UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

عـام المجتـمع
5 4 YEAR OF COMMUNITY
٢٠٢١ UAE

نحن الإمارات
WE THE UAE 2031

2025-2026

MORAL, SOCIAL AND CULTURAL STUDIES

Grade 07

Moral, Social and Cultural Studies

Student Book

Grade 7

Volume 2

1446 - 1447 A.H. / 2025 - 2026

“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**)

Number 3 has been shaded to represent the **volume of Course book**

Number 5 shows grade level

- Course book
- Activity book (workbook)
- Reading book (Arabic, social)
- Interactive Student Guide (Math)
- Activity Lab Manual (Science)
- Teacher Guide

Ministry of Education
Call Centre
For Suggestions Inquiries
& Complaints

80051115

www.moe.gov.ae

Info@moe.gov.ae

Table of Contents

Unit 4: Trade, Travel and Communications: The UAE in an Increasing Globalised and Interconnected World; Cultural Exchange 6

Lesson 1: Understanding Globalisation 8
Lesson 2: What Factors Have Enabled Globalization? 17
Lesson 3: Globalisation and the UAE 27
Lesson 4: Advantages and Disadvantages of Globalisation 37
Lesson 5: The Individual in a Globalised World 47

Unit 5: Human Needs 56

Lesson 1: Life Necessities 58
Lesson 2: Basic Needs 67
Lesson 3: Is There a Link Between Unmet Needs and Conflict? 77
Lesson 4: Commitment to the Value of Human Life 86
Lesson 5: Take Action Now! 96

Unit 6: Developments in South Asia 104

Lesson 1: The Geography of South Asia 106
Lesson 2: Ancient Civilizations of South Asia 118
Lesson 3: Ancient India – Mauryan to Gupta Empires 126
Lesson 4: Arrival of Islamic Civilization in India and the Delhi Sultanate 133
Lesson 5: Origins of Science in South Asia 142
Lesson 6: The British in India 148
Lesson 7: Economy and Cities of South Asia 156

وزارة التربية والتعليم
MINISTRY OF EDUCATION
Certified
The materials in this book are certified by the Ministry of Education

Unit 4

Trade, Travel and Communications: The UAE in an Increasing Globalised and Interconnected World; Cultural Exchange

Lesson 1: Understanding Globalisation 8

Lesson 2: What Factors Have Enabled Globalization? 17

Lesson 3: Globalisation and the UAE 27

Lesson 4: Advantages and Disadvantages of Globalisation 37

Lesson 5: The Individual in a Globalised World 47

How did improved transport and communication increase trade?

What is 'globalisation' and how does it impact the UAE?

What are the issues raised by globalisation?

What economic concepts do we need to apply in order to create a sustainable global economy?

How have communications advances affected the individual, society and intersocietal relations?

Lesson 1

Understanding Globalisation

What is globalisation?

What problems can globalisation cause?

How does globalisation affect the UAE?

Key Vocabulary

globalisation

interconnected

Special Olympics

Activity 1

Look at the image. How many countries can you name? What do you know about these countries? Write notes.

Our World

Activity 2

Read the text about globalisation below and answer the questions that follow.

Globalisation

Globalisation is the interaction and integration among the people, companies, and governments of different nations. This is a result of international trade and investment, and helped by information technology. Globalisation has effects on the environment, culture, political systems, economic development, and human physical well-being in societies around the world.

Globalisation is not new. For thousands of years, people have been buying from and selling to each other between different parts of the world using trade routes. An example is the Silk Road across Central Asia that connected China and Europe during the Middle Ages.

Government policies and technological developments of the past few decades have led to increases in cross-border trade, investment, and migration which were so large that many people believe the world has entered a new phase in its economic development. Countries have made international agreements to promote trade in goods, services, and investment. Corporations have built foreign factories and made production and marketing arrangements with foreign partners.

Technology has eliminated distances. The internet has transformed social and economic life, connected people and businesses around the world.

a. What three things have allowed globalisation to develop?

1. _____

2. _____

3. _____

b. What does the sentence "Technology has eliminated distances." mean to you?

_____

_____

_____

Activity 3

Read about globalisation and how it relates to tourism, then answer the questions that follow.

Globalisation and Tourism

Modern aircraft, cruise ships, trains, and other modes of transport allow people to move quickly and relatively cheaply. Aircraft are capable of flying long distances with a larger passenger load. Fast trains, road systems, and even city bike rental programs enable people to move, tour, and explore the world. These changes have allowed more people to travel more often in less time.

The international banking system allows access to money almost anywhere in the world. Travel agencies provide affordable packages that include travel, accommodation, and tours. Handheld devices have also changed how we travel, the traveller can select a restaurant, navigate a big city, or translate a foreign language using their phone.

Another influence of globalisation on tourism is a greater awareness of destinations and the range of leisure activities, sites, and cultures to visit around the world. Increasing knowledge about a destination is a key first step in marketing a destination. This is helped by travel shows, films, blogs, and other forms of communication.

Discuss tourism and globalisation for the following areas:

a. Transport
b. Economic benefit
c. Shaping the way we see the world

Activity 4

Read the text about the Special Olympics, then answer the questions that follow.

The Special Olympics

Globalisation is not only about trade, transport, and communications. It has also led to the creation of new types of events that bring people together from all around the world. One of these is the Special Olympics. It is the world's largest sports organization for children and adults with intellectual disabilities. There are competitions and year-round training, involving 5.7 million athletes in 172 countries.

Special Olympics Logo

One of these athletes is Bonang Modise, 21. She was born in Dorsberg in South Africa. She joined the Special Olympics South Africa in 2011 at the age of 16 and started training as well as competing in her two favourite sports, athletics, and basketball. Before she joined Special Olympics, Bonang was always told what she couldn't do things because of her intellectual disability. Throughout her time in school, she always heard that she couldn't be a leader and couldn't make a difference in her community.

When Bonang joined the Special Olympics, she learned that she could still be her best even though she has a disability. "Being part of Special Olympics has been good for me, because I understand the importance of being proud of who I am. I may have a disability, but it won't stop me from being the best!" Bonang says.

Bonang was identified as a great leader, so she joined the Special Olympics Athlete Leadership program which helped her reach her leadership potential and provided her with speaking opportunities across the country. Bonang travelled to Los Angeles for the 2015 Special Olympics World Games and proudly represented her country.

The 2019 Special Olympics Games was held in Abu Dhabi in the UAE. There were seven days of competition in 24 sports, with an estimated 7,000 Special Olympics athletes taking part.

a. Research the origins of the Special Olympics organisation.
b. How did globalisation help Bonang Modise?
c. What is the contribution of the UAE to the success of the Special Olympics?

Activity 5

The World Future Energy Summit takes place every year in the UAE since 2008. Research the objectives of the summit and its relationship with globalisation. Write your findings in a paragraph.

Lesson 2

What Factors Have Enabled Globalization?

What are the advantages and disadvantages of globalisation?

What are multi-national corporations?

What are regional blocs?

Key Vocabulary

mediator
arbitrator
multilateral
unilateral
sustainability

Activity 1

Your teacher is going to read out the statements below. When the teacher reads one out, stand up if you agree with it. Stay seated if you disagree.

1. Workers have benefited from globalisation.
2. The dominance of English as a worldwide language is a result of globalisation.
3. People around the world now have similar tastes in food and clothing.
4. Globalisation affects the environment.

Activity 2

Read the text about information and communication technology. Answer the questions that follow.

Brief History of Information and Communications Technology

The Computer

A computer is a programmable electronic device that performs mathematical calculations and logical operations. It can process, store, and retrieve large amounts of information very quickly. Originally, the first computers were the size of a large room, consuming as much power as several hundred modern personal computers of today.

The Internet

The internet is a huge system of networking that connects millions of computers together worldwide. Computers can communicate with any other computer as long as they are connected to the internet.

The Web

The web or the World Wide Web (WWW) is a way of accessing information through the internet. It is an information space that is built on top of the internet, where one can locate documents and resources by what is known as URLs (Uniform Resource Locator) which is known as a web address. It was invented in 1989.

Information and Communications Technology (ICT)

ICT is the use of computer-based technology to communicate. Using a computer, tablet, or mobile phone, sending an email, browsing the internet, making a video call - these are all examples of using basic ICT skills and technology to communicate.

a. Why do you think the development in information and communication technology is a main globalisation factor?

b. In groups, discuss the impact of ICT on the news media. Describe how ICT has affected the spread of information.

Activity 3

Read the text about corporations and answer the questions that follow.

Corporations

In this text, we will explain some economic concepts that are important for understanding some other factors that affect globalisation. For many of our ancestors, having a business was a family affair and most of the decisions were made within the family. As countries develop and economies grow, businesses become more complex, and more people become involved.

A corporation is a business or an organisation that has been formed by a group of people. In law, a corporation has the same rights and responsibilities as a person. It can own or lease property, employ workers, pay taxes, etc., and it can be prosecuted if it breaks the law. The main differences between a corporation and an ordinary company are that it can remain in existence long after the lifetime of its founders, and the owners are not at risk of losing their personal wealth.

Multi-national corporations often span many countries with one head office where global management is coordinated. Some of the most well-known multi-national corporations are very powerful indeed as they have budgets that exceed that of many of the countries they operate in. These companies sell, or export, their products or services all around the world and the UAE buys, or imports, them. Of course, the UAE exports many of its products too. As the range of available products becomes greater, businesses have to compete with each other to gain customers. This competition means that we, as consumers, can choose what to buy based on things like price, quality, service, etc.

a. Name at least 5 multi-national corporations that you know.

b. On a world map, put a dot in the country of origin of a multi-national corporation, and dots in another colour on 2-3 countries where they have invested (created manufacturing plants or workplaces).

Activity 4

Read the text about regional blocs and answer the questions that follow.

Regional Blocs

Another main factor that has led to globalisation is the creation of groups of countries from the same area that come together and make agreements for political and economic reasons. These are knowns as regional blocs. This has happened over time. The most important trading blocs include the North American Free Trade Agreement (NAFTA), Association of Southeast Asian Nations (ASEAN), European Union (EU), Mercado Común del Sur (MERCOSUR), Southern African Development Community (SADC), and the Gulf Cooperation Council (GCC).

Gulf Cooperation Council (GCC)

Many of today's trade blocs were created after World War II. The first was known as the General Agreement on Tariffs and Trade (GATT) made in 1948. This agreement originally had 23 member nations, and by 1994 it had grown to include 123 members. By the end of the 20th Century, over half of the world's nations were members of some sort of a trade bloc agreement.

The World Trade Organization (WTO) is the global international organization dealing with the rules of trade between nations. It was created in 1995 and now has close to 170 member countries. The WTO's main aim is to promote free trade. It does this through agreements negotiated and signed by most of the world's trading nations. The WTO then polices these agreements to make sure all nations stick to the rules. When trade disputes between governments flare up, it steps in as mediator. When member countries don't play by the agreed rules, the WTO can impose trade sanctions against them.

a. What do you think are the advantages for a country to be in a trade bloc? Try to think of at least three things.

b. What do you think are the disadvantages of trade blocs?

Activity 5

Read the text about sustainability and answer the questions that follow.

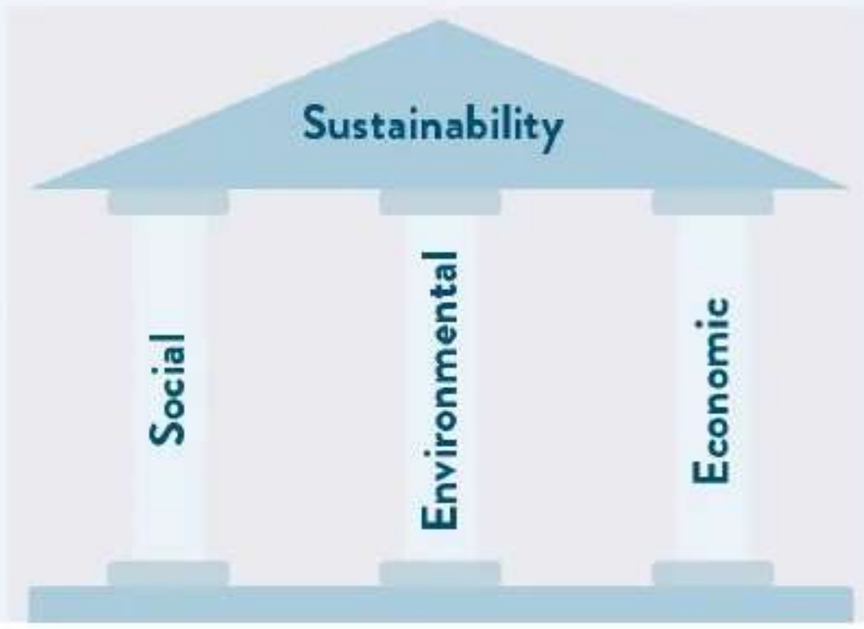
Economic Sustainability

Economics is the production of goods and services. Goods are objects you can touch such as shoes, cars, and refrigerators. Services are activities that produce an output that is not touchable. Medical care, legal consultations and banking transactions fall under this category.

A production process requires input factors called resources. These could be materials such as natural resources (oil, rubber, iron) or manufactured products (machinery and equipment) and labour. Resources are limited, therefore there is concern about their depletion. Globalisation has not helped. The expansion of markets and the increased production of goods has put even more pressure on the utilization of resources.

This concern brings in the concept of sustainability, which is defined as the ability of a given system to remain productive indefinitely. For a sustainable economy, this means that each generation should work at meeting its needs by using resources responsibly in a way that allows future generations to continue to benefit from them. In other words, sustainability means to meet the needs of the present without making it impossible for future generations to meet their needs.

In order to achieve sustainability, three things need to be taken into consideration. This is known as the three pillars of sustainability. If one pillar is weak, the other two will not stand for very long.



The three pillars are:

1. **Social:** This means the people. Our families and our communities are what drives the economy, and we depend on the environment. The long-term health and welfare of the people depend on the other two pillars.

2. **Environmental:** The systems in nature support the life of all things. This includes the bees that pollinate the plants that give us fruit and vegetables, trees and forests that filter the air from pollution and wetlands and underground water that give life.

3. **Economic:** The flow of money and growth are very important for business. Efficiency in production and avoiding wastefulness are good examples of economic sustainability.

a. What do we mean when we say "sustainable energy"? Find another word or phrase.

_____

b. Give an example of something that is economically sustainable.

_____

_____

_____

Activity 6

Choose one of the pillars of sustainability and make a list of actions that the government of the UAE has undertaken to promote that pillar.

Lesson 3

Globalisation and the UAE

How does globalisation affect the UAE?

What is multiculturalism?

Key Vocabulary

hub

strategic location

migration

multiculturalism

Activity 1

Look at the image below and complete the activity.

This is an image that is used to promote tourism to the UAE. It is clear and bright. It is a form of communication.

a. You have been hired to promote the UAE to tourists around the world by using modern communication methods only.
b. You have a maximum of 280 characters to use in your message.
c. You can use an image.

Burj Khalifa

Design your advert and express which modern communication method you are going to use and why.

Activity 2

Read the text and answer the questions that follow.

The UAE is Becoming the Hub of the World

The UAE's strategic location and decades of investment have positioned it to become one of the 21st century's most important global hubs for the movement of people and trade. The UAE government has invested abundantly in the country's infrastructure for transportation by air, sea, road, and railway.

AIR

Located between Asia and Africa, two regions witnessing fast economic growth today, the UAE can be reached in 8 hours by two-thirds of the world's population. No wonder the UAE has invested in building airports, more specifically the Dubai World Central airport, with its 5 runways and capacity for 160 million passengers.

Dubai World Central Airport

SEA

The UAE has always had ports that were busy trading places, initially serving the Gulf but then growing to become important centres for global trade. The country has numerous port facilities catering to general cargo, container shipping, and the oil and gas industry. Most ports are located on the country's western coast, including Khalifa and Jebel Ali, the world's largest man-made harbour, while the eastern coast hosts the port of Khor Fakkan and Fujairah, which provides direct access to the Indian Ocean without having to navigate the Strait of Hormuz.

Port of Abu Dhabi

ROAD SYSTEM

The UAE's extensive road network connects each of the seven emirates and links all its major transportation hubs and population centres. The road network also links the UAE with the neighbouring countries of Oman and Saudi Arabia, facilitating region-wide trade and transport.

Sheikh Zayed Road, Dubai

RAIL

Dubai Metro, opened in September 2009, was the first urban train network in the Gulf Cooperation Council. It currently consists of 75 kilometres of track along its two lines, and additional lines are planned for the future. Etihad Rail, a countrywide rail network of approximately 1,200 kilometres of track is currently being built in phases to link principal centres of population and industry in the UAE. It will later form a vital part of the planned GCC-wide rail network linking the UAE to its neighbours.

Etihad Rail, the UAE's national railway

a. How can you link the content of the text with globalisation?

b. In groups, create posters of the positive effects that the development of the transportation system has brought to the UAE.

Activity 3

Read the text about migration and answer the questions that follow.

Migration

The movement of people from one country to another for economic reasons is a key feature of globalisation. Over the past few decades, the UAE has become a popular destination for temporary labourers seeking employment opportunities and higher standards of living. Workers come from various countries in the world and work in different sectors.

In 2021, the UAE had the sixth-largest international expatriate population in the world with 8.7 million people (out of a total population of 9.4 million), according to United Nations (UN) estimates.

The UAE government relies heavily on foreign labour to sustain economic growth and a high standard of living in the country. Over the past several years, the UAE government has reformed its laws covering foreign workers to protect local workers right.

The UAE attracts skilled workers due to its economic attractiveness, political stability, and modern infrastructure.

List 4 reasons why you think people from other countries want to come and work in the UAE:

- _____

_____

_____

Activity 4

Read the text about the economy of the UAE and complete the task that follows.

The Economy of the UAE

The economy of the UAE is one of the most open worldwide. This goes back to the times when ships sailed to India and Africa as far south as Mozambique.

The economy of the UAE today is based on two key components – the oil and gas industry, and the utilization of its strategic location between East and West to act as an international transshipment point for goods. The UAE also has a fast-developing tourism industry. In both components, maritime commerce plays a crucial role, one that can be traced back to the early days of recorded human settlement in the country, in the last Stone Age, over 8,000 years ago.

Think of three different things about the UAE that are the result of or contribute to globalisation. Write them down.

- _____

_____

- _____

_____

- _____

Activity 5

Read the texts about multiculturalism, then complete the sentences.

What is Multiculturalism?

Multiculturalism is the description of a society or nation in which several ethnic groups co-exist, while each preserving its own cultural traditions.

What are the Advantages of Multiculturalism?

1. Education

In many countries there have been changes in the syllabus of subjects, like history, to provide a more comprehensive and broader version of past events. This is to help students learn about equality and different perspectives on a given topic.

2. Professional

Employees coming from various cultures can contribute with a wider range of ideas on an assignment. A mix of cultural experiences helps in problem solving and can create a strong team. Having a diverse group of workers always enriches the office environment, improving the work culture.

3. Multinational Companies

These service industry giants, specifically the FMCG (fast-moving consumer goods) manufacturers, have benefited greatly from globalisation. A diverse population employed by these companies in different countries helps them capture global markets, increase the number of customers, and earn profits easily.

4. Skilled Migrant Labour

Multi-ethnic countries are home to many immigrants, a significant proportion being a highly educated skilled workforce.

a. The best thing about having a multicultural school is...

b. The best thing about living in a multicultural country like the UAE is...

Activity 6

Discuss the question below in groups. Write your ideas in paragraphs.

What are the disadvantages of multiculturalism?

Make sure to include the ideas below:

- Education
- Professional work
- Social influences
- Social conflicts

Lesson 4

Advantages and Disadvantages of Globalisation

What is supply and demand?

What are the advantages and disadvantages of globalisation?

Key Vocabulary

consumer

supply

demand

Activity 1

For each of the items below, list at least one positive and one negative feature when related to globalisation.

- Jobs
- Travel
- Trade
- Culture and Education

	Positive	Negative
Jobs		
Travel		
Trade		
Culture and Education		

Activity 2

Read the text about supply and demand, then complete the activity.

People (or consumers) have needs and wants, so businesses meet those needs and wants and charge money for doing so. Companies conduct market research to answer questions about people's wants and needs. The answers to these questions inform the number of items made (produced) and their price. Businesses supply products to meet demand. Scarcity drives up the price of goods.

a. Welcome to the peer market where everyone can sell their goods freely to one another. Select something you own to sell at the peer market. Put the item on your table along with the price you want for it.
b. Now walk around the classroom for a few minutes, looking at your classmates' "products" and their prices. While you are looking at the products, think about the questions in the box below.

1. Are you the only one selling this item, or are there others selling the same thing?
2. If there is only one item of its kind, does it have any impact on its price?
3. How does the supply and demand for a particular product affect its price?

Activity 3

Read the text about the advantages of globalisation, then complete the activity.

Globalisation has been a good thing for many developing countries who now have access to many markets and can export cheap goods. Globalisation has also been good for multi-national corporations. But globalisation has not always been good for working people.

Globalisation is a complicated issue. It is necessary to evaluate the pros and cons before drawing any conclusions.

Advantages

1. Supporters of globalisation argue it can solve problems like unemployment and poverty.
2. Supporters say globalisation represents free trade which promotes global economic growth; creates jobs, makes companies more competitive, and lowers prices for consumers.
3. Foreign investment and technology provide poor countries with the chance to develop economically.
4. There is now a worldwide market for companies and consumers who have access to products of different countries.
5. There is more flow of information between countries. Each country is learning more about other cultures.
6. We have become more open and tolerant towards each other and people who live in other parts of the world.

7. Governments are trying to sort out ecological problems for each other because there are financial interests.

8. Most people see speedy travel, mass communication, and the internet as benefits of globalisation.

9. Workers can move from country to country to market their skills.

10. Sharing technology with developing nations will help them progress.

11. Companies producing their products in other countries provide employment for the people in those countries.

Select the 3 most important advantages of globalisation and explain why you think they are the most important.

1. _____

Why?

_____

_____

2. _____

Why?

_____

_____

3. _____

Why?

_____

_____

Activity 4

Read about the disadvantages of globalisation, then complete the activity.

Disadvantages

1. Employers in developed countries often export jobs to other countries for cheaper labour costs.
2. Multinational corporations are accused of social injustice, unfair working conditions, as well as lack of concern for the environment, mismanagement of natural resources, and ecological damage.
3. Multinational corporations, which were previously restricted to commercial activities, are increasingly influencing political decisions.
4. Building products in other countries puts our technologies at risk of being copied or stolen.
5. Globalisation has led to the exploitation of labour. Safety standards are ignored to produce cheap goods.
6. Social welfare schemes are under great pressure in developed countries because of loss of income and jobs, and other economic effects of globalisation. Therefore, working people are at risk of unemployment and may not receive any help from the government.

Choose one of the points you have just read. Discuss it with you peers. Write what you discussed below.

Activity 5

Read the text about globalisation and technology, then complete the activity.

Globalisation and Technology

Globalisation and technology go hand in hand. At any time, we can access the internet and read about things that are going on in other parts of the world.

Globalisation has meant people travel a lot more than they used to. Many people travel to live and work in other countries. Others are curious to discover and experience different cultures in real life, not just by watching TV or looking at videos on YouTube. Every person alive has been affected by air travel in some way or another. Think of your grandparents. Fifty years ago, flying on an airplane was unusual and people used to dress up smartly because it was considered a privilege to be able to afford to fly.

Now, for many it is a relatively frequent occurrence and in 2016, there were close to 3.6 billion air passengers, according to the international Air Transport Association (IATA). That's about 800 million more than in 2011. Of course, some people fly many times in one year for work or other reasons, but that figure represents almost half of the entire population of the world being on the move!

Imagine you have flown to the country where the girls live in the photo. Try to think what life is like in a place that is completely different from the UAE and is not so developed.

a. What do you see?

b. Can you describe their attitude and feelings?

c. What conclusion can you make?

Activity 6

Complete the activity.

You are planning to attend an event with a group. Write the steps you would have to follow. Compare those steps with the steps that you would have to follow if current technologies didn't exist.

Lesson 5

The Individual in a Globalised World

What communication technologies can you think of?

What are the benefits of communication technologies?

Key Vocabulary

virtual

measure

confidentiality

quote

Activity 1

Complete the activity below.

Imagine you will be spending one day this weekend without any of the electronic devices you use every day. Write what you would do in your leisure time that day.

Activity 2

Read the text about information and communication technology and answer the questions that follow.

Impact of Information and Communication Technology on The Individual

Many things in our life are in some way or other connected to Information and Communication Technology. Like the two sides of a coin, there is always a positive and a negative aspect to things.

Probably the most important effect of ICT on individuals is the huge increase in access to information and services. Communications are now better, and often cheaper, than ever before. Access to information has brought new opportunities for leisure and entertainment, and it has become easy to make contacts and form relationships with people from many different countries. We can get goods and services from suppliers around the world.

Another important aspect of ICT is access to education. For example, students in countries where there aren't enough schools or universities can use the internet for e-learning. There are also new ways of learning like interactive multimedia and virtual reality.

ICT has also helped to create a flexible and mobile workforce, virtual offices, and new job opportunities, including in the communications industry itself. In our daily lives, there are many things we take for granted that did not exist in the past. Take photography for example. Now there are digital cameras, photo-editing software and high-quality printers that mean people can produce images that would have previously required a photography studio.

ICT can help people of determination to overcome the challenges they face in their daily lives. For example, screen reading software enables partially sighted or blind people to read and have access to literature and information.

We have so much information at our fingertips and can live in the virtual world a lot of the time. This means we can become obsessed and forget to spend time with our friends and family. People who work on computers at home all the time may end up feeling isolated and unhappy. In addition, people who spend a lot of time at their computer or on their phones can often forget to do any exercise or sport.

Think of a device you would like to invent to help people of determination overcome a challenge, discuss its use with a partner.

Activity 3

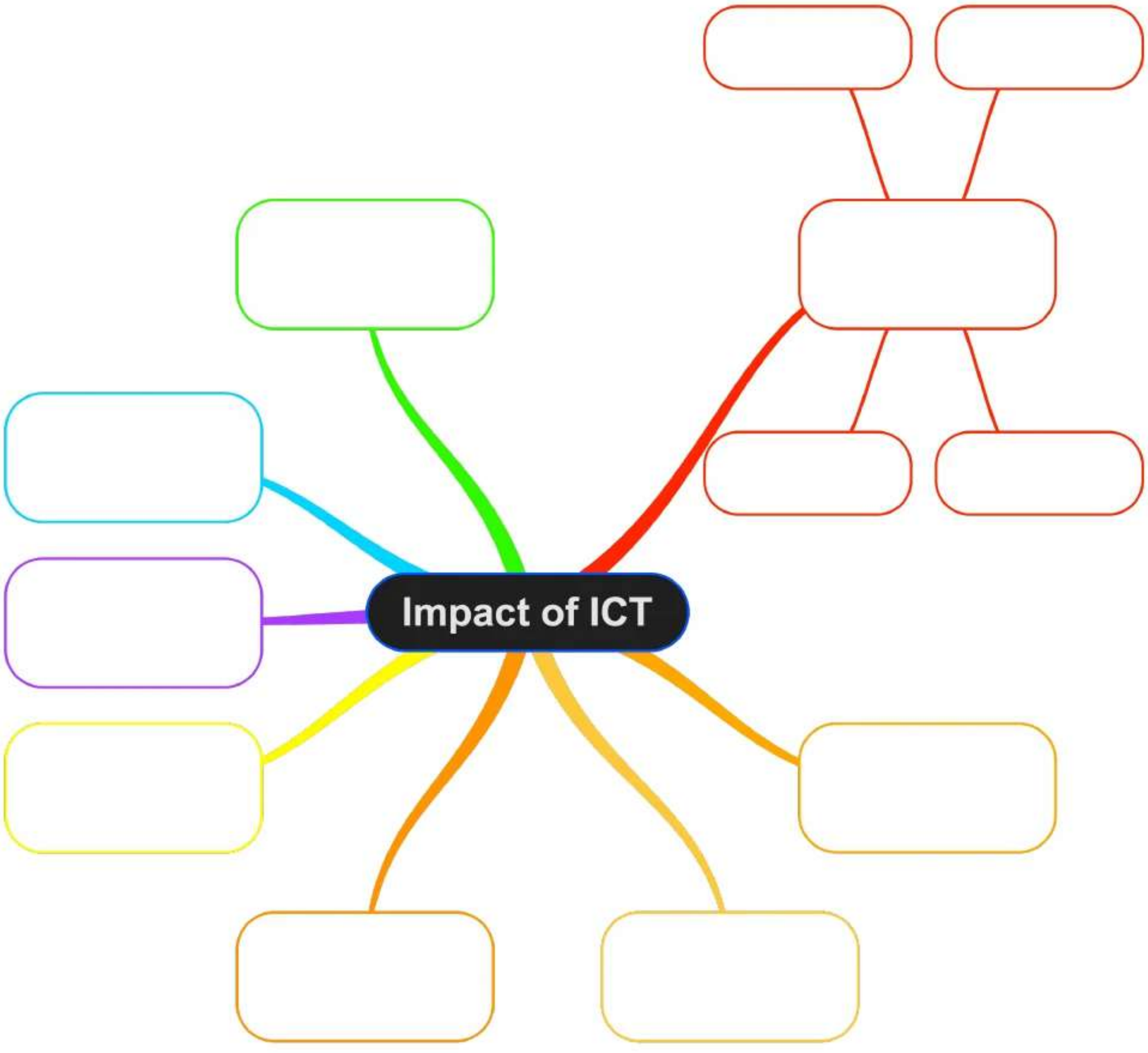
Read this text and answer the questions that follow.

Impact of ICT on Society

ICT has made so many of the things we need to do every day quicker and easier. We can shop online and people with bank accounts can check up on them without having to go to the bank. Our governments also provide many services online, which saves lot of time. We can download application forms to obtain official documents, and in many countries, citizens can even pay their taxes online. This means that many chores that took hours to complete in the past can be completed in minutes, leaving us with more time for fun and leisure. But it also means we don't have the same opportunities to interact and talk to people. This is not a problem when we are at school or university, but for some people who live alone, there are fewer and fewer reasons to go out and meet people. It also creates new security challenges related to preserving confidentiality of information.

There is also what is called the 'digital divide'. This refers to the fact that some people do not have a computer or do not know how to use a computer. This means they are not able to do all the things mentioned in the previous paragraph. Some things can only be done online now, so it puts these people at a great disadvantage.

a. Look at the 'Impact of ICT' graphic. Add all the other effects of ICT on the individual and society that you can think of.
b. Compare your results in groups. Choose an area where ICT has had an impact and discuss the pros and cons.


Impact of ICT

Activity 4

Read the quote below and answer the questions that follow.

"Social media is the ultimate equalizer. It gives a voice and platform to anyone willing to engage." -American Author Amy Jo Martin

a. What do you think the quote means? Do you agree?
b. Read the text below and complete the tasks.

Communication through social media is an important aspect of globalisation which is the movement of people, services, technology, and information. Although globalisation has many positive attributes, it also presents some problems. Issues can be big or small. They can be at the local level or the international level.

1. Work in pairs for one minute. Think of what you would say about globalisation if you had a platform.
2. Work in groups of four. You have one minute to bring all your ideas together and write them down. The group that has thought of the most issues wins! Make sure you write each issue only once - you lose a point every time you repeat an issue. You get one point for every valid issue you identify.

Activity 5

Read the text about sustainability and answer the questions that follow.

Sustainability

Sustainability is the ability to satisfy today's generation's needs while ensuring that there are enough resources left to produce the needs of the next generation.

With the increase in the world population and the increase in needs, it has become a global concern to produce the goods that will fulfil those needs. Resources are limited and everyone must do their share. Governments are spending considerable amounts of money on research and development to find renewable sources of energy that would ensure sustainability.

In terms of sustainability, what actions could you take to make a change?

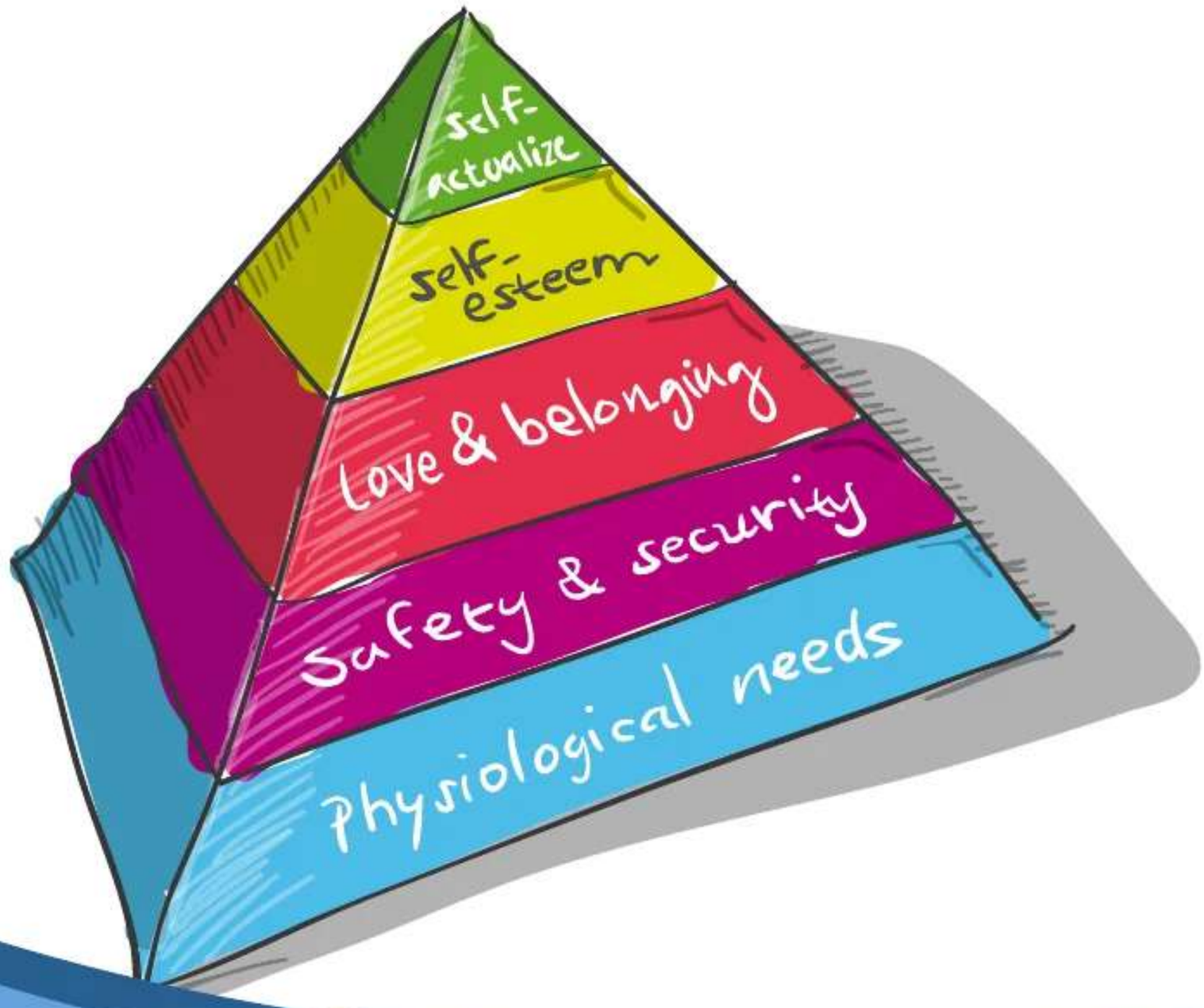
Activity 6

With a partner, research the ways ICT has helped provide medical care to remote areas. Write notes about what you found.

Medical help at distance

Unit 5
Human Needs

Lesson 1: Life Necessities 58
Lesson 2: Basic Needs 67
Lesson 3: Is There a Link Between Unmet Needs and Conflict? 77
Lesson 4: Commitment to the Value of Human Life 86
Lesson 5: Take Action Now! 96



What kinds of needs do people have?

Why is it important to help people meet their needs?

What is the connection between conflict and unmet needs?

How can we show a commitment to helping other people?

Lesson 1

Life Necessities

What are human needs?

What is the hierarchy of needs?

How can countries meet the needs of its people?

Key Vocabulary

survival

equality

dignity

Activity 1

Answer the question below using your own thoughts and prior knowledge.

All people are created equal, with the same basic needs which must be met.

In your own words, what are human needs?

Activity 2

Read the text and examine the diagram. Discuss Maslow's hierarchy of needs in groups.

Maslow's Hierarchy of Needs

All human beings on this planet are born equal. They are entitled to be treated with respect and dignity, regardless of their gender, skin colour, beliefs and values, or countries they come from.

From the moment of birth, humans have basic needs that must be met for them to survive. These needs include things such as food, clean water, clothes, shelter, security, medical care, and education.

When these basic needs are met, a person is free to choose the kind of life they want to live and can reach their full potential. However, without these basic needs a person's life can be a daily struggle, leaving them feeling depressed, isolated, and humiliated.

Abraham Maslow (1908-1971) was an American psychologist who taught in many universities. He wrote many books, but he was best known for the concept known as Maslow's hierarchy of needs.

Maslow's Hierarchy of Needs

Activity 3

Read the article about happiness and basic needs and then discuss the question in groups.

Happiness and Basic Needs

Did you know that the UAE was ranked as one of the top happiest countries in the world in 2017, according to the United Nations' World Happiness Index? The index measures people's happiness by looking at six domains: income, health, having someone to count on during times of hardship, generosity, freedom, and trust. You might recognise these things as some of people's basic needs. When people's needs are met, they have the chance to be happier.

The UAE is contributing to making the world a happier place: In February 2016, the UAE Government created the post of Minister of State for Happiness. The country also launched the World Happiness Council in 2017 to draw attention to ways to make people happier and to the governments that are doing just that.

Sheikh Mohammed bin Rashid Al Maktoum, the Vice President, and Prime Minister of the United Arab Emirates, has said: "*It is the duty of the government*

to provide citizens with excellent quality of life, prosperity and opportunities to achieve happiness." Sheikh Mohammed bin Rashid Al Maktoum says: *"The development plans we approved, the initiatives we launched, and the policies and laws enforced, all have one goal: to bring about happiness to the citizens, their families, and their children. What we have achieved so far is just an initial milestone that will be followed by harder work and more accomplishments so that we can become the world's best."*.

If governments make the happiness of their citizens a priority, they can make the world a better place. To do this, they first need to ensure people's basic needs are met.

How can countries like the UAE make sure the basic needs of its people are met? Create a mind map to show your ideas.

Activity 4

In addition to basic needs, we all have 'wants' as human beings. With your partner, look at the pictures and decide whether each one is a want or need. Explain why.

a. Clothes

b. Jewellery

c. Food

d. Medical care

e. Luxuries

Activity 5

Read the scenarios and discuss the questions in groups.

Scenario 1:

Bill is unemployed and very poor, and he hopes to get a mobile phone. Bill hopes to get a job. To find work, he needs a phone number, so that possible employers can call him back. He needs access to the internet, so that he can search for jobs online.

Bill has family in another country. He hopes to save up enough money to get home to visit them. Until he does, he has to be able to keep in touch with them by talking to them on the phone and by sending emails. It's expensive to make long distance calls but if he has a phone number, they can call him.

Is Bill's phone a want or need?

Scenario 2:

Martin doesn't earn very much money, and cars are quite expensive. His old car has broken down and he plans to buy another one.

Martin lives in the countryside, ten kilometres from the nearest town. He works as a waiter in a restaurant in town, but he doesn't earn enough money

to rent a house close to his job. His shifts at work are 10 hours long, and he's often exhausted when he finishes.

Martin has two daughters, who go to school in the town. The road into town has very few streetlights. There is no footpath, and the cars go by very fast. In the winter, it gets dark at 4pm – before the girls come home from school. The girls take the bus to and from school, but the bus stop is quite far from their house – they still have to walk along the busy road for a kilometre. In the winter, Martin picks the girls up from school on his break from work and drives them home.

Is Martin's car a want or need?

Activity 6

Although we all share some basic human needs and wants, we also have individual needs and wants, based on our values and beliefs.

Think about your own needs and wants and fill in the table below. What's important to you? Why?

My Wants	My Needs
1. _____ _____ Why? _____ _____	1. _____ _____ Why? _____ _____
2. _____ _____ Why? _____ _____	2. _____ _____ Why? _____ _____
3. _____ _____ Why? _____ _____	3. _____ _____ Why? _____ _____

Lesson 2

Basic Needs

Why is safety a basic need?

Why is self-esteem important?

Key Vocabulary

basic needs

conflict

humanitarian

Activity 1

Answer the questions below.

a. Think about the previous lesson, what basic needs must be met for survival?

b. Take some time to consider what you see happening in each image.

What conditions make these people's lives a daily struggle as they fight for their basic needs? Share your thoughts with your classmates and write notes below.

Activity 2

Read the text below and complete the activity.

When we think of people being deprived of their basic needs, we generally think of poor, malnourished people living in poverty in a country within the developing world. However, a person in any country, in any part of the world, can be denied their human dignity and basic needs for a number of reasons.

Look at the images below. In what ways may the people in the images be denied human dignity and basic needs?

Activity 3

Living in a safe place is one of the basic needs that should be met. Read about the safety measures in Abu Dhabi then answer the questions that follow.

Safety Measures

Local municipalities in the UAE oversee building and construction safety in the country. They implement building codes. These codes relate to things such as construction safety and fire protection. The codes aim to improve the construction standards for buildings in the UAE.

The Abu Dhabi Building Codes is a complete set of codes dealing with construction safety, fire protection and other issues. They are aimed at improving the construction standards for buildings in Abu Dhabi. The codes are applicable to all projects in Abu Dhabi, including all private and commercial projects. Companies which are not in compliance with the codes will be subject to penalties and fines.

The Building Code's requirements for new buildings cover a wide range of aspects – from energy conservation, to light, ventilation, sanitation, structural strength, stability, and maintenance, to safety from hazards like fire.

a. How does the Building Code fulfil the basic need of safety?

b. Why does the government of the UAE have penalties and fines for those who do not comply with these codes?

Activity 4

Read about social needs then answer the questions that follow.

Social Needs

We all need time alone every now and then to "take a moment" and gather our thoughts. This is sometimes called "me time". However, we soon find ourselves wanting human contact again.

Humans are social creatures with social needs. We feel better when we are part of a group. In early times, humans gathered in groups for protection. Cave people, for example, would not have survived if they had to live on their own.

Over time, social needs have evolved into different types of support, including entertainment for each other. Social ties are important to us. Our first ties are usually with our family. They protect and provide for us when we are vulnerable babies and as we grow. Within the family unit, we develop our personalities and learn many of our early skills.

As we grow up, we start to form social bonds outside the family. Consider your school friends, for example. You play with them and learn from them. You start to develop a personality outside the family unit and become a member of society.

These different social groups help you develop your moral character. They provide feedback on your behaviour and give you a chance to help and support others. When you are part of a group or team, you know you are not alone in the world. You can have fun with these people too.

a. Who are the members of your family, who are your friends and why are they important to you?

b. How can you maintain good ties with family and friends?

Activity 5

Read about self-esteem as a need, then answer the following questions.

Self-Esteem

How do you feel today? Take a moment to think about it. Perhaps you feel happy or excited about the rest of day. Have you done some good things already today?

These questions all relate to your self-esteem. This is simply your opinion of yourself. If you have high self-esteem, you feel confident about yourself and your strengths. You also feel happy and satisfied. No obstacle scares you. On the other hand, if you have low self-esteem, you might feel that you're not able to do much.

It's important to feel good about ourselves. It's a basic human need. If we don't appreciate ourselves, how can we expect others to? When you accomplish something (such as a good result in a school test), allow yourself some time to enjoy the achievement. You can build your self-esteem by setting yourself reasonable goals and achieving them, such as completing a school project before it's due. These small accomplishments all help to strengthen your self-esteem and build your confidence. As your self-esteem and confidence grow, you can set yourself more challenging goals.

a. Why is self-esteem considered a need?

b. Why do you think it's important to set reasonable and achievable goals?

Activity 6

Fill in the pyramid below starting at the base with your basic needs, write your psychological needs in the middle, and finally, your self-fulfilment needs at the top. Then answer the question.

Are all your basic needs fulfilled? If no, write a paragraph of what you can do to fulfil them. If yes, write what you can do next.

Lesson 3

Is There a Link Between Unmet Needs and Conflict?

Why is it important for basic human needs to be met?

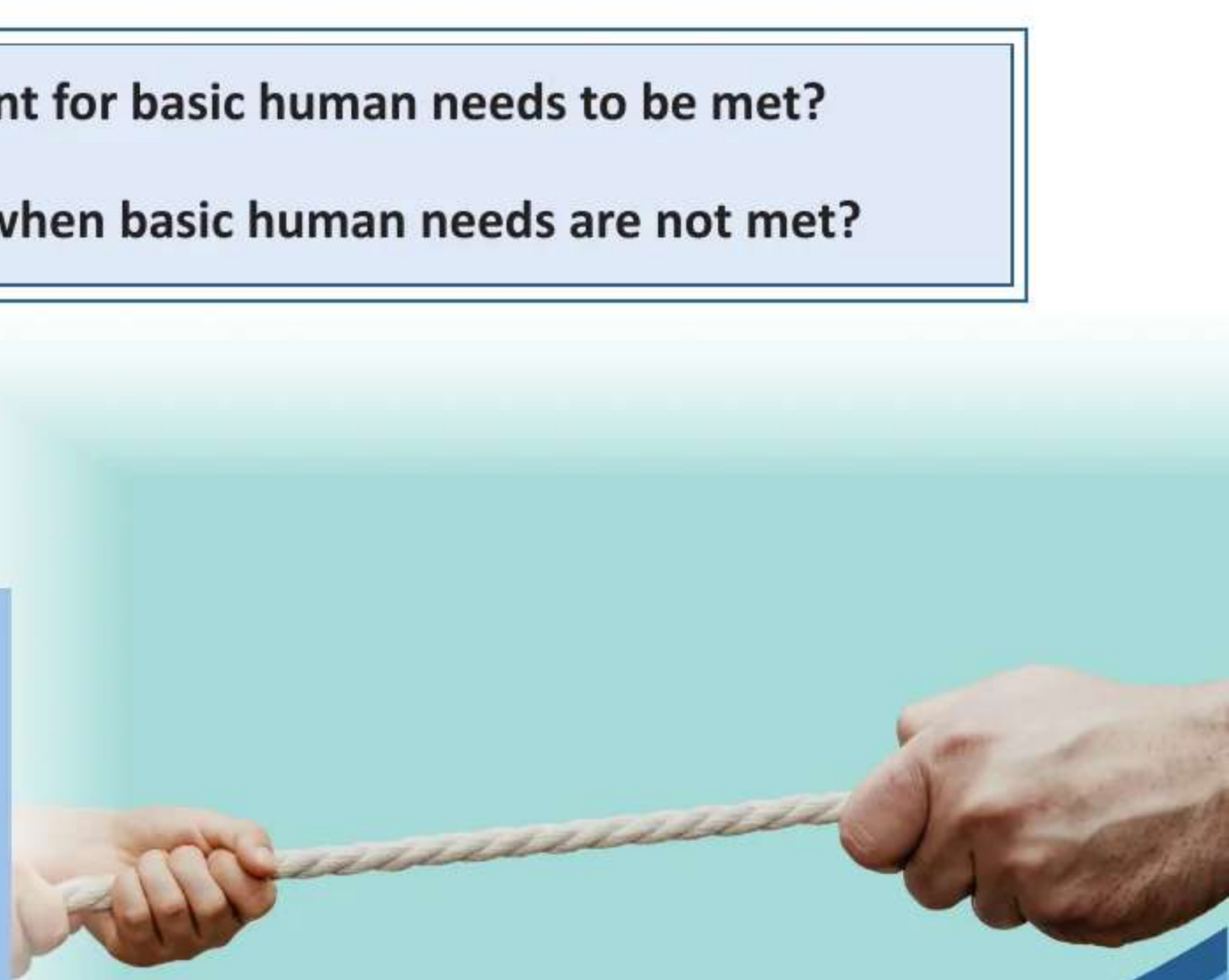
What can happen when basic human needs are not met?

Key Vocabulary

refugee

deny

resolution



Activity 1

Most societies take their responsibilities seriously in terms of preserving the human dignity of every person. However, in some parts of the world, human dignity is denied for different reasons. Can you think of some reasons? Create a mind map below and write your ideas.

Activity 2

Do unmet needs lead to conflict? Read the text then answer the following questions.

Unmet Needs and Conflict

Many experts believe that conflicts are caused by unmet basic human needs. These human needs include food, water, shelter, safety and security, belonging or love, self-esteem, and personal fulfilment. When people, either groups or individuals, feel that their needs are unmet, conflict often occurs.

Simple unmet needs can create simple resolvable conflicts, but when those needs are being threatened, they provoke conflicts. The more these needs are unmet, the more the conflicts become intense.

People are incapable of living peacefully without the fulfilment of their needs. It is therefore important to address the cause of this lack of fulfilment to avoid or resolve any such conflicts.

a. Why do you think conflicts occur when human needs are not met?

b. Read the situations in the table and fill in the table with the unmet need and what conflict it could cause.

	Need	Conflict	Resolution
1. You are hungry but your parents didn't have time to cook lunch today.			
2. A storm destroyed your house.			
3. Your father is always tired and doesn't spend time with you.			
4. You cannot sleep well due to lots of noises in the neighbourhood.			
5. Your friend always ignores you.			
6. You have been working in the same position for years with no promotion.			

Activity 3

Examine the conflict circle and consider the questions that follow.

Many people see a connection between conflicts and the denial of human needs. On the one hand, needs can be denied because of conflict. On the other hand, denial of needs can become a cause of conflict.

Let's look at the conflict circle to help us understand this concept better.

a. What message do you think this conflict circle is trying to say?

b. Discuss the following: Conflicts are the result of unmet basic needs or unmet needs are the result of conflicts. Provide examples.

Activity 4

How did the UAE meet the needs of people in Bangladesh? Read the article then discuss the questions in groups.

Humanitarian Aid

Three more airlifts of vital humanitarian supplies for refugees in Bangladesh have been ordered by H.H. Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him). The aid drops are targeting more than 230,000 refugees that are fleeing persecution in a neighbouring country. They live in terrible conditions in camps and makeshift settlements, where they lack even the most basic necessities, such as food, shelter, water and clothes.

Refugees in Bangladesh

Conflicts have triggered the exodus of about 520,000 people in the past few months. The airlifts are the latest in a series of humanitarian flights from Dubai.

Earlier, H.H. Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him) ordered the creation of an air bridge to Bangladesh. This has resulted in six airlifts to the Bangladeshi capital Dhaka that have transported 550 metric tons of relief material. Food, family tents, tarpaulins, mosquito nets, blankets, solar lanterns, water purification units, medical supplies, and hygiene kits are just some of the relief items that have been sent to the country.

The supplies come from International Humanitarian City (IHC) stocks of participating aid agencies, including the United Nations High Commissioner for Refugees, the International Federation of Red Cross and Red Crescent Societies, Médecins Sans Frontières and Emirates Red Crescent.

Last month, the United Nations Secretary General, Antonio Guterres, said the crisis was a "humanitarian nightmare". "We have received bone-chilling accounts from those who fled – mainly women, children and the elderly", he said. IHC was founded in Dubai in 2003. Twelve flights have been sent this year from Dubai to crisis-stricken countries around the world.

a. Can you think of other relief items the refugees might need?

b. Why do you think those who fled are mainly women, children, and the elderly?

c. Why should we provide humanitarian aid to people who are not from our own country?

Activity 5

How do we help people with unmet needs? Read the examples then complete the activity.

When a person's social needs aren't met or their self-esteem is low, it can have a bad impact on them. This is why we should be mindful of the needs of others. Consider these two examples.

Example 1

Sevan moved from London to a new school in the UAE. She missed her old school, her classmates and even the London weather. Her new classmates seemed to ignore her and excluded her from their games. One day, Maha, one of her new classmates, noticed her looking sad and talked to her. Sevan opened up about how lonely she felt. Maha was shocked. Everyone had thought Sevan was unfriendly and didn't like her new school. After Maha told her friends the truth, they all made an effort to get to know Sevan.

Example 2

Fadia felt very sad. When her friend Maya asked her why, Fadia started crying and explained that she'd failed her exam. She said she could never do anything right. Maya said she understood Fadia's disappointment, but she could do lots of things well. She reminded Fadia about the project they'd worked on together the previous term. The teacher had praised them both. She particularly liked Fadia's drawings. Fadia smiled. She'd forgotten all about that!

Remember, if you see someone struggling with self-esteem issues, reach out to them. Self-esteem is a basic need and it's important to support others to achieve it.

Role-play a situation with someone who has an unmet need. Try to help them.

Lesson 4

Commitment to the Value of Human Life

Why is it education important?

What actions can you take to defend human dignity?

Key Vocabulary

charity

welfare

Activity 1

Read the introduction about the Khalifa Bin Zayed Al Nahyan Foundation and write about the importance of its work.

The Khalifa Bin Zayed Al Nahyan Foundation

Many nations and individuals alike choose to ignore the cries of the needy, while others choose to stand up and make a conscious effort to provide aid. The Khalifa Bin Zayed Al Nahyan Foundation was set up in July 2007, by his H.H. Sheikh Khalifa Bin Zayed Al Nahyan, Former President of the United Arab Emirates (May Allah have mercy upon him). The vision of the foundation is "Pioneering Initiatives for Welfare", and its strategies are focused on health and education on domestic, regional, and global scales.

Why is the foundation's work important?

Activity 2

Examine the article below about the Khalifa Bin Zayed Al Nahyan Foundation's humanitarian work and discuss the questions with a partner. Write notes.

Humanitarian Work

The Khalifa Bin Zayed Al Nahyan Foundation's humanitarian work is focused on the concept of good and giving.

The Foundation works in helping the poor and needy to meet their basic needs of food, drink, clothing, and housing. It provides aid to 38 countries around the world including 12 Arab countries, 13 Asian, 4 African countries, and 8 European countries, in addition to Australia.

The Foundation's strategy is focused on the development of poor communities in the areas of health and education.

According to the Director-General of the Foundation, "The Foundation operates according to a deliberate action plan and a long-term strategy for the advancement of the poor and needy societies.".

a. List at least three ways in which the Khalifa Bin Zayed Al Nahyan Foundation can help the poor and needy to meet their basic needs.

b. "The Foundation's strategy is focused on the development of poor communities in the areas of health and education." What other areas may be considered for development?

c. In what way is this Foundation linked to the concept of combating unmet human needs?

d. How can the Foundation achieve its goals? Suggest three actions.

Activity 3

Read about education as an important need then answer the question that follows.

Dubai Cares

Dubai Cares aims to increase children's access to quality primary education. This is achieved through building and renovating schools and classrooms, improving water, sanitation and hygiene in schools, providing school lunches, medicine for good health, early childhood education, as well as teacher training, curriculum development, and literacy and numeracy education.

Dubai Cares believe that education is an irrevocable asset and an essential right of every child. They uphold this belief by delivering integrated evidence-based quality education programs to create a positive impact in the lives of underprivileged children globally.

Education is more than a human right; it is an irrevocable asset, a belief held by the founder of Dubai Cares, H.H. Sheikh Mohammed Bin Rashid Al Maktoum (May Allah protect him). It was from this belief and the desire to give children – regardless of their gender, nationality, race, or religion – the opportunity to become positive contributors to society, that His Highness established Dubai Cares on September 19, 2007.

Since the beginning, Dubai Cares has been working towards providing children and young people in developing countries with access to quality education. As a result, it has successfully launched education programs reaching over 16 million beneficiaries in 45 developing countries.

What are the current and future needs that Dubai Cares provides by educating children? Write your ideas in a mind map below.

Activity 4

Read the article below and then discuss the questions that follow in groups. Write notes.

Campaigning for Human Dignity

Sometimes ordinary people become heroes and heroines in the defence of human dignity and basic needs for others. Being a responsible member of society means caring about the needs of others and finding ways to help people play a full part in their community. There are many people who devote their lives to campaigning for human dignity and against injustice. Here are two prominent examples.

Malala Yousafzai

Malala Yousafzai was born in Pakistan on 12 July 1997. She became an advocate for girls' education at an early age. As a consequence of her public speaking and various blog posts about the importance of education for girls, she was issued with a death threat. In October 2012, Malala was shot in the head on her way home from school. She survived and this incident led her to become more determined than ever to highlight the importance of female education. In 2014, Malala became the youngest person ever to be awarded the Nobel Peace Prize. In April 2017, Malala was appointed as a UN Messenger of Peace to promote girls' education. She continues to dedicate her own life to the betterment of others.

Nelson Mandela

A South African former president, Nelson Mandela helped bring an end to apartheid, an institutionalized system of discrimination against black people in South Africa and became a global advocate for human rights. Mandela became involved in the anti-apartheid movement in his early 20s. He directed peaceful protests against the South African government and their racist policies. Mandela was imprisoned for nearly three decades as his anti-apartheid activities were seen as an attempt to overthrow the government. Mandela was eventually released from prison in 1990. In 1993, he was awarded the Nobel Peace Prize and in 1994, he became the first black president of South Africa. He stayed in this role until 1999.

a. How did these people defend human dignity?

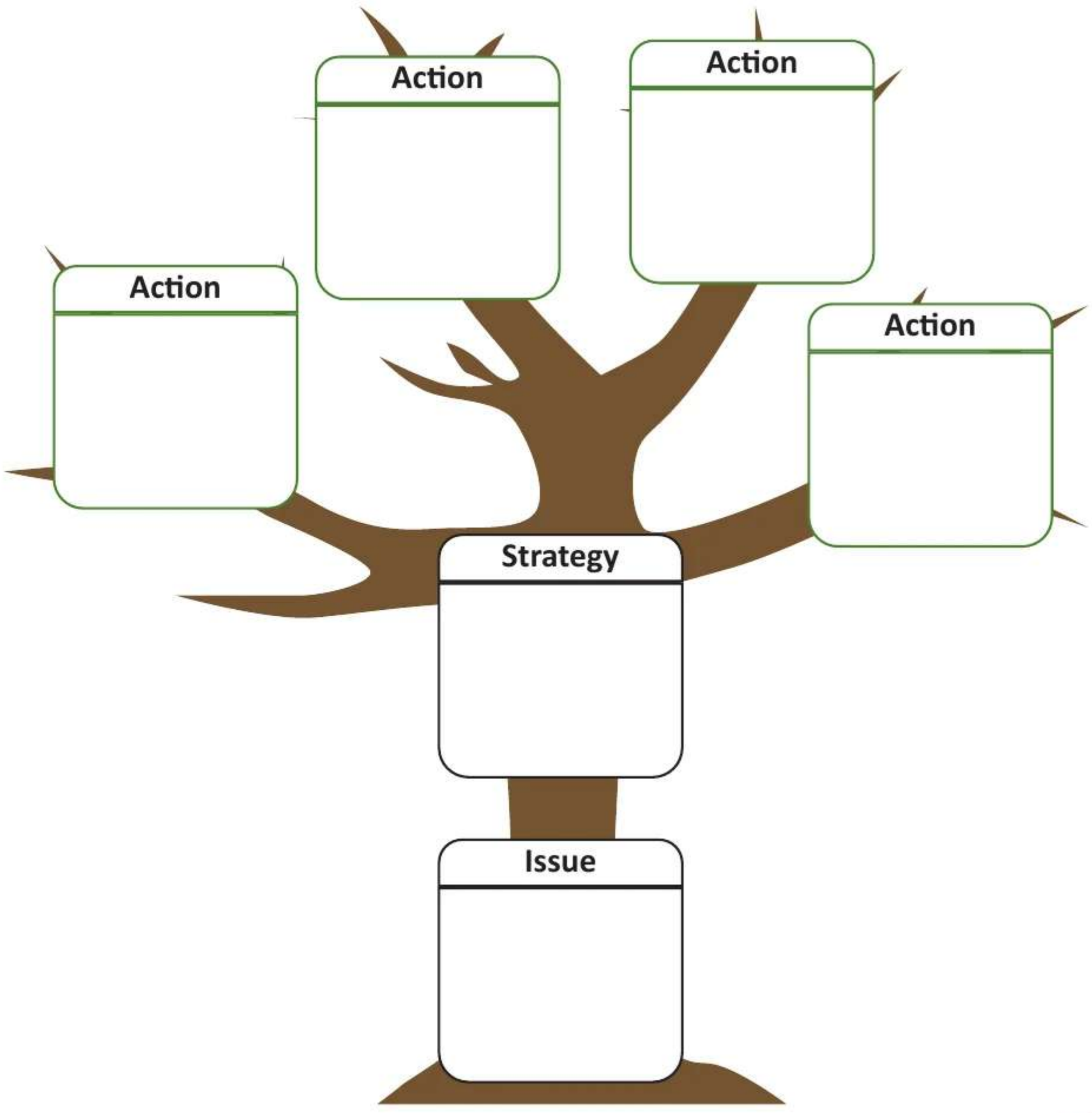
b. What impact do you think they had on other people's lives?

c. Can you think of any other people who are spokespersons for human dignity?

d. What actions can you take to defend human dignity (in your school; in your community; in your country)?

Activity 5

In many parts of the world, people are suffering as victims of conflicts and unmet basic needs. Imagine you are planning on making an impact on these people's lives. Use the problem tree below to plan your strategy, which can later be used to take action.



Lesson 5

Take Action Now!

Why is it important to take action to help meet basic human needs?

What actions can you take to help meet the needs of people?

Key Vocabulary

action

planning

donation

underprivileged

Activity 1

Read the quote and complete the task.

"One person can make a difference, and everyone should try."

-John F. Kennedy

What does the quote mean to you?

Activity 2

Read about the letterman's jacket and then answer the questions that follow.

Letterman Jacket

Mitch and Abby were two students growing up in Indiana, USA. Abby was a star athlete on the basketball team and a great student; almost everyone considered Abby a friend. Mitch typically walked through the hallways with his head down and always heard about his disability instead of his abilities. Mitch and Abby never crossed paths, that is, until Special Olympics partnered with the Indiana School Athletics Association and expanded Unified Sports across the state.

Letterman Jacket

Through Unified Sports, Abby and Mitch connected and started to build a friendship based on mutual respect and understanding. Quickly, Mitch and Abby became best friends, but it still frustrated Abby that Mitch wasn't seen as a 'normal' athlete like the rest of their peers. Across the United States, when a student plays on a sports team they receive a 'letterman's jacket'. Mitch and the rest of the students who participated in Unified Sports did not receive a letterman's jacket, but Abby and Mitch knew they could make a difference. They both petitioned the school board, and after multiple presentations, they were successful! Now, all students who participated in Unified Sports in the county would receive a letterman's jacket.

Mitch and Abby now walk the hallways with their heads held high and proudly wear their jackets as a symbol of their friendship and perseverance. Together these two students saw a need and set out to change the reality for thousands of students in their town.

a. What kind of people were Mitch and Abby? What qualities did they have?

b. Why was it important to Abby that Mitch had a letterman's jacket?

c. How can Unified Sports help people understand each other better?

Activity 3

How can you help? Discuss the questions below in groups and complete the task.

a. Think of the needy and underprivileged children. How many of them have unmet basic needs?
b. With little resources, how can we help?
c. What can you do to inform people and get donations?
d. With your classmates, think of a project you can do and fill in the following:

Project name: _____

Donation day (date): _____

Place: _____

Activity 4

Now that you have decided on your project, divide yourselves into groups and plan your tasks with your group.

Fill in the table below with the tasks you need to do according to your group role.

Group role and members	Role _____ Members: _____ _____ _____
Tasks to complete today	• _____ • _____ • _____ • _____ • _____
Tasks to complete before donation day	• _____ • _____ • _____ • _____

Activity 5

Start the project. With your group, start completing the tasks you have to do. Each group will do the list of tasks written in the previous activity. Ask your teacher for help at any time you need to.

Activity 6

Donation day!

Prepare the venue, tables, and chairs. Make sure all your documents are ready.

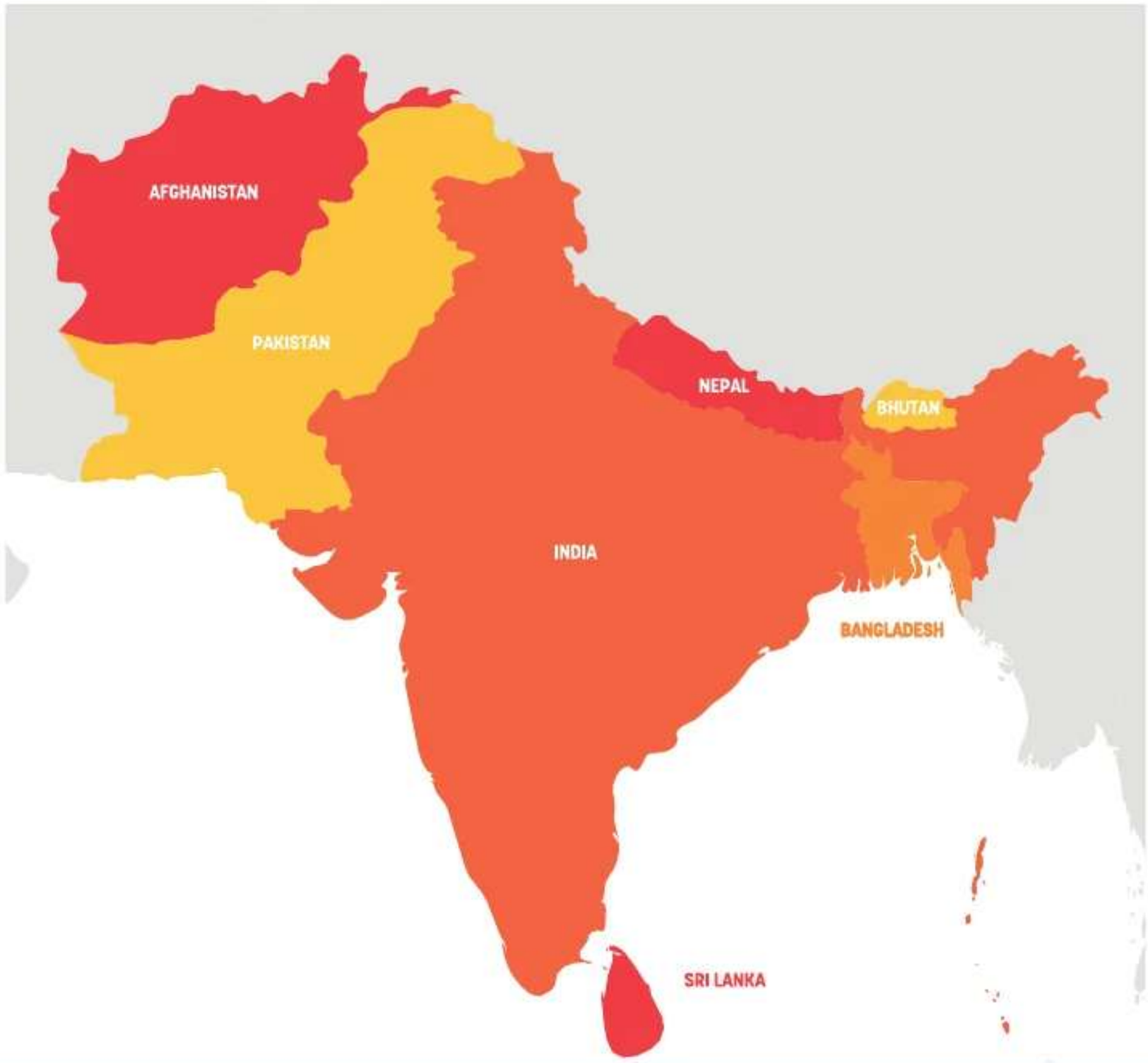
Each group will do the tasks assigned to them. At the end of this activity, you will proudly take the donations to the association you chose and send them to the children.

Don’t forget to thank whoever helped you complete your project.

Student's notes

Unit 6
Developments in South Asia

Lesson 1: The Geography of South Asia 106
Lesson 2: Ancient Civilizations of South Asia 118
Lesson 3: Ancient India – Mauryan to Gupta Empires 126
Lesson 4: Arrival of Islamic Civilization in India and the Delhi Sultanate 133
Lesson 5: Origins of Science in South Asia 142
Lesson 6: The British in India 148
Lesson 7: Economy and Cities of South Asia 156



What do you know about South Asia?

What ancient civilizations were in South Asia?

When did Islam arrive in India?

What cities are in South Asia?

Lesson 1

The Geography of South Asia

What geographical features exist in India?

What are the seasons like in South Asia?

Key Vocabulary

tributary	plain
valley	glacier
delta	mountain range

Activity 1

Read the text and complete the activities.

The Geography of India

During the invasion by Alexander the Great in around 332 BCE, the Greeks named the region Indos, in reference to the Indus River. So, the modern word India is a word borrowed from the ancient Greeks. The physical geography of the Indian subcontinent includes four types of landscapes. There are two major mountain ranges, plains, and coastlines.

Map of South Asian Subcontinent

In the far north there is the chain of mountains that include the Hindu Kush, the Karakorum, and the Himalaya mountains. The world's highest peaks are found in these mountains, including Mount Everest. The mountains have glaciers that feed the major rivers systems. Water from the water systems flow

into Indus River then into the Arabian Sea to the west, and the Ganges River into the Bay of Bengal to the east.

There are important passes or places that allowed human travel through this difficult terrain. The Gomal and Khyber Passes in the north-west were used by invaders over many centuries to enter the Indus River valleys and the India plateaus. Other passes through the Chitral Valley and through the Karakorum Mountains allowed communication and trade with Central Asia over the valuable Silk Road.

The Indus River flows down from the Indian Himalayas through Kashmir and into the Punjab region where we find rich agricultural lands before passing into the Arabian Sea. Some of the earliest civilizations and cities were established along the plains of the rivers of the Indus River valleys.

A second geographic feature is the Great Ganges Plain. In the plains of the Indus and Ganges Rivers as well as the Brahmaputra River, there are concentrations of farms and people.

A third geographic feature is the Vindhya Mountain range that lies to the south of the river plains. It separates the north from the south of the Indian subcontinent. On the other side of the mountains is the great Deccan Plateau. It is a drier land that is dependent on seasonal rains during the monsoon season. The annual monsoons come from winds off the Indian Ocean. There are rivers that bring water from the Vindhya but with much less water flow than those of the great northern rivers.

Because of the limited supply of water in the south, agriculture in the southern peninsula depends greatly on systems of irrigation. Volcanic rock of the Deccan Plateau in the south was used to build temples and other structures. In the far south, along the lusher Malabar and Coromandel coasts, the Kerala and Tamil people thrived and developed their own languages.

The fourth feature of the subcontinent is its coastlines. Ancient shipping trade routes were developed to the Arabian Gulf and the African coasts in one direction and to Southeast Asia in the other. Eventually, European fleets entered the Indian Ocean from the 16th century onward.

a. Write down five physical geography features you can see on the map: rivers, mountains, valleys, coasts, etc.

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

b. Find and list the names of six different rivers. Use the map and the text.

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

c. Use the text to answer the questions.

1. Where did the word 'India' come from?

2. What is the world's highest mountain?

3. Which mountain range is it located in?

4. Which mountain passes were used by invaders into the region?

5. What separates the north from the south of the subcontinent?

6. What kind of rock can be found on the Deccan Plateau?

7. Which area was used by ancient sea traders?

Activity 2

Read the text about the monsoon season and answer the questions.

Monsoon Season

Every year between April and September, the Indian subcontinent receives a large amount of wind carrying warm tropical rain known as the monsoons. The monsoons come from the Indian Ocean currents and wind patterns that move warm, moist air from the southwest Indian Ocean toward countries like India, Sri Lanka, Bangladesh, and Myanmar. The country of Bangladesh is one of the countries most affected by the monsoons. It is a low-lying coastal land where severe flooding occurs in years when the monsoon rains are strong. Every year farmers and villagers prepare for the monsoons. In years when the monsoons did not come, the areas experienced drought.

The area experiences winter monsoons which are dry winds that blow down from the northeast region of the Himalayan Mountains. These winds do not bring much rain, so the winter is known as the dry or drier season. The winter monsoon winds, and summer monsoon winds blow in opposite directions. This enabled traditional sailboats and merchant boats to use these winds on their journeys from the Arabian Gulf to India to the Eastern Shores of Africa. During the next monsoon season, as the winds shifted, they could sail back the other direction.

a. Where do the monsoons in South Asia come from?

b. How do you think the farmers prepare for the monsoons in Bangladesh?

c. Why were the monsoon winds important for trade?

Activity 3

Look at the information in the graph and answer the questions that follow.

The chart shows rainfall in 2016. In July over 590 millimetres of rain caused floods in Bangladesh. Compare this to the average monthly rainfall in the UAE in the same year.

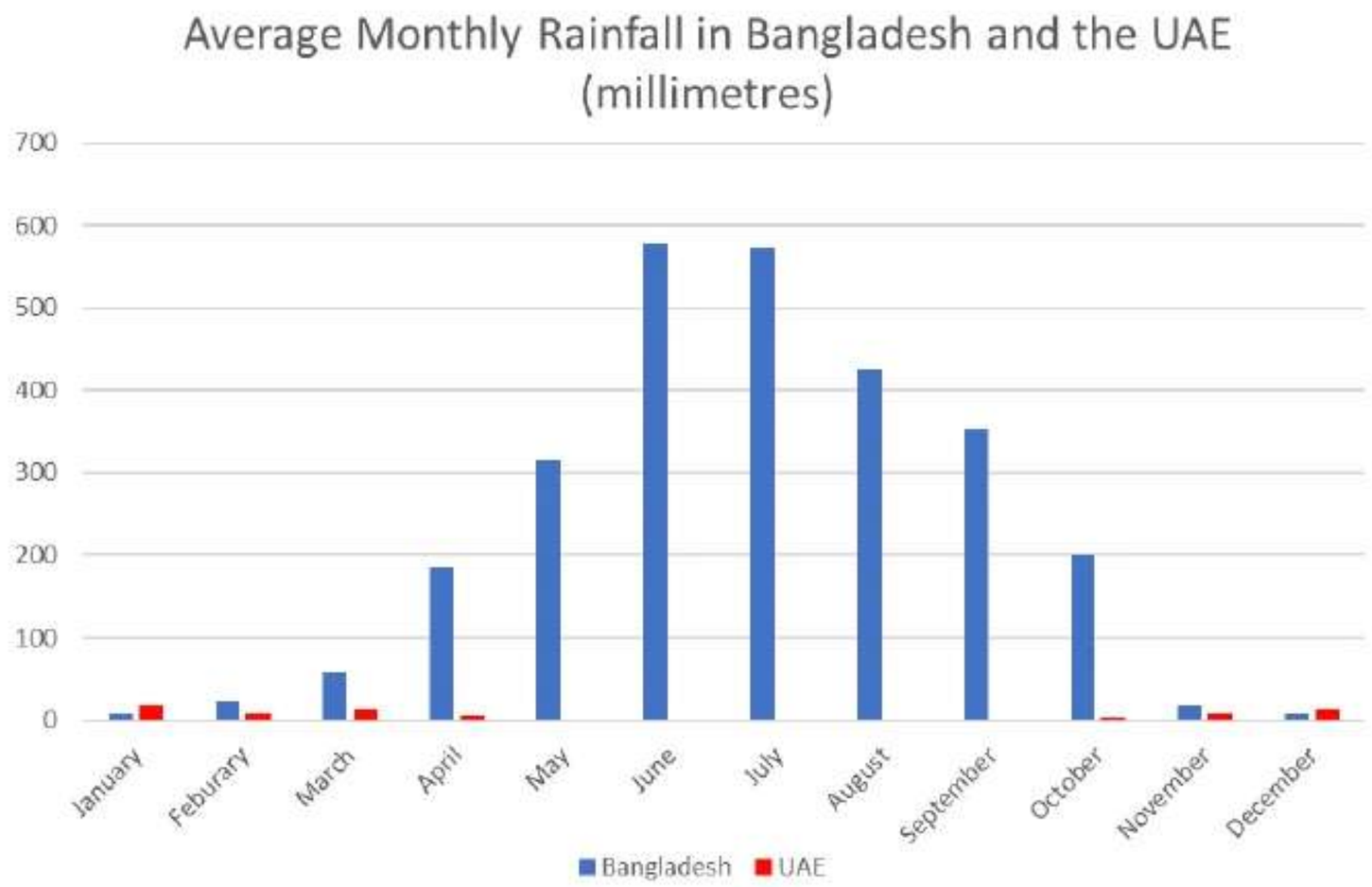


Chart of Precipitation (Rainfall). Source of date: WorldData.info

Compare the rainfall in Bangladesh (blue) and the UAE (red).

a. In which month did Bangladesh have the most rainfall?

_____

b. Which country had the most rainfall overall?

_____

c. In which months did the UAE have more rainfall than Bangladesh?

_____

Activity 4

Write a description of each photo of the Ganges River and Indus River using the keywords/phrases below.

mountains	rivers	valley	glaciers
delta plain	tributary	narrow gorge or canyon	flatlands
Himalaya Mountains	Ganges River Plains	Punjab Region Valleys	Delta Region in the Sindh

The Ganges River in the Himalayan Mountains

a. Write a description of the geographical features in the upper course of the Ganges River.

The Ganges River emerges from the Himalayan Mountains

b. Write a description of the geographical features found in the middle course of the Ganges River.

The city of Varanasi, on the Ganges

c. Write a description of some features of the river found here at the city of Varanasi along the Ganges River Plain.

Ganges Delta, West Bengal

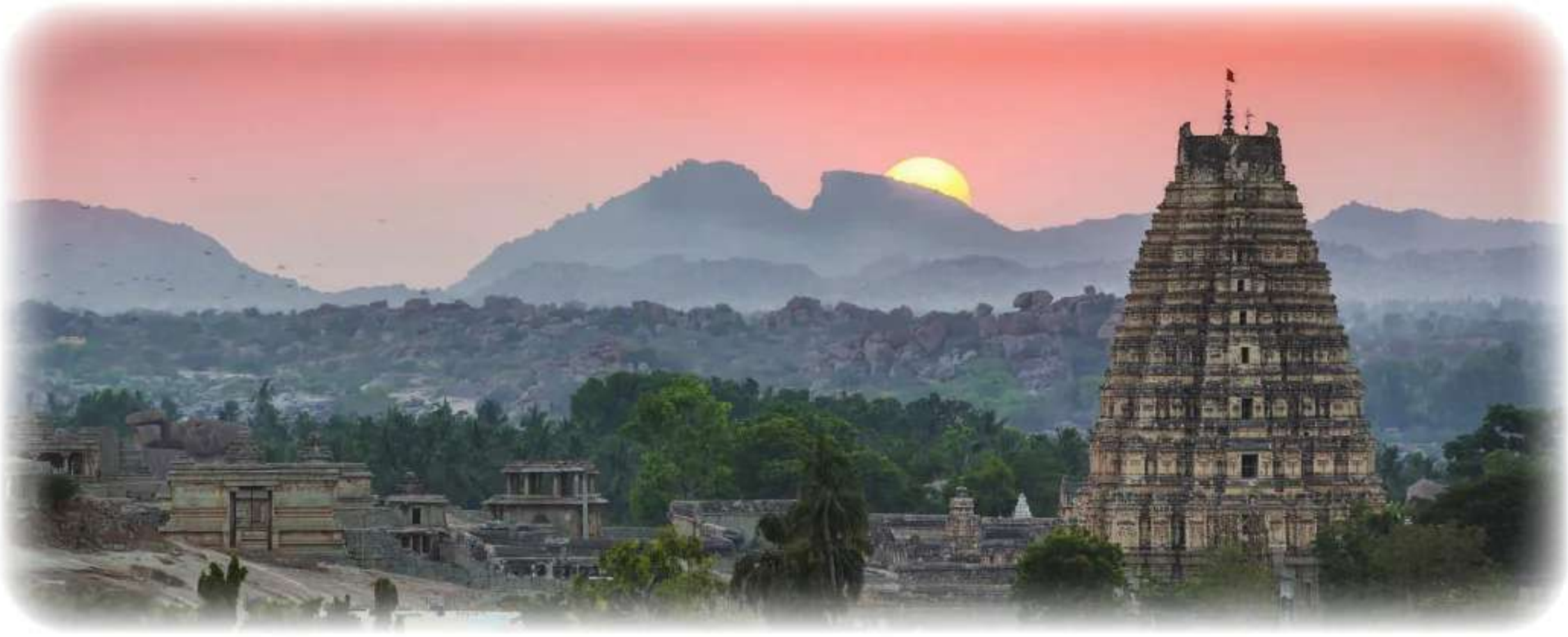
d. Write a description of some features of the Ganges Delta in West Bengal.

The source of the Indus River

e. Write a description of some features of the source of the Indus River.

Activity 5

Look at the photographs and write a description of the land and geographic features (vegetation, landforms, water, etc.) that you see. Write two to three sentences.



Vijayanagara, Hampi, Karnataka, India

Tea plantation near Nuwara Eliya, Sri Lanka

Lesson 2

Ancient Civilizations of South Asia

Why is access to water important for new settlements?

How did people build ancient civilizations?

Key Vocabulary

civilization

archaeology

era

Activity 1

Read the text and answer the questions that follow.

Early Indian History

The study of Indian history based on archaeological evidence dates to around 7000 BCE when evidence of settled agriculture on the northern river plains and deltas appears. The earliest sites of settlement appear at Mehrgarh and other sites on upper tributaries of the Indus River and date from around 7000-4700 BCE.

Early settlements formed when people started growing grains in the deltas. Eventually the cities of the Harappan civilization developed from the 3rd millennium BCE. The cities of Harappa and Mohenjo Daro were discovered through extensive archaeological work in the 1920s.

The cities were unique for their social organization and innovations in water systems with large open public baths and individual wells for houses. Collectively, the urban cities of the lower Indus are called the Harappan Civilization (2600- 1700 BCE). The cities seem to have been abandoned due to lack of rainfall or a changing climate.

a. Why do you think the first settlements were on river plains and deltas?

b. Would these settlements be possible if there were no rivers? Why?

Activity 2

Use the text and images to compare and contrast two early Harappan cities.

The Harappan Civilization

Map of Harappan Cities

The Harappan Civilization, also called the Indus Civilization, was a cluster of urban and agricultural areas that spread along the major river valleys of the Indus River. The archaeological discoveries at Mahrgarh and Mohenjo-Daro are located in modern Pakistan and Northwest India.

These cities exhibit considerable evidence of urban planning and cooperative

civic life. Environmental changes including the build-up of silts and deposits and changing courses of the river, made a number of these cities obsolete or unsustainable.

The ancient city of Dholavira

The ancient city of Mohenjo-Daro

The first two photographs are of the ruins of the city of Dholavira, in Gujarat near the Indus River in India. The other photographs are of Mohenjo-Daro, another Harappan era city that is located within the modern country of Pakistan.

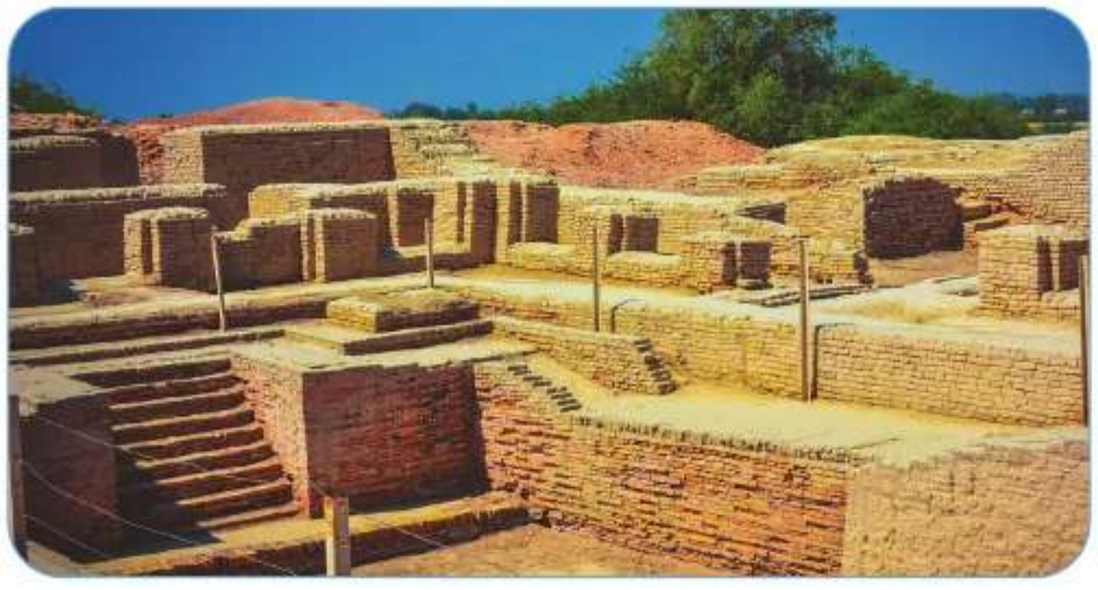
a. Compare the remains of the two cities. What do the buildings appear to be made of brick or stone? What does the rectangular layout of buildings suggest?

b. What does the use of brick masonry suggest about the durability of the buildings?

c. What do the images suggest about how the cities were built? Are there streets or passages between buildings?

Activity 3

Make a hypothesis about the structures in each of the pictures. What do you think each structure is used for? Note that the structures are below ground level.



a. _____

b. _____

c. _____

Activity 4

Read the texts and complete the activities.

The Vedic Age (1700-600 BCE)

A group of people arrived in India around 1700 BCE who influenced the cultural development in the Indian subcontinent until 600 BCE. This is called the Vedic Age. During this period, a specialized class of people called Brahmins came to power. Brahmins were literate and became interpreters of a series of written texts. The texts, called Vedas, were the basis of their religion, social structure, and political system.

During this period, the economy was based on farming. Some landowners became wealthy from surplus agriculture products, while others specialized in making iron products. Wealthy landowners established competing kingdoms leading to disputes and civil wars.

Pre-Mauryan Era (600 - 321 BCE)

In this period, India continued to develop as a system of small kingdoms. Northern and northwest India were vulnerable to pressures of supporting or resisting foreign empires. At the end of this period, Alexander the Great's army invaded. He ruled over parts of Asia between 331 BCE and 323 BCE. He conquered parts of Central Asia before invading India in 326 BCE. Alexander was defeated in India and was forced to withdraw entirely. He died of disease in 323 BCE at the age of 32.

a. Complete the text below by filling in the gaps.

During the Vedic Age, a specialized class called ..... gained power because they could read. The texts were called ..... which formed the basis of their social and political system.

Alexander the Great's army invaded ..... in 326 BCE. Eventually, Alexander the Great was ..... and was forced to withdraw.

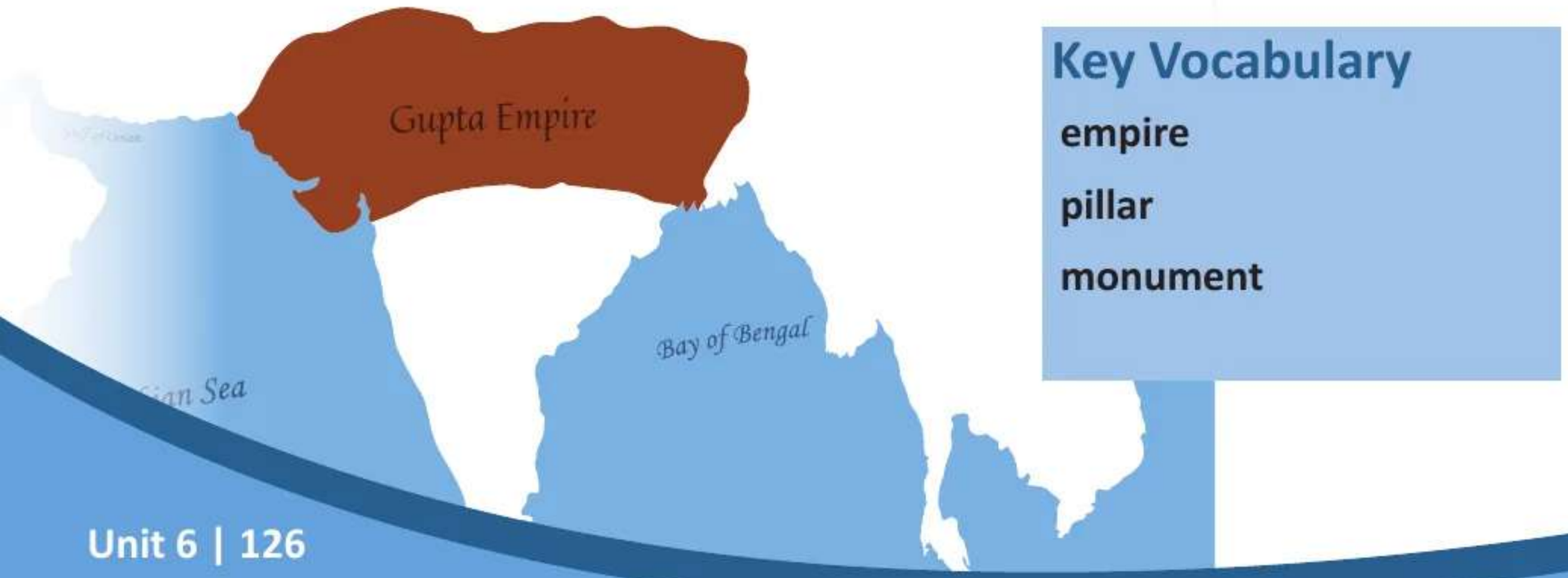
b. In pairs, discuss the challenges for people living in each era. Write notes.

Lesson 3

Ancient India – Mauryan to Gupta Empires

What Empires existed in South Asia?

What symbols did the Mauryan Empire use to show power?



Key Vocabulary

empire

pillar

monument

Activity 1

Read the text and answer the questions that follow.

Mauryan Empire (321 BCE - 184 BCE)

The Mauryan Empire became the most powerful empire of South Asia and was a rival to Roman power during the same period. The term "Mauryan" is derived from the name of the empire's founder, Chandragupta Maurya who ruled from around 321-297 BCE.

His grandson, Ashoka (r. 269-232 BCE) consolidated power and promoted the aggressive expansion of his kingdom into the empire using missionaries and merchants. At this time people were allowed to privately own land. Ashoka was known for his tolerance of different religions in India. Ashoka ordered pillars of stone to be built throughout his empire. The pillars became tokens or symbols of his power. During this period and later, stupas or round monument temples were also built.

Stupa at Sanchi

Ashoka Pillar at Vaishali, India

a. Why do you think Ashoka had pillars and stupas built around his empire?

b. How is the stupa different from the pillar? Why do you think so?

Activity 2

Read the texts and answer the questions that follow.

Post-Mauryan Period (185 BCE - 320 CE)

After the collapse of the Mauryan Empire in about 185 BCE, the region was again split into small kingdoms. During this period, the southern region, along with Tamil literature, became prominent.

In the Ganges region, the Shunga dynasty was a local dynasty who encountered a great rivalry with the Kharavela dynasty. In Northwest India, Greek governors dominated the border regions of Bactria (modern day Afghanistan) and influenced the region until they were removed around the 1st century BCE. During this period, Central Asia came under influence of the Kushans, a trans-Asiatic empire that was located between the newly emerging regions and trade routes.

Gupta Empire (320 - 550 CE)

Around 320 CE, the Gupta Empire was created when power was consolidated by its third ruler, Chandragupta I. The Gupta rulers adopted rule by kings who were heads of large landholding and wealthy families. This system was possible because of the power shift during the Mauryan period which allowed local landlords and elites to claim titles and power as local princes.

The Gupta Empire was a period of social transition. Later dynasties in the north built large temples such as the Khajuraho temple complexes in Madhya between 950 and 1050 CE.

Chandella Dynasty (950-1050 CE)

During the Chandela Dynasty, stone structures were built between 950 and 1050 CE. The Khajuraho temple complexes in Madhya Pradesh are among the largest with sculptures.

Ruins of the ancient Buddhist monastery Mahavihara, which was also a leading teaching institution under the Gupta Empire

Khajuraho Monuments built during the Chandella Dynasty.

a. Who did the Shunga dynasty have great rivalry with?
   1. Kharavela dynasty
   2. Mauryan Empire
   3. Local landlords
b. What was the Gupta Empire that ruled from around 320-550 CE known for?
   1. Wealth and family were not valued.
   2. Government structures were centralized and strong
   3. Local landlords and elites claimed power as local princes.
c. What where structures built during Chandella Dynasty like?
   1. small and made of wood
   2. large and made of stone
   3. large and made of brick

Activity 3

Read the text and answer the questions that follow.

Indian Literature and Historical Epics

Epics from the Indian subcontinent are among the most developed in length of narrative. One example, the Mahãbharãta, is a historical epic of conquest and battle written in the Sanskrit language and writing system. Veda and Vedic literature dates to the end of the BCE period.

The text is an excerpt of Kautilya's Arthashastra, thought to be written during the Gupta Empire. Some of the philosophy and lessons contained in the book reflect the Gupta Emperor Chandragupta I's strategy and philosophy.

Either by inducing foreigners to immigrate or by causing the thickly-populated centres of his own kingdom to send forth the excessive population, the king may construct villages either on new sites or on old ruins. Villages shall consist of at least a one hundred families, but no more than five-hundred families of agricultural people...

Boundaries shall be denoted by a river, a mountain, forests, bulbous plants, caves, artificial buildings, or by trees...

There shall be set up fortresses of different sizes for every 800 villages, 400 villages, 200 villages, and every ten villages. There shall be constructed in the extremities of the kingdom forts manned by boundary-guards whose duty shall be to guard the entrances into the kingdom. The interior of the kingdom shall be watched by trap- keepers, archers, hunters, and wild tribes.

Excerpt from Book II, The Duties of Government Superintendents, Chapter I. Formation of Villages

a. Read the text and underline phrases that give instructions.
b. According to the text, how should the territory be expanded? Who was to live on the new lands?

c. How were these new lands to be protected? Why do you think the borders required special attention?

Lesson 4

Arrival of Islamic Civilization in India and the Delhi Sultanate

When was the Delhi Sultanate established?

How did Islam spread around South Asia?

Key Vocabulary

Sultanate

complex (noun)

Islamic architecture

Activity 1

Read the text and look at the images. Then answer the questions that follow.

Islamic Civilization in India 1200-1500 CE

The Delhi Sultanate was established in 1206 CE in Northern India. However, it was not the first area of India to be ruled by Muslims. Parts of the northwestern coastal were under Muslim control as early as 712 CE.

Shams ud-Din Iltutmish was the first Muslim sovereign to rule from Delhi. This made him a founder of the Delhi Sultanate. Iltutmish ruled from 1211-1236 CE.

A later ruler of Northern India, Qutb-ud-din, authorized the construction a major mosque complex in Delhi, the capital of his new state. I was called the Qutb Minar. It is known for its large, decorative, minaret.

Ashoka's pillar, built in the 3rd century BCE, was left near the mosque.

Corner Detail of Qutb Minar complex

Ashoka's Iron Pillar at the Qutb Minar complex

The Qutb Minar at the Qutb Minar complex

Detail of Islamic calligraphy on the minaret of the Qutb Minar.

The Vijayanagara Empire in the South of India (1346-1646)

The Sultanate's influence over the central and southern Indian provinces was weaker where other groups held power. The Vijayanagara Empire emerged in Southern India in 1346 and lasted until the military defeat at Talikota in 1565. The Vijayanagara continued to have local power until about 1646.

a. What did Qutb-ud-din authorize the construction of in Northern India?

_____

b. Who was the founder of the Delhi Sultanate?

_____

c. Architecturally, what was the Qutb Minar known for?

_____

d. When was the Delhi Sultanate established?

_____

e. Where did the Vijayanagara Empire emerge?

_____

f. Look at the images in the text. Why do you think the Qutb Minar has elements of earlier periods in it? Why do you think Qutb-ud-Din decided to place his great Minar structure near the Ashoka Iron Pillar?

Activity 2

Read the text and answer the questions that follow.

Mughal Empire

The Mughal base of power originated in the Punjab region. The first Mughal Emperor who sought to conquer and expand power was Zahir-ud-Din Muhammad also known as Babur, or the Tiger. Babur was a distant descendant of Ghengis Khan the Mongol conqueror.

By 1505, his armies captured Delhi and Agra and held the major centers of power in Northern India. From there he expanded and established an empire between 1525 - 1550.

Humayun and Sher Shah were sons of Babur. In 1556, an accident occurred when Humayun, a keen astronomer, tripped and fell to his death from the steps of one of the observatories. His son, 13-year-old Akbar, succeeded him and moved quickly from the Punjab to take power in Delhi.

The young Akbar had to mobilize his troops rapidly. After a series of battles with his loyal troops, he took Delhi. He was known to sometimes slip out of the palace in ordinary clothes so he could mix with the ordinary citizens in the bazaars and markets of the city.

He identified with the mixture of cultures in India and tried to establish a policy of tolerance and peace among the divisions of Indian society. Akbar built a new capital outside of Delhi at Agra, where the immense Red Fort was constructed.

The Mughal Empire created institutions and a bureaucracy to maintain the empire as it traded with the neighbouring land-based empires such as the Ottoman Empire and the Ming Dynasty. After the British entered India, the last Moghul emperor maintained a position until 1857.

Akbar's Red Fort at Agra is one of the most symbolic and representative of Mughal architecture. It is a functioning palace fort that retains the symbolism of a grand scale building that demonstrates the power of the empire. It is highly functional as a defensive structure that could house and centrally control his army and other important bureaucracies of the government.

The most famous of the Mughal period buildings is the Taj Mahal built out of white marble with precious stones and gold inlays. The structure was started in 1631 and completed years later. The Taj Mahal was built as the final resting place for the ruler Shah Jahan's wife, Mumtaz Mahal, who died during childbirth. The Taj Mahal faces the river and has enormous gardens that can be visited today.

a. Where did the Mughal power base originate?

b. Who was Babur?

c. Who was Akbar?

d. What was the Red Fort famous for?

e. What building was built entirely of white marble?

Activity 3

Use the pictures to answer the questions.

Red Fort

Reflecting pool at the Taj Mahal

Agra Fort

Detail of the Entrance to Taj Mahal

Agra Fort interior

Lattice screen and interior of the Taj Mahal

a. How do the form, shape, and use of red sandstone in the Mughal forts on the left column indicate a military and administrative purpose to the buildings?

b. How do the form, layout, and use of white marble at the Taj Mahal shown in the right column suggest a commemorative building as a place of rest or peace?

Activity 4

Answer the questions below.

a. Which ruler mentioned in the lesson assumed power at age 13?

b. What would you do if you became an emperor at your age?

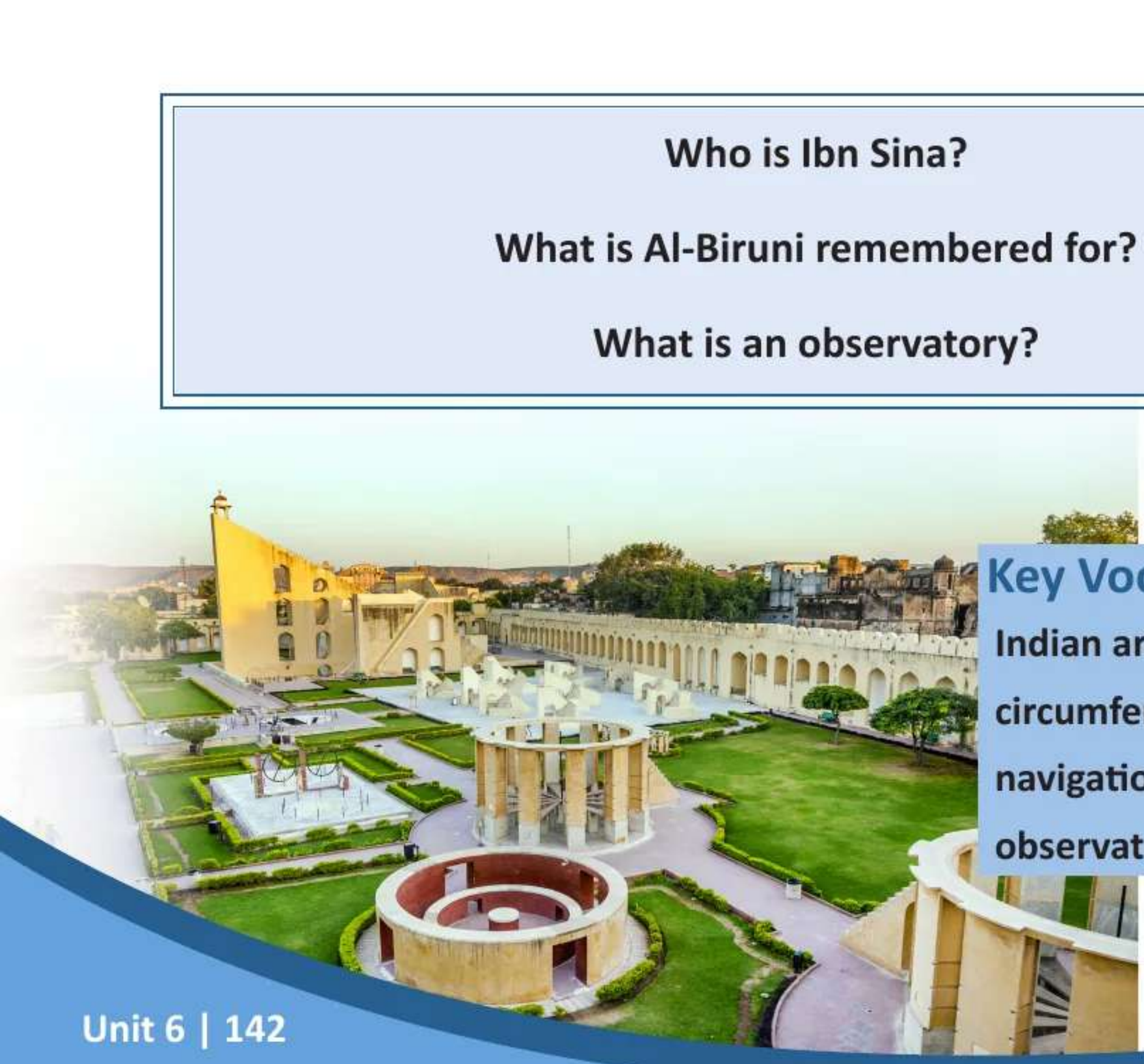
Lesson 5

Origins of Science in South Asia

Who is Ibn Sina?

What is Al-Biruni remembered for?

What is an observatory?



Key Vocabulary

Indian arithmetic

circumference

navigation

observatory

Activity 1

Read the text and answer the questions that follow.

Mathematics in South Asia

Some pharmacies in the UAE are named after Ibn Sina. He was a physician, poet, and scientist. In a book about his life, Ibn Sina states that he was tutored in mathematics by an Indian teacher in the Indian manner. Indian systems of calculation and numeric notation were advanced for the time. Indian style mathematicians used the number system with zero and had a decimal system similar to the one we use now.

Abu Rayhan Al-Biruni (973-1048 C.E.) was a polymath scholar, scientist, mathematician, historian, and sociologist that lived during the same period as Ibn Sina. He was born in what is now Uzbekistan. Al-Biruni wrote in detail about India at the time and its people including important social and economic systems.

Al-Biruni wrote extensive notes on Indian mathematics and science as he found it in the 11th century. He wrote about using fractions. He wrote about a system of measuring and estimating the size of the earth using principles of trigonometry and careful observation. In the system he explained the height of a mountain and the angle of point to the horizon on the sea were used to calculate the circumference of the earth to within an accuracy of 1%.

a. What was Ibn Sina remembered for?

b. What was special about the number system used by Ibn Sina?

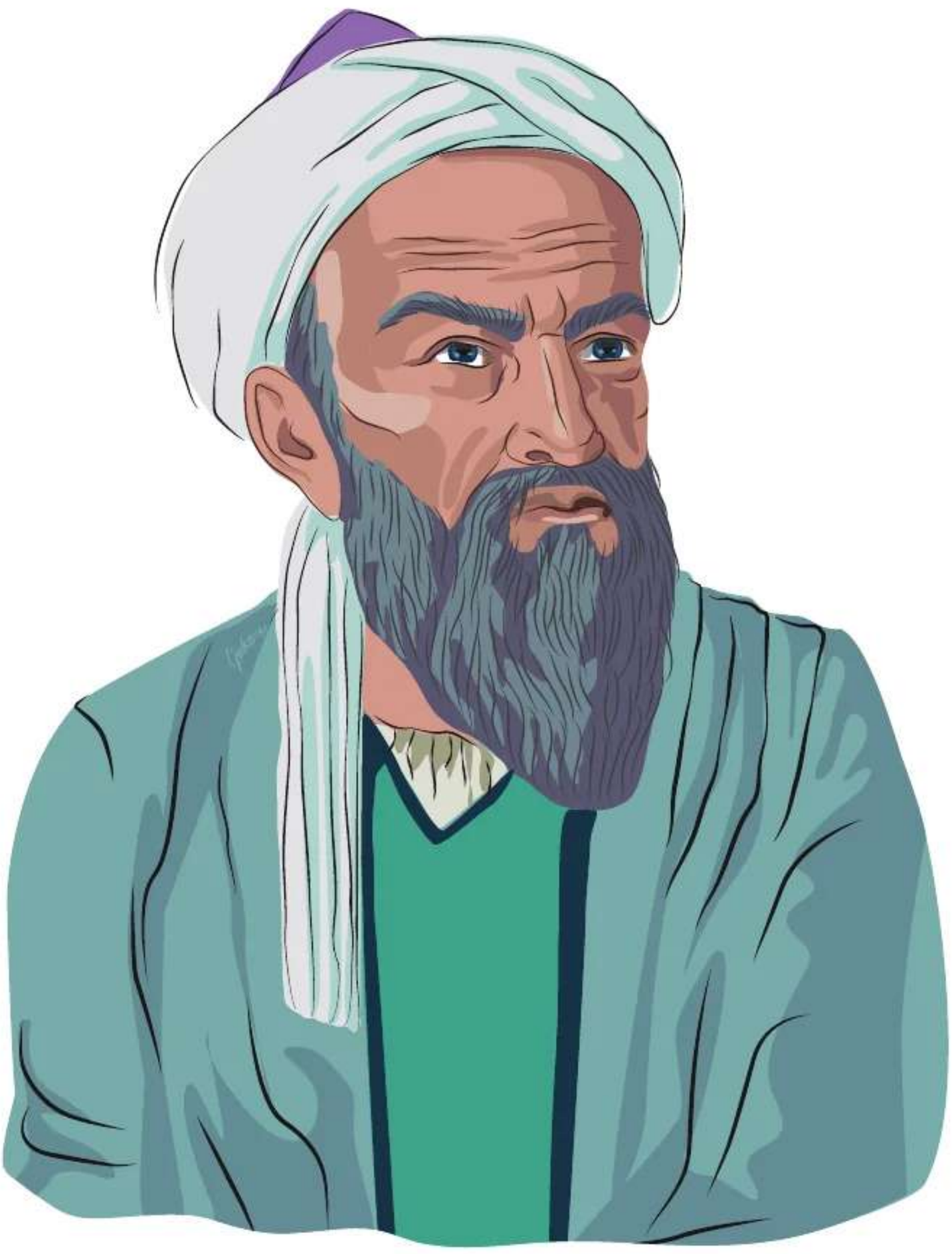
c. What did Al-Biruni write about?

d. What did Al-Biruni measure and calculate?

e. Why were Al-Biruni's calculations important to our knowledge of the earth and for navigation?

f. Al-Biruni stated that the people understood the phases of the tides by the rising and setting of the moon, although they did not understand the physical cause of them. How was that concept useful to people at the time?

g. Al-Biruni described an understanding of decimals, fractions, and the concept of zero. How was that concept useful to people at the time?



Activity 2

Read the text and answer the question that follows.

The Great Observatory at Jantar Mantar in Jaipur, India

The Great Observatory at Jantar Mantar was built in the early 18th century. It included 20 fixed structures that served as stations to observe specific objects or positions in the night sky. Although telescopes were not developed yet in this part of the world, the observatory allowed people to make precise observations about movements in the sky. The observations were used in mathematical calculations and in astronomy.

Observatory at Jantar Mantar

How does observing the stars and their positions help navigators find their way at sea?

Activity 3

Read the text and answer the questions that follow.

The Shalimar Gardens complex

The Shalimar Gardens complex in Lahore, Pakistan was built during the Mughal period. It featured a constant supply of flowing fresh water that also fed the hammams, or baths, of the residents of the palace complex. These fountains are also found at the Lahore Fort and built in the Mughal Period before British rule.

Fountains and flowing water at the Shalimar Gardens in Lahore, Pakistan

Lahore Fort fountains

Explain how the gardens, fountains, and baths built during the Mughal period were a sign of public health and cleanliness?

Lesson 6

The British in India

What was the role of the British Empire in India?

What happened in India in 1947?

Key Vocabulary

empire

rebellion

raj

partition

Activity 1

Read the text and answer the questions.

The English East India Company

In 1600s, the East India Company received a royal charter to take control of Great Britain's merchant trade and activity in the Indian Ocean and Asian regions. In the 1650s the East India Company operated in the area of the Bay of Bengal, where it established a port city at Calcutta on India's East Coast.

Over the next century, the East India Company grew as it took over the trade. The Mughal Empires were allowed to continue trading in Bengal through agreements with the British until the 1680s. When Mughal shipping and merchant traders competed with British fleets they started being attacked.

Other European countries established trading ports on both the East Coast and West Coast of India by 1740. Mughal rulers made concessions to allow them to gain control of the port cities. Rivalry between the French and British traders created divisions among the Indian rulers. The British were forced to leave Calcutta in 1756. In response, the British navy recaptured Calcutta and occupied it in 1757, beginning the formal occupation and control of India.

From Calcutta the British forced their way North to take control over Bengal at the northern tip of the Bay of Bengal. By 1856 the British had gained control of territories from the Panjab region and across the north, and most of the coastal regions of India.

In 1857, the British created a permanent colonial administration based from their capital at Calcutta. Thousands of British soldiers and colonial administrators made their careers by service in India. Because the Rajput princes supported the British in 1857, they were allowed to have control over their local areas for

nearly a century. This period is known as the British Raj.

Chittor Fort, one of the hill forts of the Rajput Princes

From 1880 to 1930, many Indians wanted to have the British out of their country. Mahatma Gandhi (1869-1948) was an Indian lawyer who led people to think about fairness in society. He raised awareness of the situation of very poor people in India. He and others helped put pressure that eventually pushed the British out of India. In 1947 the independent states of India and Pakistan were formed.

Rashtrapati was the former home of the British Viceroy in New Delhi

Since 1947, Rashtrapati Bhavan is the official home of the President of India

a. Which company received a British royal charter to control trade in India?

_____

b. What was the port city that was the base of British operations?

_____

c. What event led to the formal occupation of India by the British?

_____

_____

d. Who organized people to help push the British out of India?

_____

e. Complete the text using the words below.

Bengal	Kolkata (Calcutta)	East India Company
Mahatma Gandhi	Rajput Princes	British Raj

In the 1600s, Great Britain granted rights to a charter company known as the …… to conduct its merchant trade and interests in India. The company established a port city at …….. on the Bay of Bengal. From there the East India Company grew in power. The following year the British returned to Calcutta and began to take over control of the …….. region. British rewarded the …….. in Northern India because they had supported the British in India. The granting of privileges to these princes is the start of the period known as the …….. A lawyer named …….. helped raise awareness of the situation of poor people in India. He helped organize people to force the British out of India.

Activity 2

Read text and complete the tasks.

The Partition of India in 1947

Modern India and Pakistan are two countries created in 1947 when British India was partitioned into two countries. The partition of British India was ordered and planned by the last Viceroy, Earl Mountbatten.

The borders for the two new countries created a problem for both new countries because people with the same values, beliefs, and culture were separated from each other. At the same time, people who had different values, beliefs, and cultures were grouped together.

Partition Museum

The partition caused an immediate crisis as many families were divided and the minority populations felt pressured to move to the country where their culture was a majority. About 14 million people relocated across the borders. Both India and Pakistan were established in 1947. In 1971, East Pakistan became Bangladesh.

The first Prime Minister of India was Jawaharlal Nehru who served from 1947 until his death in 1964. Indira Gandhi was India's Prime Minister from 1966 to 1977, and from 1980- 1984 until her death. She was the daughter of Jawaharlal Nehru, the country's first Prime Minister. Muhammad Ali Jinnah served as Pakistan's first Governor-General.

Previously called Ceylon, Sri Lanka became an independent state in 1972. Chandrika Kumaratunga, the first woman head of state, served as Sri Lanka's President from 1994 to 2005.

a. Who ordered the partition of India?

_____

b. Describe the problem that the partition caused.

_____

_____

_____

c. When did the following countries become independent states?

India _____

Pakistan _____

Bangladesh _____

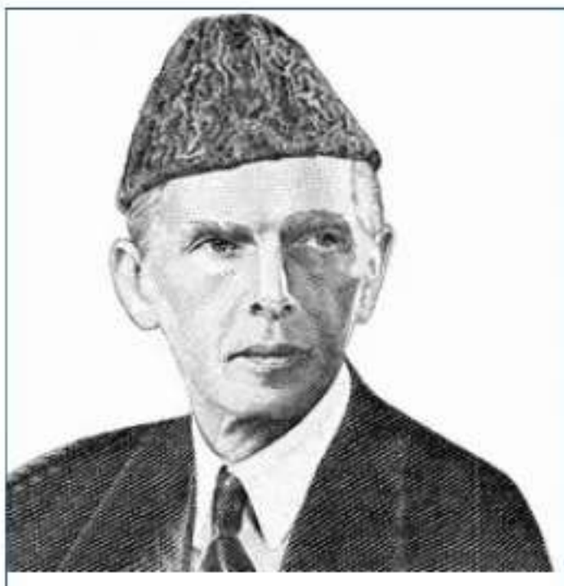
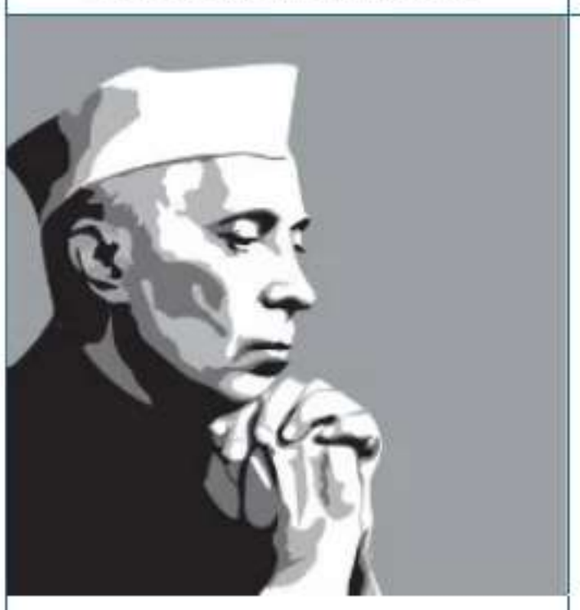
Sri Lanka _____

d. What was the relationship between Jawaharlal Nehru and Indira Gandhi?

_____

e. Match the people to their leadership positions.

The first Prime Minister of India. The first female Prime Minister of India.
The first Governor General of Pakistan.

 *Muhammad Ali Jinnah*	
 *Jawaharlal Nehru*	
Indira Gandhi	

f. Fill in the gaps in the sentences below with the correct name from the list below.

Indira Gandhi	Jawaharlal Nehru	Chandrika Kumaratunga
Earl Mountbatten		Muhammad Ali Jinnah

The last British Viceroy of India was _____

In 1947 the first leader of Pakistan was _____

The first leader of India was _____

The first female prime minister of India was _____

The first female president of Sri Lanka was _____

Lesson 7

Economy and Cities of South Asia

What cities in South Asia can you name?

What does South Asia import and export?

Key Vocabulary

exports

imports

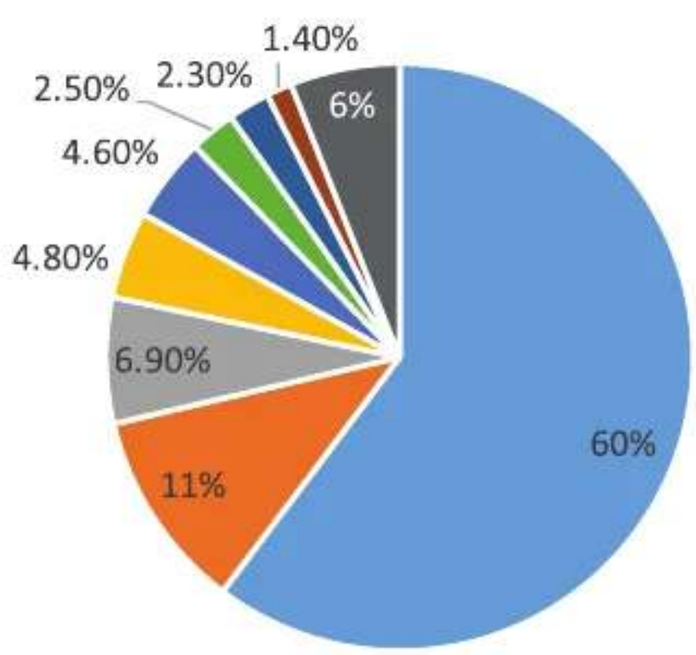
world trade

economic development

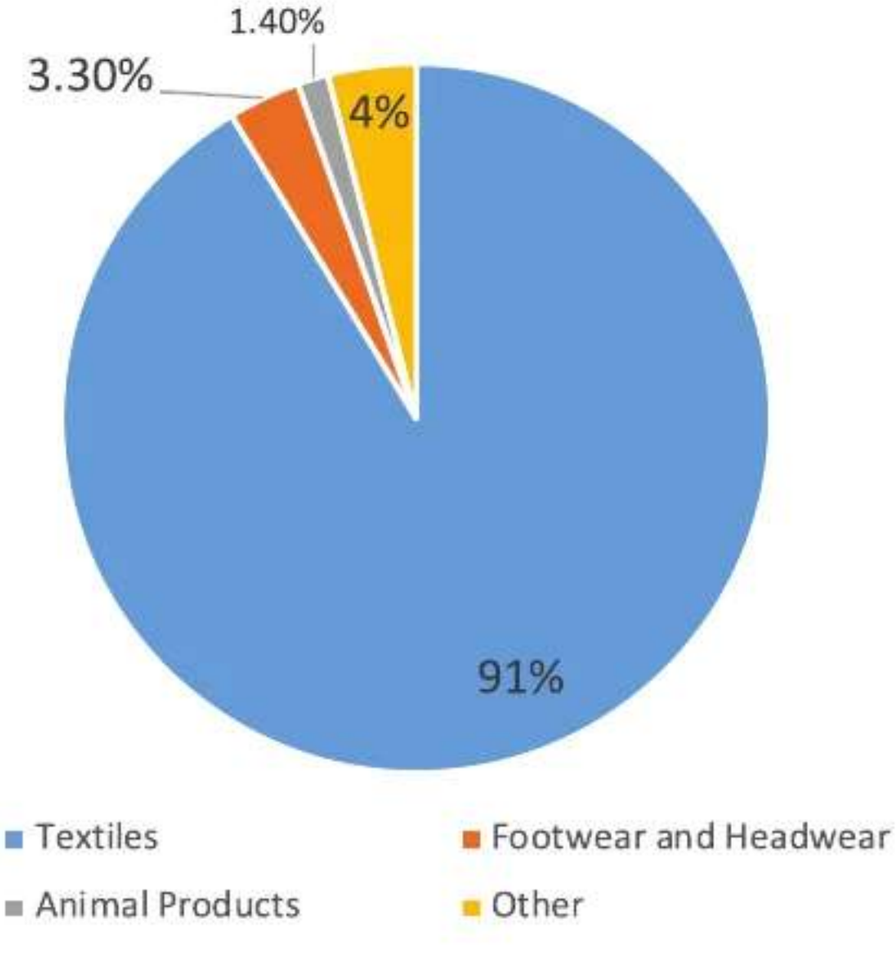
Activity 1

Examine the charts and complete the tasks.

Pakistan Exports in 2017
(Value: $24.8 Billion)



Bangladesh Exports in 2017
(Value: $38.2 Billion)



a. Which country has least diversity in exports?

_____

b. Which country has the highest value of exports?

_____

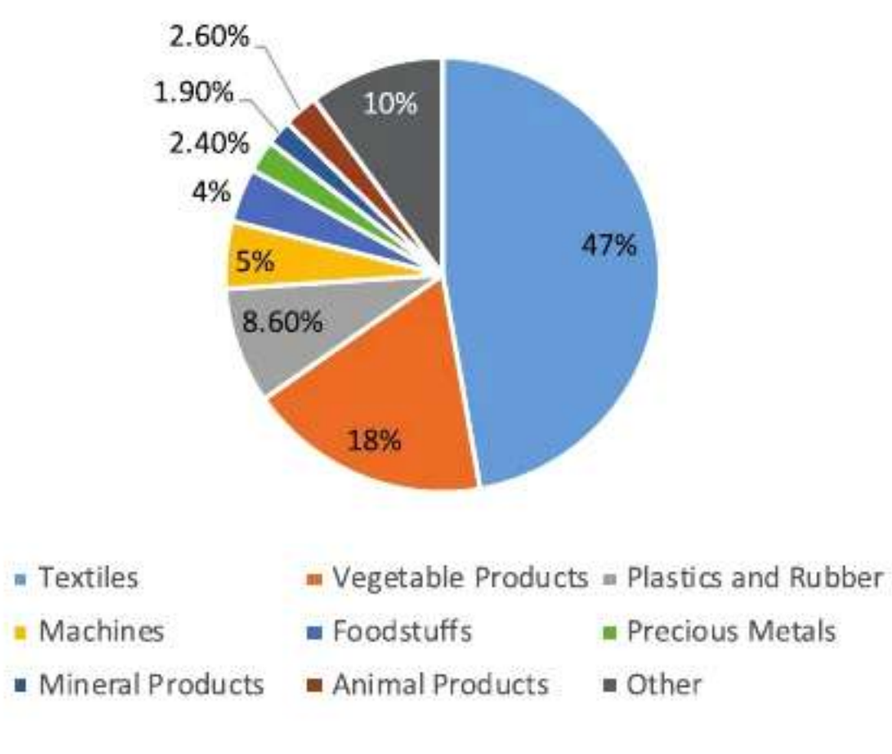
c. Which country produces more food products for exports?

_____

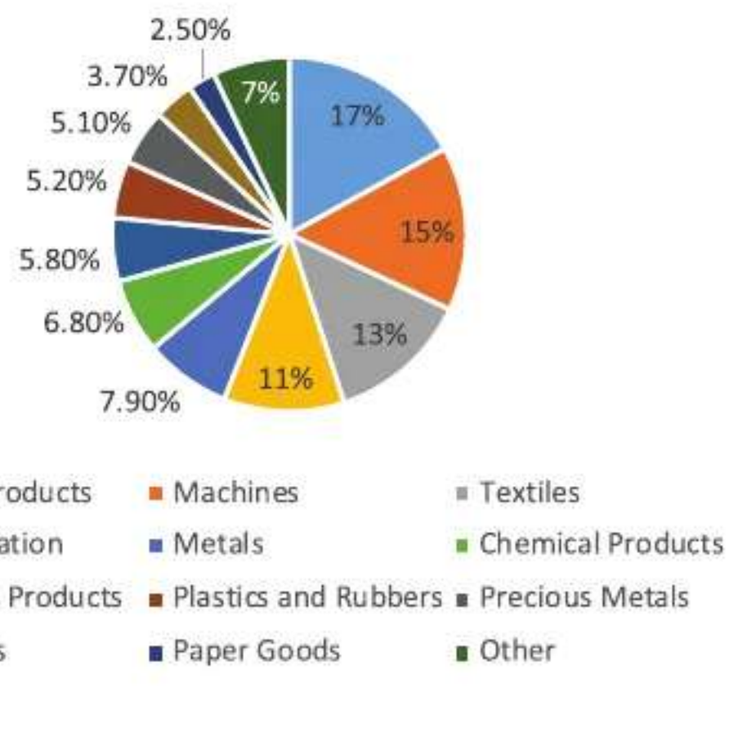
Activity 2

Examine the charts and read the text. Then complete the tasks.

Sri Lanka Exports in 2017 (Value: $12 Billion)



Sri Lanka Imports in 2017 (Value: $21 Billion)



"In 2017 Sri Lanka imported $21.1B during the last five years, the imports of Sri Lanka have increased at an annualized rate of 3.3%, from $17.7B in 2012 to $21.1B in 2017. The most recent imports are led by Refined Petroleum which represent 9.8% of the total imports of Sri Lanka, followed by Gold, which account for 4.45%."

The Observatory of Economic Complexity

a. Circle the statement that is correct.

1. Sri Lanka's exports were worth more than imports in 2017.

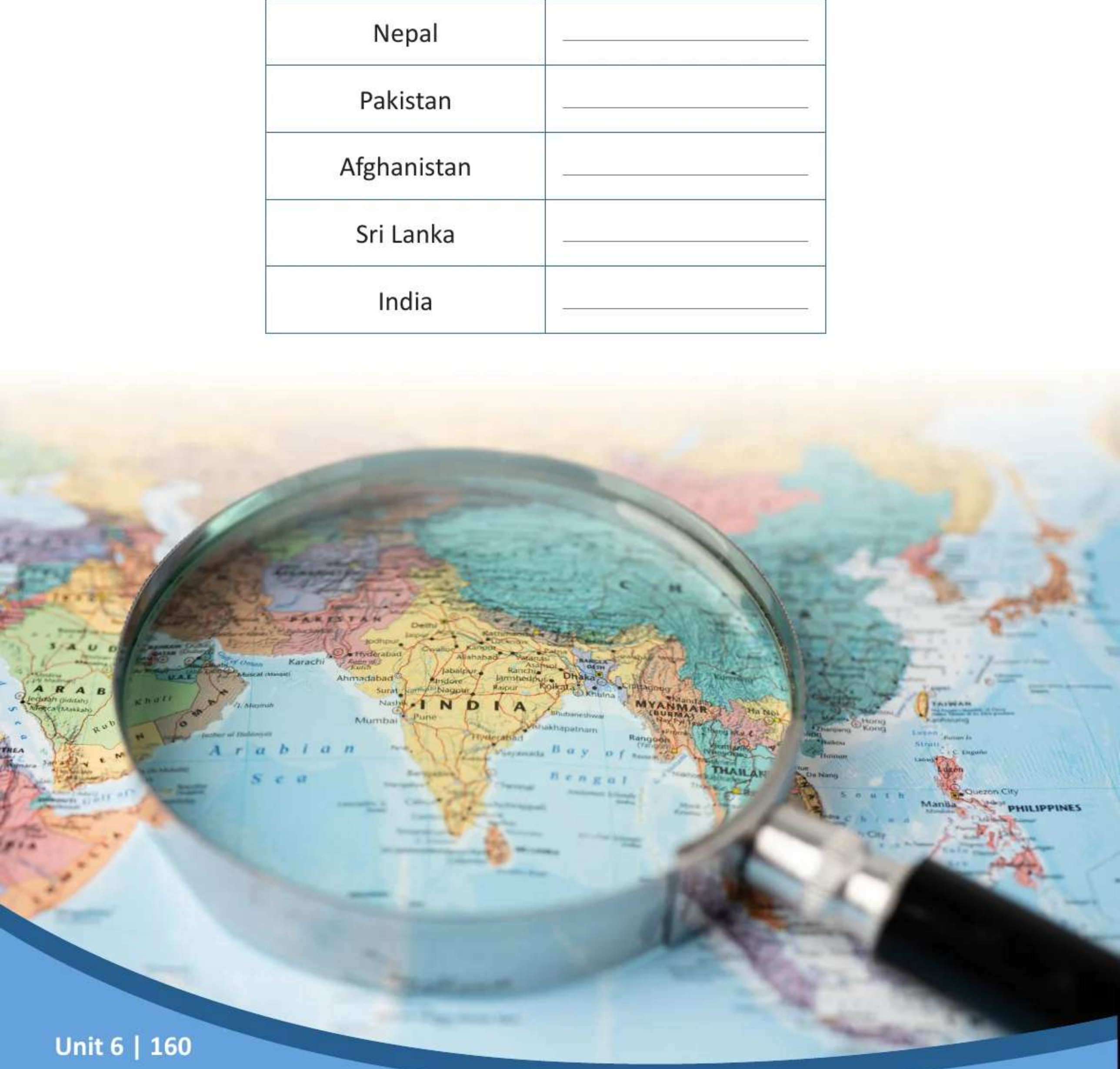
2. Sri Lanka's imports were worth more than exports in 2017.

b. Why could this be a problem?

Activity 3

Study the map. Find and list the capital cities for each of the countries of South Asia and the Indian Subcontinent. (Look for the cities marked by a star!)

Country	Name of Capital City
Bangladesh	_____
Bhutan	_____
Nepal	_____
Pakistan	_____
Afghanistan	_____
Sri Lanka	_____
India	_____



Activity 4

Research the cities in the table online (your teacher may provide you with suggested sources). Make some notes below about the population, history, and other important facts about the city.

Location	Details
Mohenjo-Daro, Harappan period, Pakistan	
Lahore, Pakistan	
Kathmandu, Nepal	
Vijayanagar complex at Hampi, India	
Delhi, India	
Agra, India	
Mumbai (Bombay), India	

Activity 5

Use the images and your own research to write notes about each of the cities.

Temple of the Sacred Tooth, Kandy, Sri Lanka

Dhaka, capital of Bangladesh

Hyderabad, India

The Blue Mosque in Kabul, Afghanistan

Karachi, Pakistan, the country's largest city and its main port city.

Kolkata, India

City Name	Notes