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MORAL, SOCIAL AND CULTURAL STUDIES



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06

Moral, Social and Cultural Studies

Student Book

Grade 6

Volume 2

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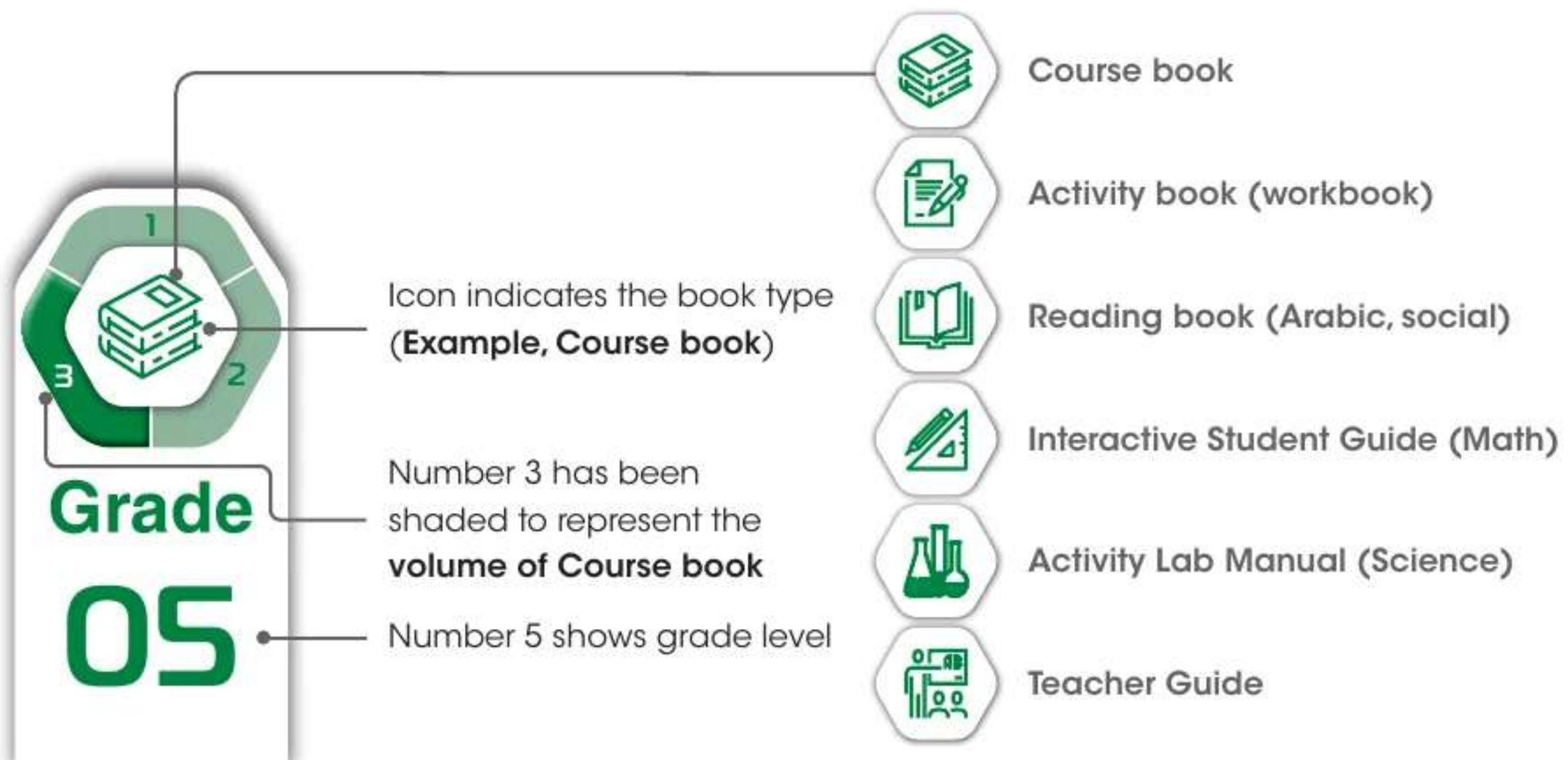
Those who take the lead take it by doing three things. First, science to be able to manoeuvre; second, knowledge to be able to heavily invest in education; and third, a very wise leadership with a clear vision and a roadmap to the right direction.

”

His Highness Sheikh Mohammed bin Zayed Al Nahyan

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Unit 4

Respect and Tolerance in a Diverse Community

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How can we best recognise, respect and understand cultural diversity?

What is culture? Is culture fluid or fixed?

How does culture influence our identity?

Why is it important to consider multiple perspectives?

How can we recognise and challenge prejudice?

How can we demonstrate solidarity?

Lesson 1

Tolerance and Its Relation to Diversity

Why is it important to respect the beliefs, values and traditions of others?

How can talking about our own prejudices help us to overcome them?

Key Vocabulary

culture

cultural significance

attitude

communication

Activity 1

Go around your class, talking to classmates about their interests and culture. You might be surprised to discover new things about your fellow students.



Activity 2

Read the text about respecting other cultures and then answer the questions that follow.

Great Idea

No matter where you live in the world, there are chances to meet people from other cultures and backgrounds. Our knowledge of our own culture comes from our family, friends, school and society. However, our experience of this culture depends on a range of factors including gender, social class, intellectual and physical abilities and age. Our views are shaped by our surroundings, and as young children we assume that everyone in the world looks, thinks and behaves just like we do. As we grow, we realise that this is not the case. The world is made up of people with different backgrounds and cultures from ours. It is important to acknowledge our similarities and understand our differences.

Respect and tolerance of other cultures is not about changing people's views to see, think and behave like ourselves. Rather, it is about exploring and getting to know the differences that exist among us. Many believe that the key to making world peace possible is respect and tolerance to our differences.

The more we know and understand about other cultures, the easier it is for us to show them tolerance and respect.



a. In your group, complete the table below.

Elements of Culture	Emirati Culture	Another Culture
Dress and Appearance		
Communication and Language		
Food and Eating Habits		
Beliefs and Values		
Arts and Literature		

b. Did you notice differences between cultures?

c. Why should you respect and tolerate those differences?

Activity 3

Read the article about the United Nations Declaration of Human Rights then answer the questions.

Paris, 1948

The Universal Declaration of Human Rights (UDHR) was adopted by the General Assembly of the United Nations. This document outlined the basic rights that all human beings are entitled to regardless of their gender, socio-economic status, beliefs, nationality or race. The UDHR has been translated into more than 500 languages, making it the most translated document in the world, according to the Guinness World Records and the United Nations.. The document consists of 30 'articles' or parts, here are some of them:

- **Article 02:** Freedom from discrimination
- **Article 19:** Freedom of opinion and information
- **Article 26:** Right to education
- **Article 27:** The right to participate in the cultural life and traditions of your community

a. Why was the UDHR created?

b. Why was Article 27 included in the UDHR?

c. How do the other articles relate to culture?

Activity 4

Equality on a national level

We think of a person's culture as being the clothes, music, literature, food and holidays that are shared by that their community, but it is much more. It is also the customs, traditions, beliefs and artefacts of a society. We can say that culture is a combination of thoughts, feelings and attitudes that are shared by a group. We see part of it, but the rest is deeper.

a. How does the metaphor of the iceberg help us better understand the nature of culture?

b. List some of the deeper aspects of cultures. Then recommend ways of getting to know them.



Activity 5

The UAE has become one of the top international holiday destinations in recent years. Draw a picture for tourists showing a symbol of Emirati cultural heritage. Consider the following:

- ✦ Why you chose this item
- ✦ Why it is important to you
- ✦ What cultural significance it has



Lesson 2

How Tolerance Appears in Society

How do social backgrounds affect tolerance, respect and equality between people?

How can we show respect for differences while treating peers as equals in interactions in the classroom and school?

Key Vocabulary

diversity

snap judgment

multiple perspectives

policy

Activity 1

You are about to meet two visitors to your class. Think about what questions you can ask to find out more about them and their culture. But take note that the visitors can only answer ‘yes’ or ‘no’ to your questions. Think of a few questions before your teacher introduces them.



Key Fact

Africa is home to over 2,000 languages—about one-third of the world’s total—making it the most linguistically diverse continent on Earth.

Activity 2

Read the story “The Boots” then discuss the questions that follow.

The Boots

Khaled wasn’t listening to the teacher. He was staring at his new trainers. Their school had a strict uniform policy except for shoes. You could wear whatever you wanted on your feet, and Khaled was determined to make the most of that. He thought his whole personality was reflected in his bright blue trainers. School

was hard work but at least his trainers were interesting. Suddenly, the teacher was introducing a new boy. Khaled looked up. Abdallah stood in front of the class, shuffling nervously from foot to foot, but Abdallah wasn't wearing bright trainers like him. He was wearing ordinary solid black boots, covered in dust.

"I don't think he's a very interesting person," thought Khaled. He wouldn't bother trying to make friends with Abdallah.

Later that day, after spending a long time on his homework, Khaled went outside to play with his friends. Khaled spotted a little figure walking towards one of the small houses at the end of his street. He had a school bag swinging on his shoulder.

"Who is coming home from school so late?" he wondered. He watched as the figure reached his front door and sat down on the step, exhausted.

"It's Abdallah!" Khaled realised. As soon as he sat down, Abdallah reached for his feet and ripped off his boots. Khaled felt a strange discomfort in the pit of his stomach. "No wonder he wears those boots. He has to walk for so long!" thought Khaled. "I thought it was because he wasn't interesting..."

Khaled left his friends and wandered over to meet Abdallah properly.



a. Why do you think Khaled thought shoes were so important?

b. What was Khaled's first impression of Abdallah?

c. Why do you think he made such a snap judgment?

d. "Khaled felt a strange discomfort." What do you think this line from the story means?

e. Can you think of a time when you made a snap judgment about someone but then changed your mind once you got to know them a bit better?

Activity 3

Read about diversity in schools of the UAE then answer the question.



The UAE recognises the importance of preparing its students for the diversity they will meet in their future careers. “We have to prepare our students for rapid change and working collaboratively with people they have never met before,” said one teacher. “We are proud of the diversity and tolerance that exists in our school community,” he said. “For the learners in our classrooms, it is normal for them to work together with other students from different parts of the world with multiple perspectives. This encourages them to think flexibly, to be balanced and open-minded, and inter-culturally aware.”

How does diversity at young age affect being a global citizen?

Activity 4

Stand in a circle and examine your potato carefully. Does it have any special features? Any particular lumps or bumps? Pay special attention to its shape

and size. Put your potato in the sack with all the other ones. When they are spread out on the floor, see if you can identify the potato that belonged to you!

Key Fact

Did you know there are over 4,500 different types of potatoes in the world? Think of all that diversity among just one type of vegetable!

Activity 5

Diversity involves respect for difference. We are all different. And we all have different skills. By working together and learning from each other, we can achieve many things.

a. What skills and qualities do you have?

b. What would you like to learn about and benefit from different cultures?

Lesson 3

Exploring Our Own Beliefs and Attitudes

Who can help us to understand the beliefs, values and traditions of others?

How can having a diverse group of people working together be better for a business or country?

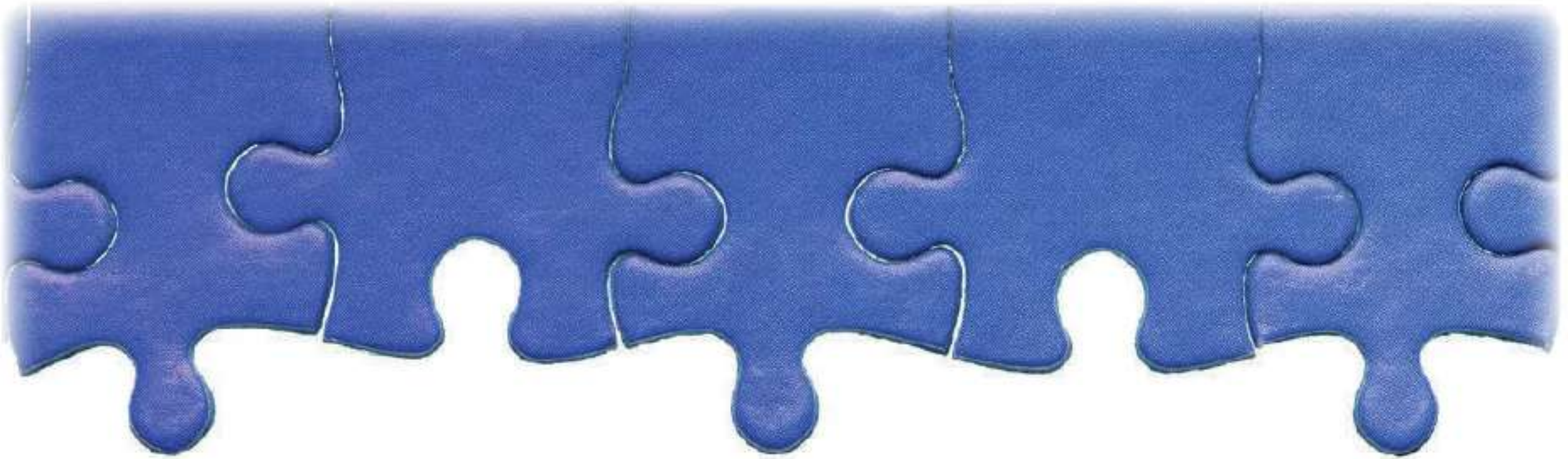
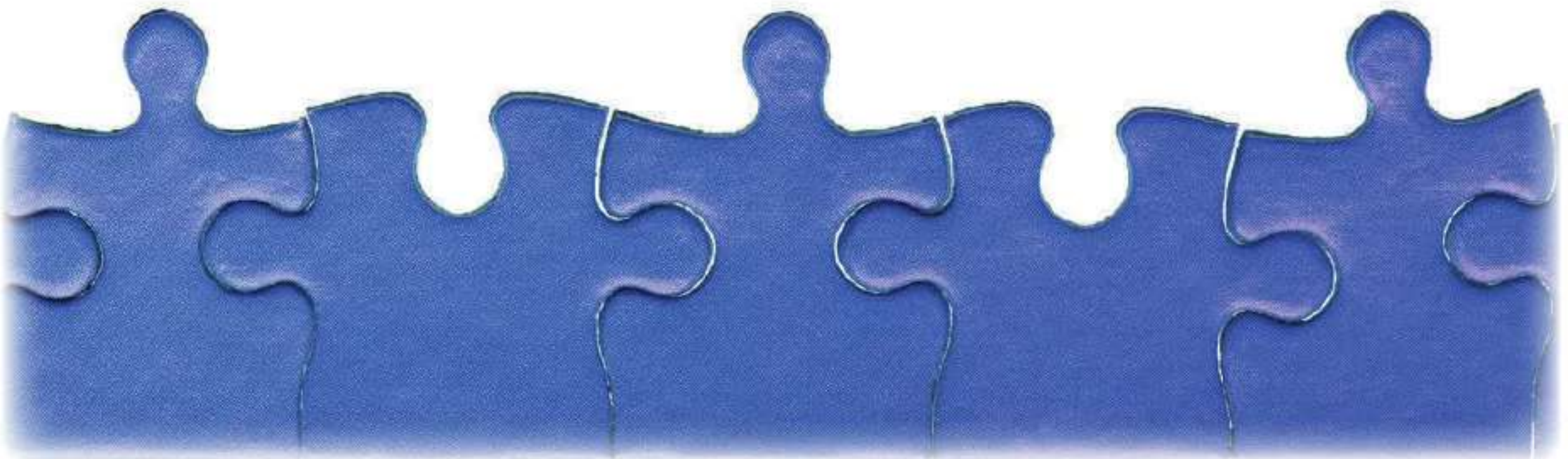
Key Vocabulary

enriched culture

tolerance

Activity 1

Look at the image of an incomplete jigsaw puzzle. What do you think is missing from the picture? Draw what you think the whole picture should look like. Then share your images. Are any of the images the same?



“To be creative is to add something new to life as opposed to being a passive part of it.” – His Highness Mohammed Bin Rashid al Maktoum

Activity 2

Read the account of one student's experience at school then answer the questions that follow.

When I look back on my school days, I realise that tolerance and acceptance made those years bearable for me, and many of my classmates. I remember one teacher in particular. She was funny and patient and she made everyone in the room feel as if they were the best student there—me included.

In 5th Grade, I realised that I was struggling with even the easiest tasks in school. I was soon diagnosed with a learning disability called dyslexia. Dyslexia means that things like reading, spelling and writing are very difficult. It meant that other lessons were hard for me too, as I couldn't read the books. It made me different from the 'typical' student. My teachers explained that I would need extra help. I announced to the class what was happening and instead of making fun of me, as I had feared, the other kids were great.

I discovered something that day—we're all different. One girl confessed how hard school had been for her before she started to wear glasses. Another student said he had struggled because he was from another country and had trouble learning the language. Yet another said that his poor family struggled to pay for his school supplies.

The teachers and students at my school helped me realise that being different is not necessarily a disadvantage.



a. Why does the writer say acceptance and tolerance made his school years bearable?

b. What role should teachers play in creating a tolerant environment for students?

c. Why do you think the writer says that being different can be an advantage?

d. How would you describe a 'typical' student?

Activity 3

Read the article about how diversity enhances the workplace then answer the question that follows.

Years of research have shown that diverse groups of people are more innovative than groups made up of people with similar backgrounds. If you think about it, it makes sense because you need diverse expertise to build something like an aeroplane.

An aeronautical team consists of engineers, physicists, designers and mechanics. All of these experts are needed to complete the project. Multiple perspectives improve creativity, and this can lead to better problem-solving in groups. When people come together from different backgrounds, they bring a variety of opinions, information and perspectives. When designing a house, for instance, a male and a female architect will have different perspectives and that will result in a better designed house.



In addition to building an aeroplane, can you think of other projects where multiple perspectives are needed to achieve a task?

Activity 4

Read about the enriched culture of Dubai and answer the following questions.



Dubai has built its reputation around being open to different ideas and ways of doing things. This has enabled it to become a global centre for innovation, tourism and business.

Living and working in an environment of open-mindedness and tolerance has given many the confidence to discover their true calling in life. This is because they know that they will be supported

and nurtured in their endeavours. Dubai's spirit of freedom has enriched the lives of so many individuals.

- a. How do different cultures enrich life in Dubai and how does Dubai enrich the lives of many individuals?

- b. How would an international company benefit from diverse employees?

Activity 5

Think about what makes you different or unique from other people in your class. Write two sentences about what you are most proud of.



Lesson 4

Recognising Prejudice in Society

Why do you think people can sometimes be mean to each other?
Why do you think some people have prejudices against other countries?

Key Vocabulary

prejudice

sympathies

Activity 1

Have you ever asked yourself questions like these: Why is the popular group of students teasing that new kid? How come he never gets picked to play on the team? Why are those kids drawing on her new bag?

How would you answer these questions?



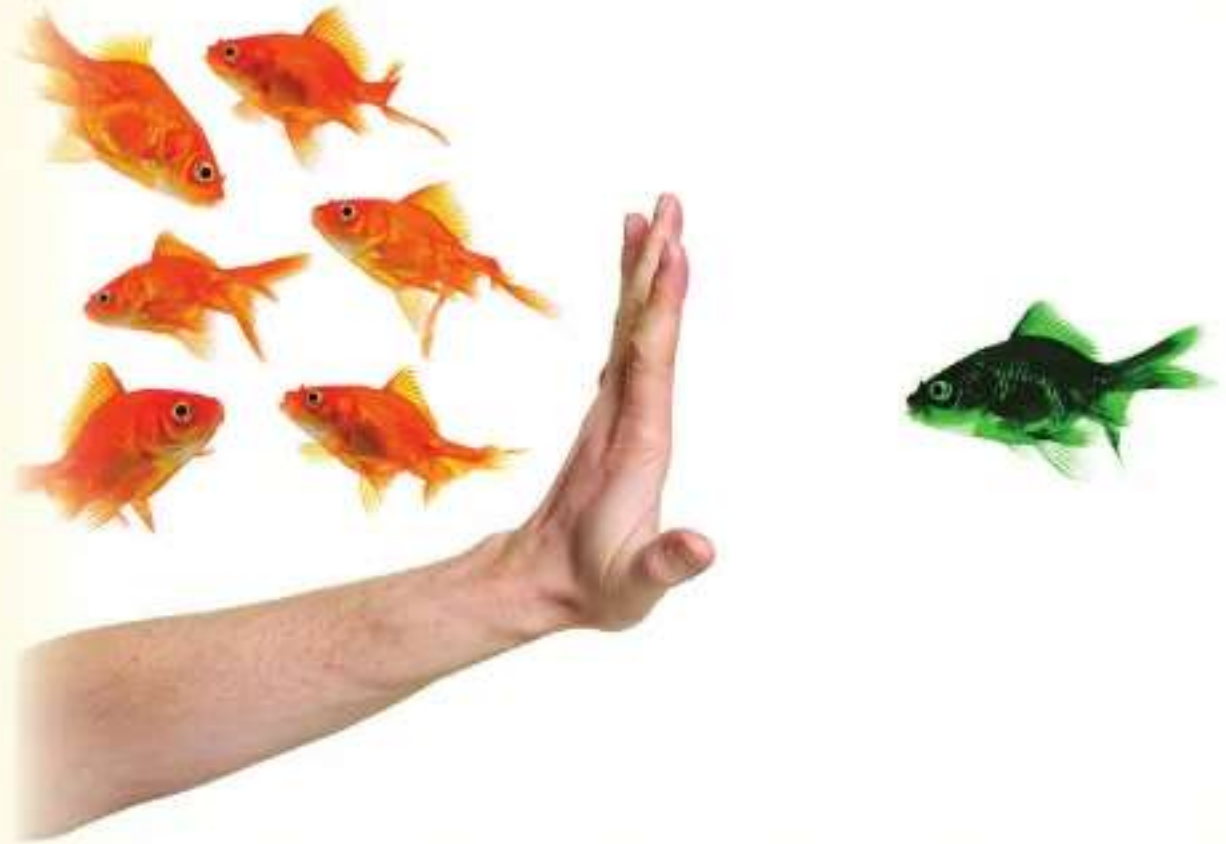
Activity 2

Read the story about prejudice then answer the questions that follow.

Long ago, people used to be afraid of others who wore different clothes, had different facial features, or who did things in a different way. Long ago, there were no cars or aeroplanes either. That meant that people didn't have the means of transport to travel and meet different people. They usually stayed in the place where they were born, with the same people they had grown up with and never saw an unfamiliar face or tried unfamiliar food. It's no wonder then that people were afraid when they saw strangers from neighbouring communities. They probably thought they were there to rob them! Maybe we have even heard stories that have been passed down through the generations about 'bad' people from faraway places.

Nowadays, we all have the freedom and the ability to visit or live in different places. Therefore, we are constantly meeting new people from different backgrounds. Not only are we meeting different people in real life, but we are also getting to know the world through television and social media. Documentaries and TV shows enable us to learn about other cultures and social media provides us with even more information.

Never before have people from all over the world been so close. We live and work side by side, so we need to respect each other's differences and overcome any prejudices that we have.



a. “It’s no wonder they were afraid.” Why do you think the writer said this?

b. If the neighbouring communities had an opportunity to get to know each other, what do you think might have happened?

c. What role do you think the media has played in helping diverse groups of people get to know each other?

Activity 3

Read the story about prejudice then answer the questions that follow.

Last year, Jack joined our class. His family had recently moved to Abu Dhabi from the United States. I had never met anyone from America before. To be honest, I wasn't expecting much. My uncle Mustapha says that most Americans eat unhealthy foods and watch TV all day. As he's my favourite uncle, I tend to believe what he says.



One day, the teacher put Jack next to me in class. During our lunchbreak, we sat together, and he told me that his favourite hobby is indoor wall climbing. "That's my all-time favourite thing too!" I said. Jack told me that his mother worries he might fall, and we laughed because mine does too. Jack told me that he hardly ever watches TV and prefers to read. I told him what my uncle said about Americans eating unhealthy food. Jack said that some Americans do eat unhealthy food but that many don't. His family are vegetarian, and his mother hardly ever lets him eat sugar. I sympathised because mine is very strict about treats too. It turns out that Jack and I have a lot in common and we are now best friends. These days when I meet new people, I try to judge them after I get to know them, not before.

a. Why do you think the writer had this view of Americans? Was he right?

- b. The writer says that he believed his uncle because he was his “favourite uncle.” What lesson can we learn from this?

Activity 4

Share in this walking debate where you vote with your feet. Remember, this is not like other subjects, there are no right or wrong answers, and you can change your mind about a statement at any time.



Activity 5

List five cultures in the order you like them best. Then prepare your project for the next lesson.

1. _____
2. _____
3. _____
4. _____
5. _____

Lesson 5

Whole School Approach to Cultural Diversity

As a school, what can we do to show our tolerance for diversity?
What are some ways that countries celebrate diversity?

Key Vocabulary

anti-racism

audit



Activity 1

What are some of the things you have in common with the other people in your group? Write a list and stick them on an umbrella. What are some things that make you unique? After you have answered those two questions, think about the rest of the school. What do you have in common with students in other grade levels?



Activity 2

Read the text about diversity in schools then answer the questions that follow.

One day a teacher decided to teach their class about diversity. “Diversity?” asked one child. “There’s no diversity in this school. We’re all the same, aren’t we?”

“It’s great that you think that Ibrahim,” said the teacher. “We are all equal in the school, but we are not the same. Why don’t we do an audit to find out just how diverse the school is?”



The class got together and made a questionnaire to give to all the teachers and students in the school. The questionnaire included questions like ‘What language do you speak at home?’, ‘What country were you born in?’, and ‘What country were your parents born in?’ There were also questions about gender and abilities.

When the survey was complete, Ibrahim was surprised to see how diverse his school was. There were children from different countries and cultures, children of determination, children with learning difficulties, children with different native languages.

“So, Ibrahim,” said the teacher. “With all of this diversity, we have a lot to learn in this school, don’t you agree?”

a. How important is it for students to know how diverse their school is?

b. You probably know how diverse your class is, but do you know how diverse your school is? Create a questionnaire and do a school audit to find out.

Activity 3

In a school where diversity is embraced, no student should feel excluded or unappreciated. We have learned that tolerance is key to making school feel like a place where students come together to learn about the world and learn how to become the happy citizens of tomorrow's world.

You can ensure that your school is accepting and tolerant of differences by writing a school charter. While writing, think about all the things that may make a student feel uncomfortable in school and then write a rule to make sure this doesn't happen.

- a. Make your own Anti-Bullying and Anti-Racism Charter.

In our school, we make a commitment to:

- b. What do you think is the most important statement in your charter? Why?

Activity 4

Read the article about how one school in the UAE celebrated diversity.

World Day for Cultural Diversity is celebrated on May 21 each year and many schools across the emirates hold international days to celebrate multiculturalism.

In one Dubai school, visitors were greeted with lots of colours, music and cultures. The school has students from about 90 different countries, so there is quite a multicultural mix. They decorated the classrooms in themes celebrating the culture and heritage of students from different countries.

“Our class is representing Costa Rica, so we decorated the room in a way that would give people an idea about the country,” said one student, who was wearing the national attire of that country. Costa Rica has five active volcanoes and dozens of inactive ones, so students made model volcanoes. They also displayed some of the food and traditions associated with the country.

“I didn’t know a lot about the country before we prepared for this event,” said another student. “But I’ve learned a lot over the past few weeks.”

Elsewhere, visitors were treated to performances of traditional dance from Pakistan, Syria, Lebanon and India. Visitors to the classrooms were served traditional sweets and coffees associated with the different countries.

a. What did students learn about other cultures by organising this event?

- b. Do events that celebrate multiculturalism promote tolerance and help people overcome their prejudices?

- c. Read what HH Sheikh Mohammed bin Rashid Al Maktoum said on International Tolerance Day, November 16, 2017:

"We should be proud of being a nation where different nationalities are living in peace and harmony. With true love and tolerance, all live and work together to build their children's future without fear of intolerance and hatred or racial discrimination or distinctions based on colour, religion, race or ethnicity."

How does this quote make you feel?

Key Fact

The pedestrian bridge over the Dubai Water Canal has been named Tolerance Bridge. Announcing the name via Twitter, Sheikh Mohammed said bridges in the UAE connect humanity "literally and metaphorically."

Activity 5

Present the project you started in Lesson 5.

"Diversity is the one true thing we all have in common. Celebrate it every day." - Anonymous

Unit 5

How the UAE Grew into a Diverse, Inclusive Society

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How did the UAE develop into a culturally diverse society over the decades?

What do we mean by cultural heritage and multiculturalism?

Why has Emirati culture changed over time?

How do museums, art galleries, archives and other bodies maintain cultural heritage?

How does the past inform our future?

What is cultural competence?

Lesson 1

Museums in the UAE

How can museums help us to become more tolerant and understanding of other cultures?

What kind of museums do you know about in the UAE?

Key Vocabulary

museum

archaeology

heritage

culture



Activity 1

Museums tell us about our past and our heritage.

- a. Explain the definition of a museum in your own words. A museum is:

- b. Identify these three famous museums by matching each one of them to its name.



a. The British Museum
London, UK



b. Museum of Islamic
Civilisation
Sharjah, UAE



c. Louvre Abu Dhabi
Abu Dhabi, UAE

Activity 2

Read the story Zafar's Visit to the Sharjah Museum of Islamic Civilisation, then answer the questions that follow.

Zafar's Visit to the Sharjah Museum of Islamic Civilisation

Zafar thought his father had strange ideas for a good family day out. He was hoping they'd go to the zoo. Or maybe to the park. Or perhaps they'd go to the new shopping mall with the exciting new tablets on sale. His old tablet was practically an antique by now. It was time for an upgrade. But no!

"We're going to the Sharjah Museum," his father announced. "It'll be great."

"Maybe they'll display my tablet," Zafar suggested, pointing to his cracked screen and loose cable.

"You'll see plenty of antiques there," his father replied, laughing. "It's good for you to learn about your past and your culture."

"I remember the past," Zafar protested. "I remember hearing that this tablet was made many decades ago."

As they walked along Corniche Street, Zafar finally accepted that he wasn't going to get a new tablet.

The building was very impressive. Zafar was ready to admit that. Not as impressive as a new tablet. But impressive nonetheless, with its beautiful golden dome shining in the midday sun.

"Museums illuminate the past for us," his father was saying as they walked into the grand building. "There are people from all over the world living in the UAE now. We welcome them and respect their cultures. But we should also

respect our own culture. Modern life changes so quickly that we sometimes forget where we've come from."

"We've come from home," Zafar said, puzzled.

"I mean our heritage, our culture," his father said. "Look at all the exhibits here. These are all part of who you are. It's the greatest collection of Islamic artefacts in the world."

Although the building was impressive, that didn't prepare Zafar for the beauty of the objects on display in the museum. From the rare manuscripts in the Abu Bakr Gallery of Islamic Faith to the paintings and metalwork in the gallery, everywhere he looked, Zafar saw something that made him proud of his heritage.



His father, a successful businessman in the city, was most impressed by the collection of Islamic coins. But for Zafar, the highlight was the Ibn Al-Haytham Gallery of Science and Technology. It contained a variety of equipment and instruments, even an astrolabe.

But Zafar didn't see his tablet there...

a. Why did Zafar's father think it was important to visit the museum?

b. Why do you think Zafar was interested in the Science and Technology gallery?

c. What family habits can contribute to health problems like the ones mentioned in the text?

Key Fact

An astrolabe is an astronomical instrument which measures the height of the stars above the horizon, which then enables us to roughly tell the time, to determine directions for navigation, and to create accurate calendars. It was invented by the Greeks and further developed later by medieval Islamic astronomers.



Activity 3

Read this article about the Blacas Ewer. Then, with your partner, discuss the questions that follow.

The Blacas Ewer, dating from the mid-thirteenth century, is among the most important objects in the history of Mosul metalwork. The ewer stands out for its beautiful inlaid decoration and depiction of a variety of themes relating to court life – hunting sports, military exercises, festivities – and literature.

Art is the expression of an artist's feelings and emotions, or the depiction of events that take place in the environment around them. The latter is even more true of artists in the past. The tradition of depicting daily life scenes of the past has produced artefacts that serve us today as history books. Pieces of art like this ewer, which display drawings or sculptures of ancient daily scenes of life, have helped us learn more about specific periods of history, and the way people lived then, including details such as clothing, food and other traditions. This piece is displayed today in the British Museum, the first national public museum in the world. The fact that the Blacas Ewer is part of the collection of this museum emphasises the aesthetic and historical value of the piece.

a. Why is the Blacas Ewer an important artefact?

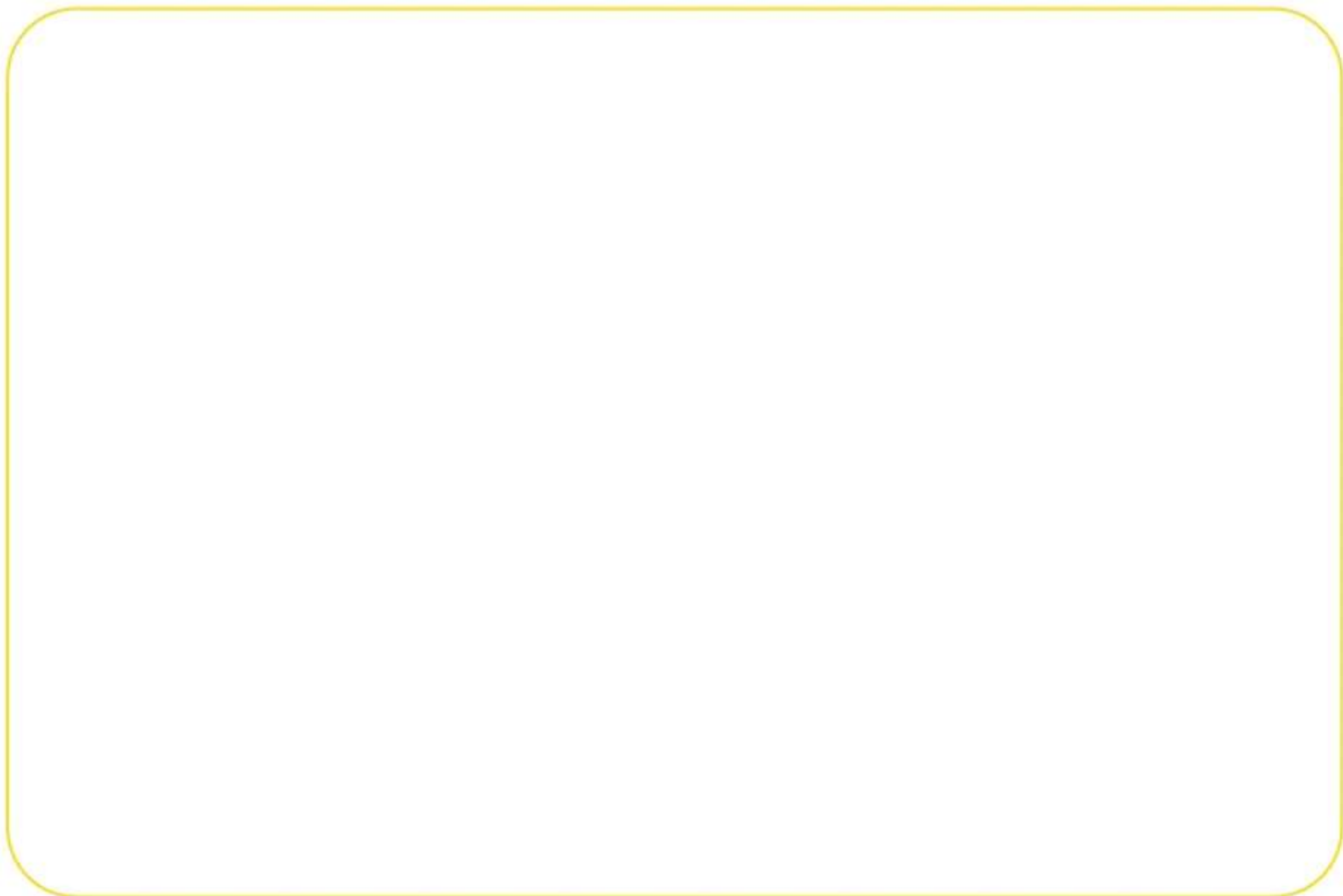
b. What does it tell us about Islamic heritage?

Activity 4

With your group, design a poster to encourage people to go to a museum in your locality.

Your poster should include the following information:

- ✦ What important objects are in the museum, and why they are important
- ✦ Who these objects might have belonged to
- ✦ A picture of some of the objects
- ✦ Why they are so impressive and worth seeing
- ✦ What they tell you about the past



Present your poster to the class, explaining why people should visit this museum.

Activity 5

Remember the three museums from Activity 1? Now see if you can identify which objects can be found in which museum.

1

The British
Museum

2

Sharjah Museum of
Islamic Civilisation

3

Louvre
Abu Dhabi



La belle
feronnière –
Italian artist
Leonardo da
Vinci,
1503 – 1506



Arrangement in
Grey and Black
No.1 – American
artist James
Whistler, 1834 –
1903



The Royal Gold
Cup – France
circa 1370 –
1380



The 'Sitara'
(Curtain for the
door of the
Ka'aba
in Makkah)



Astrolabes-
astronomical
instrument
developed
by Islamic
scientists



Mask from
Sutton
Hoo – 7th
Century

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Key Fact

The painting “Arrangement in Grey and Black No. 1” is actually a painting of the artist, James Whistler’s mother. It is more commonly known as Whistler’s Mother.

Lesson 2

Cultural Change

What do you understand by terms such as multiculturalism, diversity, cultural heritage and inclusivity?

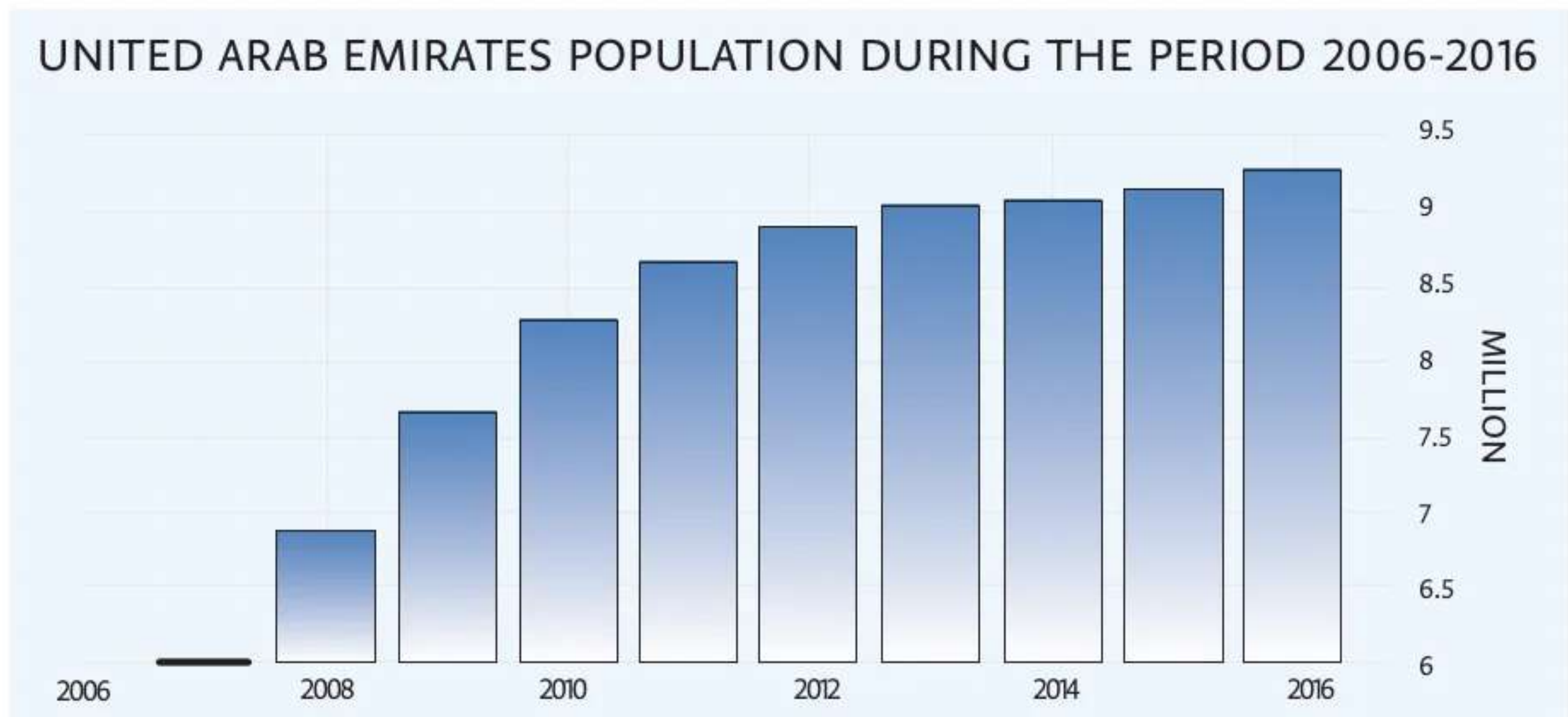
Why is it important to value and maintain the past, while recognising how it informs the future?

Key Vocabulary

multiculturalism
diversity
identity
population
demographics

Activity 1

The graph below shows the change in population of the UAE. Discuss what is happening in this graph:



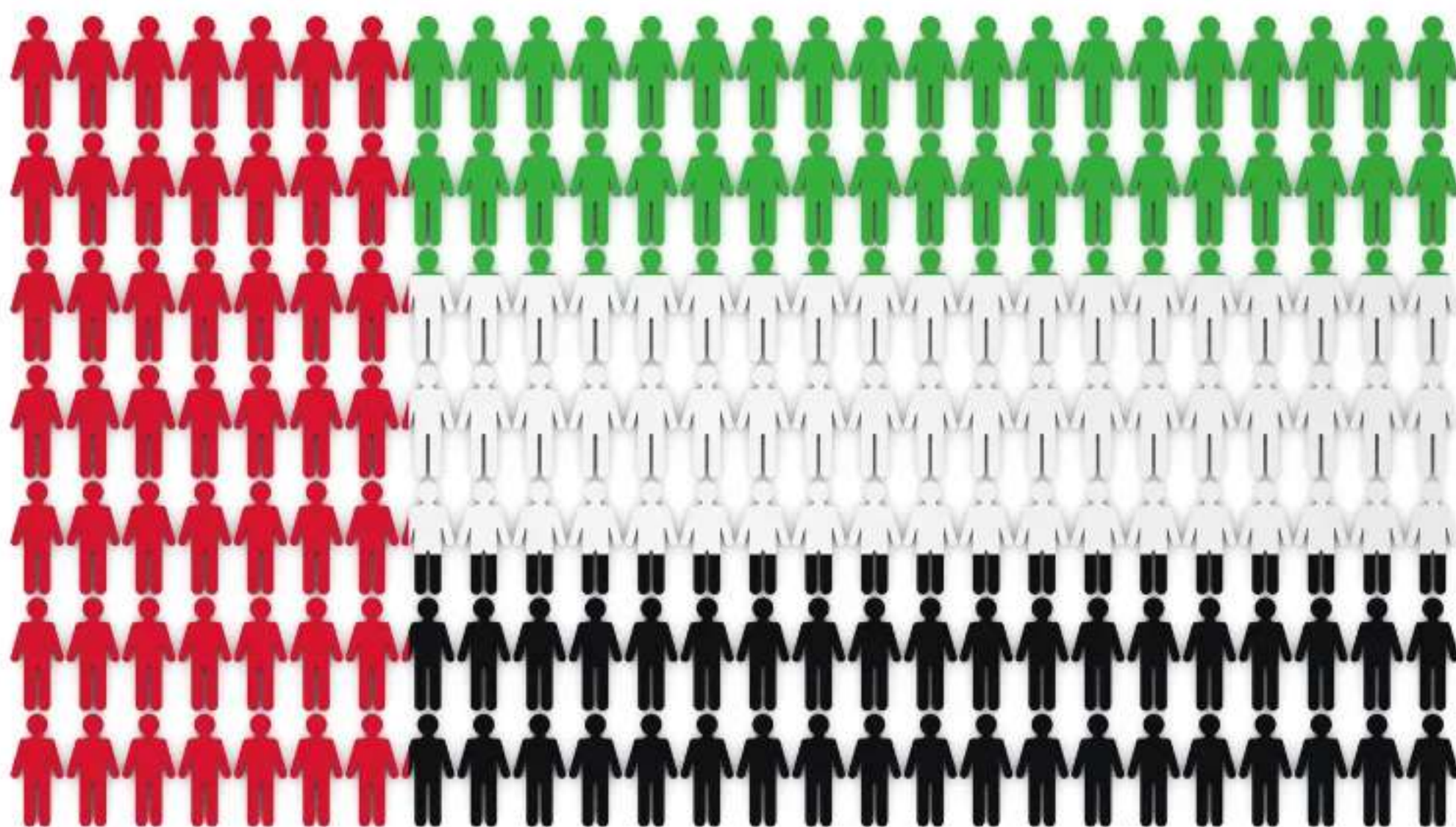
a. What does this chart tell us?

b. What do you think has influenced this growth in population?

c. Where did all the people come from?

d. Why did they come to the UAE?

e. What does it tell you about the changes in the UAE?



Activity 2

There are many multicultural cities in the world. Read this story about Bernard and his multicultural street. Then discuss the questions that follow.

Bernard and his multicultural street

Bernard enjoyed walking to school. He liked the exercise. He liked the peace. And he liked being alone with his thoughts. It helped him to clear his mind before starting his school day. Also, he liked looking around him as he walked through his city, Marseilles, France. He was interested in people. He was what his father always called him, a 'people person', someone who is interested in the people around them.

Being a friendly person, Bernard made an effort to get to know as many people as possible. He liked the Vietnamese family who had moved into town last year. Their son Anh Dung went to the same school as Bernard. Indeed, Bernard hoped to visit Vietnam some day, having heard his friend's wonderful descriptions of the Marble Mountains in Vietnam. And then there was that nice Armenian couple. Both of them attend to their clients in the chic jewellery shop they own. The woman explained to Bernard's mother that their parents were forced to leave Armenia and settle in other welcoming countries.

People who are forced to leave their lands often turn to artisanal work. That is how they came into jewellery making. Of course, not all Bernard's friends were from other cultures. But Bernard liked to learn about other cultures. As he was walking that day, he noticed a van pulling up outside a vacant house at the corner of the street. Some more new people for Bernard to get to know.



Port of Marseille

From the appearance and dress of the family, Bernard guessed that they were from the Maghreb. There were numerous North African families in this town. They would fit right in. Bernard decided to learn more about the Maghreban culture. He wanted to be able to talk with all his North African neighbours and learn about their different countries.

Think!

Think about somebody in your area who might seem different. This week spend time trying to include that person in your games or at other times during the day.

a. Why do you think that different people came to Marseilles, Bernard's city?

b. What do you think Bernard's attitude to multiculturalism is? Why?

c. How do UAE citizens react when they meet someone from a different culture? Why?

Activity 3

With a partner, try to come up with a definition for:

- a. National: _____
- b. Expatriate: _____



Activity 4

Read the following article and then discuss the questions that follow.

From the 1970s, and with the discovery of oil, demographics in the UAE have changed significantly due to rapid population growth. These changes were due to a steady inflow of expatriates and an increase in birth rates and life expectancies of UAE nationals.

In the beginning of the 1980s, the population was almost five times that of the 1970s. This change was a result of the inflow of expatriates. Today there are over 200 different nationalities living in the UAE, coming from almost every continent. The UAE is now a multicultural society that protects the rights of its diverse population, while at the same time holding on to its own traditions. As expatriates settle in the country for longer, they will get much better at speaking Arabic, and they will come to enjoy and contribute more to the cultural life of the UAE.

- a. Explain why the population increased quickly in the 1970s.

b. Analyse the impact of diversity on the culture of the UAE.



Activity 5

Create a collage for your culture. Cover your entire page in drawings. It must contain influences that are important to you.

Examples: language, food, customs and traditions, symbols, place of birth, friends, hobbies, clothes, where you live, sports and teams, music and so on. When you are finished, hang your collage on the classroom wall. Answer any questions that other students have about it.



Lesson 3

Research on Museum Exhibits

How has Emirati culture changed over time?

How have some other well-known cultures, such as Egypt, changed over time?

Key Vocabulary

research

exhibit

theme

sources

Activity 1

Discuss the following with your partner:

- a. What do you remember about museums?
- b. Why are they important?
- c. What types of museums are there?



Key Fact

The oldest tools used by humans were found in Ethiopia and are 2.5-2.6 million years old. They were used to chop meat from bones.

Activity 2

Read the story *Latifa Goes to the Museum* and discuss the questions that follow.

Latifa was feeling excited. She and her class had visited the new Egyptian artefacts exhibits in the Louvre Museum. This was a visiting exhibition that was on loan from the Louvre, Paris. Their teacher felt that this would be a good opportunity for the class to learn about a different culture.



Egyptian papyrus with antique hieroglyphs

The exhibit contained many artefacts from Egyptian tombs, including tools, jewellery and weapons. These artefacts gave the class a great insight into everyday life in ancient Egypt. Latifa could also see how important these artefacts were to the ancient Egyptian people. They valued these objects because they were part of their culture. They told us something about who they were. Latifa could suddenly understand why her grandmother was so fond of the old ring that she had given to her. These were all part of the stories that were passed on from generation to generation.

Their teacher had explained how important it was to learn about different cultures. Because the UAE was such a thriving multicultural society, it was essential that people knew how to respect and appreciate other cultures. We need to respect those who are different from us and try to understand why their 'differences' are so important to them. And the more we get to know about other cultures, their teacher had emphasised, the more we realise how much we have in common as human beings.

Latifa walked home thinking about how exciting it would be to work in a museum and spend all day learning about different cultures.

- a.** Do artefacts just tell us about the past? How can they help us think about the future also?
- b.** How can museums help us develop an appreciation of other cultures?

Activity 3

Read the text below about virtual museums and complete the activity that follows.

Have you ever been to a museum or an art gallery? Did you know that the person who organises the exhibits in a museum or art gallery is called a curator? Their job is to gather, care for, and exhibit items of educational or historical value. Museums come in all shapes and sizes, from the very large



Smithsonian Institution in Washington D.C. in the United States to the world's smallest museum, which is in an old phone box in Yorkshire, England. But now, with the internet, it is possible for us to curate our own, personal virtual exhibitions. Here's how to do it:

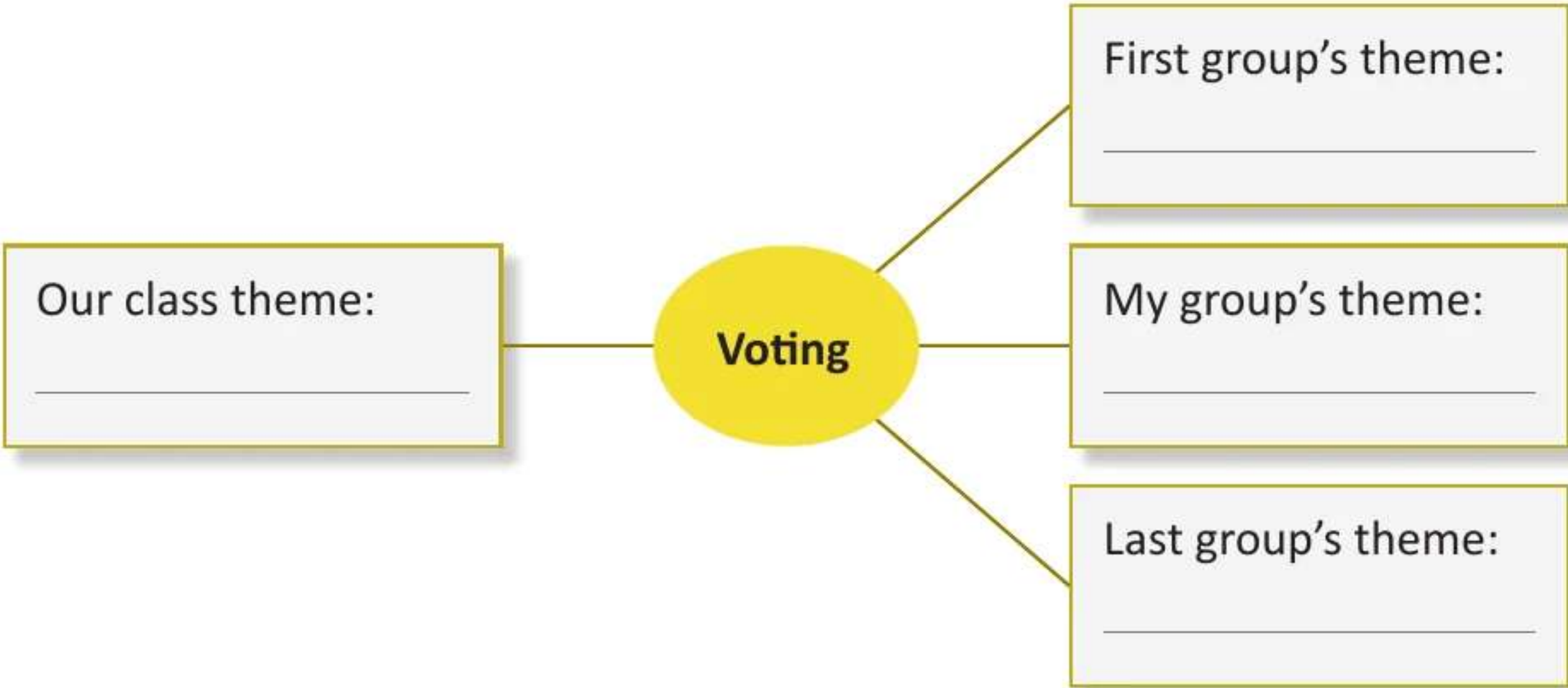
1. Decide what your exhibition should be about: for example, the life of a famous person, like Martin Luther King or Elham Al Qasim.
2. Search for images about your chosen topic/person.
3. Think of how you want to organise your images: for example, your Martin Luther King exhibition could focus on the theme of racism, or your Elham Al Qasim exhibition could focus on the theme of courage or resilience.
4. Put the images in order, linking them with short texts and telling a story that you think is important for people to learn.

Compare regular museums with virtual museums, stating the pros and cons of each.

Pros	Cons

Activity 4

With your class, you are going to create your own museum exhibit.



Activity 5

You now need to start researching and writing about the theme. Use the following tips to help you:

1. Identify sources of information – textbooks, library books, magazines...
2. Decide what you want to know. Here are some helpful tips:
 - a. Person – early life, achievements, job, education, family, culture
 - b. Place – history, people, industry, trade, culture
 - c. Thing – who owned it? What is it and what are its uses? Where does it come from? Why is it in the exhibit? How is it used?
3. Read short pieces from your sources. Think about what you've read. Decide what the important facts are for your topic? Roughly write down only what is important for you. Record your source—author, title.
4. Create a rough draft using the information you have gathered.
5. Edit your draft with your teacher's help if required.
6. Write your final draft.



Discuss your project with your family and friends outside of school. They may be able to give you some objects or ideas that will help you prepare for your exhibition.

Lesson 4

Preparing Exhibits

If you could design and build your own museum, what would it be like?

How would you want people to remember your museum?

Key Vocabulary

floor plan

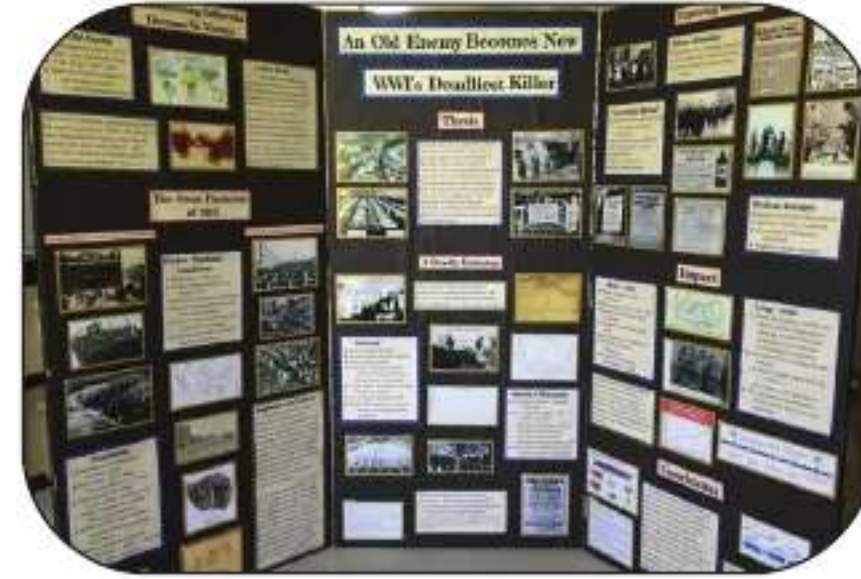
brochure

curator



Activity 1

Look at the picture of examples of exhibits. These should help to inform how your class is going to set up your class museum for your exhibit.



Draw the layout of your exhibit.

A large, empty rectangular box with rounded corners, intended for drawing the layout of the exhibit.

Activity 2

Read the following story, Jamila's Exhibit, about a teenage girl who made a small museum exhibit for her family. Then discuss the questions that follow.

Jamila's Exhibit

Jamila was from a large family. She had a lot of aunts and uncles and many, many cousins. And they all had a story to tell.

Fortunately for them, Jamila was interested in their stories. And when she heard that a distant uncle was coming to visit from America, she had a great idea. She would tell the story of her family to him! However, she didn't want to just read him pages of text about the family. She wanted to make it more appealing. Was there another way?

One day, her teacher was talking about how important it was to visit museums and learn about heritage. "Museums tell the story of our past," the teacher explained. "And they also point the way to our future."

Jamila decided she would tell the story of her family's past.



She had a month to prepare for her uncle's visit. She decided that she would set up a small museum exhibit in the living room of her home. She asked her parents and aunts and uncles and cousins all to donate some special objects that would tell part of the story. Some donated photographs. Some gave clothes and jewellery. An elderly uncle gave some old coins, because they

reminded him of his first job. Her cousin gave a copy of his college graduation certificate. And her grandmother spent many hours talking to Jamila about the early years in the UAE. She remembered how she always saw the sun rise above the desert sand. She gave Jamila an old pair of spectacles, in memory of that sight.

Soon Jamila had more than thirty objects for her display. She worked all through the weekend, writing labels to explain what each object was and why it was important to the family. She explained that the battered old key belonged to her grandfather and opened the door to the first house he built.

On the day her uncle arrived, the extended family gathered in Jamila's house. She explained that she wanted to tell the story of the family to her uncle. And then she remained silent. She let the exhibit tell the story for her.

- a.** Why did Jamila create the exhibit?
- b.** Did Jamila achieve her objective? Why?
- c.** Imagine you were Jamila's uncle. How would you feel about the exhibit? Why?
- d.** How could an activity like this help Jamila develop cultural competence?
- e.** What can we learn from Jamila's museum exhibit?

Activity 3

Read this article about labelling systems in museums and then complete the activity that follows.

Labels or captions are short descriptions of the objects displayed in a museum. Generally, each object has its own label or caption, but they are also used to describe or explain what's in a specific room, certain area or the entire museum.

The first label should introduce the exhibit, providing a general description. Think of it as a “teaser” that tells visitors what's in the exhibition, explains what they are going to see and makes them excited to see it all!

Then there is the section label. Think of this as a light introduction with a description of between 100 and 200 words. A large display needs more than one section label.

The smallest labels are object labels, which provide details on a specific object. It is becoming more and more common for object labels to include a brief description or commentary, but generally they list the title of the work or object (or a descriptive title phrase), the date when it was created, the place or location where it was created, and some information on the materials or technique used to create it. Object labels occasionally include credit panels, which feature donor information and accession dates.



Digital and virtual labels are being used in many museums around the world and will likely become even more common in the coming years.

With your group, write labels for your objects:

- a. Say what the object is.
- b. Explain what it is made of.
- c. Say what it is used for.
- d. Explain why it is important to the person who owns it.
- e. Outline what's interesting about the object.

Activity 4

Your teacher will divide you into groups in order to complete specific tasks.

Our task:



Activity 5

Now that your exhibit is nearly ready, reflect on what you hope to achieve. Remember that museums help us learn about our past.

What would you like your visitors to learn from your exhibition?



Lesson 5

Opening Day of the Museum

How do you think technology can be used in museums and the study of the past?

What is our role in ensuring our culture continues to study and learn from the past?

Key Vocabulary

review

revisions

experience

Activity 1

It's time to finalise your exhibit. With your classmates, check the exhibit to ensure it's ready. Note any tasks that still need to be completed.

Outstanding tasks:



Activity 2

Read *Zafar Gets a New Tablet*, a story about cultures. Then answer the questions that follow.

Zafar Gets a New Tablet

Zafar had to admit that his father was right. The visit to the Sharjah Museum of Islamic Civilisation was one of the best family days out ever! He learnt so much about his culture and heritage. He spent the rest of the week talking to his family about the different artefacts. His father was very impressed by Zafar's enthusiasm. He decided to help his son further his learning. And what better way to encourage him than with a new tablet?

Zafar couldn't believe it when his father handed him the new tablet. "This is your reward for learning so much at the museum," his father said. "But I want you to use it to continue your learning. It's not just for playing games."

That night, Zafar read about all the different exhibits on the museum website. By the time he went to bed, he was quite an expert. "It's good that you're learning about culture," his father said, next morning at breakfast. "But don't forget that we're not the only culture in the world."

"But I'm only interested in my heritage," Zafar protested. "Our culture is amazing. Remember how fantastic the museum looked when we walked up to it. I can still see the dome shining in the sun."



“Yes, our culture is impressive,” his father agreed. “And our heritage is important. But other cultures are important too. And their heritage is impressive in its own way too.”

Zafar wasn’t convinced. He could still remember how he felt when he walked into the museum. The sense of pride had washed over him.

“For the next month,” his father said, “I want you to use that tablet to learn about different cultures. A different culture each week. You know how good the museum websites are now. Learn about African culture this week. Next week, learn about Egyptian culture. The week after, tell me about Japanese culture. And for the last week, you can choose another culture yourself. Agreed?”

“There’s only one problem,” Zafar pointed out.

“What?”

“After all that research, my tablet will be exhausted. You’ll need to get me a new one next month!”

a. Why was Zafar so enthusiastic about his visit to the museum?

b. Why do you think Zafar’s father was so concerned?

c. Do you think it was a good idea for Zafar's father to give him a new tablet?

d. Consider the quote from the text. What did Zafar learn from his museum visit?

*"Museums are made to educate our children and our future generations."
– His Highness Shaikh Dr Sultan bin Mohammed Al Qasimi, Supreme Council
Member and Ruler of Sharjah*



Activity 3

Learning about other cultures helps us to develop our cultural competence. Read the following article about cultural competence. Then discuss the questions that follow with your partner.

Cultural competence is the ability to interact and communicate with people of other cultures and backgrounds. To be culturally competent, you need to have empathy. You also need to be able to

understand how other people think and why they behave the way they do. And you need to be able to express your own thoughts and beliefs.

In countries that have large and varied expatriate populations, such as the UAE, cultural competence is a particularly important issue. Within these societies, expatriate populations must decide whether to adopt and follow the host culture or their native culture. This means either changing their own cultural boundaries and adapting to their new home's culture or clinging to and retaining their own native culture.

For expatriates, adapting to the new country and embracing the new culture generally produces more positive outcomes than being intransigent and clinging to the old culture. Ethnocentrism is one of the biggest challenges to smooth and effective cultural communication. Ethnocentrism is the tendency to understand or evaluate other cultures from the perspective or preconceptions of your own culture. This can sometimes result in people regarding their own culture to be superior to the other culture. This can create conflict, strife and difficulties between different cultures.

Although ethnocentrism can be hugely harmful, it can be countered through the development of cultural competence. This means developing tolerance

towards others and appreciation that different cultures have different values, beliefs and standards.

Try to identify three ways in which you can develop your cultural competence:

1. _____
2. _____
3. _____



Activity 4

Revisit the outstanding tasks that you identified in Activity 1. In your groups, make any necessary changes.

a. Our task:

b. My role:

Think about the following quotes. How are these words relevant to you? What do they mean?

"Sticks in a bundle are unbreakable?" – Kenyan proverb

"None of us is as smart as all of us." – Ken Blanchard

Activity 5

Write a short journal entry on your thoughts surrounding your class museum exhibition. Write about what you learnt from the experience and what you think others learnt too.



Unit 6

Impacts of Transitions in Europe

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How can changes in society, good or bad, have an effect on the economy?

What do you think renaissance means?

How can making books available to read cause changes in society?

What parts of our planet are still mysterious and have not been fully explored?

Why is gold so important to the global economy?

How different would the world be if people had never discovered sailing?

Lesson 1

The Renaissance

What do you think life was like in Europe in the 15th century?
In what ways do you think the Renaissance helped to improve
people's lives?

Key Vocabulary

statue	space
peasantry	cannon
to flourish	principle
astronomer	approach
heliocentric	foundation

Activity 1

You have probably seen this painting before. What do you know about it? And why do you think it is so famous? Work with a partner and write your ideas in the space below.

[illegible]

Activity 2

Read *The Renaissance* and highlight any new information you learn while reading.

The Renaissance

As we learned previously, the Black Death was one of the most destructive periods in European history. Italy experienced great losses of life because of the plague. However, this terrible event led into a time of artistic, cultural, and intellectual achievement in the 15th and 16th centuries CE. This time was known as the 'Renaissance.' In French, the word *renaissance* means 'rebirth.' In Europe, artists such as Leonardo da Vinci, Michelangelo, and Raphael were creating works of art while science and engineering were starting to become popular discussion topics again throughout Europe.

During the Middle Ages, European society had a feudal system, with three classes of citizens: the nobility, lords and vassals, and the peasantry. Very few citizens could read or write. However, as cities grew larger and larger, a new type of social class appeared. This class of people was called the burghers, and they were the leaders and officials of the cities. This rise of cities also led to the growth of universities and the importance of education. This was another key factor in the development of the Renaissance period.

Knowledge from the east came flowing into Europe. Using the knowledge from the east, and taking it further, the fields of science and technology were expanded in Europe. In 1532 CE, the astronomer Copernicus, published a paper with a mathematical proof that the Earth orbited the Sun, and not the other way around as Europeans believed at the time. This was not a new concept, however. Aristarchus of Samos, a Byzantine scholar from an area in present-day Turkey, had this same theory 1800 years before. Even earlier in the 9th

century BCE, an Indian philosopher named Yajnavalkya, had this theory based on his own study of mathematics and geometry. Later, in 1609 CE, another astronomer, Galileo, came to this conclusion supported by a new invention called the telescope.

The Renaissance marked the end of an important chapter in European history, and it marked the beginning of a new one. With new techniques of art and literature, and a new focus on scientific principles, the Renaissance laid the foundations for the modern era of European history.

Activity 3

Choose the correct answer.

1. What language does the word 'renaissance' come from?
 - a. English
 - b. French
 - c. Italian
 - d. German
2. Who painted the Mona Lisa?
 - a. Leonardo da Vinci
 - b. Michelangelo
 - c. Raphael
 - d. Galileo
3. What did Copernicus prove using a mathematical proof?
 - a. that the Earth was the centre of the universe
 - b. that the planets moved around the Earth
 - c. that the Earth moved around the Sun
 - d. that the Earth was shaped like a ball

Activity 4

Our senses are not always correct. Here are four images. If we just used our senses, we would make the wrong conclusion. Read the 'wrong' conclusion and write what you think is the real reason for these images.

Water can bend a pencil.



The truth is...

Heat makes water in the desert.



The truth is...

The sun and the moon are the same size.



The truth is...

The air in the sky is blue.



The truth is...

Activity 5

Compare the ideas of the way the solar system was believed to be in Europe in the Middle Ages and how the idea changed during the Renaissance. Was this idea new? Why was it accepted?

[illegible]

Activity 6

The Renaissance led to the growth of universities and the importance of education. What effect do you think this had on people living at that time?

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

Activity 7

Imagine living in Europe as the Renaissance was beginning. What are some of the problems you might have? And can you think of any way to solve these problems? Write your ideas in the space below.

[illegible]

Lesson 2

The Printing Press

How do you think the printing press was invented and developed?

What do you think was the effect of mass printing on European society?

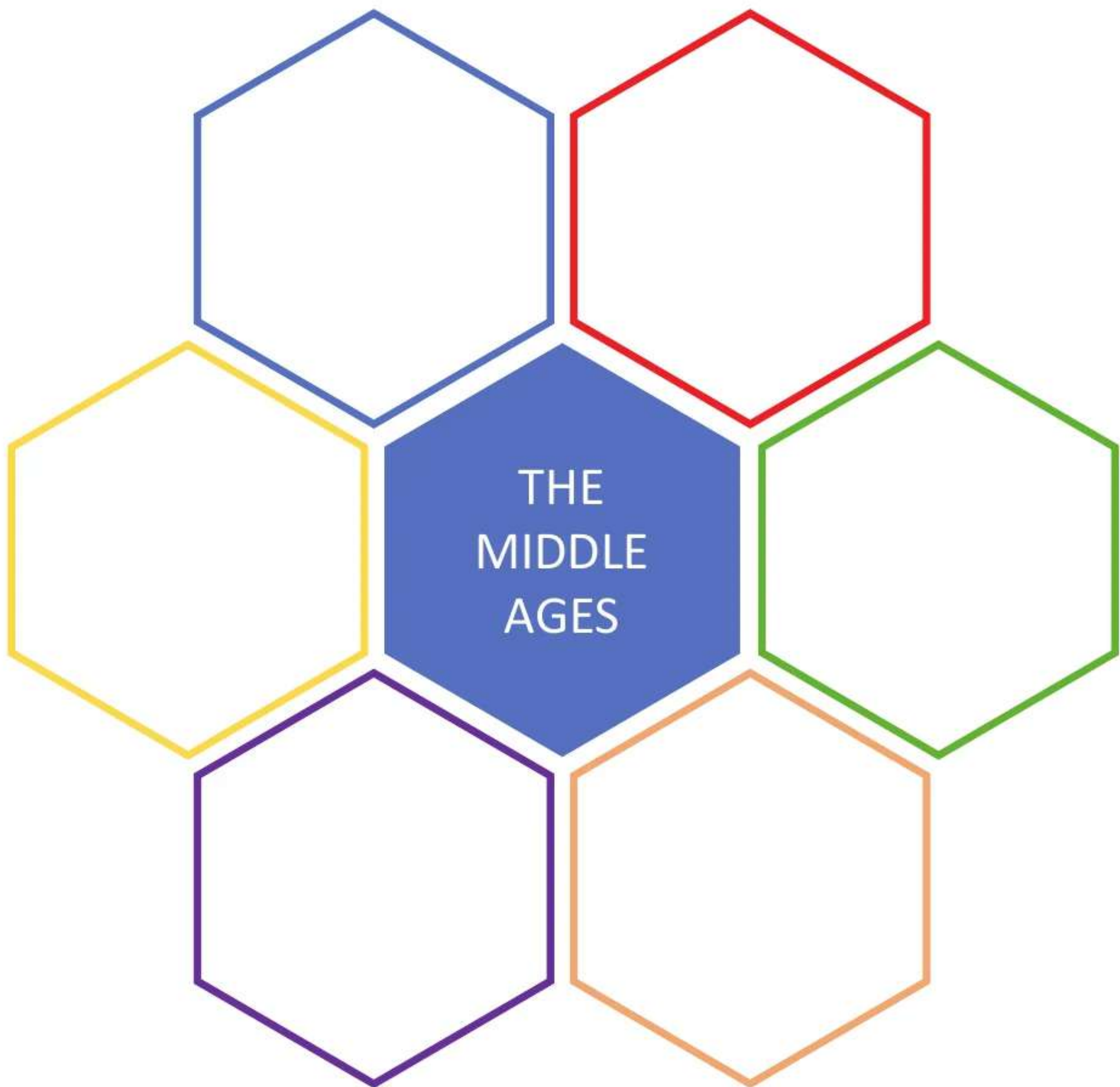
How important is it for a society to be able to read?

Key Vocabulary

publisher	ink
to carve	durable
frame	investor
character	transformation
practical	illiterate

Activity 1

What do you think are some of the most important inventions in history? Write your ideas below and explain your opinions in the boxes.



Activity 2

Read The Printing Press and highlight any new information you learn while reading.

The Printing Press

The Renaissance brought about many changes to European society during the 15th and 16th centuries. Many new mechanical and technological innovations were developed during this period.

Perhaps the most important of these innovations was the moveable type printing press. With a printing press, publishers could make thousands of copies of a book in a short period of time. Before the printing press was invented, books had to be copied by hand. It was a long process where there were many chances to make mistakes. With a printing press, each copy is exactly the same, so it reduces the chance of mistakes.



Book printing did not begin in Europe. The Chinese had been using wooden blocks to print since about 200 CE. They carved pictures and words into wooden blocks, pressed the blocks into ink, and then pressed the blocks onto paper. Much later, in 1041 CE, an inventor named Pi Sheng invented what is called 'movable type.' These were Chinese characters pressed onto clay blocks and put into a frame and inked. Sheets of paper were then pressed against the frame. However, since there are thousands of characters in the Chinese language, mass production of texts was not very practical in China.

In Europe, however, the 26-letter alphabet made it much easier to create movable type. In 1436 CE, an inventor named Johannes Gutenberg designed a new kind of printing press that used metal blocks in a metal frame. This made the machine cheaper and more durable than wood. At the time, Gutenberg was not a rich man, and he needed investors to help him fund his new invention. Gutenberg met a lawyer named Johann Fust in 1450 CE who invested in his idea. The idea was successful. Gutenberg's new printing press turned publishing into a business by selling printed materials to make profits. By 1550 CE, most classical texts were in print throughout Europe.

Mass printing caused an incredible transformation of European society. Up until then, most people were illiterate. Now with the growth of the banking and trade industries, more and more literate staff and officials were needed. This led to much higher enrollment in schools and universities, which increased the need for the mass production of educational textbooks for students. In this way, education was no longer just for the rich upper classes. The printing press was the beginning of a more literate, educated European middle class.

Activity 3

Match the person or people with the correct fact about them. Write the number beside the correct fact.

a. Pi Sheng

c. Johann Fust

e. students

b. Johannes Gutenberg

d. clergy

- _____ designed a metal printing press.
- _____ copied books by hand.
- _____ invented the first printing press.
- _____ needed textbooks.
- _____ invested money into the idea of printing books.

Activity 4

Put the events in order in the timeline. Write the number of each event in the circle next to the correct year.

1. Gutenberg meets Fust.	2. Pi Sheng invents movable type.
3. The Chinese used wooden blocks to print pictures.	4. Gutenberg produced the first printed book in Europe.
5. Gutenberg designs a metal printing press.	6. Most classical texts were available in print in Europe.



200 CE



1041 CE



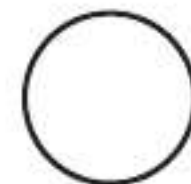
1436 CE



1450 CE



1454 CE



1550 CE

Activity 5

Match the causes with the effects from the text. Write the number beside the correct effect.

Cause	Effect
1. There are thousands of characters in the Chinese language.	_____ Many mistakes can be created.
2. Look at some examples of medieval and Renaissance art.	_____ The new society needed people who could read and write.
3. Books used to be copied by hand.	_____ It was cheaper and more durable than wood.
4. Gutenberg was not a rich man.	_____ Investors were needed to fund the printing press.
5. Gutenberg made his printing press out of metal.	_____ Mass production of texts was not practical.

Activity 6

Here are some other important Renaissance inventions. What do you think they were used for? Write your ideas in the boxes.

Invention	Uses
Parachute 	
Revolving Bridge 	
Paddle Boat 	
Tank 	

Activity 7

In this lesson, you learned how European people started to become more literate. Why do you think literacy is so important in society? How can it benefit you in your life?

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

Lesson 3

The Age of Discovery

What do you think made people want to travel around the world, making new discoveries?

What do you think was the impact of the Age of Discovery on European society?



Key Vocabulary

to journey
curiosity
sophisticated
colony
warfare

Activity 1

Think of the term 'Age of Discovery.' What does this mean to you? What kind of things do you think people discovered during the Age of Discovery? Write your ideas in the boxes below.



Activity 2

Read The Age of Discovery and highlight any new information you learn while reading.

The Age of Discovery

Before the 14th century CE, European understanding of world geography was incomplete. The shape of the oceans and continents on medieval maps was not very accurate. This changed when Europe entered into a new, adventurous period in the early 15th century CE. This period of history is called the Age of Discovery in Europe. Explorers from many European countries, such as Italy, Spain, England, Portugal, and the Netherlands journeyed from Europe across the four oceans and discovered lands and cultures that were new to them.

Global exploration did not begin in the 15th century CE. As we learned, the Vikings had sailed from places like Norway to Greenland and Canada around 1000 CE. Marco Polo may have travelled from Italy around South Africa to China in 1269 CE. However, it wasn't until the 15th century CE that the European Age of Discovery truly gave Europe a greater understanding of the rest of the world.

During the 15th and 16th centuries CE, explorers sailed in ships from Europe to lands as far away as North and South America, Africa, Southeast Asia, and Australia. Stories of unusual people and places, such as the Lost Continent of Atlantis and El Dorado, the city of Gold, excited the curiosity and greed of Europeans. They were attracted by the idea of exploring unknown territories for the first time and by finding riches to become famous and wealthy.

During the Renaissance there were developments of new farming technology, new mechanical processes, and new weapons for warfare. Farms became more productive, which helped the European economy grow stronger. Trade routes were expanded, along with a higher demand for resources. The increase in trade and shipping led to a more sophisticated and stable financial and banking system in Europe.

These developments contributed to a stronger economy and greater desire to explore other parts of the world for new resources and products. For example, Christopher Columbus sailed from Spain to Cuba searching for a new route to the land of silk and spices. Ferdinand Magellan sailed from Spain around the bottom of South America, and all the way across the Pacific Ocean to the Philippines looking for the Spice Islands.

The Age of Discovery was the period when Europe became a global power. Explorers sailed the oceans and established colonies all over the world. Exploration and exploitation of foreign lands created great wealth for Europe.

Activity 3

Write the number next to the sentence that best follows it.

1. Medieval maps were not very accurate.	_____ This made them curious about exploring new lands.
2. The Renaissance was a period of innovation and creativity.	_____ This led to a new, more stable banking system.
3. Trade routes expanded, and trade increased.	_____ During this time, there were many new inventions and discoveries.
4. The European economy grew stronger.	_____ Europe became a global power.
5. People heard stories about mysterious places.	_____ The Age of Discovery changed this.

Activity 4

Draw lines on the map to show where the following explorers went. Write the names of the explorers next to the places they explored.

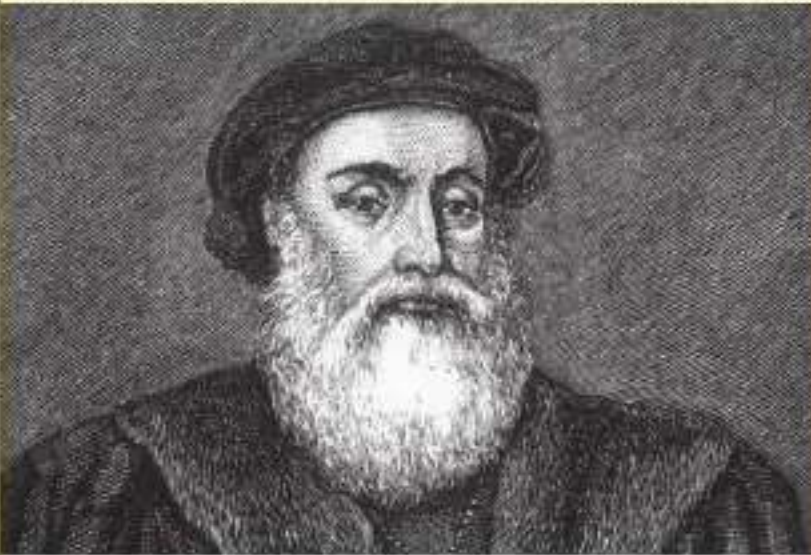
Vikings	Christopher Columbus
Marco Polo	Ferdinand Magellan



Activity 5

Here are some important explorers from the Age of Discovery. Partner A, ask the questions about your explorers and answer your partner's questions. Partner B, ask the questions about your explorer and answer your partner's questions.

Partner A

John Cabot	Bartolomeu Dias	Martin Frobisher
		
From? _____ Sailed to? _____ When? _____	From? Portugal Sailed to? Around South Africa When? 1487 CE	From? _____ Sailed to? _____ When? _____
Vasco de Gama	Amerigo Vespucci	Henry Hudson
		
From? Portugal Sailed to? India When? 1497 CE	From? _____ Sailed to? _____ When? _____	From? England Sailed to? Northern Canada When? 1605 CE

Partner B

John Cabot	Bartolomeu Dias	Martin Frobisher
		
From? Italy Sailed to? Eastern Canada When? 1497 CE	From? _____ Sailed to? _____ When? _____	From? England Sailed to? Northern Canada When? 1576 CE
Vasco de Gama	Amerigo Vespucci	Henry Hudson
		
From? _____ Sailed to? _____ When? _____	From? Italy Sailed to? Northern Part of South America When? 1499 CE	From? _____ Sailed to? _____ When? _____

Activity 6

Look at the map of the world from Activity 4. Write the names of each of the six explorers you learned about in Activity 3 around the areas they discovered.

Activity 7

European explorers travelled to different countries and took resources, sometimes by trade and sometimes by force. Which way do you think is better? Explain.

[illegible]

Lesson 4

The Fur and Spice Trades

How do you think the fur and spice trades affected economies?

How do you think the fur and spice trade affected the lives of people from the countries that produced the consumer goods?

Key Vocabulary

commodity	obsessed
voyage	to violate
route	to appreciate
fur	



Activity 1

Spices make our food taste better. What spices do you use? Where do you think they come from?



Activity 2

Read The Fur and Spice Trades and highlight any new information you learn while reading.

The Fur and Spice Trades

During the Age of Discovery, furs and spices were two of the most popular goods in Europe. Explorers crossed oceans to find them. These voyages took weeks and sometimes even months, so explorers were also constantly searching for faster and shorter sailing routes.

The fur trade began in North America in the 16th century CE. Explorers from France and



England sailed to what is now known as the United States and Canada. These explorers quickly established trading relationships with the native people who lived there. The native people had never seen European knives and weapons before, so they traded animal furs, such as beaver, and otter, for these objects. The explorers were impressed by the quality and warmth of these furs. They quickly realized the furs could be valuable and began selling them back to Europeans for high prices. Beaver fur coats and hats especially became very fashionable items for rich Europeans.

Spices were another commodity that Europeans sailed across the oceans to find. Spices such as nutmeg, cloves, pepper, cinnamon, ginger, and mace could not be found in Europe and Europeans soon became obsessed with finding these spices. In 1498 CE, the Portuguese explorer Vasco da Gama sailed thousands of miles to India to search for these spices. Then, in 1506 CE, Afonso de Albuquerque, another Portuguese explorer, sailed to India too. In 1492 CE, Christopher Columbus started a voyage to find a shorter route to Southeast Asia and ended up in Central and South America instead.

Activity 3

Are these statements about the fur and spice trades true or false? Write **T** or **F** in the boxes.

Europe had a lot of furs and spices to trade with other people.

Christopher Columbus explored Asia.

The Anglo-Dutch War was between England and Portugal.

Fur hats were fashionable in Europe.

The English violated the Navigation Act, which started the Anglo-Dutch War.

Activity 4

Here are some spices from the reading. Can you find the places where they come from? Write the name of the spice on the correct country on the map.

			
Cinnamon: Indonesia	Ginger: India	Nutmeg: Indonesia	Pepper: India



Activity 5

Match the causes with the effects from the text. Write the number beside the correct effect.

CAUSE	EFFECT
1. The explorers sold furs back to Europeans.	_____ Explorers were always looking for shorter routes.
2. Natives had never seen European knives before.	_____ European explorers sailed across the ocean to find them.
3. The Navigation Act was violated in 1652.	_____ They became very fashionable.
4. Furs and spices were highly valued by Europeans.	_____ They traded animal furs with them.
5. Ocean voyages took months.	_____ The first Anglo-Dutch War started.

Activity 6

Harvesting certain spices is a lot of hard work. Many spices need to be picked by hand. Can you match up the finished spices with the plants they come from?



saffron



vanilla



cacao







Activity 7

As you saw in Activity 6, harvesting certain spices is a lot of hard work. How does that make you feel when you see these spices in the grocery store, or when you put them on your food?

[illegible]

Lesson 5

Gold

How can using gold as currency cause problems?
How can the value of currency can be protected, so the value
doesn't become zero?

Key Vocabulary

symbol	to mine
medium of exchange	to stamp
currency	uniformly
commerce	genuine
	in circulation

Activity 1

What products do you know that are made of gold? Write or draw them around the picture.



Activity 2

Read Gold and highlight any new information you learn while reading.

Gold

Throughout human history, gold has been a symbol of wealth and value. Its almost magical appearance made it a valuable commodity, so it was natural to use as a medium of exchange. Around 4000 BCE, Egyptians started making gold bars to use as money. They measured and weighed their gold to give it a consistent value. Over time, as trade developed, gold coins began to be used. They were easier to carry and could be made into different values.

Trade and commerce were flourishing during the Age of Discovery. Within two hundred years, Europeans had explored, mapped, and established trade routes all over the world. With this increase in trade came an increase in the need for currency that could be used everywhere.



For hundreds of years, gold and silver coins had been used as currency. However, coins were difficult to produce. The gold and silver had to be mined from the ground and then melted into the shapes of coins. This took a lot of hard work and effort. Coins were heavy and difficult to travel with.

There was an even bigger problem with coins. They could be 'devalued.' For example, a gold coin should be made entirely from gold. But people sometimes made gold-coloured coins that contained less gold and spent it as if it were a 100% gold coin. One solution to this was to stamp each coin with a symbol or picture, usually the face of the king. This would allow traders and merchants to verify that the coins were genuine.

However, by the 1540s CE, the devaluing of coins, especially silver, was at its worst. In 1546, for example, many silver coins only contained 25% real silver. Different English kings and queens tried to solve the problem, but in 1560 CE Queen Elizabeth I finally took control of Britain's finances. First, she revalued all of the coins in circulation. Then, she established strict punishments for anyone who tried to make their own cheaper coins.

But when did paper money become the most common form of currency? Paper money was first used in China around 618 CE. The Chinese and then, later, the Mongols, used paper money as a medium of exchange for over five hundred years. It was also tried in Persia in 1294 CE, when the Persian king issued paper money to his citizens. However, it did not succeed in Persia. Traders did not trust the paper money and refused to use it. Europe was also not ready to accept paper money in the 16th-century. European traders preferred coins of gold and silver because the values of gold and silver were more easily understood. It would take another two hundred years, until the mid-1800s CE, before Europeans were ready to trust paper money.

Activity 3

Choose the correct answer.

1. Who first started to use gold for money?
 - a. the Mongols
 - b. the Egyptians
 - c. the Chinese
 - d. the Persians
2. Why were gold coins better than gold bars?
 - a. They were easier to carry.
 - b. They were more valuable.
 - c. They were easier to make.
 - d. They could not be devalued.
3. What machine helped protect the value of gold coins?
 - a. A machine that could always make sure the coins were 100% gold
 - b. A machine that stamped the coins with a picture
 - c. A machine that could count the coins more accurately
 - d. A machine that could increase the amount of gold in the coins
4. Where the paper money first used?
 - a. in Persia
 - b. in Europe
 - c. in Egypt
 - d. in China
5. What did Queen Elizabeth I do to protect the value of silver coins?
 - a. She punished people who tried to devalue the coins.
 - b. She did not allow people to use silver coins.
 - c. She raised the value of silver coins to the same value as gold coins.
 - d. She started to produce coins of many different values.

Activity 4

What do you think are the advantages and disadvantages of gold coins and paper money?



Advantages:

Advantages:

Disadvantages:

Disadvantages:

Activity 5

Through history, people have used unusual objects as money. Read the descriptions of these types of money. Then write the name of the place under the correct picture.

Yap is an island in the Pacific Ocean. People used to use large round stones as money.

Malacca is a province of Malaysia. Ancient Malaccans made small 'trees' of tin. Each part of the tree was a coin.

In China, ancient coins were sometimes shaped like spades.

In Tibet, bricks of tea were used as money.









Activity 6

In this lesson, you learned that gold and silver coins could be 'devalued.' Here are some methods used to make sure that money and jewels have the correct value. How can each of these methods protect the value of money and jewels? Write your ideas in the boxes next to the pictures.

<p>Weighing coins</p> 	
<p>Stamping coins</p> 	
<p>Checking if a bill is genuine</p> 	
<p>Checking a diamond</p> 	

Lesson 6

The Age of Sail

What do you think the daily life of a sailor during the 15th and 16th centuries was like?

What were the jobs and duties of sailors?

What were some of the dangers of the sea trade?

Why was healthy eating and hygiene so important when sailing?

Key Vocabulary

merchant	sail
invoice	deck
customs	to mend
port	biscuit
to row	high seas

Activity 1

What do you think life would be like as a sailor on a ship like this? Write your ideas below.



Activity 2

Read *The Age of Sail* and highlight any new information you learn while reading.

The Age of Sail

Merchant and navy ships sailed the world's oceans during the Late Middle Ages. It is important to remember, however, that the men who worked on these ships were at sea for weeks and even months at a time. Working on a sailing ship was a dangerous and difficult job. Who were these men? And what was it like to live and work on a sailing ship?

Different types of ships required crews with different skills and knowledge. The crew of a naval ship, for example, would be quite different from the crew of a merchant ship. However, the most important person of any crew was the shipmaster, or master. He made all of the decisions on board the ship, from ordering the supplies, to choosing the crew and sailing routes, to navigating the ship during the voyage. The master was also in charge of handling all of the paperwork involved in the voyage.



Other officers helped the master manage the ship. These officers were called 'mates.' The second most important person on the ship was the 'first mate.' His job was to receive orders from the master and give them to the crew. It was the crew's job to row the ship through the water, steer it, keep watch over the ocean for any dangers, and make sure the sails were raised and lowered at the proper times. The crew spent most of their day doing these jobs on deck, outside in the open air.

This was hard work, especially during storms, which were common on the high seas. Merchant ships had other workmen on board. These men were called 'idlers.' They were usually carpenters, sailmakers, and cooks. The carpenters repaired any damage to the ship. The sailmakers mended and fixed the sails. The cooks prepared meals for the master and his crew.

Life on a sailing ship was not comfortable. While the master and mates slept in cabins with beds, the crew slept on hammocks in an open area below the deck called the forecastle. The forecastle was at the front of the ship. The food for these voyages needed to be able to last a long time without spoiling. So, the main type of food for the crewmen were hard biscuits, beans and rice, sometimes butter and cheese, heavily salted meat, and coffee, tea, or cocoa to drink. On longer voyages, the carpenters would build cages for animals like chickens and sheep.

Storms and bad food were not the only dangers that sailors faced. At that time, merchant ships often had to deal with enemies such as pirates and privateers. Pirate ships roamed the oceans during the 17th and 18th centuries, attacking and robbing trading ships. Privateers caused a lot of trouble for trading ships. Privateers were sailors who were hired by their government to attack ships from countries they were at war with. Privateers were not paid by their government, so they often kept a large part of the cargo from the ships they attacked.

Activity 3

Complete the summary of the reading with the correct words and phrases.

on uncomfortable hammocks	row the boat through the water	a very dangerous place
pirates and privateers	not very healthy	would not spoil

- a. During the Age of Sail, the oceans could be _____.
- b. Trading ships were often attacked by _____.
- c. Life on a trading ship was also difficult. The crew slept _____.
- d. They had to work hard to _____.
- e. Their food was _____ either.
- f. They could only eat food that _____ during long voyages.

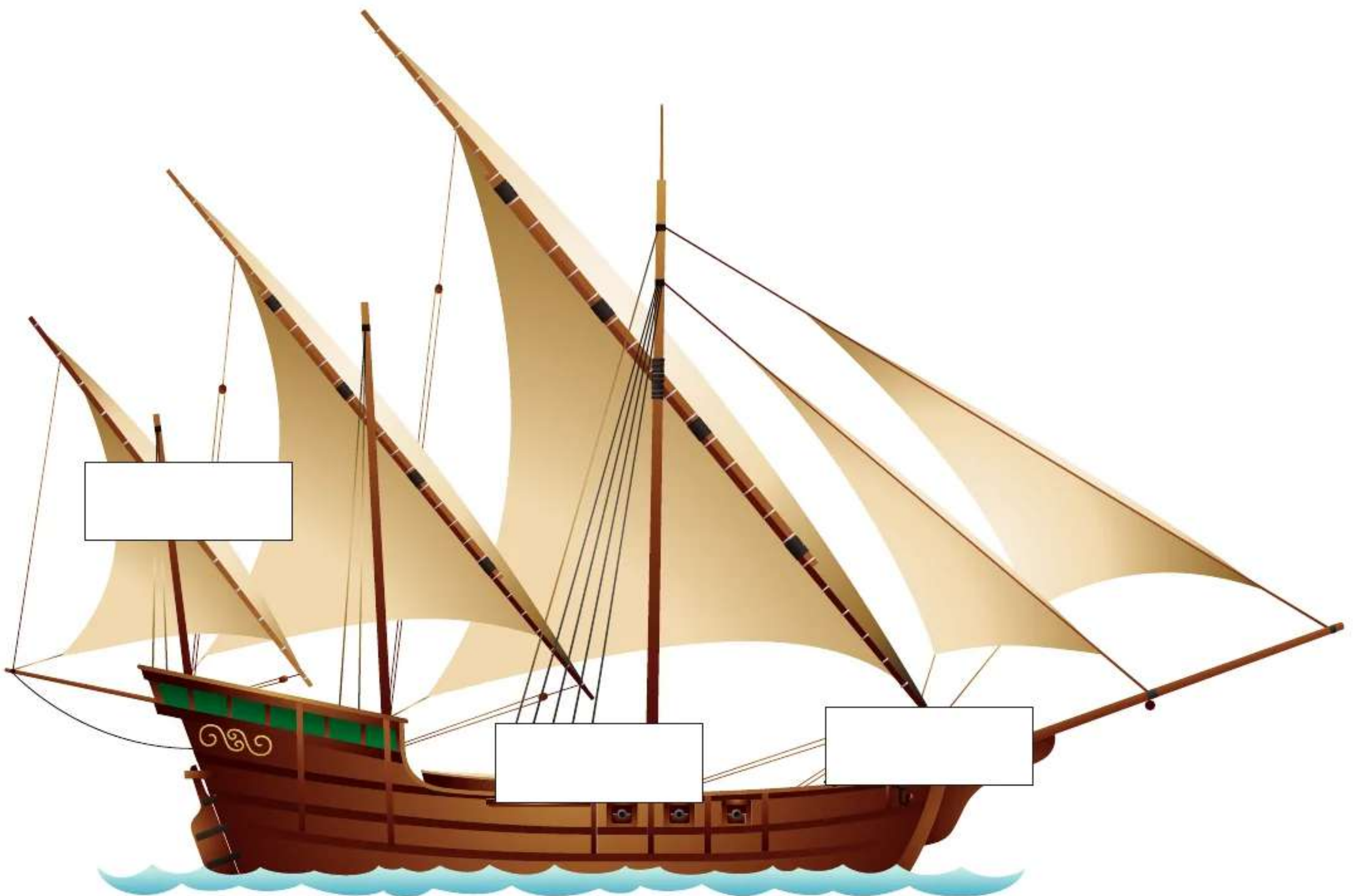
Activity 4

This is a Portuguese trading ship called a caravel. Label the three parts of the ship.

deck

forecastle

sail



Activity 5

What did each of these people do on a trading ship? Write your ideas below.

Master	
First Mate	
Crew Member	
Idler	

Activity 6

Read the descriptions of these ships and write them under the correct pictures.

A small, fast warship.	A very large ship that is moved by rowing.	A large, strong ship with guns on the side.
Galleon	Frigate	Galley
		

Activity 7

Sailors were often at sea for months. What are some of the health problems that they would face? What do we know now that we could have improved sailors' health? Write your ideas in the space below.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

Lesson 7

The East India and Hudson's Bay Companies

How do you think a 'joint-stock' company functions?
Why is investment important in making a company successful?
How do you think companies decide on the price or value of a product?

Key Vocabulary

peak	bullion
to found	fertilizer
monopoly	trading post
charter	retail

Activity 1

The pictures on the top are of the first company in North America, the Hudson's Bay Company, from 1824 CE. The pictures on the bottom are of the same company today. What differences can you see? Write your ideas.



Activity 2

Read The East India and Hudson's Bay Companies and highlight any new information you learn while reading.

The East India and Hudson's Bay Companies

Overseas trading reached a peak in the 15th and 16th centuries. One of the most successful countries in this area was England. English trading ships had travelled to nearly every corner of the globe, searching for new products and commodities to trade. As overseas trading flourished, new companies were founded to take advantage of this.



The East India Company began in 1599 CE. A group of merchants asked Queen Elizabeth I for money to help them sail to the East Indies, near present-day Central America. The queen agreed to fund their voyage, and even signed a charter that gave the merchants exclusive trading rights in the East Indies. This charter was

a powerful document. It not only gave the new company a monopoly on all trade between England and the East Indies but allowed the company's ships to carry large amounts of bullion to trade with. This charter was also one of the first in a new kind of financial organization: a joint-stock company.

In a joint-stock company, outside investors can buy 'stock' or 'shares' of the company. Then, when the company makes a profit, it gives some of that profit back to its investors. The East India Company was the first European company to sell shares to investors. This new approach to profit sharing, along with its monopoly, helped make the East India Company become very successful

very quickly. At its peak, the East India Company controlled nearly half of the world's trade. The company finally closed in 1874 CE.

The East India Company traded mainly cotton, silk, saltpeter (which is used in gunpowder and fertilizer), and tea. However, these were not the only products that were profitable in Europe. As we saw earlier, fur was becoming a very popular fashion item.



Another British company, called the Hudson's Bay Company, was formed in 1670 CE and given full trading rights to huge areas of Canada. The Hudson's Bay Company set up small trading posts all around Hudson Bay and James Bay in central Canada. As it became more successful, the company expanded all the way across Canada. By 1837 CE, the company had expanded into the U.S., all the way down to present-day Oregon.

More than three hundred years later, the Hudson's Bay Company still exists in Canada. It doesn't trade furs anymore. Instead, it has become one of Canada's most successful retail department stores, as well as the oldest company in Canadian history.

Activity 3

Which facts describe the East India Company, and which describe the Hudson's Bay Company? Put a checkmark beside each statement.

East India Company	Fact	Hudson's Bay Company
	It still exists today.	
	It was formed in Canada.	
	It was set up by Queen Elizabeth I.	
	It traded cotton and silk.	
	It was the first 'joint-stock' company.	

Activity 4

Here are some events in the history of the East India and Hudson's Bay Companies. Write these events where they happened on the maps.

The Battle of Plassey: a battle between private East India Company soldiers and the Indian Army. It happened just north of Kolkata.	Charles Fort: the first Hudson's Bay Company trading post in Canada. It was at the bottom of James Bay, which is under Hudson Bay.
The Battle of Seven Oaks: a battle between soldiers for the Hudson's Bay Company and their competitors, the North West Company. It happened near the city of Winnipeg, in the south of the province of Manitoba.	First Factory in India: set up on the coast of the province of Andhra Pradesh.
The Battle of Swally: a battle between the English and the Portuguese, who were competing with England for Indian products. It happened in Surat, in the province of Gujarat.	York Factory: one of the first Hudson's Bay trading posts. It is in the province of Manitoba on the coast of Hudson Bay.



Activity 5

The East India Company was not just an economic enterprise. It was a political one, too. Through the actions of the East India Company, Britain was able to establish a political empire in India.

See if you can put the story in the correct order. Write the numbers 1-5 in the blanks beside the events.

_____ By 1720 CE, 5% of British imports came from India, through the East India Company.

_____ The East India Company set up many factories all over India and gained a lot of economic strength.

_____ The East India Company became the ruler of all of India.

_____ The Queen of England gave the East India Company exclusive trading rights in India.

_____ The East India Company used its wealth to develop its own army and defeated the Nawabs, who ruled most of India, 1757 CE.

Activity 6

The East India Company was a 'joint-stock company.' Imagine you are going to start a company selling juice. But you don't have any money to start your company. You will need investors.

How will you convince investors to help fund your company? What benefits can you give them? What can you promise them? Brainstorm your ideas with 2 or 3 other students.

Here is an idea to get you started.



Make them business partners with you.

How will you attract investors?



Activity 7

Think about the juice company you started in Activity 6. How would you decide on the prices of your juice products? What are some important factors that would help you decide on your prices? Brainstorm with a partner and write your ideas around the picture below.

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

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