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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

Cover label guide

Cycle 02 Color



Icon indicates the book type (**Example, Course book**)

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Number 5 shows grade level

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- Activity book (workbook)
- Reading book (Arabic, social)
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Unit 4
The Growth of Consultative Governance in the UAE

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How do traditional elements of the UAE's heritage continue to feature prominently in the current political life of the UAE?

What role does the majlis play in the political life of the UAE?

How does the UAE's political heritage, based on consensus, continue to be part of the modern state?

What are the key developments in the growth of consultative government?

What is smart majlis and what role does it play?

Lesson 1

Majlis: The Traditional Means of Consultation

- **What different types of communities are there?**
- **What are the advantages of belonging to a community group?**



Key Vocabulary

Bedouin

Arish

majlis

Activity 1

How have communities in the UAE changed over time? In a group, discuss your answers.



Activity 2

Study the pictures and use the information you find to help you fill in the table beneath the photographs.









Environment	Dress	Work	Cultural Activity	Shelter	Transport

Activity 3

Read the text and then complete the activity that follows.

Traditional Arab Houses

When a Bedouin woman met an architect at the Liwa Date Festival, the result was The Liwa Arish House Project. One complete arish house has been built in Mougab, the district of Liwa, where a village of such houses stood as recently as the early 1980s. Back then, in Liwa, about 5,000 people lived in about 800 arishes.



The woman's farm is 20 minutes from the road, set in a landscape in a state of continuous change from the sand, carried by wind that has blown all day. Dozens of goats stand in pens, a few cows lay lazily in their desert barn and some among the herd of camels scattered across the dunes. She gestures past it all to a strange building beyond. "Arish," she says proudly. "My arish. It may be only small, but it was built by me."

The woman is welcoming. Her arish, the local term for a house built from palm leaves, is extremely artistic. It's a matter of identity. She has told her children she wants a stamp of an arish on her passport to mark her Emirati nationality.

An arish is a group of four or five separate huts or rooms in which the Bedouin once settled in the desert. In some areas, they erected them seasonally as they migrated between oasis and coast; in others more permanently. They can stand for 20 years.

The palm-leaf houses differed across the region. For example, in Liwa, the Bedouin left the tops of the palm leaves long and brush-like for their arishes. Elsewhere, these tops were trimmed. In areas more prone to sandstorms, palm-leaf was woven in double layers, called hassir.

Women were the ones who built the structures, singing and telling stories as they weaved. They soaked the palm leaves to soften them. They stripped fibres from palm trunks to make rope, wove the leaves into a mat and linked them together, making sections of wall that could be rolled up and transported as needed. Every arish room was built with a front and back door.

The largest room was the majlis, a space for the men to meet and talk. Next to that were rooms for women and children, plus a kitchen. Some had a small room for washing.

a. Work with a partner to create a blueprint for an arish.

   - What materials would you use?
   - Describe any special features the arish will have?

b. How does the arish reflect UAE heritage?

Activity 4

Read the following text with your partner, complete the task that follows.

The Majlis

The majlis is at the heart of Arab culture; traditionally a large, heavy goat-hair tent, it is where people sit at the same level to participate in discussions, decision-making, to entertain, to ask questions, and tell stories.

It is also a focal point for the community and a place where many social gatherings take place. These include weddings, lectures and condolences.

The word majlis comes from the verb 'to sit' and is an Arabic term meaning 'a place of sitting'. This time-honoured practice was traditionally an opportunity for open discussion and decision-making which evolved into an important, although informal, part of the United Arab Emirates governing system. The 'majlis' system of open discussion between the rulers of the emirates is still a valued practice in which participants may raise a wide range of topics, both of personal interest and of broader concern.



So, while the majlis is, in fact, the customary meeting place for tribal leaders and their people, it has become a central icon for local gatherings throughout the United Arab Emirates.

Work with your partner. Imagine one of you is a journalist, and the other is a person who has attended a local majlis with their ruler. Write an interview where you discuss what topic was addressed and why that topic is important.

Activity 5

Read the text and answer the questions that follow.

How a majlis can open minds and shape our perspectives

Sometimes the best way to discuss sensitive, important and difficult issues is to take the simplest approach: invite people to sit and listen with an open mind.

An ideal setting for such discussions is the majlis. It has survived the test of time and evolved over the years to remain one of the most cherished and important rooms in most households in the UAE and other Gulf nations. UNESCO described the majlis as "open to all people" and "playing an important role in the transfer of oral heritage". "It is usually a large space with carpets on the floor and cushions against the wall," it added. "There is usually a stove or fire to prepare coffee and other hot beverages. Judges and religious sheikhs have special importance in the majlis."

Over the past 10 years, I have attended many majlises hosted by men and women on different themes, including literature and poetry. One of the most prominent majlises that is open to the public twice weekly during Ramadan is that of Sheikh Mohammed bin Zayed, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the Armed Forces, who holds a special series of lectures every year throughout the month of fasting.

Speakers are invited from around the world and topics discussed vary from space and agriculture to social media, religion and politics. These talks on a diverse range of topics are bound to leave one with new knowledge and a new perspective.

Set-ups and designs of the majlises might have changed over decades, from simple tents to modern structures, but a majlis remains more than just a living room. Many people may not even be officially invited and it's not necessary to agree with the viewpoints expressed by individuals – just respect them.

We are lucky that such forums are still alive and active.



One wise elderly gentleman from the United Kingdom made a comment as he was leaving a majlis: "We may have living rooms in western homes, but today, we don't actually live in them, we spend the time watching TV and looking at our phones, typing instead of talking and listening."

The beauty of a majlis is that in many ways it captures the pulse of a nation and gives us a chance to meet people from older generations. We should spend more time listening to them and learning from them as we sit and sip our coffee.

a. Why is a majlis significant for open-mindedness?

b. What are the advantages of a majlis over other forms of communication?

Activity 6

Summarise today's lesson in two sentences.



Lesson 2

Sheikh Zayed and the Beginnings of the Federal National Council

- What are the key developments in the growth of consultative government in the UAE?
- What are the ways in which the UAE's traditional political heritage continues to be part of the modern state?



Key Vocabulary

Shura

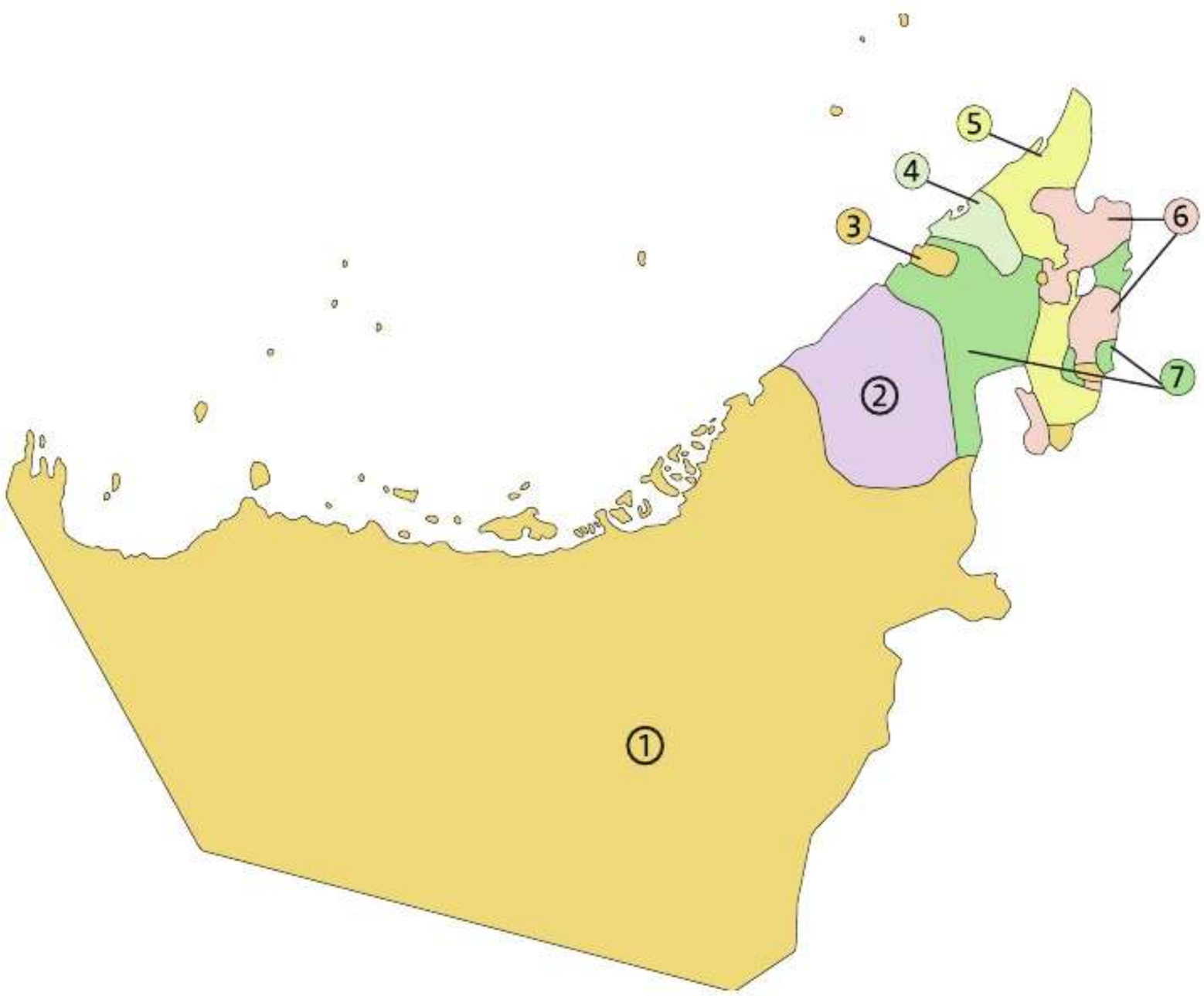
emirate

Trucial States

constitution

Activity 1

Name the ruler of each emirate.



Activity 2

Read this text and complete the activity that follows.

The Decision-Making Process

Shura is the process of making decisions by thinking about and discussing issues. It allows ordinary people to participate in the decision-making process and helps everybody feel involved and engaged and know that their voice matters.



Throughout its history, the United Arab Emirates witnessed the establishment of the principles of Shura and public participation in its civilizational and social development. The people of the UAE have practiced Al Shura as an approach that governs the relationship between rulers and citizens long before the Union formation. People exchange opinions and advice on various issues about citizens and their concerns. The aim is to ensure that citizens' needs are met and that they can achieve their aspirations and expectations. The process reflects the sovereignty of the values of public participation and consultation and promotes unity between the Arab nations.

At the Union of the Emirates, the tradition of Shura was formalised as the Federal National Council and became one of the five pillars of the constitution.

Role-play the following scenario:

Your family is trying to decide where to go on holiday. Each family member wants to go to a different destination. What should you do?

Activity 3

Read the text and complete the questions that follow.

The Importance of the Majlis

The majlises are places where people gather, meet, communicate and share knowledge. They are an important part of Arabian culture and are still found in most of the Emirati households in the UAE. In the olden days, children and adults, poor and wealthy, would gather in the majlis. Poets and men of experience and wisdom would gather in these majlis so that knowledge could spread among everyone, even children.



Sheikh Zayed (may Allah have Mercy upon His Soul) understood the importance of the maljis as a way in which to build harmony, cohesion and solidarity among his people. He would visit his personal majlis every day, coming back from his work in the morning to sit in the majlis from 11am until lunchtime, listening and talking to people. He would return at 8pm and stay until dinner time. He appreciated poetry and traditional culture – all of which could be found in his majlis. Sheikh Zayed valued the importance of the tradition of consultation and the majlis for Emirati culture and was determined that they should form

part of the new state in the form of the Federal National Council (FNC), the first session of which he convened on the 13th of February 1972. The rulers of each emirate and Cabinet members also attended it. The session marked an important time in the history of the country and the important role expected from the Council. On that occasion, Sheikh Zayed encouraged FNC members to speak freely and express the needs of the citizens honestly.

a. How was this principle of consultation continued in the Constitution of the UAE?

b. What value did Sheikh Zayed place on the FNC?

"I am not imposing unity on anyone. That is tyranny. All of us have our opinions, and those opinions change. Sometimes we put all opinions together, and then extract from them a single point of view. This is our democracy."

Sheikh Zayed (May Allah have Mercy upon his Soul)

Activity 4

Read the text and complete the activity that follows.

Consultation

Consultation has always been a central part of political life in the Emirates. Long before the formation of the Union, the Majlis of the Rulers of the Emirates were key meeting points for exchanging views and advice between the Rulers and citizens. This tradition is reflected in the Constitution of the Union State, with the creation of the Federal National Council, (FNC) as the 4th (federal) authority. The FNC contributes to the political decision-making in the State, from discussing and approving the federal laws, to regulating the affairs of society, and dealing with the questions addressed by its members to the concerned ministers on issues related to citizens and their needs, or exchanging opinion on general topics with the government for the interest of the country and the citizens. In this way the UAE has always been democratic. This is reflected in recent changes allowing for 20 of the 40 members of the council of the FNC to be chosen through the votes of an electoral college.

Work with your group to create a collage illustrating a majlis and the consultative process.

Activity 5

Read the text and discuss the questions that follow.

The Process of Election and Appointment

In 2006, H. H. Sheikh Khalifa approved a Supreme Council Resolution No. 4, which revised the method of selecting the representatives of the emirates in the Federal National Council by combining the process of election and appointment. This was aimed at providing an opportunity for the citizens to choose their representatives to the FNC. Thus, the Ruler's Court in each of the seven emirates would select half of the members while the electoral bodies representing the citizens would elect the other half.

The third and most recent election took place in October 2015 with an electoral college of 224,279 voters, with women representing 48 per cent of total voters. The objective of electing members to the FNC is to boost national loyalty and public interest in the national affairs, through contributions of young, educated, and enthusiastic men and women. It reflects the mutual trust between the rulers and the citizens, and the government's intention to maintain social and economic growth hand in hand with its people. Encouraging citizen participation in government goes back to the tradition of the majlis and helps to achieve the vision set out in Sheikh Zayed's speech at the first meeting of the FNC in February 1972: "This country is engaged in creating life on the soil of this good land, and building a brilliant, bright and prosperous future for us and for the coming generations."

a. How does this governance system differ from others?

b. Write a short paragraph on the approach you would take if you were in charge of a group of people.

Activity 6

Consider the role of consultation in your life. Write a short paragraph about a time when you had to make a difficult decision. Who did you consult with? What impact did their advice have on your decision?



Lesson 3

The Consultative Governance in the UAE

- What role do you think consultation and discussion has in the management of new technologies?
- What are the different ways consensus is achieved in the process of consultation?



Key Vocabulary

multiracial

negotiator

expatriate

Activity 1

Read the quote below. How can you link it to the following terms associated with the UAE government and decision making?

"Our system of government is based on our religion, and is what our people want. Should they seek alternatives, we are ready to listen to them. We are all in the same boat, and they are both captain and crew."

Sheikh Zayed (May Allah have Mercy upon his Soul)

Federal National Council:

Shura:



Activity 2

Read the text and answer the question that follows.

Consultative Governance in the UAE

The tradition of Consultative Governance in the UAE has a long history and is a cornerstone of the Emirati government. Sheikh Mohammed bin Rashid, Vice President and Prime Minister and Ruler of Dubai surprised a reporter from the British Broadcasting Corporation (BBC) recently when he explained how he has had the same telephone for the last ten years and that anyone in the country is free to call him about anything at all. If people are unhappy about something he says, they tell him directly. He showed the reporter the bench where he, and his father before him, sit to listen to concerns and issues raised by the people of Dubai. These days he also uses social media to communicate with his people.

Sheikh Mohammed launched the UAE vision 2021 with the aim of making the UAE one of the best countries in the world by 2021 and is determined that the FNC should play a key role in this process. He has said: "We are going forward firmly to bring our political experience to its [desired] ends so as to achieve development and expand participation. We are also looking forward to the pivotal role of the FNC, as a supportive and controlling authority to further strengthen the government with visions and innovative ideas."

How can you as a student contribute to the achievement of this vision?

Activity 3

Read the text and answer the questions that follow.

The Belfast Agreement

On April 10th 1998, The Belfast Agreement was signed in Northern Ireland, ending many years of violent conflict in the region. This conflict centred around the relationship between Britain and Northern Ireland. Southern Ireland had gained independence from Britain at the beginning of the twentieth century after a revolution. However, because the majority of the people in Northern Ireland identified as British, it was decided to keep this part of Ireland within Britain.

Since that time, the "Nationalists" in Northern Ireland had fought for independence from Britain. On the other hand, "Unionists" wanted to remain part of Britain. Between 1968 and 1998, the conflict became very violent and some 3,000 people lost their lives. Many years of violence and mutual distrust made peace negotiations very difficult, and it was only made possible through a long process of consultation and negotiation. Negotiations were taking place between prisoners involved in the conflict and Northern Ireland authorities.



At one point in early 1998, some prisoners voted to withdraw from negotiations and the Secretary of State for Northern Ireland took the first step of talking directly to the prisoners herself and reaching a settlement with them. But

agreement still seemed so unlikely that the talks' chairman decided that a deadline was needed to secure an agreement. Midnight on Thursday 9 April was set as the deadline. In the final days leading up to the agreement, negotiations became so difficult that the Prime Ministers from Britain and Ireland joined the negotiating parties and agreement was finally reached on Friday 10 April.

The Belfast Agreement established a power-sharing government in Northern Ireland and ushered in a new period of peace and prosperity in Northern Ireland.

a. Why do you think it was so difficult to reach agreement in Northern Ireland?

b. Do you think that setting a deadline was a good idea? Why?

c. Think of how life changed for the people of Northern Ireland after the Agreement. List 5 things you think might have changed.

d. Can you think of any time you have been involved in reaching an agreement with other people? What made the agreement possible?

Activity 4

Read the text and answer the questions that follow.

Mandela's Walk to Freedom

Nelson Mandela (1918-2013) is an international emblem of dignity and tolerance. He transformed South Africa from a divided and unequal country, where white people had all the wealth and power while black people had none, to a country with fully democratic elections and equal rights for all races.

A large part of his success can be credited to his famous ability to bring people with very different views together. He famously said: "If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner". Mandela joined the African National Congress (ANC) in 1942. The ANC, he said, succeeded as a movement and a party because it had drawn on the shared wisdom of its many constituencies.

For years he directed a campaign of peaceful, non-violent defiance against the South African government and its racist policies and at 44 he was sent to prison on charges of conspiring to overthrow the state. He remained there for 27 years and during this time developed his skills as a leader, negotiator and a speaker. He later credited his time there with teaching him the tactics and strategy that later made him president of South Africa.

In February 1990, Mr. Mandela walked free at a time when both the ANC and the white government were split about how to move forward and there were many who saw violence as the only answer.

He began a long process of difficult peace negotiations and after two years black and white leaders met in Johannesburg for negotiations that would lead, eventually, to political equality between races. In the midst of political chaos

and extremist violence, Mandela and the white president, Mr. F.W. de Klerk, managed to negotiate a peaceful transfer of power and the country's first multiracial elections. Mandela and President de Klerk were jointly awarded the Nobel Peace Prize for their work toward dismantling the South African racial regime. On April 27, 1994, South Africa held its first fully democratic elections.

a. What do you think Mandela learnt from his experience in prison?

b. Mandela said that he learnt many skills in prison that helped him as president. What do you think they were?

c. Why do you think it was so difficult for people to work together in South Africa?

d. What happens when you have disagreements with your friends? Do you find it difficult to teach a solution? Is there anything you have learnt from Mandela that you might use in the future when dealing with disagreements and negotiations?

Activity 5

Read the text and answer the questions that follow.

The Role of Consultation in the Management of New Technologies

In November 2017, over 700 experts gathered at the World Economic Forum (WEF) in Dubai to consider how best to manage the opportunities and challenges facing the world from the rapidly developing technologies changing the way we will work and live over the next decade. These changes are what the World Economic Forum calls the Fourth Industrial Revolution.

During the past two years, 35 "global future councils" have been designing a vision for 2030, focusing on areas including workplace, health, mobility, infrastructure investment, and food sustainability. Over two intense days everything from artificial intelligence to robotics was discussed. Professor Klaus Schwab, founder of the WEF told experts "We will need to develop principles

and protocols to make sure those technologies have a positive impact and become broadly accepted by society."

The UAE is leading the way to becoming "an open global laboratory for the Fourth Industrial Revolution" with the appointment of the world's first minister for artificial intelligence. Mohammad Al Gergawi, Minister of Cabinet Affairs and the Future of the UAE, spoke of the mission "to transform concepts of the Fourth Industrial Revolution into an international shared agenda." "The future is a global and moral shared responsibility," he added.

Mr Al Gergawi highlighted how the digitisation of data, the Internet of Things and the globalisation of knowledge are impacting skills and economic growth around the world. An Internet of Things Strategy and Data Wealth initiative were launched last month by Sheikh Mohammed bin Rashid, Vice President and Ruler of Dubai. The weekend's meeting also delivered "10 Visions for 2030," including a workplace where humans will increasingly be working alongside robots.

a. What role do you think consultation and discussion has in the management of new technologies?

b. With your partner discuss the idea of having robots as part of daily life and then explain what you conclude to the class.

Activity 6

In this lesson, you have seen many examples of using good communication skills to help groups find solutions.

With your partner practice the suggestions below to improve your communication skills during discussions. Select an issue of your choice.

The following communication rules can improve problem solving:

- State your problem and interests. Acknowledge others' problems and interests. Avoid name calling and answering a complaint with another complaint.
- Listen to the other parties and know their interests. Ask "why," "why not" and "what if" questions to better understand. Use silence to demonstrate you are willing to listen.
- Look for areas where you both can agree.
- Take a time out if the discussion deteriorates.
- Restate what your partner has said. That way they know that you understand their issue.

Lesson 4

Traditional Elements of the UAE Government

- What are the traditional elements in a modern governmental system?
- What are some examples of important issues that local governments take care of?



Key Vocabulary

participation
communication
active citizenship

Activity 1

Read the following quote then discuss with your group the questions that follow.

"The Ruler should not have any barrier which separates him from his people".
High Highness Sheikh Zayed Al Nahyan (May Allah have Mercy upon his Soul)

a. How important is your point of view?

b. Should you get involved, or should you leave decisions to other people?



Activity 2

Read the text below and answer the questions that follow.

Traditional Elements in a Modern Governmental System

Abu Dhabi's present-day governmental structure is characterised by separation of powers, clearly defined mandates and efficient governance. However, traditional elements of leadership were not dismissed after the introduction of the modern constitution. They still play an important role alongside modern forms of governance.

His Highness Sheikh Mohamed bin Zayed Al Nahyan is the president of the UAE and the Ruler of Abu Dhabi Emirate. He is assisted by the Executive Council, which is the governing body of the Emirate. The Executive Council monitors the progress of the government sponsored projects, the development of services and the improvement of governmental performance in Abu Dhabi.

The age-old practice of Shura is evident in Abu Dhabi's modern political system with the establishment of the National Consultative Council (NCC). It was founded by the late Sheikh Zayed, May Allah place peace upon his soul, and ensured the assistance of his countrymen in managing the affairs of the modern emirate. The National Consultative Council building was constructed between 1968 and 1970 by Sheikh Zayed, after the analysis of numerous historic aerial photographs of Abu Dhabi. The building was built with the idea that the unification of the Sheikhdoms, or the then Trucial States, would be started there. Locating it outside the walls of Qasr Al Hosn ensured the Fort remained at the forefront of governance in Abu Dhabi and the unified country of the United Arab Emirates. The place has witnessed many important historical decisions and hosted the Federal and National debates up to the late 1990s.

The National Consultative Council showcases the original articles of the chamber including the recording equipment which is still in place and the tissue boxes from those 1990s meetings are still kept there! The NCC consists of 60 members who are selected from among the Abu Dhabi Emirate's main tribes and families. The aim of the establishment of NCC was to keep the traditional element of Shura (consultation) alive in the modern administrative structure of the emirate. The Executive Council submits the draft laws to the NCC for discussion. Afterwards, the draft laws are referred to the Ruler of Abu Dhabi. With his signature they are issued as laws.

The NCC can also address questions to the Executive Council Chairman or one of its members. In addition to this, they receive citizens' complaints and petitions.

a. What is the role of the Executive Council?

b. What is purpose of the National Consultative Council building?

Activity 3

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

The Starfish Story

'It made a difference for that one'

Once upon a time, there was a wise man who had a habit of walking on the beach before he began his day's work. One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dancer. Intrigued, he walked faster to catch up.



As he got closer, he noticed that the figure was that of a young man, and that he was not dancing at all. The young man was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He approached the young man and greeted him. 'Good morning! May I ask what it is that you are doing?', he said. The young man paused, looked up, and replied 'Throwing starfish into the ocean.' The wise man was startled and asked why he was throwing starfish into the ocean. The young man replied, 'The sun is up and the tide is going out. If I don't throw them in, they'll die.'

Upon hearing this, the wise man commented, 'But, young man, do you not realise that there are miles and miles of beach and there are starfish all along every mile? You can't possibly make a difference!'

At this, the young man bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, he said, 'It made a difference for that one.'

a. What is the moral of this story? Do you agree with the young man's attitude?

b. The young man was making a difference, one small gesture at a time. Is there a small gesture that you could make that would make life better for someone in your family/school/community?

Activity 4

Read the newspaper article below. Then, with your partner, complete the tasks that follow.

A Federal National Council Meeting

Abu Dhabi: The Federal National Council (FNC) held its eleventh meeting of the second ordinary session of the 16th legislative chapter under the chairmanship of Dr Amal Abdullah Al Qubaisi, Speaker of the FNC.



During the session, FNC members addressed four questions, three of which were directed to the Minister of Education, regarding the increase in private school fees; Resolution No. 19 (2006) on nurseries in ministries, authorities, public institutions, government departments and courts; and Emiratisation of school bus supervisors' jobs. The Minister of State for Federal National Council Affairs was asked about the uncertainty surrounding certified sick leave for Higher Colleges of Technology students. Other questions will be posed to the relevant ministers.

The FNC also discussed amendments to provisions in Federal Law No. 10 of 2002 on the veterinary profession in the UAE. It will discuss the protection and promotion of maritime and food production and will review a letter on the

recommendation addressed to the FNC on the question of entitlements and benefits for retirees.

a. What do you think private school fees are used for?

b. With your partner, discuss the pros and cons of private schools.

Activity 5

Read the article and then answer the questions that follow.

Local Government

Our first experience of interacting with the government is usually on a local basis. We use facilities and services provided by the local government, such as libraries and sport facilities. We travel on public transport, or in our cars on newly surfaced roads; new neighbourhoods are planned and built.

Each emirate also has its own government. The ruler of the emirate appoints an executive council to help him rule. Departments are formed to ensure that the vision and policies of the ruler and the executive council are carried through. Every year a budget is agreed upon. The budget is the amount of money available to each department to spend.

The following pictures show some of the most important issues that local governments take care of. Can you name them?



1.



2.



3.



4.

a. Imagine you are a member of the government. Rank the issues in order of importance to you. Explain your choices.

b. Choose one of these areas and describe a project you would like to implement in your neighbourhood.

Activity 6

Complete the following activity.



a. Make a list of five important pieces of information you have learned in this lesson.

b. Sum up your ideas about the lesson in one word.

Lesson 5

Combining the Traditional Concept of Majlis with New Technologies

- How can technology change our lifestyles?
- What is a smart government?



Key Vocabulary

e-Government

European Union / EU

Big Data

The European Commission

Activity 1

As new technologies develop, they can change our lifestyles in many ways. With a partner, answer the questions that follow.

a. Do you think change is necessary?

b. Do you think we should keep with tradition, or do you think we should leave tradition in the past and embrace technology?

c. How does that affect how we communicate with each other and with the government?

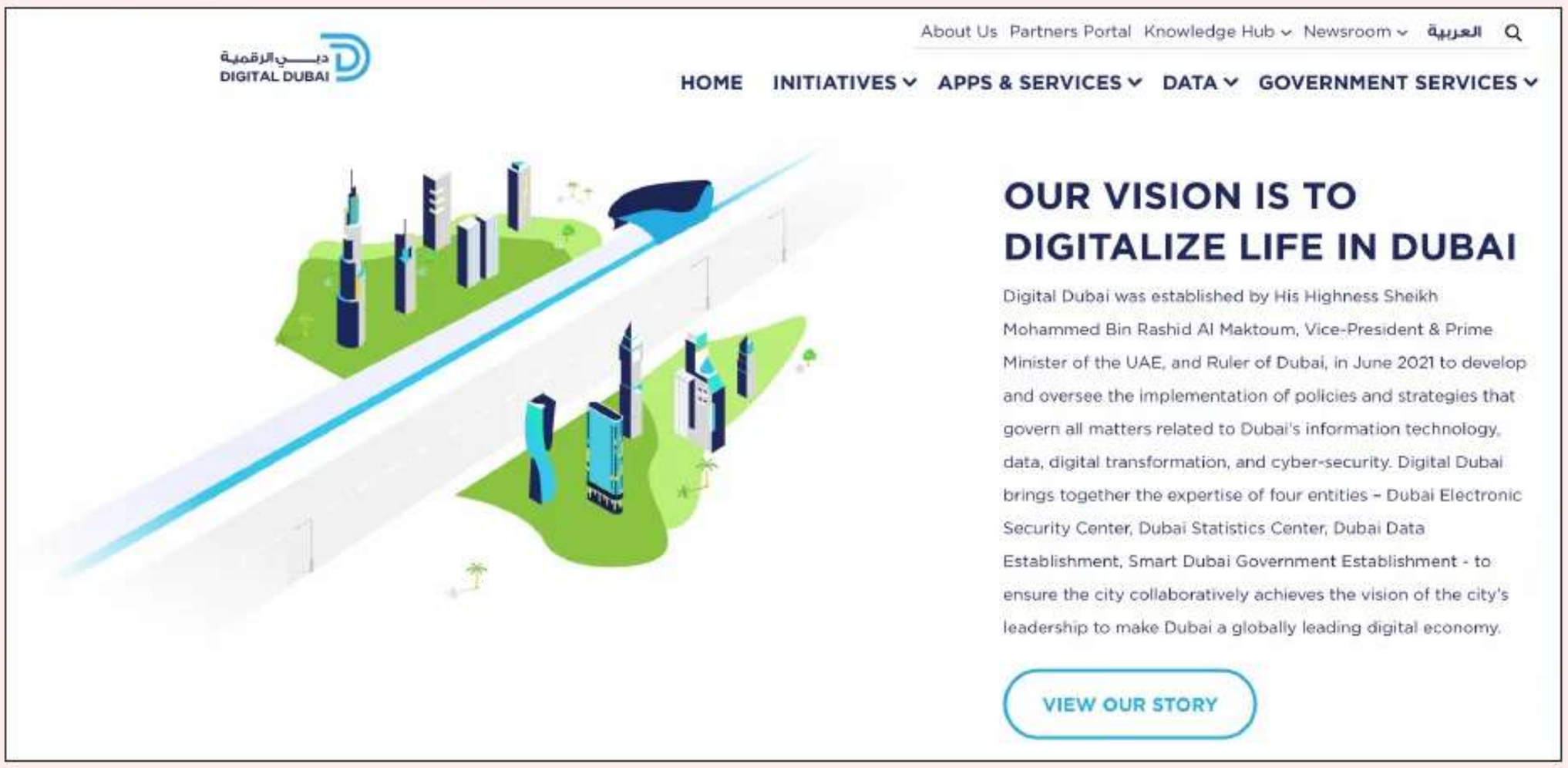


Activity 2

Read the text below and complete the activity that follows.

Smart Government

Smart government is the use of electronic communications devices, computers and the Internet to provide public services to citizens and other persons in a country or region. Most governments use electronic devices for administrative purposes, collecting data and delivering services within a short timeframe and a set budget.



Historically, governments have not communicated directly with service users regarding their views about the services provided. The use of social media platforms allows people, individually or in groups, to interact with one another. Governments have begun to realise the potential of social media platforms to engage the public in conversations regarding the supply of public services. This form of public engagement by government is known as eParticipation.

The UAE federal website has engaged multiple platforms like forums, blogs, chats, surveys, polls, and social media tools like Facebook, X , Flickr, and YouTube to reach out to the general public and engage them in active communication with the government with regard to their opinions and experiences on government services, policies etc. UAE Vision 2021 aims that "Emiratis will benefit from customer-focused government services whose quality is rigorously monitored and constantly improved. Interactive smart government will provide citizens with an especially responsive and efficient channel of service from public authorities."

a. Make your own list of the advantages and disadvantages for governments of using social media to engage the public in conversations about policies and services.

advantages	disadvantages

b. Compare your list with the student next to you. Do you agree/disagree with their ideas?

c. Agree on a combined list to share with your class.

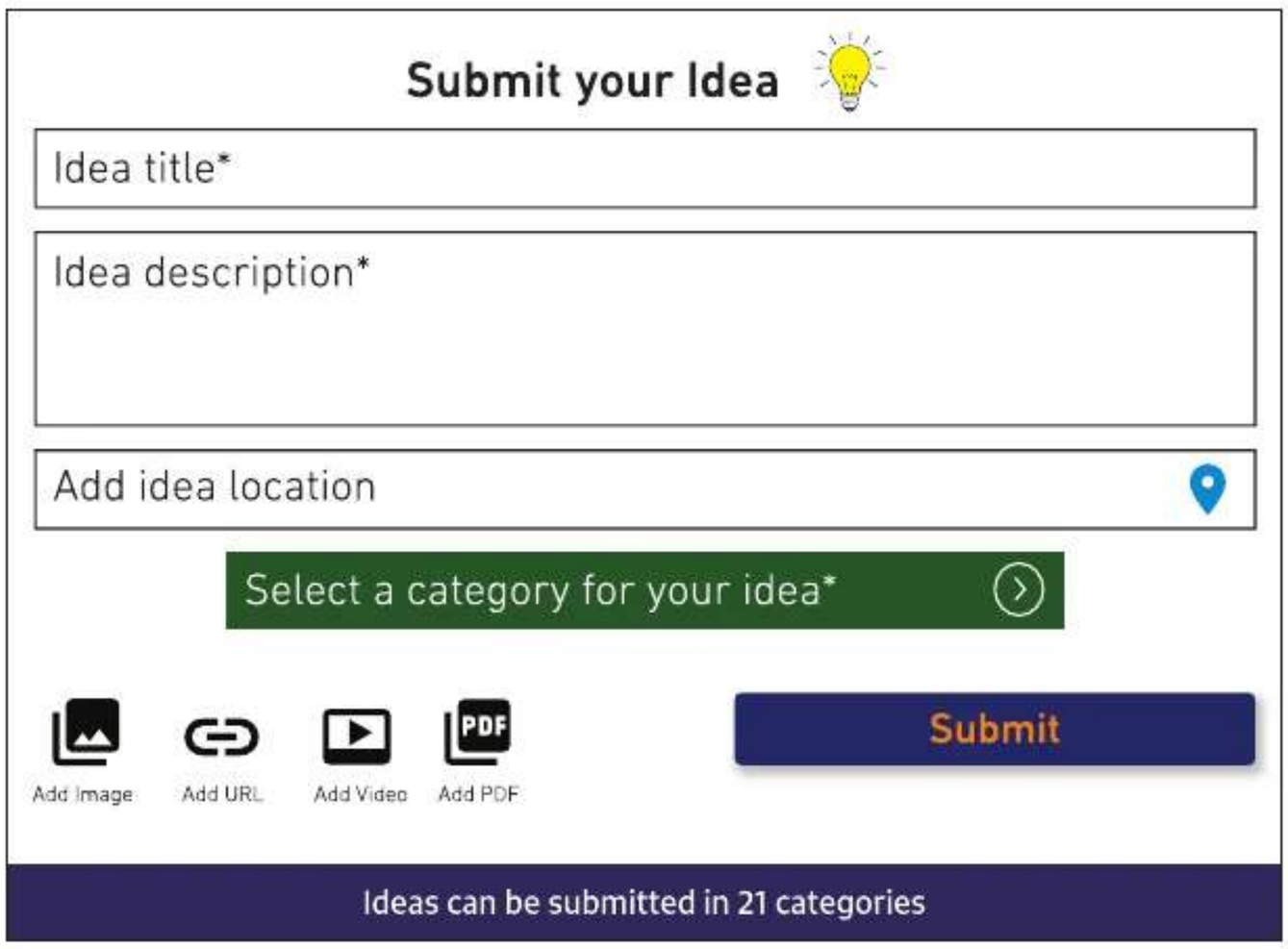
d. Make a combined list with the class and write up the results.

Activity 3

Read about how the Smart Majlis is providing a platform for people to participate in civic and social life. Then complete the task that follows.

The Mohammed bin Rashid Smart Majlis is an electronic platform that allows everyone to participate in building the future of Dubai. The idea of this enterprise is to encourage everyone to share ideas and create solutions that will shape and improve life in the emirate of Dubai. The Teddy Bear Hospital began as an idea submitted to Mohammed Bin Rashid Smart Majlis titled "Create a class in school to treat sick toys." As a result of this idea, The Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU) launched the Teddy Bear Hospital, a programme designed to teach school children about medical procedures and to decrease any preconceptions or fears about doctor visits. Young children bring their teddy to the Teddy Bear Hospital, where the teddies are treated, scanned and operated on. Their young owners are then given feedback about the condition of the teddies.

Look at the form and think of one suggestion you could make.



Activity 4

Read the following text and discuss the questions that follow.

European Citizens' Initiative



The European Union (EU) is a political and economic union of 27 European states. It has an estimated population of almost 450 million.

Each member state has a national government which makes laws for the individual state, but some laws are common and apply across the Union; for example, EU citizens can live, work and travel freely in any member state. European laws are usually proposed in the European Parliament or by the Council of the EU.

However, European citizens may propose a change in the legislation by means of a Citizens' Initiative. A citizens' initiative is an invitation to the European Commission (a non-legislative body) to propose legislation on matters such as environment, agriculture, transport or public health. A citizens' initiative has to be backed by at least one million EU citizens, coming from at least 7 out of the 27 member states. To launch an initiative, citizens must form a "citizens' committee" composed of at least 7 EU citizens being resident in at least 7 different member states.

All EU citizens (nationals of a member state) old enough to vote in the European Parliament elections (18 except in Austria, where the voting age is 16) can sign a citizens' initiative. To support an initiative, citizens should fill in a specific statement of support form provided by the organisers, on paper or online. Citizens' initiatives cannot be proposed by organisations, but organisations can promote or support initiatives if they do so openly. The citizens' committee must register its initiative on the European Commission's European Citizens' Initiative website before starting to collect statements of support from citizens. Once registered, organisers have one year to collect signatures.

The Commission examines the proposal and may meet the organisers to discuss the details. If the Commission decides to put forward a legislative proposal, it is submitted only to the Council and, if adopted, it becomes law.

a. What are the difficulties an EU citizen would face, if they wished to set up a Citizens' Initiative, without the aid of the internet and social media?

b. Suggest one way in which an initiative might be started without the aid of the internet or social media and consider the advantages or disadvantages of the method you choose.

c. Austria allows citizens to vote from the age of 16. Why should governments consider the opinions of young people?

Activity 5

Read the text then complete the activities that follow.



The National Brainstorming Session

Many political leaders are embracing technology in order to create greater public engagement.

H. H. Sheikh Mohammed bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai, called upon the citizens to join the largest national brainstorming session to promote fresh thinking and innovation in generating ideas for developing the health and education sectors.

HH Sheikh Mohammed @HHShkMohd - Dec 3

UAE govt. is having a cabinet retreat that will be dedicated to further develop the health and education sectors.

HH Sheikh Mohammed @HHShkMohd - Dec 3

We want every man, woman and child to join us in the biggest ever national brainstorm session to find new ideas for health and education.

HH Sheikh Mohammed @HHShkMohd - Dec 3

Education and health concern all of us, so I invite all of UAE society to think collectively of creative solutions.

Earlier, Sheikh Mohammed had also directed that representatives of teachers, doctors, nurses, students and parents should take part in the next Cabinet retreat, designed to convey opinions on all the ideas and initiatives to be discussed by the Cabinet. The Cabinet's extraordinary session drew overwhelming popular participation through 65,000 public feedback, ideas and suggestions received via social media platforms and the Prime Minister's website.

The Cabinet's talks based on the results of the national brainstorming initiative took place over two days; the first day examined ideas to develop the education sector whereas the second day tackled the issue of developing the health care sector.

The objective of holding such a retreat reflects Sheikh Mohammed's keenness to adopt a flexible approach in public administration and enable it to swiftly advance into the future.

a. How does Sheikh Mohammed continue to honour tradition in his communication with Emiratis?

b. Choose a health or educational issue which you think could be addressed by the government.

   In groups of four, design and script a 1-minute video which you could submit to the national brainstorming initiative.

c. Present your script from Activity 5 to the class.

Activity 6

Create a design showing your final thoughts on the roles of tradition and technology in modern UAE society and share it with your classmates.

Student's notes

Unit 5
Morality in the Context of States

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Lesson 5: The Importance of Ethics in Government 101





What is the role of governments in society and how can they promote social values?

What is a state and what role does government play in it?

What are the characteristics of good and moral government?

What role does politics play in the UAE and around the world?

How can governments promote social morality and cohesion?

Lesson 1

Understanding State and Government

What does ‘state’ mean?

What does ‘government’ mean?

What are the responsibilities of the Federal Supreme Council?



Key Vocabulary

constitution

government

state

Activity 1

Complete these sentences and the activity that follows.

A state is: _____

_____

A government is: _____

_____

A constitution is: _____

_____

Now look at the accompanying images. These are very important figures in the government of the United Arab Emirates. Can you name them?



_____



_____

Activity 2

Read about the relationship between the public and the UAE government through the Federal National Council. Then answer the following questions.

The UAE Government and the Federal National Council



The Federal National Council (FNC) was established as per the provisional Constitution adopted by the UAE Government in 1971. At this stage, all its 40 members were appointed by the rulers of the seven emirates.

In 2006, H. H. Sheikh Khalifa (May Allah have Mercy upon His Soul) approved the Supreme Council Resolution No. 4 of 2006, which revised the method of selecting the representatives of the emirates in the Federal National Council by combining the process of election and appointment. Thus, the Ruler's Court in each of the seven emirates would appoint half of the members, while the electoral bodies representing the citizens would elect the other half. 20 candidates with the highest votes become members of the FNC.

Eligibility for FNC membership

Certain rules do apply to prospective and functioning FNC members. They are provided for in Articles 70 and 71 of the Constitution as follows:

- An FNC member must be a citizen of an emirate of the UAE and must be residing permanently in the emirate which he/she represents in the FNC.
- When selected, he/she must not be less than 25 years of age according to Gregorian calendar.
- He/she must have civil capacity, good conduct and good reputation.
- He/she must have adequate reading and writing knowledge.
- A member of the FNC cannot at the same time hold a public office in the

UAE including ministerial portfolio.

Rules for voters

As per the official election guide, voters need to adhere to the following rules while exercising their right to vote:

- The family book (Khulasat Al Qaid) is the benchmark, which indicates the emirate to which the UAE national belongs.
- Membership to the electoral college will change upon each new election term.
- Voting is a personal right, which must be exercised only by the voter. The voter cannot authorise this right to anyone else.
- The voter must present an Emirates ID to verify their identity before voting.
- Each voter is entitled to cast only one vote for only one candidate from among the candidates of the emirate he/she belongs to.

To support better communication between the FNC and the public, an app is being developed. Provisionally named 'Weyakum', which means 'with you' in Arabic, the app, when launched, will enable closer interaction between the public and the FNC.

a. What is the aim and the objectives of the Supreme Council Resolution No. 4 of 2006?

b. How do elections show inclusion, equality and justice?

Activity 3

Read the quote from Sheikh Zayed bin Sultan al Nahyan (May Allah have Mercy upon his Soul), and then answer the question that follows.

"The process of construction and development requires the efforts not only of the government but also of all the citizens of the UAE."

Sheikh Zayed bin Sultan al Nahyan
(May Allah have Mercy upon his Soul)



Analyse the quote, stating the responsibility of the government and its citizens.

Activity 4

Like other countries and states, the UAE is ruled by a government that was set according to the constitution. Read the following text about the Federal Supreme Council and then answer the questions that follow.

The Federal Supreme Council



The Federal Supreme Council is the highest constitutional authority in the United Arab Emirates. It is also the highest legislative and executive authority that draws up general policies and approves various federal legislations.

Formation of Federal Supreme Council

The Federal Supreme Council is made up of the rulers of the seven emirates or their deputies in the case of the ruler's absence. Each emirate has one single vote in the council's resolutions and deliberations.

Responsibilities of the Federal Supreme Council

The Federal Supreme Council performs the responsibilities outlined below:

1. Formulating the general policy on all matters concerning the Federation under the Constitution, and considering all matters that could lead to the achievement of the objectives of the Federation and the common interests of the member emirates.
2. Endorsing the various Federal laws prior to their issuance, including laws on the annual general budget of the Federation and the closing accounts.
3. Sanctioning the decrees on matters that by virtue of the provisions of the Constitution are subject to the ratification and approval of the Federal Supreme Council. Such sanctioning takes place prior to the issue of such decrees by the President of the council.
4. Approval of treaties and international agreements through decrees.
5. Approving the appointment of the Prime Minister of the Federation, accepting his resignation, and requesting him to resign upon the suggestion of the President of the Federation.
6. Approving the appointment of the President and the judges of the Supreme Federal Court, accepting their resignations, and dismissing them in the cases specified by the Constitution. Such actions are done by decrees.
7. Supreme control over the affairs of the Federation in general.
8. Any other relevant responsibilities stipulated in the Constitution or in the federal laws.

a. How many votes does each emirate have in the council resolutions and deliberations?

b. List three responsibilities of the Federal Supreme Council that you think are the most important. Explain the reasons for your choices.

c. What is the impact of all the different emirates coming together in order to resolve conflict and engage in deliberations at the meeting of the Federal Supreme Council?

Activity 5

Read the text below and complete the activity that follows.

School Council

It's not just states and countries that need effective governments. Most companies and organisations have a form of government, such as a management team or a board of directors. And charitable organisations have committees to ensure the effective running of the charity.



Towns and cities also have local government organisations to deal with local issues, such as budgets, waste collection, housing, and responses to local emergencies. In fact, any community needs some form of government in order for it to function efficiently.

Your school is another type of community. You could think of it as a mini-state. The teachers are like the rulers of that state. The school is run by a principal and different teachers are responsible for different subjects, just like different ministers in government are responsible for different policies.

However, students can also have a voice in school government. They can take part in a school council. A school council is an elected body that represents students' interests and brings them to the attention of school management. Elected by the classmates, the members of the school council might meet with the principal or an assigned teacher every week or month to address concerns or collaborate on school projects.

School councils help students feel like they are part of the wider school community and their voices are heard. They also encourage responsibility and collaboration among students. And they give some students an early taste of being in government!

How would you develop a school council and ensure collaboration between students?

CREATE!

Using the eight responsibilities of the Federal Supreme Council and your own knowledge about government as guidance, create a poster aimed at highlighting the responsibilities of a school council.
The school council should uphold the moral values of students and protect their rights, similar to how the local and national governments do this in the UAE and elsewhere.

Activity 6

Complete the following activity.

Write a short paragraph about how the government helps you in your daily life, and how it helps the community you live in.



Lesson 2

Laws

What are the key characteristics of a good government?



Key Vocabulary

law

conscience

moral compass

Activity 1

What do you think are the key characteristics of a good council and good government? Discuss with your group.



Activity 2

Look at the six scenarios that you may one day have to deal with in your life. If you were faced with any one of these scenarios, what would you do? Let your conscience guide you. Making notes in your copy will help you to balance the pros and cons of your decision.

Working with the person next to you, draw a moral compass on a separate sheet. You can choose whatever design you like. Ensure you label it so that someone reading it will understand which side indicates a moral choice and which side indicates an immoral choice.

Scenario 1
A girl at school has broken her leg and is on crutches. She needs help carrying her books and belongings around the school. She is new to the school and doesn't have any good friends yet. How could you help her?

Scenario 2
There is a new student in your school who has recently moved from another country. There is a small group of students who are making fun of him because he has a strong accent. They keep surrounding him at break-time and in the hall and mimicking the way he talks. How can you help?

Scenario 3
You aren't chosen for the part in the school play that you wanted or for the sports team you wanted to be on. How do you help yourself to feel better?

Scenario 4
You find money on the floor in the bathroom. How do you decide whether to keep the money or give it to the teacher?

Scenario 5
Some students at break-time are whispering a mean story about someone else. They tell you the story and say, "Pass it on." What should you do, and why?

Scenario 6
A new student is coming to your class in a few days and your teacher asks you to think of ways to help the student feel welcome and comfortable. What can you do by yourself? What could you do as a group?

Activity 3

Read about rules and laws, then answer the following questions.

Rules and Law

Law is a system of rules and guidelines which are enforced through social institutions to govern behaviour, wherever possible. Law is important for a society for it serves as a norm of conduct for citizens and it acts as a guideline as to how they should behave.

It shapes politics, economics, and society in numerous ways and serves as a social mediator of relations between people.



The objective of law is to bring order in the society so its members can progress and develop with some sort of security regarding the future. Rules are intended to move us in a certain direction that we assume is good or prohibit movement in direction that we believe is bad.

Governments set rules and laws based on values of equality and justice.

a. Why do we abide by laws and rules?

_____

_____

b. Why do we need rules and laws in the society?

_____

_____

Activity 4

Read about a few laws in the UAE, then answer the questions.

Different Laws in the UAE

Although we are all different in the way our countries are governed, we are all united in that our governments create laws for the benefit of their people. The UAE has adopted a codified system of laws which is transparent. Ignorance of the law is no excuse in courts.

The concept of justice and safety is inherent in the UAE's government system, and it is considered as a fundamental part of the UAE's Constitution and effective governance.

Article 14 of the Constitution provides that equality, social justice, safety, security, and equal opportunities for all citizens shall be the pillars of the society. Among the safety laws are:

Food:

The law imposes standards and regulations for maintaining the safety and quality of food. It imposes strict penalties on those found to be endangering food safety across the UAE.

Land transport:

The law imposes that land transport activity may not be practised before obtaining a licence from the respective authority. It is mandatory to adhere to the speed limits set on highways, internal streets, and residential areas. Talking on a cell phone while driving is prohibited.

Consumer goods:

The law defines consumer's rights and obligations and outlines certain protection measures to fight monopoly, overpricing and fraudulent commercial activities against consumers.

a. How do laws emphasize equality among people?

b. Deduce how would the laws related to food, land transport, and consumer goods protect the citizens? Fill the table below.

Laws of	Protection
Food	
Land Transport	
Consumer Goods	

Activity 5

Read the following quote from Sheikh Zayed bin Sultan al Nahyan (May Allah have Mercy upon his Soul), then discuss its meaning in groups.

"One's homeland is like a tree that constantly requires the care and attention of its citizens. Every UAE citizen is committed to serving his nation and working toward its prosperity and welfare".

Sheikh Zayed bin Sultan al Nahyan
(May Allah have Mercy upon his Soul)



Activity 6

Complete the following activity. What have we learned today?

Write your own definitions of the key words according to what you have learned in this lesson.

Lesson 3

Good Governance:
Past and Present

What bias and discrimination have you faced?



Key Vocabulary

telecommunication

agreement

Activity 1

Look at the images below. How does change affect people? Write notes.





Activity 2

Read about telecommunications in past and present governments. And then, with your group, answer the questions that follow.

Telecommunications in the Government

The historical development of technology and telecommunications made a great change in people's lives. Not only individually and socially, but on the governmental level as well.

A long time ago, people communicated through sending letters or using messengers. They even used pigeons to send messages from town to town! It took days for governments to connect with their representatives or to spread information among citizens.

In the 19th century, the telegraph was developed. It was a basic invention, but an important turning point. The telegraph was the earliest telecommunication device. It worked by transmitting messages through electrical signals directly from the sender to the receiver. Messages that used to take ten days to be delivered took less than one hour using the telegraph.

After the telegraph came the telephone. This was another very important shift in the field of communicating and made life even easier. Whatever needed to be said was heard on the spot.

Towards the end of the 20th century the Internet (or the "net") became popular. People around the world started using the net for personal and business connections. Lots of technologies were introduced as a result of this, including online shopping and mobile apps.

We witnessed many advances in Information Communication Technology (ICT), which affected governments as well. Governments around the world

adopted these technologies and introduced the e-government. They used these technologies to transform and modernise the organisations in their countries and strengthen their operations to serve citizens in a more effective, accessible, and accountable way.

The UAE, supported by the vision of its leaders, initiated numerous programs that aimed at effective governance and effective policy making along with service delivery.



In your opinion, in which areas did the development of telecommunication change the past and present governments?

Research the programs that are offered by the e-government of the UAE and how they help citizens.

Activity 3

How would government agreements affect citizens? Read the text and then, with your group, answer the questions that follow.

The European Union

The European Union, also known as just the EU, is a union of 27 countries that work together in political and economic matters. All EU countries are located in Europe. Making the decision whether or not to join the European Union is a big one for any country. Before taking this decision, countries and governments need to think of the advantages and disadvantages that affect their citizens.

Here are some advantages and disadvantages of the EU.

Advantages:

- Tax-free trading among members: One of the biggest benefits that is offered to EU member countries is that they are free to trade with other member countries at no additional taxation.
- Opens up more opportunities: Movement among all of the countries in the EU is completely unrestricted and open for all citizens.
- Culture is not lost: The EU has never had an "official language" and doesn't interfere with the cultural aspects of any country.
- A common currency: Most of the member countries of the EU use the same currency, the euro.

Disadvantages:

- Communication barriers: It becomes very difficult for the EU to communicate with all of its citizens because they all speak different languages.
- Takes power from governments: The European Union has some power over the government in the member countries.
- Serves the interests of a whole: The policies, decisions and rules put in

place by the European Union are not necessarily there to protect the best interests of each individual country. Instead, their goal is to advance the EU as a whole.

a. Name five of the EU countries.

_____

_____

b. Determine the consequences of each advantage and disadvantage of the EU. Complete the tables below with your answers.

		Beneficial consequences
1	**Tax-free trading among members**	_____
2	**Opens up more opportunities**	_____
3	**Culture is not lost**	_____
4	**A common currency**	_____
		Harmful consequences
5	**Communication barriers**	_____
6	**Takes power from governments**	_____
7	**Serves the interest of the whole'**	_____

Activity 4

Read about the different governmental systems in the world. Then complete the table with the correct answers.

Many government systems exist in the world. Here are some, with their main definitions:

1. **Parliamentary**

The power to make and execute laws is held by a parliament that is elected.

2. **Federal government**

It divides the powers of government between the national government and state and local governments.

3. **Consultative**

Ordinary people are able to communicate their problems to local leaders by talking to them directly in the traditional consultative forum that the leaders hold regularly.

4. **Military dictatorship**

An authoritarian government is controlled and run by a military and its political designees.

5. **Constitutional monarchy**

A country is ruled by a king and queen whose power is limited by a constitution.

6. **One-party state**

The country is ruled by a single political party.

	Aspect	Government System
1	Inclusion of a 'Majlis'	
2	A royal is not a politician	
3	Forming of political parties is forbidden	
4	Citizens elect their representatives	
5	Army governance	
6	Power is local and national	

Activity 5

Find countries that follow the governmental systems and write your answers below.

	Government system	Country
1	Parliamentary	
2	Constitutional federation	
3	Federal government	
4	Military dictatorship	
5	Constitutional monarchy	
6	One-party state	

Thinking about monarchies, democracies and different types of rule, what way do you think is best to run a country? Discuss with your partner and then share you thoughts with the class. Make notes below.

Activity 6

Complete the following activity.

Consider how good governance can benefit you. Write a short paragraph about what you look for in a government and the benefits you get from it.



Lesson 4

The Government in the UAE

How does the government increase the level of social equality and cohesion in the UAE?

What is the role of the Supreme Council in the UAE government?



Key Vocabulary

federation

monarch

citizens

consultative

Activity 1

Complete the following activity.

Do you know what the following words associated with government mean?

Federation: _____

President: _____

Monarch: _____

Activity 2

Read about the government system of the UAE, then answer the following question.

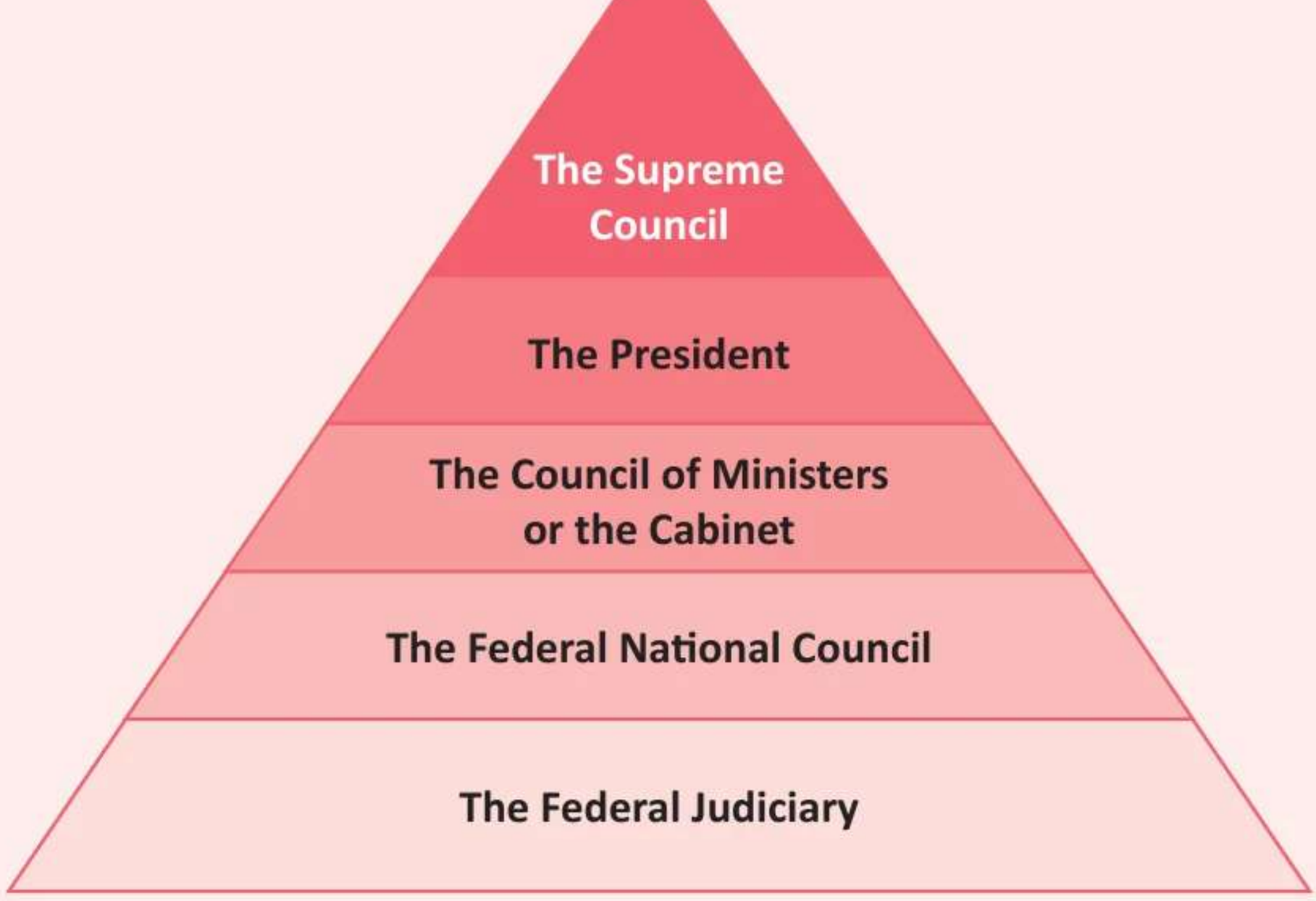
The Government System of the UAE

The United Arab Emirates is a constitutional federation established on the 2nd of December 1971.

The political system is based on the Constitution which explains the main rules of the political and constitutional organisation of the country. The Constitution demonstrates the main purpose of the establishment of the federation and its objectives at the local and regional levels. It guarantees all UAE citizens equal rights and opportunities, safety and security, and social justice.

The operations of the government are distributed between the federal and the local governments of each emirate. The UAE's Constitution defines the scope of jurisdiction for each level maintaining smooth coordination between the two.

There are five federal authorities in the UAE government:



1. The Federal Supreme Council is the highest constitutional authority in the UAE. It consists of the rulers of the seven emirates. Elects from among its members a President for a five-year term.
2. The President is the second of the five federal authorities. The President's main roles presiding over the Federal Supreme Council, appointing the prime minister, approving federal laws, and representing the Federation inside the country and abroad.
3. The Council of Ministers or the Cabinet executes all internal and external affairs of the Federation as per the provisions of UAE the Constitution and the federal laws. Some of its main roles are drafting federal laws and drawing up the annual general budget of the Federation.

4. The Federal National Council (FNC) is the consultative council, the parliamentary body of the UAE. Some of its main roles are passing, amending or rejecting federal draft laws.
5. The Federal Judiciary is presided by the Federal Supreme Court as the highest judicial authority in the UAE and the local judicial departments at the local government level.

a. How does this government system serve the citizens?

b. Explain how citizens in the UAE can benefit from the government.

Activity 3

Read the following text and then complete the question that follows with your partner.

Elected Monarchies

Malaysia: The Yang di-Pertuan Agong (Supreme Head of State) is elected to a five-year term by the Council of Rulers. The Council consists of nine hereditary rulers from the Malay States.

Cambodia: The King is chosen for a life-term by the Royal Council of the Throne from candidates from the royal family.

Vatican City State: The Pope is elected in a conclave by the College of Cardinals.







How do these countries have a similar government to the UAE?

Activity 4

Read the newspaper article below and answer the questions that follow.

Call for Emirati women to embrace Year of Zayed and highlight Founding Father's legacy

UAE's General Women's Union said women should show their appreciation for a 'rare man'. While the country lays down its plans for the Year of Zayed, the UAE's General Women's Union called on Emirati women to show their appreciation for the late president.

Director general Noura Al Suwaidi said it was important that women took the opportunity to appreciate and highlight the work a "rare man" did for them.

H. H. Sheikh Khalifa (may God have mercy on his soul), former president of the UAE, declared 2018 the "Year of Zayed", as the year marks 100 years since the birth of the late Founding Father, Sheikh Zayed (may God have mercy upon his soul). The announcement was made to coincide with the anniversary of Sheikh Zayed's (may God have mercy upon his soul) Accession Day – August 6, 1966.

The Year of Zayed aims to achieve objectives such as highlighting the role he played in establishing the UAE and consolidating its foundations of modern development, with an emphasis on the nation's achievements. It is also seen as an opportunity to portray Sheikh Zayed's (may God have mercy upon his soul) legacy in forthcoming projects and initiatives that express his vision and values.

The former president called for making 2018 a year of achievements, initiatives, events and programmes that reflect the personality of Sheikh Zayed (may God have mercy upon his soul), highlighting his pioneering role, his vision and his sound leadership.

Sheikh Zayed (may God have mercy upon his soul) ordered the establishment of a women's union in 1975. Ms. Al Suwaidi said that the achievements made by Emirati women are due to Sheikha Fatima bint Mubarak, Chairwoman of the General Woman's Union, and Sheikh Zayed (may God have mercy upon his soul), who led the region by presenting opportunities for women to develop their roles in society.

"Everything the UAE and Emirati women have achieved so far is because of solid foundations laid down by Sheikh Zayed," she said.

"We call on Emirati women to be the first to respond to the calls of the leadership for more activities and events in honour of Sheikh Zayed's legacy."

Plans for activities and initiatives to be held during the Year of Zayed are yet to be announced.

H. H. Sheikh Mohammed bin Zayed, president of the UAE, said on his X account: "We look forward to making the Year of Zayed exceptional with new projects and initiatives inspired by his legacy."

The former Minister of State, Noura Al Kaabi, said the year was "a fitting tribute to the long journey of progress led by the late Sheikh Zayed bin Sultan Al Nahyan, the Founding Father of the UAE. It is a message of pride to every Emirati citizen – pride in the prominent position that the UAE has come to occupy, a journey that began at our country's very inception".

Dr. Sultan Al Jaber, Minister of Industry and Advanced Technology, said that "... the Year of Zayed is an opportunity to learn from the journey of wisdom and giving of the founder of the nation, to teach our sons and daughters about his journey and enable them to benefit and continue reaping the rewards."

a. Why was 2018 chosen as the year in which to honour the legacy of the late Sheikh Zayed?

b. In what ways did Sheikh Zayed support women during his time as president of the UAE?

c. Highlight the role that H.H. Sheikh Khalifa bin Zayed Al Nahyan, the late president of the UAE, played in supporting women in the UAE., plays in supporting women in the UAE?

d. Is this story an example of good governance? Why?

Activity 5

Complete the following activity.

With your group write a letter to your local government. Write about an activity your class could do to commemorate Sheikh Zayed.



Activity 6

Complete the following activity.

Consider the role of the Supreme Council in UAE government. Write a short paragraph about how the Supreme Council, with the president and the prime minister, ensures the good governance of the UAE.



Lesson 5

The Importance of Ethics in Government

What does 'morality' mean?

What provisions are made for people of determination in the UAE?



Key Vocabulary

social cohesion

social equality

discrimination

morality

Activity 1

Read the text below and then complete the activities that follow.

For a country to operate fairly and ensure equality for its people, it is important that those in power act in a moral way. This means they must make decisions based on what is right and not what is easy.

"Compassion is the basis of morality."

- Arthur Schopenhauer

"Waste no more time arguing about what a good man should be. Be one."

- Marcus Aurelius

"So far, about morals, I know only that what is moral is what you feel good after and what is immoral is what you feel bad after."

- Ernest Hemingway

a. Which of these quotes best reflects your view on morality?

_____

b. Find an image or a picture that depicts your chosen quote about morality.



c. Why is it important that leaders remain moral in their duties?

_____

_____

_____

Activity 2

Read the following activity and answer the questions.

Understanding Social Equality

Social equality is the idea that all people in a society are equal and therefore have equal rights. These rights include the right to life, the right to expression, the right to education, and right to good health and well-being.

In societies that lack social equality, you're likely to see discrimination, injustice, poverty, and social tension. When people feel that they are being treated less fairly than others, this can lead to tensions between different groups in society. Instead of working together for a common good, people begin to look for others to blame for their problems, leading to social bonds breaking down.

Social Equality and Government

Governments play a key role in promoting social equality. First of all, they should set a moral example for the people. There should be no hint of corruption or self-interest among leaders in society. They should be seen to be working for the good of the state.

Governments can also promote social equality through their laws and policies. On the one hand, they can punish those who engage in unfair practices that take advantage of others, especially those less fortunate. They can also show that they won't tolerate corruption in any form. And they can pass laws to prevent discrimination or harassment against any groups. On the other hand, they can implement policies that reduce poverty and ensure all people are able to reach their potential and prosper. They can help all people develop their skills (through education policies) and earn a living (through their economic policies). And they can celebrate the rich, diverse range of groups that make

up any society, showing that all groups are valued equally.

Social Equality and You

However, social equality is not just a matter for politicians and leaders. We all have a role to play in promoting social equality. What do you do when you notice discrimination? How do you help those less fortunate than yourself? Do you tolerate corruption or cheating? Do you interact and engage with people who are different from you? In these everyday decisions, you could be doing your own small bit to create an equal society that values all members.

The UAE federal website has engaged multiple platforms like forums, blogs, chats, surveys, polls, and social media tools like Facebook, Twitter, Flickr, and YouTube to reach out to the general public and engage them in active communication with the government with regard to their opinions and experiences on government services, policies etc. UAE Vision 2021 aims that "Emiratis will benefit from customer-focused government services whose quality is rigorously monitored and constantly improved. Interactive smart government will provide citizens with an especially responsive and efficient channel of service from public authorities.".



a. What rights are all people equally entitled to?

b. How can a lack of social equality lead to problems in society?

c. What are the qualities of a moral leader?

d. What two things could you do to promote social equality at school?

Activity 3

Read about the provisions for people of determination in the UAE and answer the following question.

People of Determination in the UAE

The term special education describes the programmes and services designed for people of determination in order to ensure that all students can reach their full potential.

The term 'special educational needs' is used to describe the educational needs of any one with a disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student's access to learning and educational performance.

The government of the UAE strongly supports education and learning services for people of determination.

Federal Law No. 29 of 2006, is the first law in the UAE to protect the rights of people of determination. Article 12 of the law provides: the country guarantees them equal opportunities in education within all educational, vocational training, adult education and continuing education institutions in regular classes or special classes with the availability of curriculum in sign language or Braille and or any other methods as appropriate.

The Ministry of Education's strategy is to adapt public schools to facilitate education for people of determination. Accordingly, people of determination are entitled to enrol in any school, without exception. These students have access to the same educational opportunities as students in the regular education system.

How does this article show ethical actions of the government?



Key Fact

After adopting the initiative which was launched under the slogan 'School of All' dozens of people continued their education, many of whom have graduated from higher education, and some received their PhDs.

Activity 4

Write a definition for 'social cohesion' and then, answer the questions in groups.

A happy society is one that everybody is glad and proud to belong to. This strengthens social cohesion.

Social cohesion is:

_____

_____

_____

Index	Indicator	Definition	
1	Human Development Index	An indicator that measures the well-being of nations using three United Nations perspectives: life expectancy, educational attainment and the standard of living.	
2	Happiness Index	An indicator that measures the individuals level of happiness and satisfaction with their lives. The factors measured include factors such as income level, average healthy life expectancy, social support received, absence of corruption, and freedom to make life choices.	
3	Number of Olympic and Paralympic medals won	An indicator that measures the achievements and number of medals collected in the Olympic and Paralympic championships in various sports.	
4	National Identity Index	An indicator that measures the sense of belonging and national identity of citizens (NKPI specific to the UAE).	
5	Social Cohesion Index	An indicator that measures the level of social cohesion among the people in the UAE based on factors such as family cohesion, education and culture, justice, security, and national belonging (NKPI specific to UAE).	
6	Family Cohesion Index	An indicator that measures the social bond in the relations between parents, between parents and children, among children, etc.	

a. What types of things are taken into consideration when measuring the happiness of citizens in the UAE?

b. What are the benefits of measuring national cohesion and identity in this way?



THINK!

What can bring people together in society? And what may prevent people coming together? With your group, present a short role play showing social cohesion in action.

	Source	Results	Key Sponsor
	United Nations Development Programme	Rank 42 (2016 Report)	Federal Competitiveness and Statistics Authority
	United Nations Sustainable Development Solutions Network-Gallup World Poll	Rank 21 (2017 Report)	Minister of State for Happiness
	General Authority for Youth and Sports	Rank 21 (Up to 2016) Olympic Medals - 2 medals Paralympic Medals-19 medals	General Authority for Youth and Sports
	United Arab Emirates University	96.2% (2016)	Ministry of Culture and Knowledge Development
	-	-	-
	The Official Portal of the UAE government	86.4% (2013)	Ministry of Community Development

Activity 5

Read the text below and answer the questions that follow.

A Story: Youth and Social Cohesion

The United Nations Development Programme (UNDP) is implementing the Youth and Social Cohesion Project (YSCP). This provides different pathways for the youth by developing their livelihood skills and engaging them in healthy recreational activities that can direct them away from violence and conflict. These interventions are complemented by community-led village development schemes which provide small scale infrastructural support to some of the most deprived and underdeveloped communities.

A 30-year-old resident of one of the villages has headed a Local Support Organization. An agriculturist by profession, he has come a long way from placing bets on his favourite teams in village cricket and volleyball matches. In fact, UNDP has allowed him to assume a local leadership role in terms of overseeing and supporting development and recreational activities in his village.

"The local UNDP staff informed me about their intentions to bring development to my village. I wanted to see improvements in the lives of my fellow villagers. I became part of their initiative and they introduced me to the concept of community organisations, something I knew nothing about in the past."

His leadership role has extended beyond the boundaries of his village as he wanted residents of other villages to benefit from the YSCP. In fact, he has considered all neighbouring villages as his own and has been active in convincing landowners to donate land for community centres being constructed under the project. In this regard, he has been highly appreciative of the UNDP's work and its positive impact on the lives of youth in his area.

a. What measures are being implemented to promote social cohesion in the village?

b. In your opinion, how important are community organisations in building friendships between people of different backgrounds?

Activity 6

Complete the following activity.

What roles would equality, happiness and cohesion play in your ideal society? Write a short paragraph about how you could promote these values.



Student's notes

Unit 6
North and South America

Lesson 1: The Land and Physical Geography of North America 116
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Lesson 5: Modern Canada 165
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What is the physical geography of North and South America like?

Who are the Indigenous People of North America?

What do you know about colonialism in North America?

What led to the American Civil War?

What do you know about the history and development of Canada?

What important events led to the development of South America?

Lesson 1

The Land and Physical Geography of North America

What are the main geographical features of North America?



Key Vocabulary

Natural feature

Panama Canal

The Great Lakes

Rocky Mountains

Sierra Madre Occidental Mountains

Activity 1

Read the texts about the geography of North America and answer the questions that follow.

Geography of North America



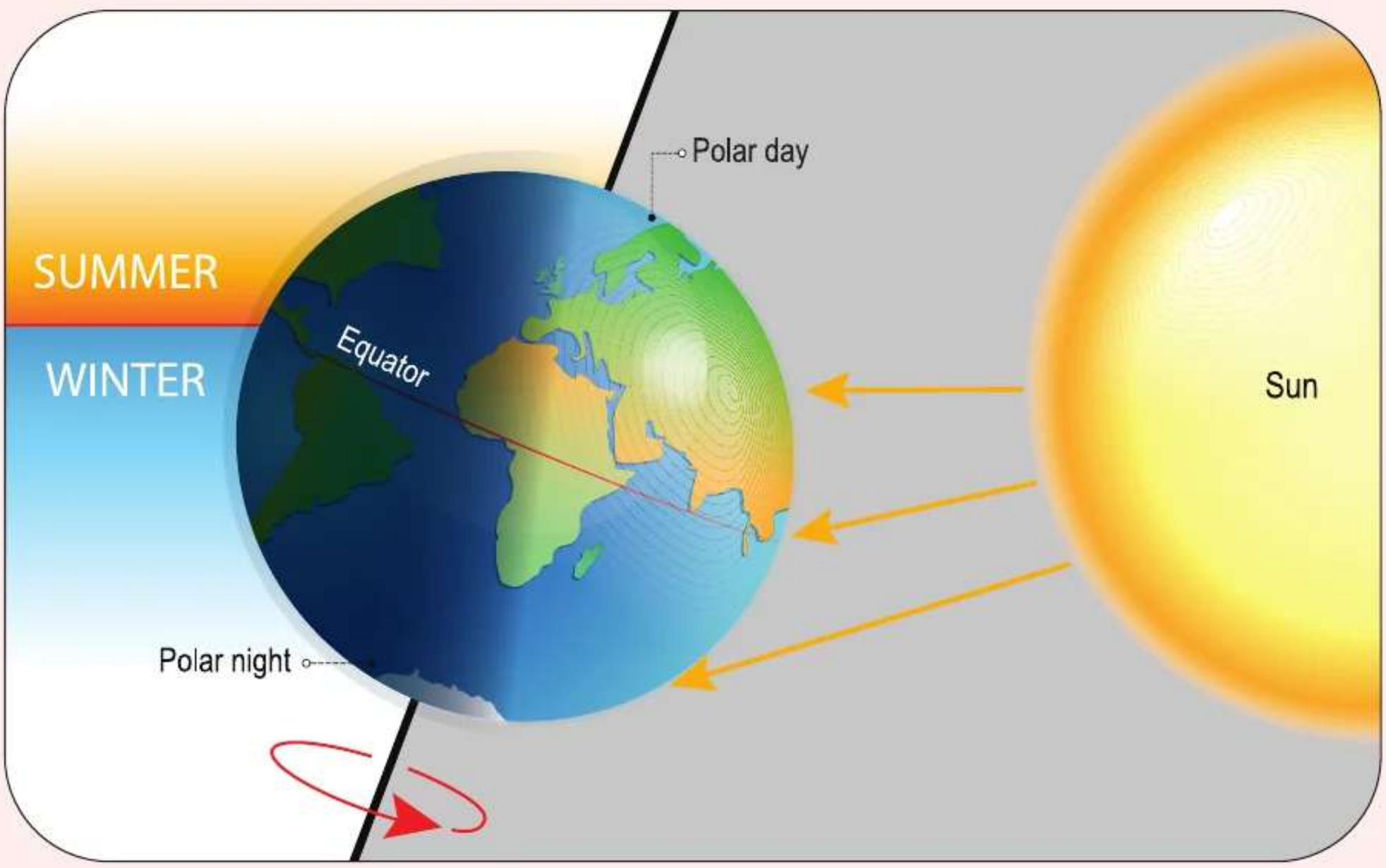
There are ten countries on the continent of North America, and about 13 different nations and territorial islands in the Caribbean Sea. This lesson focuses on the three largest continental nations: Canada, the United States and Mexico. There are four other countries on the North American continent to the south of Mexico: Belize, Honduras, Guatemala, El Salvador, Nicaragua, Costa Rica and Panama. These are often referred to as Central America.

The Panama Canal was constructed and opened in 1914 and allows ships to pass from the Caribbean Sea on the Atlantic Ocean side of the continent and to cross the narrow isthmus into the Pacific Ocean. Panama is the end point of the North America and where South America begins.

The island nations in the Caribbean Sea, include the larger island countries of Cuba, Haiti, the Dominican Republic and Jamaica. Another group of smaller island nations are in the Caribbean Sea along with islands that are territories of other countries including Puerto Rico, the U.S. Virgin Islands, and the British Virgin Islands.

The northernmost parts of North America include Canada and the US state of Alaska. Some parts of Canada lie within the Arctic Circle at 66°34' North latitude. This is the area of the Arctic where all land remains in polar darkness during the winter months peaking on the 22nd of December, the winter solstice.

The same areas remain in sunlight during six months peaking during the 21st of June, the summer solstice. This is because of the tilt of the earth's axis toward and away from the sun. To the north of Canada lies the frozen Arctic Ocean and the North Pole that is at 90° North.



The Canadian Shield is a large sheet of rock that stretches all the way from the St. Lawrence River in Eastern Canada to the Great Lakes in Southern Canada and northward all the way up to the Arctic regions. Farming is limited in this region because the winters are long.

a. What are the three largest countries in North America?

1. _____

2. _____

3. _____

b. The countries to the south of Mexico: Belize, Honduras, Guatemala, El Salvador, Nicaragua, Cost Rica and Panama are often referred to as:

_____

c. List 3 Caribbean Islands.

1. _____

2. _____

3. _____

d. Why do some areas of the Arctic North have darkness half the year and sunlight for half the year?

_____

_____

_____

Activity 2

Read the text below. As you read the text, identify the landform on the map by writing the number on the map.

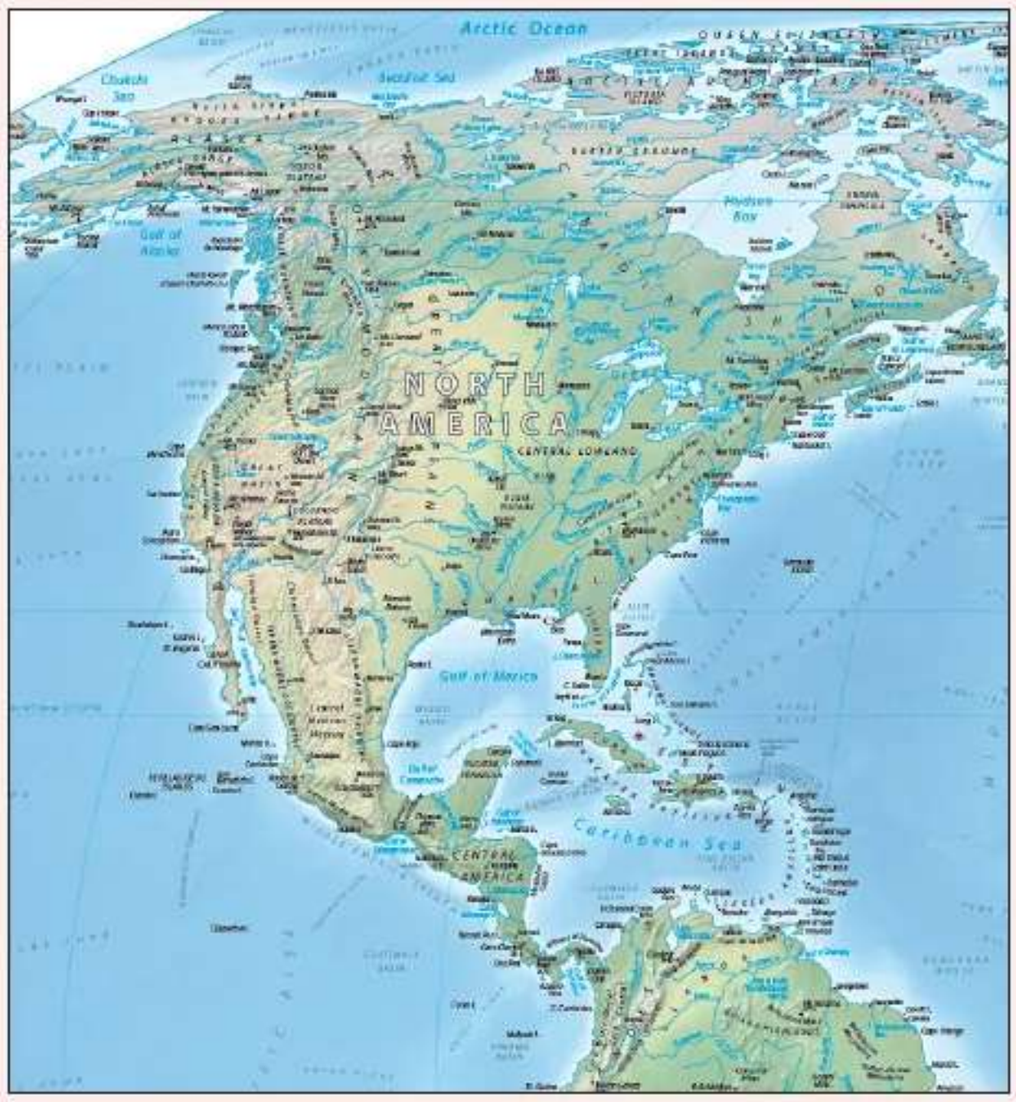
Land below the Arctic Circle



Most of the population of Eastern Canada lives below this area in Southern Ontario and Quebec along the Great Lakes and St. Lawrence Rivers. In this region the winter is shorter, the climate is warmer, and the topsoil is deeper making the land more fertile for farming. Western Canada and the State of Alaska, which is part of the United States have long high mountain ranges and coastal forests and rivers with fisheries. The Canadian Rockies and the Denali Range in Alaska have the highest mountain peaks in North America.

The continental area of the United States has an Eastern seaboard that borders the cold and icy waters of the North Atlantic, with cold winters and hot and humid summers. The south-eastern coastal areas have moderate winters and longer hot humid summers. The areas of southern Florida have subtropical weather.

The Appalachian Mountain range stretches from the Northeast to the South, where it gives way to a large



coastal plain that spans from the Atlantic Ocean across the northern areas of the Gulf of Mexico into the Great Plains. The Great Plains are a rich agricultural area with topsoil that extends from Southern Canada down through the middle of the United States to the Gulf of Mexico.

The Western United States is divided from the Great Plains by the Rocky Mountains. Northern California has long agricultural valleys and forests that stretch up the northwest coastal mountain ranges with the Cascade Mountain Range extending toward British Columbia in Canada. The upper areas of the Northwest are quite wet with rain forests and a large amount of precipitation from rain. The rest of the Far West has a dry climate with extreme cold winters in the northern areas near the Rocky Mountains, but hot dry summers. The Southwestern United States remains hot and dry through most of the year.

The Central Mexican Plateau is in the southern half of North America. It has rich valleys set between the long Sierra Madre Occidental Mountain range and volcanic mountains that surround the great plain of Mexico City. Mexico's eastern coastline borders the Gulf of Mexico. The Yucatan Peninsula in Mexico's Southeast was the location of many of Mexico's earliest sites of civilization belonging to the Olmec and Mayan civilizations.

Mexico's western coast borders the Pacific Ocean where the climate is drier, and the area is sheltered from most tropical storms that seasonally arise in the Gulf of Mexico. The Central American countries of Belize, Guatemala, El Salvador, Honduras, Costa Rica and Panama are smaller in size and have a tropical climate.

Activity 3

Match the photo of a location with the name and description of the natural feature.













A. Yellowstone National Park in Wyoming, United States has open active geological features such as hot springs, natural geysers and mineral pools such as this one, known as the Grand Prismatic Pool.		**B.** The rain forests of the Pacific Northwest contain lush ferns and other plant life as ground cover and tall evergreen forests with cedar, spruce and fir trees. This scene is from Macmillan Provincial Park in British Columbia.	
C. The Canadian Shield is a rock base with lakes and marshes in this northern landscape that was sculpted by the retreat of glaciers during the Ice Age about 200,000 years ago.		**D.** The Grand Canyon is a 1,800 metre deep canyon in Arizona, United States. It was formed because of water erosion from the Colorado River.	
E. The Columbia Ice Fields in Banff National Park in Alberta, Canada is one of the largest glaciers in the Canadian Rockies. It is the source of the Columbia River that stretches 2,000 km from Canada to Washington and Oregon states on the Pacific Ocean.		**F.** Mt. Denali, in Alaska, also referred to as Mt. McKinley, is 6,190 metres tall. It is the highest peak in North America.	

Activity 4

Fill in the names and colour of the countries in North and Central America.



Countries of North and Central America

- Canada
- United States
- Mexico
- Belize
- Guatemala
- El Salvador
- Handuras
- Costa Rica

Activity 5

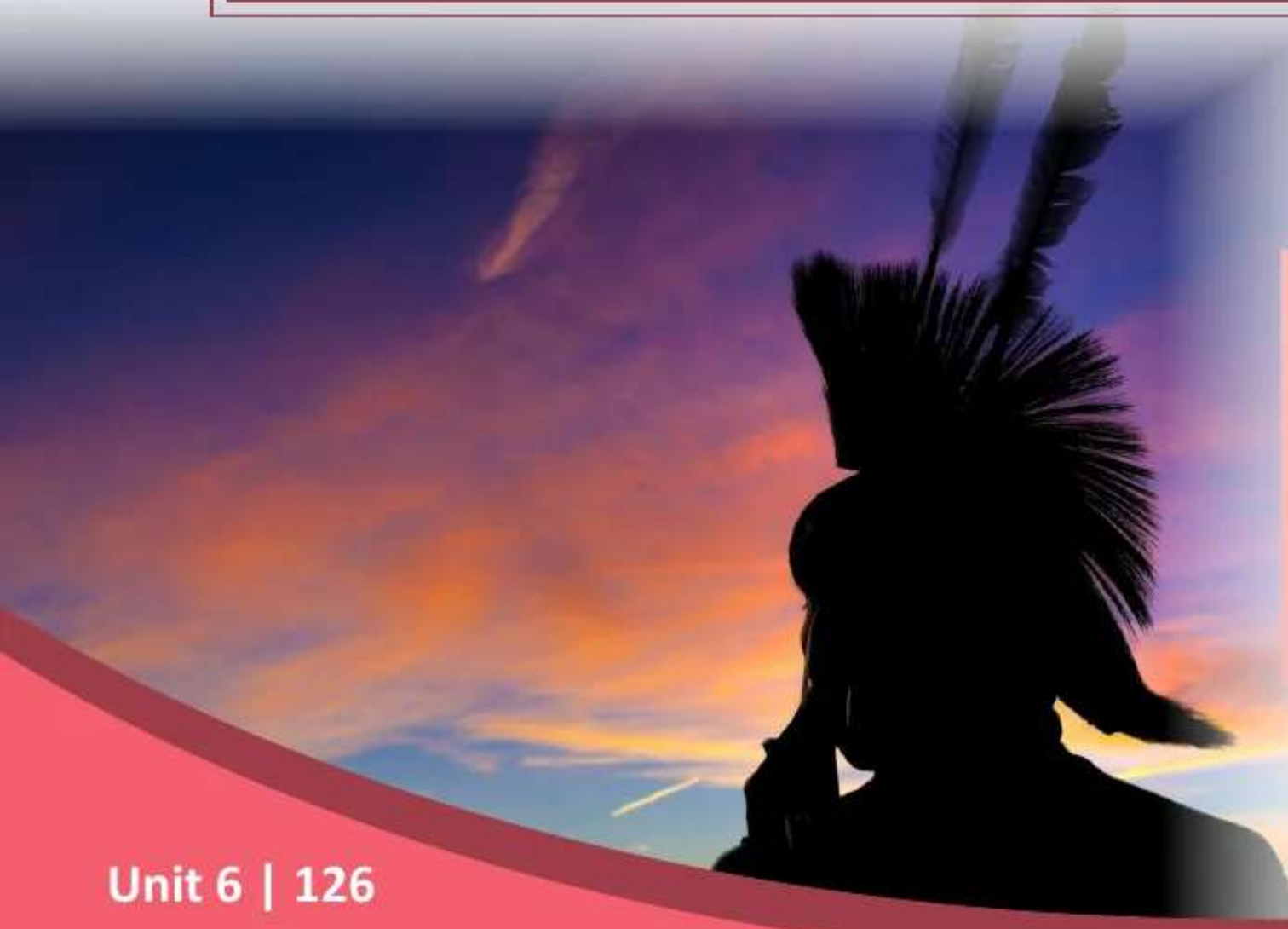
Imagine that you live in the northern most area of Canada and have six months of night and six months of day. How do you think you would feel? How do you think your life would be different?

Lesson 2

Indigenous People of North America

What ancient North American civilizations can you name?

What contributions have ancient North American civilizations made to human history?



Key Vocabulary

Aztecs

Native Americans

Native Canadians

Activity 1

Were the Europeans the first people to travel to North America? Who visited or lived in North America before the European explorers of the 15th century? Discuss and write notes.



Activity 2

Read the text and answer the questions.

The First People Arrive in North America

It is not clear when the first people arrived in North America. Some scientists believe that people migrated to North America from Asia during the last ice age 20,000 years ago. The migration would have taken people from a northern area in what is now Russia across the Bering Strait. At the time the strait would have not had water. It would have appeared as a shallow valley.

Other scientists believe that there were several migrations. Evidence has been found showing settlements in the Orogrande Cave in New Mexico, USA, from around 35,000 BCE. This was before the last Ice Age. The evidence suggests that earlier migrations could have happened as early as 40,000 BCE.

The people who were living in the Americas before the European explorers arrived are considered indigenous people. Indigenous people are called First People in Canada or Native Americans in the US.



Indigenous people were called Indians because the first European explorers thought they were in the East Indies when they landed in the Americas. Native people of the Americas should not be called Indians.

a. What are the time periods of migration suggested by evidence?

b. Why were the indigenous people of North America called "Indians" by the European explorers of the 15th century?

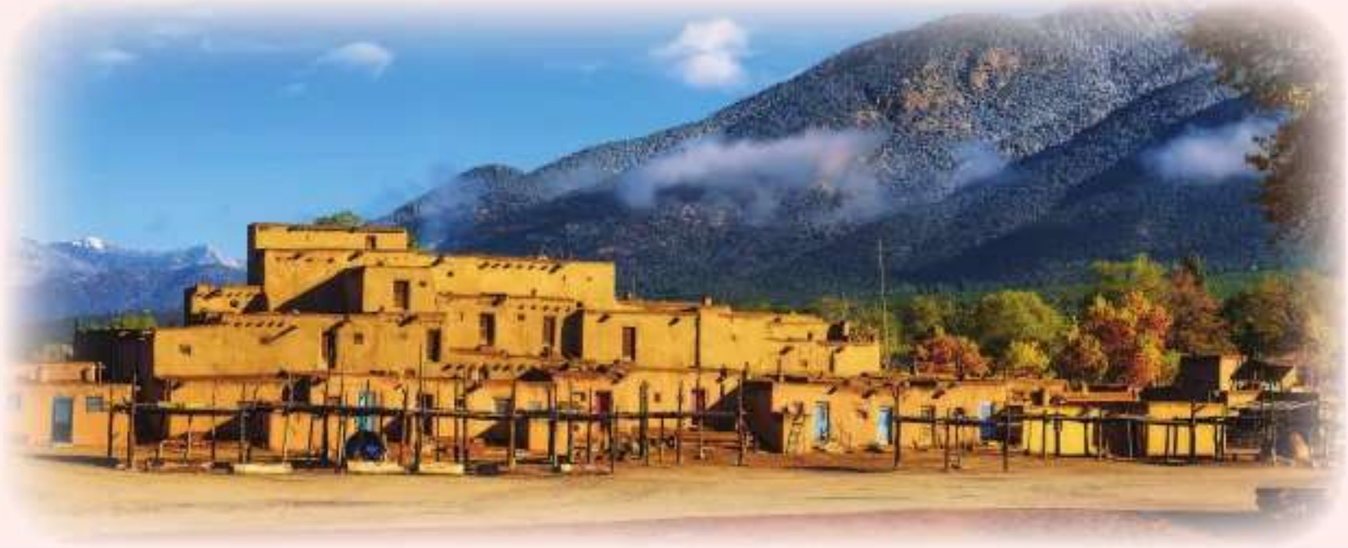
c. What are appropriate names for indigenous people of North America?

Activity 3

Read the texts and match a solution used by the native peoples in their local environment with their region or people.

Adapting to the Land

In the Arctic regions of the far North, the Inuit tribes lived by hunting in the polar region and fishing in the icy waters. The Northwest Coastal tribes, including the Salish tribes of British Columbia lived from fishing and gathering the plentiful shellfish they found along the Pacific Coast. The California Native Peoples hunted, gathered and fished. On the Plains, the tribes included the Sioux and Cheyenne who hunted buffalo as they migrated across the grasslands of the Great Plains. In the East the Six Nations of the Iroquois Confederation, thrived well into the 18th century. In the Southeast the Mound Cultures that populated the city of Cahokia, in the present-day state of Illinois, in around the year 1300 CE flourished. The Mound Culture was still intact in the 16th century when Spanish explorers reached the area in the early 1500s. In the Southwest, the Apache and Navajo tribes lived in the dry areas of Arizona, New Mexico and to the South in Mexico. In earlier centuries, people built pueblos of stone in cities carved into rock in the dry climate of the Sonoran Desert. In Taos, New Mexico the pueblo style of construction has been continuously maintained since the 1300s and is recognized as a World Heritage Site.

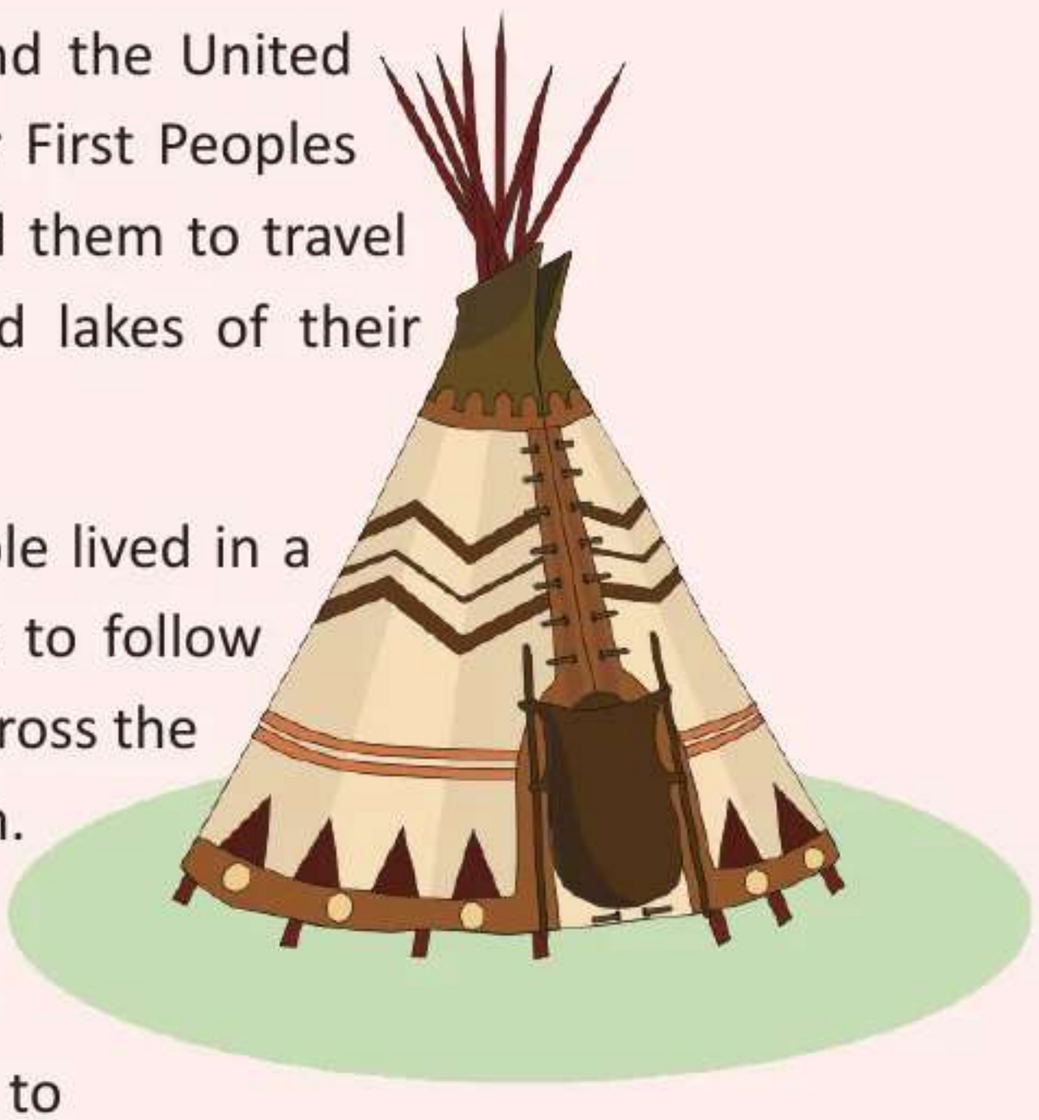


Tools and Inventions of the Early People of North America

Native Americans in North America adapted to their local environment in various ways. In the Pacific Northwest, they used the bark of coastal fir trees to make fibres and materials for shelter and for rain gear to keep dry in the wet climate.

In the Southwest they used stone and mud bricks to make permanent housing shelters and in other places they carved their housing into soft stone canyon walls.

In the Eastern regions of Canada and the United States, the Iroquois tribes and other First Peoples carved canoes out of trees and used them to travel great distances along the rivers and lakes of their region.



In the Plains region, the native people lived in a semi-nomadic pattern of movement to follow herds of buffalo and other animals across the great grass plains of the Plains region. They used arrows with stone tips to hunt buffalo. After the Spanish introduced horses, they used horses to travel and hunt animals. The native people used the skins of the buffalo and deer that they hunted to make tents and clothing to protect against the cold weather.

Technology	Description
Buffalo and deer skins	Pueblo peoples of the Southwest.
Stone or mud brick and carving of housing out of soft stone cliffs	The Salish and people living on the Pacific Northwest Coast.
The bark of fir trees and cedar trees were used for making clothing and shelter	Tent making and clothing in the Plains region.
The carving of canoes from tree trunks to make boats for travel along rivers and lakes	The people living in the East, including the Iroquois tribes.

Activity 4

Read the texts and match the term on the left with the definition on the right.

Aztec Civilization in Mexico

In Mexico, in 1519 the Spanish viceroy, Hernando Cortés, conquered Tenochtitlan, the largest city of the Aztec empire. At that time, Tenochtitlan was the largest city in North America. After the Spanish conquest, it became the site of Mexico City, the capital city of Mexico today.



When Cortés entered Mexico City for the first time, he found a highly developed civilization. The Aztecs had their own written language and a highly developed system of city planning, irrigation, agriculture, markets, public spaces, temples and a long-distance system of trade.

The Aztecs were not liked by other tribes. Cortés took advantage of these rivalries among Mexican tribes. He got some of them to join him in attacking the Aztecs. Cortés had the Aztec chief Montezuma imprisoned where he died of disease or poisoning.



European countries sent their own people to North America to live so that they could grow crops or make products to send back to Europe. These people were called settlers. Europeans saw the Americas as a place to expand into. They felt that they had the right to use the land and resources as they wished.

When indigenous people met European settlers, they sometimes became ill and died. Indigenous Americans lacked immunity to diseases that the Europeans brought with them. Large numbers of their tribe members died from smallpox and other diseases.

For indigenous people this was confusing and frightening. They did not know how the diseases were transmitted. They simply knew that often when they had contact with European setters many of them became ill and died. Even if they used items such as blankets or clothing purchased from setters, people who used the products became ill and died, especially elderly and children.

As settlers arrived in greater numbers, they took over land where the indigenous people lived. Sometimes US troops were used to move indigenous people to make the land available to settlers. Troops had guns and cannons which were superior to the arrows and spears that indigenous people produced. About

350 years later, the indigenous population was very small and mostly relocated to isolated areas called reservations.

Key Word	Description
Aztec	The name of the Aztec Capital.
Salish	A deadly disease that ravaged, killed and depleted the populations of most Native American tribal peoples.
Tenochtitlan	A tribe in the Pacific Northwest in Canada who lived in the area of British Columbia and prospered from fishing and collecting of shellfish.
Taos	A major civilization in Mexico whose capital was in the present city of Mexico City.
Smallpox	The name of a place in New Mexico where the Pueblo people lived since the 1300s.

Activity 5

Read the text and follow the instructions after it.

During a period of about 350 years, the indigenous population of North America decreased by more than 90%. In 1492 it is estimated that there were between 8 to 112 million indigenous people in North America. By 1650 the estimates were less than 6 million. By 1800 the population was reduced to about 600,000 and in 1890 only about 250,000 remained.

a. Fill in the table with information from the text.

Population Estimates of Indigenous People of North America	
Year	**Estimated Population**

b. List major factors from the text that caused the indigenous population of North America to decline.

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

Lesson 3

Colonial North America

What made European colonists settle in North America?

What do you know about a federal government system?



Key Vocabulary

French	English
Dutch	Spanish
American Revolution	
Pueblo peoples of New Mexico	

Activity 1

Why is English spoken in the US and parts of Canada? Why is French spoken in parts of Canada? Why is Spanish spoken in Mexico? Were these the languages of indigenous peoples? Discuss and write notes.

Activity 2

Read the text about Spanish Colonies and match each key term with the correct definition or concept.

Spanish Colonies of North America

From early 1400s Europeans were trying to find a way to get to China and India by sea. Europeans wanted to get silk, tea, spices and porcelain to sell in European markets.

The Portuguese were the first to explore a route around Africa to India. On this route, they met with the powerful Malian kingdoms and Igbo kingdoms along the coast of Western Africa. To trade with these kingdoms, the Portuguese established forts and colonies off the African coast in the Atlantic at the Cape Verde Islands.

In the colonies, they started sugar plantations. By 1498, Vasco de Gama had travelled around Africa and explored India. For the next 150 years, the Portuguese explored and colonized the Indian Ocean region.

When Christopher Columbus sailed from Spain and discovered the Caribbean Islands, he called them Hispaniola. Today these islands are known as Haiti and the Dominican Republic.

By the mid-1500s, the Spanish had conquered or settled much of South America, Central America and Mexico. Together these regions are referred to as Latin America. The Spanish empire forced the indigenous populations who had not died of disease to perform the hard labour of their colonies. They worked on plantations and in other areas such as the gold and silver mines.

Later in the 1500s, the Spanish moved northward into the land that is now the state of Florida in the US. The local populations along the coast of the Gulf of Mexico decreased in numbers drastically due to diseases carried by Spanish and from fighting with them. Hernando DeSoto was one of the famous Spanish explorers who expanded the influence of Spain in the Americas.

Vasco de Gama	A Spanish conquistador who led an invasion of Spanish forces into Florida and the Southeast in the 1520s.
Malian kingdoms	The Spanish forced native indigenous people to work in these.
Gold and silver mines	These were powerful and rich kingdoms in West Africa who the Portuguese began to encounter in the 1400s during their explorations down the African coast.
Hernando de Soto	Portuguese explorer who in 1498 made the first voyage from Portugal around southern Africa and the Cape of Good Hope to India.

Activity 3

Read the texts. Then, fill in the blanks with the correct word or phrase from the text.

North American Colonies

In the early 1600s, French, Dutch, and English people established colonies in North America. Each concentrated on producing specific goods to sell to European traders.

The French explored and settled mostly in the area of Canada. Many French settlers were fur traders along the Mississippi River system down to New Orleans. The French colonized along the St. Lawrence River and established the new cities of Quebec City and Montreal as fortified cities for the fur trade with the indigenous people of the region.

The Dutch settlers tried to settle in the area of New York along the Hudson River. However, this settlement was soon taken over by the English who came to dominate the Eastern seaboard of North America. The Dutch focused on their possessions of the Caribbean islands of Curacao, and Aruba on the north coast of South America. They established sugar plantations through the West India Company.

The first English settlement was attempted in 1607 at Jamestown, in a new colony called Virginia. The English settlers were interested in finding precious metals or other goods, but the colony was largely a failure as few of the settlers had good farming skills. Most of the colonists died of starvation. The colony was reorganized as a farming and plantation settlement. The plantation system created huge farms and brought enslaved people from Africa to do the hard work starting in 1619.

English settlers did not mix with the indigenous people. In the areas where they moved in, they forced native populations to leave. In the northeast, the British established the New England colonies. By 1627 a settlement at Plymouth in the colony of Massachusetts was established. It faced great difficulty, especially due to the poor soils, short growing season and harsh winters of the area.

In the British colonies, people living in one colony were not allowed to trade directly with people in non-English colonies. All valuable products from the American colonies first had to be shipped across the Atlantic to England and then put on English ships for trade to other parts of the world.

Disputes between the British and French in Europe spilled over into conflicts in North America. When Britain and France fought the Seven Years War (1753-1764) in Europe, colonists in French and British colonies also fought each other. After the French were defeated, they were forced to withdraw from North America and the British gained colonial control of the areas of Canada that the French had controlled. The Iroquois tribes of the region of Ontario and New York were used by both sides to fight against the other. This weakened the Iroquois who suffered from loss of warriors and attacks in their homelands.

The American Revolution (1776-1783)

In 1775, a conflict over taxation arose between the American colonists and the British government. The American colonists defeated the British army in battles around Boston, Massachusetts. This was the start of the American Revolution. By 1776, the American colonists wanted to separate themselves from Britain. Leaders from each of the 13 colonies met and drafted a Declaration of Independence. It was adopted on July 4th; today Americans celebrate this day as their Independence Day. After seven years of warfare, in 1783, the American army defeated the British army, ending the war. In 1786, the Treaty

of Paris was signed by Great Britain who recognized the former colonies as an independent country, the United States of America.

In the early 1600s, _____ established colonies in North America. The French were mostly _____ along the Mississippi River system down to New Orleans. They colonized the St. Lawrence River area and established the new cities of _____ and _____ . The Dutch settlers originally tried to settle in _____ but were forced out of the area by the British and then focused their colonization efforts in _____ by establishing _____ plantations through the West India Company. English colonies established _____ systems that used the labour of enslaved people. In 1776, representatives from the 13 British colonies declared independence from Britain and after the Revolutionary War became a country called _____ .

Activity 4

On the early map of North America from 1795, shade the area colonized by the British blue, the area colonized by the French green, and the area colonized by the Dutch orange. Use the text in the last few lessons if you need help.



Activity 5

Read the text and answer the questions that follow.

New Countries:
The United States, Haiti and Mexico

In 1786 at a constitutional convention, the United States issued its first constitution that was approved by the states in 1788. It created a federal system of government that reserved certain rights to the individual states to have their own elected legislatures and governors and law courts.

The federal or national government kept the powers of military and defence, the regulating of trade, and a federal court system to resolve issues between the states. It established a system of electing representatives to the Congress. General George Washington, famous from the Revolutionary War, was elected as the first president.

The issue of slavery became a complicated part of the new Constitution. The first five Presidents of the United States were slave owners and 12 of the first 18 presidents were slave owners at some time during their lifetimes. Although bringing in newly enslaved people ended in 1807, the practice of owning people was not forbidden until 1865 after the American Civil War. Even after slavery was outlawed, African Americans were treated much the same as they were before. More than 150 years later, African Americans and other minorities, struggle for equal rights under the law.

a. How did the federal system work? List the rights of the federal government and the rights of the states.

Power granted to states	Powers reserved for federal government

b. Who was elected as the first American president?

_____

c. When was the practice of owning people ended in America after which event in American history?

Date: _____

Event: _____

Activity 6

Read the texts and answer the questions that follow.

Haiti and the Caribbean



The island of Haiti was originally settled by the Spanish and called Hispanola. The western third was given to France who called it Saint Domingue or St Dominique. The island was France's most prized possession because it had sugar plantations.

Toussaint L'Ouverture, formerly an enslaved person, is credited with leading a revolt in 1791 that eventually led to establishing the country of Haiti. In 1803, L'Ouverture was captured and sent to a prison in France where he died. Nevertheless, the Haitian revolution succeeded, and the independent nation of Haiti was declared in 1804.

The Mexican Declaration of Independence

In 1821 the former colony of New Spain declared itself an independent country. In 1824 it became the Republic of Mexico with a new constitution. Soon after, the Republic of Mexico attempted to consolidate its territories to the North in Texas, New Mexico, and California which resulted in a conflict with the American expansion of the United States into these same territories.

a. In what year did Mexico declare its independence?

- ◯ 1821
- ◯ 1829
- ◯ 1824

b. The leader of the Haitian Revolution was:

- ◯ Toussaint 'Ouverture
- ◯ Napoleon
- ◯ Pierre Dessaint

c. Mexico reformed itself into the Republic of Mexico in which year?

- ◯ 1824
- ◯ 1829
- ◯ 1839
- ◯ 1863

Activity 7

Establishing European colonies was seen as a way to increase the wealth of a country. Colonists saw themselves as part of the county they were sent from. After a few generations, this perception changed, and colonists wanted to rule themselves.

Work with a partner to come up with some reasons colonists might no longer see themselves as part of the colonial power. Discuss and write notes.

Lesson 4

American Civil War and Reconstruction

What were the long-term effects of the American Civil War on American society?

How did the end of slavery influence American society?



Key Vocabulary

Abraham Lincoln
Frederick Douglass
union
civil rights
Women's Suffrage
Emancipation Proclamation
confederacy
reconstruction
Martin Luther King Jr.

Activity 1

How does the cost of labour affect the price of goods and services?

Summarise the discussion.

Activity 2

Read the texts and answer the questions that follow.

The War with Mexico

Mexico became independent from Spain in 1821. In 1824 the Republic of Mexico began to strengthen its ties with its territories to its north. This included Texas, New Mexico and California. However, California split off from Mexico and became an independent republic in 1848. Later California joined the United States as a state.

Conflicts between Mexicans and Americans for control of the American Southwest resulted in a two-year war between the United States and Mexico. The war ended when American troops entered Mexico City. When Mexico surrendered in 1848, the United States forced Mexico to give up its Southwest territories New Mexico and Arizona. With the addition of the Mexican territories, the United States extended from the Atlantic ocean in the east to the Pacific ocean in the west..

The American Civil War

The American Civil War was fought for many reasons, including slavery and economics.

The industrial North relied on paid labour and was the manufacturing centre of the United States. The agricultural South relied on large numbers of enslaved people to produce cotton as the most important cash crop of the time.

The cotton gin, invented by Eli Whitney in 1821, made cotton cloth cheaper and faster to produce.



Most of the cloth was woven on power looms in the North, not in the South where the cotton was grown. Southern states wanted to sell their cotton to foreign countries which would pay more than the factory owners in the Northern states wanted to pay. They also wanted the new territories to adopt their slavery-based systems rather than the paid labour based system of the North.

Some states in the South wanted to secede, or stop being part of the United States. On February 4, 1861, seven states met and formed the Confederate States of America, declaring Jefferson Davis as their president. Other states joined later to make a total 13 states. For some, the American Civil War was fought to keep the United States together more than to free enslaved people.

The North was richer and had a population of 22 million, while the South had a population of about 9.5 million. About one third of the population of the South were enslaved people and would not be expected to fight.

Abraham Lincoln was elected as President in 1861 and he was committed to keeping the country together. The North expected the war would be won quickly but soon it became clear that the new weapons and warfare practices on land caused terrible losses of men and supplies. Both sides became overburdened with trying to get supplies, medical care, and more soldiers to fight in the war. Both the North and South drafted new troops into the army. A draft is a requirement of men to serve in the army.



Some freed African Americans became inspirational leaders. The former slave and self-educated African American, Frederick Douglas, had a series of meetings with President Lincoln.

Use the text to complete the tasks.

a. Why did Mexico and the US fight the Mexican-American war?

With the addition of the former Mexican territories, the land belonging to the US stretched from the _____ Ocean to the _____ Ocean.

b. What was the most important cash crop for the US during the American civil war?

c. What did the Southern States want to do that threatened the economic stability of the Northern States?

d. The North thought the war would be over soon but what happened instead?

Activity 3

Use the map to answer the questions.



a. How many states were Confederate States (shown in red)? _____

b. How many states were Union states (shown in green)? _____

c. How many states were considered Union states but still had slaves (shown in yellow)? _____

d. How many territories were there that had not been made a part of the United States (shown in purple)? _____

Activity 4

Read the text and answer the questions that follow.

The Emancipation Proclamation of 1863 and the End of the Civil War



The document that abolished or cancelled slavery in the US called the Emancipation Proclamation of 1863 was issued on January 1, 1863. It was delayed by Lincoln for more than a year, but the practical need for more soldiers made it necessary. The effect of the proclamation was immediate, and soon African-American battle units were formed within the Union Army. But just as the war ended, Lincoln was assassinated while watching a theatrical play at Ford's Theatre in Washington, DC. Lincoln's death created a crisis of leadership over what should take place after the war. As Northern Union troops occupied the defeated Confederate lands of the South, many considered whether several million freed slaves were to be considered as citizens.

a. What was the Emancipation Proclamation of 1863?

b. What necessary resource did it provide for the North in the Civil War? Explain.

c. When President Lincoln was assassinated, what question were people considering?

Activity 5

Read the text and follow the instructions.

Cotton Production in the 1800s

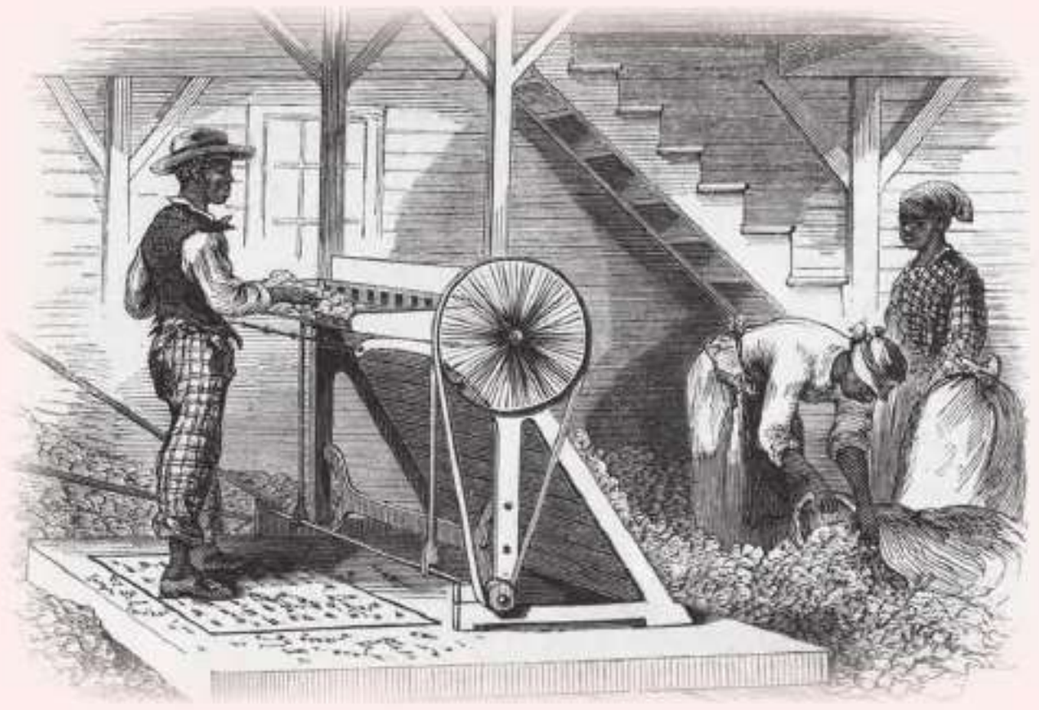
In the 1800s cotton was grown on large southern plantations. Cotton is the part of the plant that has the seeds. The seeds must be removed before the cotton can be processed into threads.





Picking out the small seeds of the cotton plants was extremely time consuming. With the cotton gin, invented by Eli Witney in 1821, cotton production was made faster and more efficient. The cotton gin could be attached to a power source to make the process even faster.

The cotton gin had a device that pulled the cotton through wire teeth. The seeds were caught by the teeth and pulled from the cotton fibres. By solving the tedious and time-consuming problem of the cotton seeds, the cotton gin made cotton extremely profitable.



Explain how the cotton gin cause cotton to become the most important cash crop in the United States and how it affected the economy of the South and the North.

Activity 6

Read the text and answer the questions that follow.

America after the Civil War

After the Civil War, the southern states reformed their state legislature and courts. The legislatures passed laws to prohibit or restrict African Americans from voting or from having equal rights in the city. African Americans were not allowed to live in the same areas or use the same facilities as others. African American children were sent to separate schools.

After the Civil War, many African Americans moved out of the South and into the Northern cities. African Americans faced challenges in the north as well. Sometimes they were paid less or not allowed to work in certain jobs. W.E.B. Du Bois was a sociologist and the first African American faculty member at Harvard University. Du Bois wrote many works on the problems and potential of African Americans who moved into the northern cities.



African Americans established their own colleges that were funded and cared for by African Americans themselves. Out of these colleges emerged a new generation of leaders in the 1950s and 1960s. Leaders like Dr. Martin Luther King, Jr. raised awareness of the challenges of African Americans. During 1964 and 1965 laws were passed to protect civil rights for all. Dr. King was assassinated in 1968.

Immigration 1870 - 1920

Immigration into the United States was a major development in the country's growth in population throughout the 19th and early 20th centuries. Difficult conditions in other countries often led to the decision to immigrate to the United States. For example, the Irish famine that ravaged Ireland between 1846 and 1850 forced several million Irish to leave for the United States during the 19th century. Between 1836 and 1914 over 30 million Europeans immigrated to the United States.

Public Schools and Women's Suffrage

In the 19th century the public school system was established in the United States. Many students only received a grammar school education. In the 1830s Horace Mann emphasized the important principles in establishing a public school system up to high school.

- The public should be educated.
- This education should be publicly supported (funded).
- Public schools should admit all children from a variety of backgrounds.
- Education must have well-trained professional teachers.
- Education must include girls as well as boys.

There was also a gradual improvement in women's rights. After the school reforms women received a high school education. New colleges for women were built. In the 19th century women worked mostly in the professions of teaching and nursing. Women in America earned the right to vote, called suffrage, in 1920.

a. Describe the challenges that African Americans faced in America after the Civil War.

b. What did many African Americans do when they were not allowed into colleges?

c. What is Dr. Martin Luther King, Jr. remembered for?

d. Why did the US have an increase in immigration in the 19th and 20th centuries?

e. Explain the important points emphasized by Horace Mann in the 1830s.

f. What is suffrage? When did American women get it?

Lesson 5

Modern Canada

How was the Dominion of Canada created?

What do you know about the development and importance of Canada in the modern world?



Key Vocabulary

Dominion of Canada

Oil sands of Alberta

French Language Policy

TransPacific Partnership

Activity 1

Find the cities and rivers on the map of Canada and write the corresponding number.

1. St Lawrence River
2. Montreal
3. Ottawa
4. Toronto
5. Vancouver
6. Yukon River



Activity 2

Read the text and answer the questions.

Creation of the Dominion of Canada in 1867

After the American Revolution, many Loyalists, those who were loyal to the Crown of England, chose to leave the new country of the United States and resettle in Canada. Canada remained a colony of Great Britain.

During the American Revolution some American forces tried to attack Canada across the St. Lawrence River but were defeated. During the War of 1812 British forces attacked and burned part of the American capital including the White House in Washington, D.C. American forces attacked again across the St. Lawrence River.

The Canadian and British forces repulsed the American invasion of Canada. The war ended in 1815 in a military draw, both sides kept the same territory that they had at the beginning of the war. The development of Canada's West was dominated by the Hudson's Bay Company. They monopolized the fur trade in the Pacific Northwest and across Canada.

On July 1, 1867, the nation of Canada was established. The first of July is celebrated as Canada Day, a national holiday. The first Prime Minister was Sir John Alexander Macdonald. In 1885 the Canadian Pacific Railway was completed connecting Vancouver, British Columbia with Eastern Canada. The railway was one of the great railroad engineering feats in the world because of the difficult and highly mountainous terrains that it had to cross. Much of the work was done by Chinese railroad workers, many of whom became Canadian citizens.

a. Why did the loyalists in America go to Canada after the American Revolution?

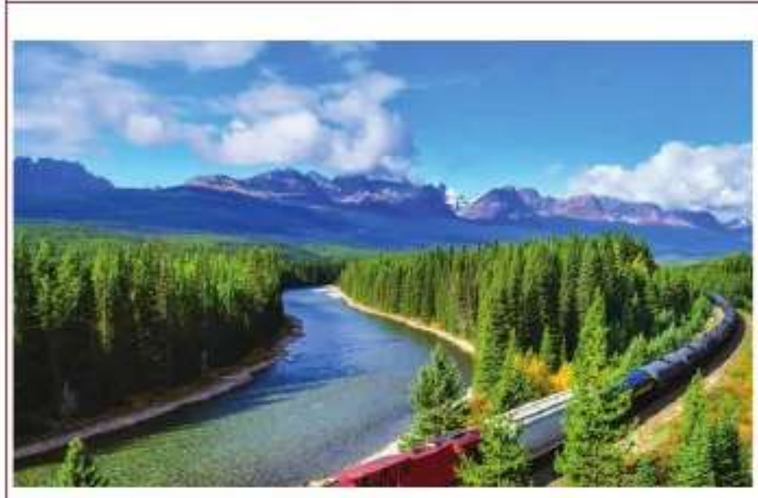
b. What did British forces in Canada attack and burn during the War of 1812?

c. Which company dominated Canada's economy during its development period? What was the major product?

d. Why was the railway important for the development of Canada as a country?

Activity 3

Match the photos with its description.

Picture	Description
	Canadian Pacific Freight Train. The train is passing through the Canadian Rockies at Banff National Park and shows the landforms that the train had to pass through to connect the corners of the Canadian Domain.
	First Peoples Totem Poles in Stanley Park, Vancouver, British Columbia, the totem poles show the connection that First Peoples have to the land.
	Memorial to Chinese Labourers. Chinese labourers were instrumental in building the Canadian Transcontinental Railroad and the monument shows appreciation to them.

Activity 4

Choose one of the pictures from Activity 3. Search for information about it from your school library or online resources. Write notes on what you find.

1. The Monument to Chinese Labourers who built Canada's Transcontinental Railway
2. The Transcontinental Railway
3. The Totem Poles and culture of the Coast Salish Tribes of British Columbia

Notes on my chosen topic:

Activity 5

Look at the images of Canada. What do the images suggest about the rate of growth of cities in Canada?

1



3




2


4

Lesson 6

South America

What do you know about the first civilizations in South America?

What effects has colonization had on South America?



Key Vocabulary

hunter-gatherer
sovereign
cacao
indigenous
colonization
conquistador

Activity 1

Read the text about landforms in South America, then complete the activity.

Landforms in South America

South America is the longest of all the world's continents as measured from north to south. As a result, it is the only continent that crosses both the equator at 0° and reaches a subarctic zone at Tierra del Fuego at its southernmost point. The driest place on Earth is the Atacama Desert in South America.

One of the world's longest rivers is the Amazon River. The Amazon is sometimes called the lungs of the Earth. Amazon is a major source of the exchange of carbon dioxide for oxygen. The Amazon Basin region has the most biodiversity of any region in the world.







The Amazon has tributary rivers that feed into it. As these rivers feed the Amazon it gets wider and wider until it enters the Atlantic Ocean. There are many tribes of indigenous peoples living within the Amazon who have adapted to its tropical forest for thousands of years.



Use the maps to identify landforms mentioned in the text.




Gulf of Mexico
BAHAMAS
CUBA
HAVANA
Yucatán
DOMINICAN REP.
HAITI
JAMAICA
BELIZE
MEXICO
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
Greater Antilles
CARIBBEAN SEA
NORTH
ATLANTIC
OCEAN
ANTIGUA AND BARBUDA
ST KITTS AND NEVIS
DOMINICA
ST LUCIA
BARBADOS
GRENADA
ST VINCENT AND THE GRENADINES
TRINIDAD AND TOBAGO
CARACAS
VENEZUELA
COLOMBIA
ECUADOR
PERU
BOLIVIA
PARAGUAY
CHILE
ARGENTINA
URUGUAY
BRAZIL
SURINAME
GUYANA
FRENCH GUIANA
Amazon
Selvas
Basin
Pampas
Patagonia
Serra Do Mar
Campos
Mato Grosso
Falkland Islands (Islas Malvinas)
Occupied by the United Kingdom
South Georgia (U.K.)
Isla Grande de Tierra del Fuego
Los Chonos Archipelago
Galápagos (Ecuador)
SOUTH
PACIFIC
SOUTH
ATLANTIC
OCEAN
OCEAN

Use your map skills to follow these prompts.

a. Trace the three longest rivers in South America on the map with coloured pencils.

1. Amazon River, the longest river in South America
2. Parana River, flowing through Brazil, Uruguay and Argentina into the Atlantic Ocean
3. Orinoco River that flows in the northern part of the South American continent.

b. Write the letter of the landform on the map.

A) Andes Mountains
B) Amazon River
C) Orinoco River (hint: it is in the North)
D) Parana River (hint: look to the East)
E) Brazilian Highlands
F) Pampas Region
G) Patagonia
H) Tierra del Fuego

c. Which countries have rivers that feed into the Amazon River and Amazon River Basin. (Check all that apply)

- ◯ Ecuador
- ◯ Peru
- ◯ Colombia
- ◯ Bolivia
- ◯ Venezuela
- ◯ Chile
- ◯ Guyana
- ◯ Argentina

Activity 2

Read the following texts and answer the questions.

Land features of South America

South America has the tallest waterfall in the world. Angel Falls is in Venezuela and has a drop of 807 meters.





The First People of South America

South America is a continent comprised of 12 sovereign countries, which include Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela. Each of these countries has rich histories, diverse cultures, and interesting backgrounds. Before any of these South American nations existed as we know them today, they were inhabited and ruled by indigenous peoples that populated the North and South American land masses during the height of the Ice Age.

These hunter-gatherers were considered Asiatic because they migrated from Asia into North America by crossing the Bering Strait, which served as a land bridge connecting the two continents. The hunter-gathers that crossed the Bering Strait did so to hunt migratory animals such as bison, various types of deer, and even the now extinct mammoth. These people continued to migrate through North and Central America, and into what is now called South America. Once arriving in South America, they began to settle and develop civilizations.

While many diverse civilizations were established during this time period, the most prominent kingdoms to arise out of the South American migrations were the Olmec, Maya, Aztec, and Inca kingdoms.

The Olmec



The Olmec civilization is one of the earliest of the great South American civilizations. While originally established in present-day Mexico, the Olmec civilization spanned as far as present-day Nicaragua and served as the precursor to the Mayan, Aztec, and Incan civilizations.

As the earliest great South American civilization, the Olmec reign lasted from 1200 BCE to 400 BCE.

Characterized by massive stone-carved head sculptures, the physical and cultural impact of the Olmec civilization is still visible in today's time. It has been discovered that the Olmec were among the first civilizations to cultivate cacao for the production of chocolate. This early use of chocolate was found to be used in ceremonial drinks and for important events.

The Maya

The Mayans were one of the most significant civilizations in the Americas. Originating on the Yucatan peninsula in present-day Mexico between 2500 B.C and 1500 A.D, the Mayan influence spread throughout Central and South America and set the foundation for other civilizations that followed. The Mayans were a unique and advanced civilization characterized by their elaborate pyramids and great cities such as Tikal, Palenque, and Chichen Itza. At the height of the Mayan empire, the civilization is estimated to have had a population of over 2,000,000 people.



The Mayan civilization was advanced and excelled in mathematics, agriculture, calendar making, and artwork. They used a system of writing called hieroglyphics that is like the writing system of Ancient Egypt.

For entertainment, the Mayans played a game that was inherited from the Olmecs called Ulama. This game was similar to modern-day football and was played in large courts similar to a football stadium. Like the Olmecs, the Mayans also used chocolate produced from the cacao plant in ceremonial drinks. It is understood by researchers that the Mayan knowledge of chocolate was passed down from the ancient Olmecs that preceded them.

The Aztecs

The Aztec Empire was another early civilization that flourished in the early Americas. Like its Olmec and Mayan predecessors, the Aztecs were a highly organized and advanced civilization that left a significant impact on the culture of modern-day Mexico, Central and South America.



Characterized by their magnificent cities, the Aztecs established their capital city, Tenochtitlán, in 1325 AD. By the mid 1350s, Nahuatl, the Aztec main language, was the dominant language in the region. The influence of the Aztec culture and language is still felt today as Aztec words such as chili, avocado, chocolate, coyote, and guacamole have been absorbed into the English and Spanish languages. Like the Mayans and the Olmecs, the Aztecs were originally a hunter-gather society that developed advanced agricultural practices and a powerful military.

In 1440, a warrior named Montezuma became the ruler of the Aztecs and expanded the empire. At its height, the Aztec empire included over 500 small states inhabited by 5 to 6 million people. The Aztec empire fell in 1521 after being defeated in battle by Spain under the military leadership of Hernán Cortés.

The Inca

The Inca civilization was established between 1400 and 1533 CE in what is now called Peru. During this time, it was not only considered the largest empire in the Americas, but one of the largest in the world. It was recorded that the Incan empire included at least 10 million people and was very diverse, with at least 30 languages being spoken throughout the kingdom. The empire spanned at least 5,500 km and included areas of present-day Ecuador, Peru, northern Chile, Bolivia, Argentina and Colombia.



As the largest and most successful civilization in the Americas, the Inca were a fierce and conquering civilization with sophisticated infrastructure,

structured government, and advanced society. They even had an interesting communication system called a quipu, which was a series of strings woven together that can be read and interpreted as stories, symbols, and mathematical calculations.

The Incans were farmers who grew an impressive number of crops. these crops include: corn, bean, potatoes, avocado, tomato, peppers, and cucumber. Incan farmers also cultivated cocoa, which was used in the production of chocolate for festive and religious purposes.



a. How were the Olmecs, Mayas, Aztecs and Incas similar to each other?

b. What does the word “indigenous” mean?

c. Where did the Olmec, Maya, Aztec, and Incan people originally come from?

d. Which indigenous culture pre-dated the others?

a. Which indigenous civilization do you think had the most lasting influence into the present? Explain your answer.

Activity 3

Using the text, construct a timeline placing Olmecs, Maya, Aztecs, and Incan people on the timeline using a separate line. Some of the lines will overlap.

Activity 4

Read the following texts and answer the questions.

The Colonization of South America

Prior to the 1500s, the indigenous civilizations of Central and South America flourished, grew, and developed. Large kingdoms were established, after absorbing smaller ethnic groups and tribes, through wars and treaties. The end of the South American indigenous dynasties began with European colonization, which began years after many of the indigenous civilizations had risen and fell.

During the 16th century, there was a major change in the lives of the South American people. European traders, most notably an Italian trader named Christopher Columbus, sailed from Europe to look for a new route to Asia. These traders had no knowledge of the North and South American continents nor the people who lived there but believed that they could find a sea route from Europe to Asia for international trade.

This sea route would make trade much faster than travelling by land. Columbus' voyage, however, did not take him to Asia, as expected. His ships landed in South America's Caribbean Sea on an island named Hispaniola, or present-day Haiti and Dominican Republic.

South America Today

As we have learned, South America has a rich history that spans hundreds of years. From the ancient Olmec and Mayan civilizations to prominent nation states, the history of South America is very diverse, exciting, and progressive. In today's time, South America can be described as a melting pot of cultures, traditions, languages, and customs. While historical events such as colonization has ended the once prominent indigenous kingdoms, a new, more modern South America has emerged from the ancient ruins. Today, South America is comprised of 12 sovereign countries, following a wave of independence from European colonial control.



The most widely spoken languages in South America are Portuguese and Spanish. Some indigenous languages are still spoken, however, most are dispersed and confined to remote, uncontacted ethnic tribes. Brazil, the largest South American country, has the highest number of indigenous languages spoken as well as the largest amount of uncontacted ethnic tribes. South America has an estimated population of over 418 million people, which includes the descendants of indigenous peoples, Europeans, Africans, and multi-ethnic mestizos.

The Incan Highway System

The Incans were a powerful civilization with an empire of land and territory that controlled trade routes up and down the Andes Mountain system and coastal lands and valleys. Incans maintained land highways that used llamas as animals to carry goods over the trails. Some parts of this overland route have been preserved and recognized as protected sites by the UNESCO World Heritage.





The Incan Highway System

The first Spanish conquests of South America occurred when Francisco Pizarro (1475-1541) invaded South America and followed the historic roads of the Incan Empire until he found the capital city of the Incans in what is now Peru. When Pizzaro arrived in 1520 he found an Incan population already devastated by the spread of smallpox that the Europeans were carrying with them. The smallpox had broken out and killed a significant part of the population. The spread of this disease had killed the Incan Emperor and his heir. So Pizzaro arrived at a time of great crisis for the Incan people.

Pizzaro was met by an Incan army of 40,000 led by Atahualpa near Cuzco in Peru. Pizzaro invited a meeting between the two sides but misled the Incans. The Incan leaders came unarmed into the area where the Spanish were. Pizzaro had hidden his armed troops and massacred the Incan leadership and captured and held Atahualpa as a prisoner. Pizzaro then advanced upon the Incan capital city of Cuzco and seized control. The Spanish demanded and received a large ransom of gold and silver but still executed the Incan leader. Some Incans managed to resist for another 50 years, but the Spanish had gained full control of the Incan empire.

a. Which languages are spoken in South America?

a. What is the population of South America?

b. What is the largest country in South America?

c. How many countries are in South America?

d. How did Pizzaro find the Incan capital?

a. What happened to the Incan population that weakened them?

b. How did Pizzaro trick the Incas into a quick defeat?

c. What did the Spanish demand from the Incas?

Activity 5

Read the following texts and answer the questions.

The Division of South America between Spain and Portugal

In 1494, just two years after Columbus's discovery of the Americas, the Spanish and Portuguese were in competition for control of the continent of South America. To avoid a war, they sought the mediation of the Pope, the head of the Catholic Church in Vatican City, Rome. Because both countries were Catholic, they agreed to allow the Pope to draw a division on a map of the New World in which the Portuguese would keep lands to the east of that line and the Spanish would keep lands to the west of the line. This was the Treaty of Tordesillas. Because the maps of 1494 were not accurate, this meant that Spain would have rights to all of Mexico, Central America and most of South America, including the lands of the Aztec and Incan Empires which they had not yet discovered.

Early Colonial Society in South America

The Spanish became the wealthiest nation in the world as they forced the native populations to hand over their traditional gold and silver and to work in mines. During the first half of the century the Spanish soldiers were given rights to vast amounts of land taken from the native populations. These lands were called encomiendas, large plantations where Native people and Africans worked for Spanish or Portuguese landowners.

The Atlantic System

The effect of Columbus' discovery of the New World, or more properly, the island of Hispaniola (Haiti and Santo Domingo today) was a major transformation in world history and had an immense impact on Africa, Spain, Europe and of course the Americas.

This inaugurated the era of overseas exploration and colonialism that has dominated the era of the modern world ever since. The Atlantic Ocean became a centre of trade and commerce.

Once Europeans reached the mainland of Central and South America they also began expanding into the Indian Ocean and toward the Pacific. The plantation system was put in place in the Americas to grow sugar and other crops. They captured or bought Africans as slaves to work on the plantations. They did this because the the many tribes of native people were depleted.



a. What were the two systems used by the Europeans to gain wealth for their countries?

b. Where did the workers come from in these two systems?

Activity 6

What did the colonization of North America and South America have in common? How were the indigenous peoples treated in both cases? What was the aim or goal of colonization? Discuss and write your answers.

Student's notes