlier agreements, all gas belonged to the government and foreign oil companies owned the oil. These foreign companies were required to pay taxes and **royalties** on the oil that they owned. In 1973, ADNOC took a 25% share in the oil which increased to 60% in 1974. Currently, ADNOC manages and overseas the production of around three million barrels of oil per day – making it the twelfth largest oil producer in the world.

With the funding from the oil and gas industry, the government was able to enact massive improvements to the **infrastructure** of the country through socio-economic construction. Sheikh Zayed created the Abu Dhabi Investment Authority (ADIA) in 1976 with the

aim of reinvesting funds into the Emirate to help it grow. This allowed hospitals, schools and roads to be created which greatly improved the quality of life and increased positive aspects of the UAE's future. In Al Ain, the country's first university, United Arab Emirates University opened in 1977.

a) When were ADNOC and ADIA created?

b) What does ADNOC stand for?

c) How did ADNOC's share of oil **profits** change over time?

d) What was ADIA's mission?

e) What position does ADNOC hold in the production of oil worldwide?

f) How does ADNOC help to improve life in the UAE?

g) How were ADIA's investment returns used in the UAE?

h) Why is it important to have companies like ADNOC and ADIA? What do they tell us about the way the UAE is governed?

Activity 2: Research Task

Read the text about population growth. Then, use the internet to help you answer the questions below.

The Growing Population

With the discovery of oil and its profits, not only did the infrastructure of the country grow, but so did the population. It is estimated that the UAE had a population of 9.44 million in 2014 and the number is steadily increasing till this day. In the twentieth century, it was estimated that the emirates had a population of roughly 80,000 people. Literacy rates, life expectancy, health care and economic opportunities rose. The first formal population census was conducted in 1968 and indicated that the total population was over 180,000.

Due to the smart and strategic investments in oil and gas, initiated by Sheikh Zayed, the population growth of the UAE has been among the highest in the world with resources that fully support its inhabitants. This resulted in the UAE's population nearly quadrupling over the past 25 years.

1. Which Emirate started with the smallest population in 1975?

2. Which Emirate had the biggest population by 1995?

3. Which Emirate had the highest population growth from 1955 to 1975?

4. Which Emirate had the lowest population growth from 1955 to 1975?



☑ Activity 3: Checkpoint

Read the text and decide if the following statements are true or false.

Early Years of the UAE

Life in the early years of the UAE was dramatically different from UAE life today. Change has happened to rapidly revolutionize the economic and social landscape in a very short time. Initially, fishing, pearling, and regional trade **dominated** the Emirati workforce, however, as time went on, industries such as tourism, real estate, resource management, and technological fields dominate the UAE workforce.

As the country grew, it became more and more important to symbolize the unity of the seven Emirates. One way to do this was to create a national flag. The colors red, black, green, and white are the pan-Arab colors which have been linked historically to Arabs and Islamic faith for centuries. The colors not only represent Arab unity, but they also represent independence. The length of the flag was originally twice the width and was first used on the 2nd December 1971 when Sheikh Zayed bin Sultan al Nahyan hoisted the flag upon the declaration of the UAE Federation.

Place a tick or a cross next to the option you think is true or false		
1	The colors of the UAE flag had never been used before.	
2	Flag Day commemorates the declaration of the UAE Federation.	
3	Life in the UAE has not changed much over the last 50 years.	
4	The first time the flag was hoisted was on Sheikh Zayed's birthday.	

Activity 4: Thinking Task

Toward the beginning of the 20th century in the UAE, fishing, pearling, and trade were key sources of income for Emirati citizens.
Think about how the occupational field has changed over the years.
Think about the types of careers you see today and compare them to the past.
Complete the chart below with your observations.

Past Career Opportunities	Current Career Opportunities

Activity 5: Writing Task

UAE University was the first university in the United Arab Emirates. Currently, the UAE has over 95 public and private universities representing various countries and specialities. How has Sheikh Zayed's (may Allah have mercy upon his soul) vision impacted the educational system in the UAE?
How do you think it will further develop?

Activity 6: Discussion Point

The development of oil production in the UAE brought about massive changes in the infrastructure, society, and everyday life. One important aspect of the UAE's development is the educational foundation created by Sheikh Zayed. Read one of Sheikh Zayed's (may Allah have mercy upon his soul) most inspirational quotes below.

Discuss how this quote reflects the progress, innovation, and future of the UAE?

"The education of our people is a great wealth. We are proud of our educated nation because through knowledge and science we will open the horizons of a glorious future."



Lesson 3: The UAE from the 1990s to 2010

- How has the UAE grown and developed?
- How valuable is Sheikh Zayed's vision for the UAE?
- What morals and values distinguish the Emirati society?



Key Vocabulary

aid	combat
volunteer	global warming
peacekeeping	

Activity 1: Self-Assessment

Write down any three things you know about the history of the UAE.

Activity 3: Checkpoint

Read the text about the history of the UAE. Then, list three places of interest shown by Sheikh Zayed (may Allah have mercy upon his soul) in the history and archaeology of the UAE. State why each is important.

History in the UAE

By 1990, the United Arab Emirates had existed as a nation for nearly twenty years. Sheikh Zayed remained as the country's leader and President. Some of those who had helped him to form the federation, though, were beginning to pass away. New rulers came to power in Sharjah in 1972, Fujairah in 1974, and Umm al-Qaiwain and Ajman in 1981.

In 1990, Sheikh Zayed's close ally Sheikh Rashid of Dubai, died. As the UAE's first Vice President and Prime Minister for many years,

he had played a key role in the building of the new state. He was succeeded by his Crown Prince, Sheikh Maktoum bin Rashid. Sheikh Zayed combined his deep interest in the country's environment with a passion for its history. He recognized that the two were very closely linked. He also believed it was essential that people should learn about the past. He once said:

> *"History is a continuous chain of events. The present is only an extension of the past. He who does not know his past cannot make the best of his present and future, for it is from the past that we learn. The new generation should have a proper appreciation of the role played by their forefathers."*

It was natural, therefore, that he showed great interest in archaeology. When the first archaeologists arrived from Denmark in 1959 to work on Umm an-Nar island, he visited them. He asked lots of questions about what they were doing and what their discoveries meant. He also invited them to Al-Ain to look at the burial mounds on Jebel Hafit, later shown to be around 5,000 years old. He took them personally in 1962 to the great tomb at Hili.

In 1992, he established and funded the Abu Dhabi Islands Archaeological Survey (ADIAS). ADIAS studied the coast and islands of Abu Dhabi for 14 years and made many major discoveries, including the early monastery on Sir Bani Yas. Sheikh Zayed took particular interest in this site, as he saw it as an important part of the country's heritage and an example of the need for religious tolerance. Sheikh Zayed believed that today's Emiratis need to know how their ancestors lived and what resources they used. He believed that with this knowledge they would understand more about their modern lives and how lucky they were. He also believed that if people understood the need to protect the environment, a greater balance between Nature and Man could be achieved, not only for today but for generations to come.

Activity 4: Research Task

Read the text below then using the internet to search for information, complete the table to show any changes in the leadership of each Emirate between 1990s and 2010.

War in the Gulf

Regional events began to dominate the scene. The long war between Iraq and Iran came to an end in 1988, but in August 1990 Iraq invaded and occupied its neighbour, Kuwait. Its leader, Saddam Hussein, also made threats against the UAE. Thousands of Kuwaitis were welcomed as refugees to the UAE. Sheikh Zayed immediately recognized the need for a firm response. Through the GCC, the UAE was committed to support its fellow member, Kuwait.

The UAE joined an international coalition, led by the United States. In February 1991, UAE planes and ground forces took part in the campaign to liberate Kuwait. The conflict itself did not reach the territory of the UAE, but it had a dramatic effect. Emiratis responded with a show of loyalty and thousands of young men **volunteered** for the armed forces. Many UAE women did the same, leading to the formation of the first women's military units, the first of their kind in the Arab world. During the 1990s, a major program to expand and develop the UAE Armed Forces was initiated. New equipment was purchased, numbers of recruits were increased, and the level of training was improved. Much of the program was directed by Abu Dhabi's Crown Prince, Sheikh Khalifa bin Zayed, who was also Deputy Supreme Commander of the UAE Armed Forces. It was implemented by another son of the president, Sheikh Mohamed bin Zayed al-Nahyan, who became Chief of Staff in 1993. Sheikh Mohamed later succeeded Sheikh Khalifa as Crown Prince and Deputy Supreme Commander when Sheikh Zayed died.

Emirate	Leader in 1990	Current Leader

☑ Activity 5: Checkpoint

Read the text below then with a partner write a brief description of each key word (where they are or what they do).

Peacekeeping and International Aid



Following the war to liberate Kuwait, the UAE's armed forces began to take a more active role in **peacekeeping** operations overseas at the direction of Sheikh Zayed. In 1993, the UAE was part of the United Nations peacekeeping force in Somalia. In 1999, troops were sent to join the international peacekeeping force in Kosovo, which marked the first time they had been actively deployed outside the region. In 2007, UAE forces were also sent to Afghanistan.

In all of these operations, the focus was on helping people suffering from conflict. Sheikh Zayed had always stressed that the UAE had a duty to help those in need, not only inside the Emirates but in the world at large. Back in 1971, the country's first overseas aid agency, the Abu Dhabi Fund for Development (ADFD), was founded. Its mission was to give grants or loans to developing countries in order to combat **poverty**. Some projects were simple, like drilling wells or building houses. Others were major infrastructure schemes, like dams and road networks. Besides its own projects, ADFD was also given the job of managing grants given directly by the UAE Government. Over the years, nearly sixty countries have benefited from over 10 billion dirhams of grants and loans. ADFD was not the only aid organisation in the UAE. Another important development was the establishment of the UAE Red Crescent.

Key Word	Description
ADFD	
United Nations Peacekeeping Force	
Somalia	
Kosovo	
UAE Red Crescent	

Activity 6: Writing Task

Read the text about Shaikh Zayed (may Allah have mercy upon his soul) and his caring and leadership for the environment. Describe three key areas of environmental preservation that he encouraged.

The UAE and Climate Change



The man-made threats to the environment are a major concern. When gas is burned in the oil fields, the atmosphere is polluted. This, in turn, has an effect on the phenomenon known as **global warming**. Scientists believe that this will lead to a change in the world's climate. Temperatures will increase, meaning that many areas will become unsuitable for human settlement. A warmer climate also leads to the melting of the ice at the Poles, and a rise in sea levels. This is a global problem. But it is one that directly affects the UAE, too.

Over 80 per cent of the UAE's population lives in towns and cities on the coast. A rising sea level would cause enormous damage. The UAE cannot tackle this issue alone. It can, however, take its own steps to control the impact of its industries. In the late 1990s, Sheikh Zayed gave orders that the burning of gas in Abu Dhabi's oilfields was to be stopped. Over the next few years, the practice was nearly eliminated. Today, the UAE is one of the world's leaders in what is known as renewable energy. This means using sources of energy that do not run out, like solar power (using the sun) or wind energy.

Masdar, the Abu Dhabi Future Energy Company, formed in 2006, is a leader in research on this subject, working with top experts and companies from around the world. The UAE's wealth from oil and gas has allowed the country to develop, and there is still plenty of oil left. One estimate says that the country can continue to produce at the same rate for nearly 100 years. Even so, the UAE is looking towards a future beyond oil. That is something that matters not just to the UAE, but to the whole of the planet.

Sustainability and the Environment



These developments continued to change the face of the Emirates. The cities were getting bigger, trade was expanding, and the economy was growing. By 2000, the country's population had grown to over 3 million, nearly 70 percent larger than it had been a decade before. By early 2018, it was nearly 10 million. One result of this rapid growth was increasing pressure on the natural environment. New roads and towns were being built, and investment in agriculture and in industry used more and more water. Only a little rain falls in the UAE every year, and, as a result, there was enormous pressure on

water supplies. The number of fishing boats was increasing, and so too was the number of fish being caught. Some animals living in the UAE's waters, like the dugong, are under threat worldwide.

In the past, when the UAE had a much smaller population, there was a balance between man and the environment. With a much larger population, it became clear that enormous pressure was being placed on the country's natural resources. Unless something was done, there would be long-term damage. Sheikh Zayed understood the environment. It was something he had learned as a boy. Years before, he had given up hunting with guns, because he saw that wildlife like gazelles and Arabian oryx were being wiped out.

Zayed and the Environment

Today, everyone in the UAE recognizes the need to protect the UAE's environment and heritage. Great efforts are made to ensure that natural resources are preserved as far as possible. That was not always the case in the past. However, Sheikh Zayed was a man ahead of his time. As a senior official once said, *"Zayed was an environmentalist before it became fashionable."* His concern for nature began when he was a young man. He explained this in a book he wrote on falconry:

> *One day I set out on a hunting expedition in open country. My game was a large herd of gazelles spread over a wide area. I followed them and began shooting. Three hours later, I stopped to count my bag, and found I had shot fourteen gazelles... I realized that hunting with a gun was no more than an outright attack on animals, and a cause of their rapid extinction. I changed my mind and decided to restrict myself to falconry only.*

Sheikh Zayed understood the connection between the environment and the people. We cherish our environment because it is an integral part of our country, our history and our heritage. On land and in the

sea, our forefathers lived and survived in this environment. They were able to do so only because they recognized the need to conserve it, to take from it only what they needed to live, and to preserve it for succeeding generations.

Sheikh Zayed was born into a world where the relationship between man and nature was crucial. The skills of the nomadic Bedu in the desert were key to survival. Knowing how to find good pasture and water were very important skills, as was knowing which plants and animals provided medicines and food.

In the early 1960s, he realized that the Arabian oryx was on the verge of extinction. He arranged for the capture of a few animals to rebuild the population. The survival of the oryx is guaranteed. Sheikh Zayed also set up a group of rangers who patrolled the deserts to control hunting. The numbers of gazelles and hares quickly recovered. He later introduced the UAE's first Hunting Law to protect the country's wildlife.

He led the global campaign to teach falconers about conservation. He supported efforts to breed falcons and their prey, houbara, in captivity, which reduced the impact of falconry on wild birds. In 1996, the Environmental Research and Wildlife Development Agency (ERWDA) was established. It was later renamed the Environment Agency – Abu Dhabi (EAD). Its first task was to carry out surveys to learn more about the landscape and wildlife. Only then would it be possible to identify the threats.

Over the years, new laws were introduced to protect wildlife. Rules were introduced to control fisheries, since the numbers of some popular fish species had collapsed because of too much fishing. Some important areas, both on land and at sea, were declared as nature reserves.

Activity 7: Discussion Point

Read the text about UAE leaders. In groups discuss the changes in leadership of the UAE that occurred after the year 2000.

2004: The Death of Sheikh Zayed and New Leaders

On 2nd November 2004, Sheikh Zayed died. He had served as President for 33 years and for 38 years as Ruler of Abu Dhabi. Of the other rulers who had established the UAE with Sheikh Zayed, only Sheikh Saqr bin Mohammed al-Qasimi of Ra's al-Khaimah remained. The task of building upon his legacy passed to a new generation of leaders. The death of Sheikh Zayed was marked with an outpouring of grief by UAE citizens and expatriate residents.

He had become known as 'Baba Zayed' (Father Zayed) and had earned the nickname,' The Father of the Nation.' Crown Prince Sheikh Khalifa succeeded his father as Ruler of Abu Dhabi. At a meeting the next day, the members of the Supreme Council of Rulers swiftly chose him as the new President. In his first address to his people, Sheikh Khalifa acknowledged the debt that he owed to his father.

Sheikh Khalifa already had extensive experience in government. He had become Abu Dhabi's Crown Prince as early as 1969 and was later the Chairman of the Abu Dhabi Executive Council. He also served as the Chairman of the Abu Dhabi Supreme Petroleum Council and Deputy Supreme Commander of the UAE Armed Forces. A little over a year later, in early 2006, the Vice President Sheikh Maktoum, also died. His younger brother Sheikh Mohammed bin Rashid al-Maktoum succeeded him. He became Vice President and Prime Minister and Ruler of Dubai. In Abu Dhabi, meanwhile, Sheikh Mohamed bin Zayed had succeeded Sheikh Khalifa as Crown Prince and Deputy Supreme Commander of the UAE Armed Forces. With a new generation of rulers, the UAE continues to prosper, building upon the leadership of Sheikh Zayed.

Activity 8: Writing Task

Write a reflection on what key moral virtues are valued and distinguished in Emirati society. List at least five key words and highlight or colour them to give them emphasis in your writing. (Write at least 50 words)

Lesson 4: Heritage Project

- How has your Emirate developed in the last 10 years?
- What is your Emirate most known for?



Project: Choose one of the topics in the lessons and research more about it. Then, make a presentation of that topic.

Step 1:

Choose one of the towns or cities of the UAE to learn more about. Focus on its importance to its Emirate and its contribution and interconnection with the country and the world.

The following are suggested; however, many other towns and cities may be chosen. Consult with your teacher on your selection.

Ras Al-Khaimah (historic name: Julfar)	Dibba Al-Fujairah	Dibba al-Hisn
Fujairah	Khor Fakkan	Kalba
Dhaid	Hatta	Al Ain
Al Khaznah	Al Mafraq	Abu Dhabi
Madinat Zayed	Umm Al Quwain	Ajman
Sharjah	Dubai	Jebel Ali
Liwa Oasis	Ruwais	Ghayati

Step 2:

Use the Internet or other sources to find information about your topic. Make sure to find information to do the following:

1. Describe your Emirate:

1. What is the town or city best known for?

2. How has the town changed over time?

3. What local government institutions and services may be found there? For example, schools, hospitals, libraries, colleges, or other public services and buildings.

4. What parts of the town or city would you show a first-time visitor to the UAE?

5. Why do you think this town or city is valuable to Emirati heritage and society?

Step 3:
Find some pictures or videos that will help you in your presentation.

Step 4:
Using presentation software or a web site, prepare a presentation. In your presentation, remember to:

- use large print in your presentation slides
- not put too much information on one slide
- use Step 2 above as an organisation for your presentation
- use pictures on your slides
- keep any videos that you use very short
- use colours and designs that fit your topic

Step 5:
Listen to your classmates' presentations can answer the questions below.

1. Name 2 important points that the speaker mentioned.

1. What did the speaker do well in the presentation?

2. What could the speaker improve on?

3. Prepare one question for the speaker.

Step 6: Reflection
Write about what you learned about Emirati cities through preparing your presentation.

Student's notes

Student's notes