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MORAL, SOCIAL AND CULTURAL STUDIES



Grade
08

Moral, Social and Cultural Studies

Student Book
Grade 8

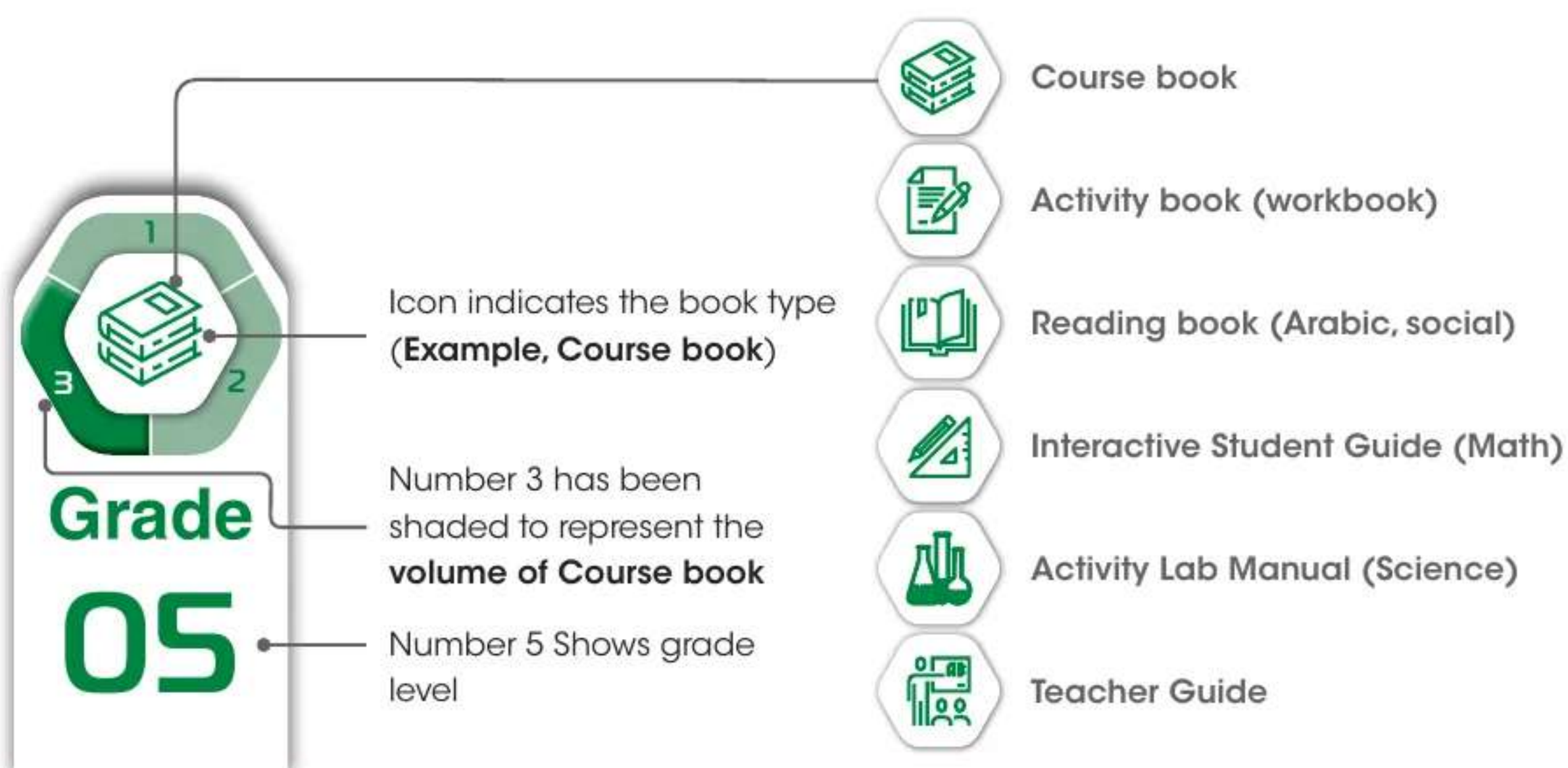
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Those who take the lead take it by doing three things. First, science to be able to manoeuvre; second, knowledge to be able to heavily invest in education; and third, a very wise leadership with a clear vision and a roadmap to the right direction.

His Highness Sheikh Mohammed bin Zayed Al Nahyan

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Unit 7

Dealing with Conflict

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How can people deal with conflict in different situations and find ways to resolve it?

How would we recognise signs of internal conflict and aim to resolve it?

What strategies can we use to deal with internal conflict?

What strategies can we use to deal with external conflict and forces that may be out of our control?

What are the recommended steps to resolve conflict?

Lesson 1

Internal Conflicts

What types of strategies are there to deal with internal conflict?

How can one manage internal conflict and cope with external forces beyond one's control?

Key Vocabulary

morals

conflict

internal conflict

Activity 1

Think about the ideas in the text below. Discuss them with your partner and then answer the question.

Conflict

We often struggle with stress when it comes to what we believe is right and wrong. Conflict often arises when our morals are being tested.

It can be difficult for people to deal with conflict on many levels, from personal to international.

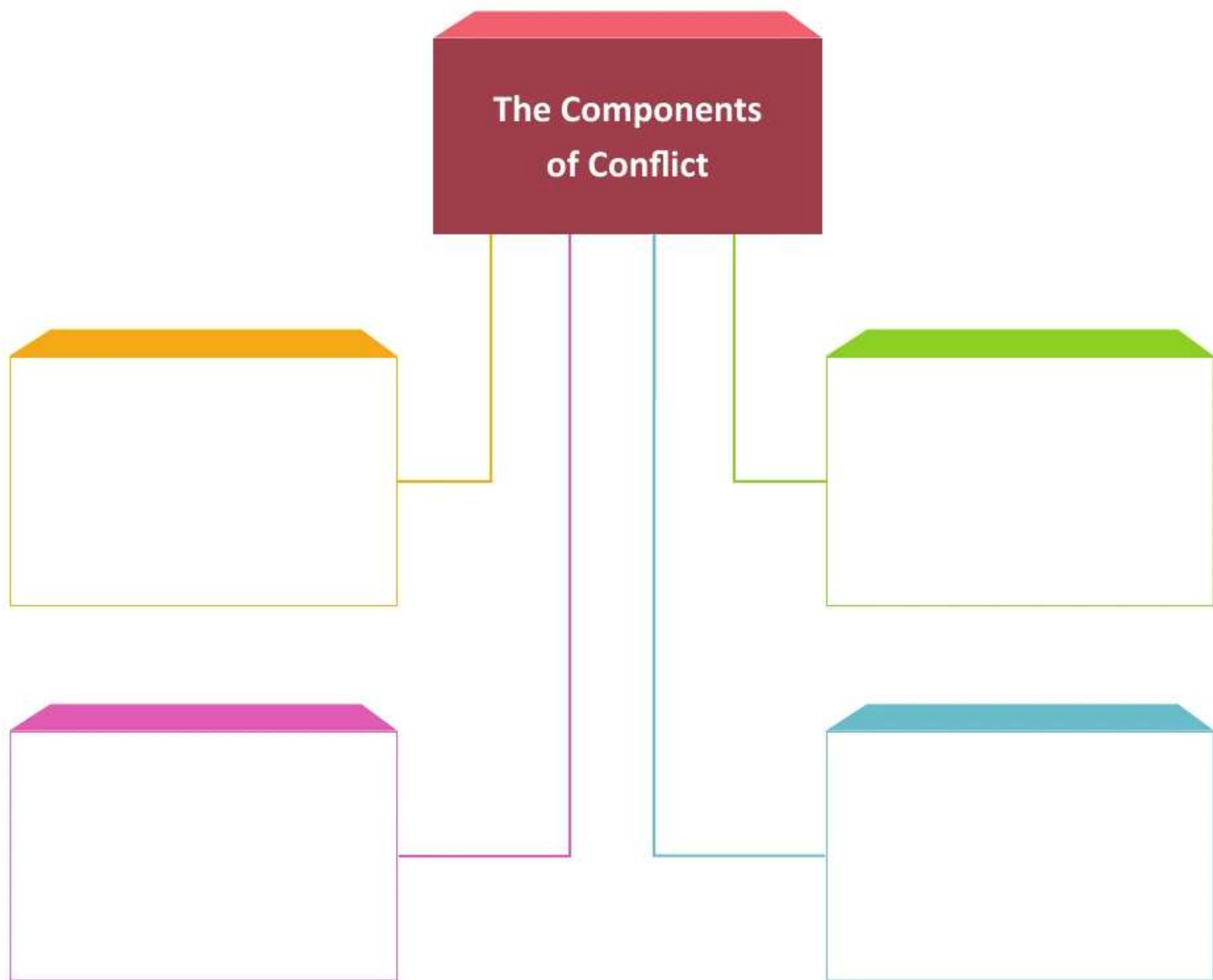
What does conflict mean to you?



Activity 2

With your group, complete the activity below.

Draw a mind map that illustrates the concept of conflict. Use it to name four main components of conflict and add as many others as you can think of.



Activity 3

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

Different Types of Conflict

There are many different types of conflict. When we talk about internal or inner conflict, we mean a struggle that is going on inside a person. Often, we may not see, hear or notice it. An internal conflict can have many causes, for example, when we have to choose between two opposite desires. It can happen when our mind tells us we should not do or say something or go somewhere because of a possible consequence. Another example could be that we do not agree with what the group wants to do but don't want to be left out. Sometimes the urge to do or not do something becomes very strong and it creates a conflict within ourselves. We cannot make up our minds and that is known as an internal conflict.

Domestic conflict is a struggle that happens inside the home when members of the family or those living in the same house disagree and fight with each other.

An international conflict is a fight or war that involves two or more different countries.

Conflicts can take many forms: a clash of different opinions, feelings or needs, a violent fight between two people, or a war between two countries.

a. Identify what type of conflict is shown in the images below.



b. In your group, identify different conflict scenarios. Try to be specific. Who are the people in conflict? What is the conflict about? Then fill in the table below.

Type of Conflict	Who is involved?	What is the conflict about?
Internal		
Domestic		
International		

Activity 4

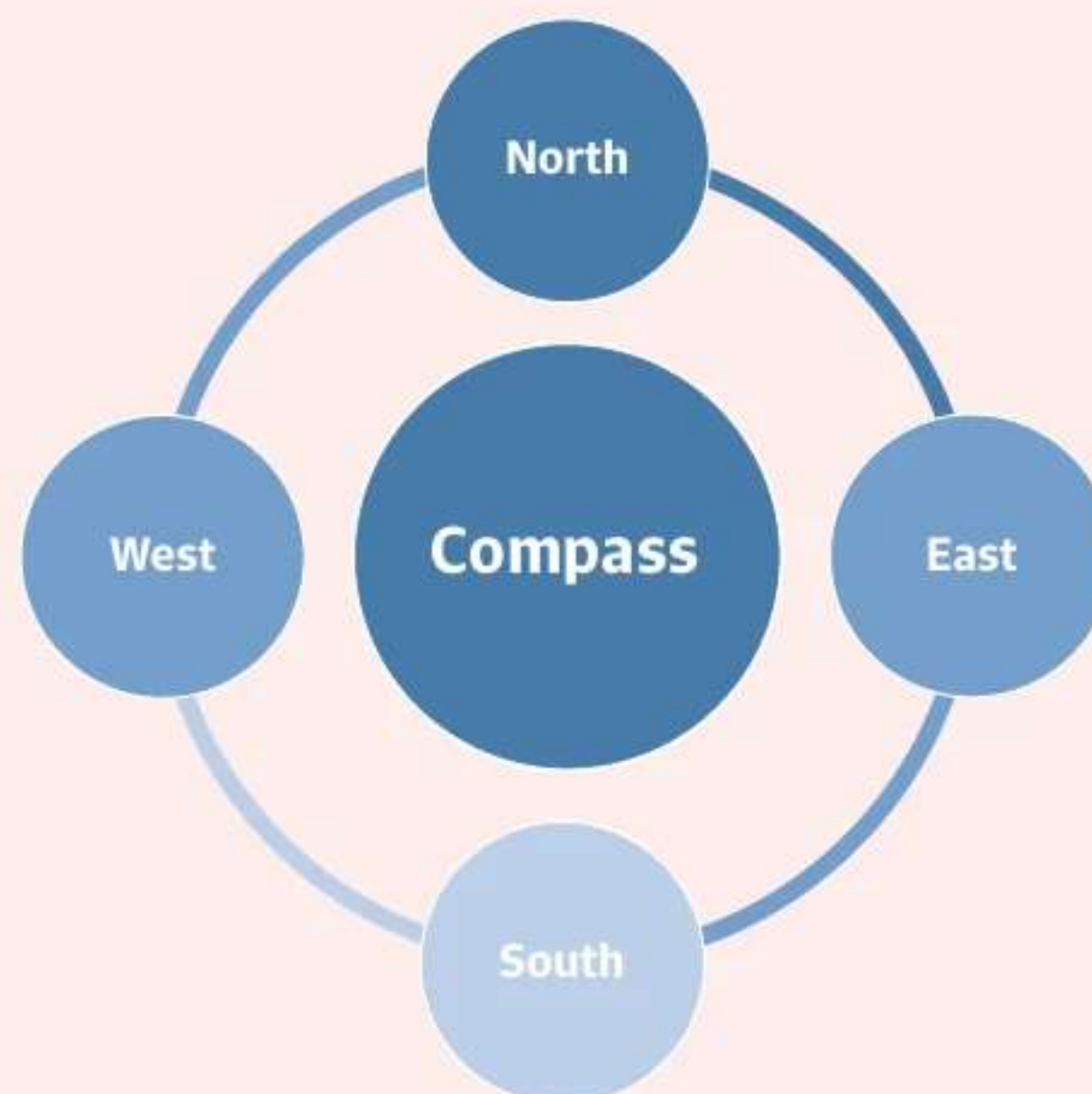
Read the text below and then complete the activity that follows.

Your Moral Compass

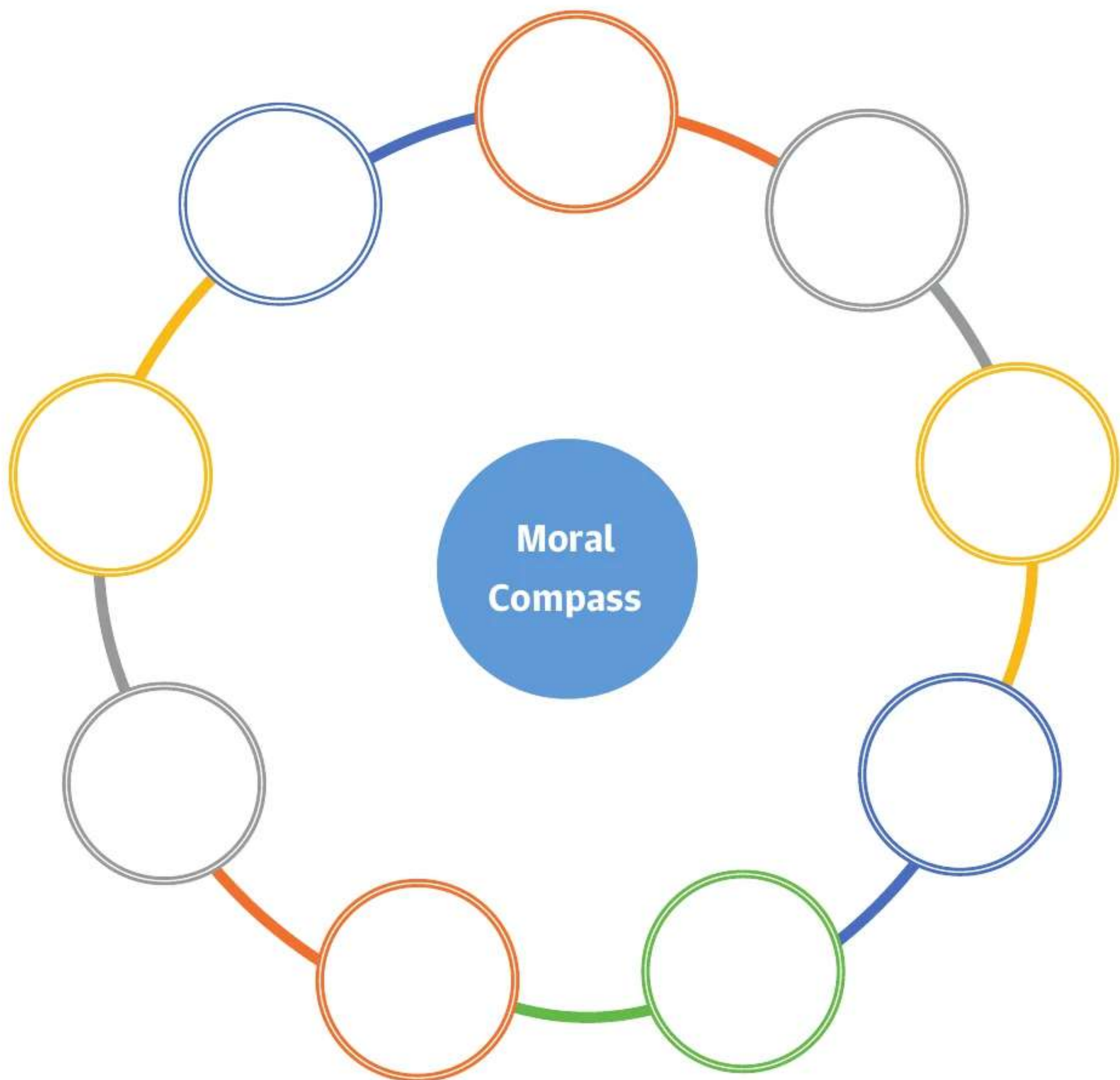
A compass is an instrument that we use for finding directions. Its needle always faces north, allowing us to get our bearings. When we are lost, we must face north in order to find the right way and navigate properly.

A moral compass is what we use to guide our behaviour. Using our values, it provides moral direction for our decisions. And it helps us make the right decisions during times of internal conflict. Any time we are in conflict, our moral compass turns to 'true north' and directs us to follow the right values for the situation. So, if we are afraid, our true north will be 'courage'. If we are lazy, our true north will be 'motivation' and so on.

The Earth's magnetic field shows us the north on a regular compass. On our moral compass, however, it is our decision that finds the north (the values) that we need to follow.



Complete the moral compass below with values that you think are important.



Activity 5

Read the text below and then discuss and answer the questions that follow with your partner.

The Thinker

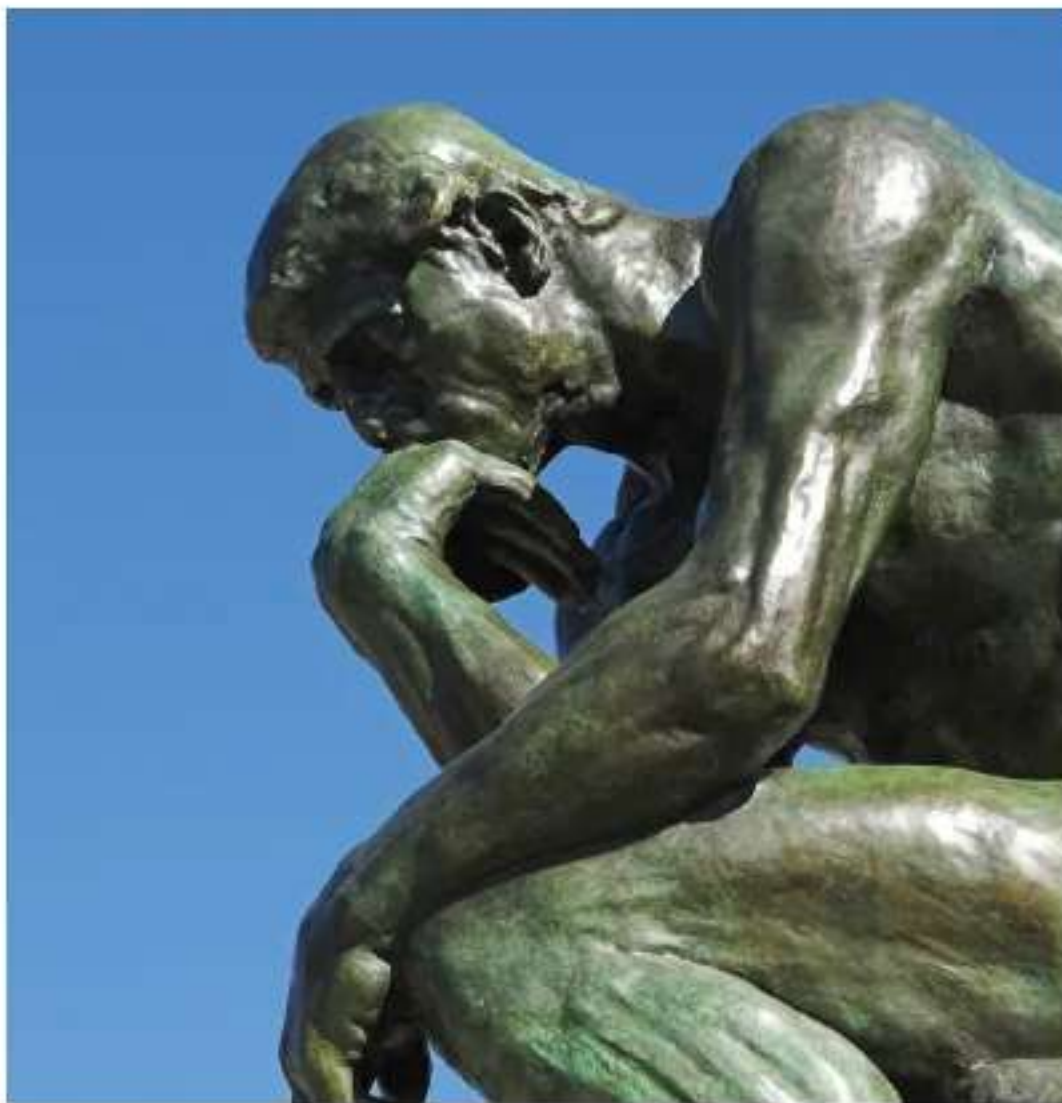
“What makes my Thinker think is that he thinks not only with his brain, with his knitted brow, his distended nostrils and compressed lips, but with every muscle of his arms, back, and legs, with his clenched fist and gripping toes.”

Rodin

As we have seen, internal conflict can arise for a variety of reasons and can be anything from a brief moment when we feel uncomfortable because we cannot make the right decision to something far more serious. A person who suffers from internal conflict for a long period of time can start to feel some physical consequences like a headache or stomach-ache, and tension in the muscles. Tension can build up inside the body and stop the person from sleeping and eating normally. The person can feel guilt, anxiety, or confusion. Internal conflict is normal; it is part of our experience as humans, and it happens at all ages.

Unresolved internal conflict can sometimes lead to depression. It can also result in people using medication or harmful substances, leading to even greater problems. Therefore, it is very important to be open with those we respect and trust and not let internal conflict go on for too long: talk about what is bothering you, share your concerns and avoid bottling up your feelings.

- a. Do you think this sculpture accurately portrays how someone may look when faced with internal conflict?
- b. What might be other physical signs of internal conflict in a person?
- c. Now look at the two images below. Compare and contrast the two pieces, noting their differences and similarities.



The Thinker of Rodin



Kobra's version of "The Thinker"

KEY FACT

There are now at least 20 castings, in bronze and plaster, of The Thinker around the world, including in Australia and America. There is also one on Rodin's grave.

Activity 6

Look at the words below and discuss the questions.

- When do we witness internal conflict in our day-to-day life?
- Do you feel it is necessary for us to understand our internal conflicts? Why?



Lesson 2

Managing Internal Conflicts

What does empathy mean to you?

What are the main internal conflicts facing teenagers?

What is a moral compass?

Key Vocabulary

body language

peer pressure

empathy

identity

Activity 1

Complete the activities below.

Recognising others' internal conflict is even more difficult than recognising our own. We never know what people are going through. Reading body language is not easy, but we can try! Write your own definitions for the terms below.

Body language is: _____

Empathy is: _____

Look at the two images below and imagine what the person is experiencing.



KEY FACT

Putting ourselves in other people's shoes allows us to gain empathetic intelligence, which enhances our social skills.

Activity 2

Read the text below and then, with your partner, answer the questions.

When we listen to people and read their body language, we can judge whether they are experiencing internal conflict. Here are two people who are struggling to manage their internal conflicts. Try to read their thoughts and put yourself in their shoes.

Internal Conflict



1. "Oh no, it's nearly the end of the school year. I am so worried that my grades are not going to be good enough. I was always so good in school in upper elementary, but now it all seems to be getting so much harder. I really need to get good grades in my SATs. My mom and dad would be so disappointed if I don't, they really want me to go to college, but I am not sure I'm going to make it. Of course, they think it is so simple because my big sister got through it so easily and she's in this great college. They are so proud of her. She is really smart and almost did not need to study at all. I am studying a lot, but perhaps I am not doing enough. Perhaps I should give up football practice and my guitar lessons. I really don't know what to do."



2. “When I first came here, I really liked it. This is where I spent four years in college and had a great time. I had friends from all over the country and there were students from all these other countries too. My friends persuaded me to stay in this town because I was happy here, and I could get a job as a teacher in the local high school. Now I have been here for a while, but it does not feel right. I wish I had listened to myself and gone on to post-graduate school in the UK. Most of my friends from college days have left town, and several went to the UK. I wish I had too. I really don’t feel like I belong here. I don’t know where I belong anymore.”

a. Write your own definitions for the term below.

Hidden internal conflict is:

b. What internal conflict did the first character face? How can you help him manage his conflict using your moral compass?

- 
- c. What internal conflict did the second character face? How can you help him manage his conflict using your moral compass?

- d. What are the main internal conflicts facing teenagers?

- e. “Growing up is so hard for some people.” Do you agree? Why?

Activity 3

Read the text below and then, with your partner, answer the questions.

My Story

“I thought when I came here, it was going to be this huge change of scenery and that I could be whoever I wanted to be. I thought there’d always be a plan, or an event, and that I’d never feel alone, and that I’d be very ‘fabulous’ — for lack of a better word. But in reality, it has taken me a long time to fit in and make friends. Everyone else has been here for much longer than me, so they all know each other. Everyone has a best friend except for me. I look at what they are doing on social media and I see them planning things to do at the weekend, but they have never asked me to join them. I feel too embarrassed to ask them if I can go along too.”



- a. Think of a time when you felt an internal conflict because things didn’t turn out as planned. How did you feel?
- b. What feelings do you think the woman in the story is experiencing? Why?
- c. How could you help this woman deal with her internal conflict?

If you feel comfortable doing so, share your thoughts with the class.

Activity 4

Read the story below and answer the questions that follow.

Peer Pressure

Mona and Sara are friends and want to be part of a group of girls who everyone thinks are the coolest in the school. They really want to be friends with them because they seem to have so much fun. They always gather just before and after school and laugh together and make jokes. Every day there seems to be something new: one time they watched the funniest videos on their phones; another time, one of them was telling the most hilarious joke. It never stops. They are popular with everyone, even kids in the other grades in the school. Mona and Sara decide that Mona, being the least shy, will approach the girls one day during recess and ask if she and Sara can hang out with the group. "Sure," they reply, "the more the merrier! In fact, we are going to skip the next period to go and get ice cream at this new place at the mall.

Come with us. It will be great!" Mona is excited and wants to go. This invitation, she thinks, is a great opportunity to join the group right away. She is pushing Sara to go with them, but Sara is not so sure it is a good idea to skip class.

Think about the dilemma facing Sara and Mona. Discuss your opinion about this situation with your partner.

- a. What are the options for Mona and Sara?
- b. What advice can Sara give to help Mona make the appropriate decision?

Activity 5

With your group, role-play internal conflicts and then find solutions to overcome them. Use your moral compass!

Internal conflict can happen for many different reasons. If you see someone experiencing internal conflict, noticing it because of their body language or behaviour, it is important to show empathy and try to help them find a solution to cope with this. You can always use your moral compass to guide you on making the right decision.

In your group, invent a scenario in which one or two people are experiencing conflict. The others must try to help and come up with solutions. Try to find ways of offering advice or ideas for activities that can help them feel better.



Activity 6

Read the text below and discuss the question that follows.

Internal Conflicts Caused by External Conflicts

Rafi and Marwan have been best friends for as long as anyone can remember. Their parents are friends too. They pretty much grew up together as they have also been in the same school since kindergarten. They are both really good at soccer and play in the school team. Rafi's dad organised a group of us to go every Saturday to practise soccer at this brilliant sports ground. We used to have such a great time. But now I am really upset because Rafi and Marwan have had a huge fight. They are not friends anymore and don't even talk to each other. Marwan has found another place to play soccer and has created a new group to practise on Saturdays at the same time as Rafi's team. He has asked me to leave Rafi and join his team instead. I really like both of them. If I go with Rafi, Marwan will hate me, and if I stay with Marwan, Rafi will hate me. I love playing soccer but I really don't know what to do. I feel like I have lost two friends in one go.



Where to play?

How can the writer deal with this internal conflict?

Lesson 3

External Conflicts

What is an external conflict?

Why is it important to show tolerance for people affected by external conflict?

Key Vocabulary

external
bullying
resolution
domestic



Activity 1

Read the description and with your partner, discuss and answer the question that follows.

External conflict can be defined as arguments, fights or disagreements with another person or group of people.

What examples of external conflicts between people can you think of?



Conflict

Activity 2

Look at the image about conflict at school and answer the questions below.



Conflict at school

Think of a time when you had a conflict with one of your classmates:

- What caused the conflict?
- How did it make you feel?
- How did you solve the conflict?

Write your answers below:

Activity 3

Read the scenarios below and then answer the questions that follow.

Conflict in School

Conflict in school is natural during the process of growing up. It can often be caused by disagreements, envy, bias, jealousy, etc. When peers cannot solve such conflicts, they become frustrated and might turn to bullying.

Scenario 1

On her way to school, Emily often bullies two younger students named Noor and Alan. She chases them, pulls their hair, and always takes their treats. One day, when she gets to school, Emily pushes Alan because he and Noor do not have any treats to give her. She tells them that she will hurt them if they don't bring her treats tomorrow. Some other students are nearby and see this.



Emily and Alan

- How do you think Emily is feeling? Why do you think she is doing such things?
- How are Noor and Alan feeling in this situation?
- How do you think the other students in the class are feeling?

Scenario 2

Some Grade 8 boys play football together at recess. One day, Hani, a boy who is taller than the other boys, tells the other boys lies about one of their teammates, Firas. He claims Firas said they were no good at football. He calls Firas stupid. For the next few recesses, when Firas



Firas

tries to play football, Hani and two other boys tell him to go away. They will not let him play. After recess, Hani and the two other boys follow Firas. They push him and yell at him. They say that if he reports them, he will never be able to play football again, and they will beat him up. Now, no one will work or play with Firas. He does not want to go out for recess anymore.

- Why do you think Hani doesn't want Firas to play?
- What do you think Firas can do in this situation?
- How do you think Firas feels?

List five steps we could take to help stop bullying in schools.

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

Activity 4

Examine each scenario below and then discuss the questions with your partner.

Conflict at Home

Struggles happen at home all the time, from what to have for dinner to what to watch on TV, to who never does their chores! This happens in almost all domestic settings.

Scenario 1



You are eating dinner at a fancy restaurant with your parents and their friends. You are playing around and spill your drink on the man sitting next to you. Your parents are horrified and yell at you in front of everyone.

- How would you feel?
- What should you do?

Scenario 2



You arrive home after a stressful day and remember that you were supposed to collect your sister from school on your way home, but you forgot. Your parents are very angry with you and they “ground” you for a week. As a result, you miss a concert you were planning to go to.

- How would you feel?
- What should you do?

Scenario 3



You didn't study very hard for your maths exam even though your parents told you that they would be disappointed with you if you failed. You do fail and they are very upset when they get the news. As punishment, they say you're not allowed to play with your friends for the next week.

- How would you feel?
- What should you do?

Activity 5

Read the article and then discuss the questions that follow.

Packing Your Parachute



Charles Plumb was a US Navy pilot in Vietnam. His plane was destroyed after 75 war missions and Plumb parachuted into enemy hands. He was captured and spent six years in a Vietnamese prison. He survived and now speaks about the lessons he learned from that experience.

One day, when Plumb was sitting in a restaurant, a man at another table came up and said, “You’re Plumb! You flew jet fighters in Vietnam. You were shot down!” “How did you know that?” asked Plumb. “I packed your parachute,” the man replied. Plumb gasped in surprise. The man pumped his hand and said, “I guess it worked!” “It sure did,” Plumb replied. “If it hadn’t worked, I wouldn’t be here today.”

That night, Plumb couldn't sleep thinking about the man. He says, "I kept wondering what he had looked like in a Navy uniform. I wondered how many times I might have seen him and not even said 'Good morning, how are you?' or anything because, you see, I was a fighter pilot, and he was just a sailor."

Plumb thought of the many hours the sailor had spent weaving and folding each chute, holding in his hands the fate of someone he didn't know.

"Who's packing your parachute?" Everyone has someone who gives them what they need to make it through the day. Plumb needed many kinds of parachutes when his plane was shot down in Vietnam, he needed his physical parachute, his mental parachute, his emotional parachute, and his spiritual parachute.

He used all these supports before reaching safety.

- a. What do you think 'pack your parachute' means in the context of this story?
- b. Why do you think Plumb couldn't sleep after meeting the sailor?
- c. How do you think the sailor felt after meeting Plumb?
- d. What internal conflicts do you think Plumb experienced while taking part in the external conflict in Vietnam?

Activity 6

Who packs YOUR parachute? Look at the image and think about your daily life. Write down the names of the people who pack your parachute.



Who supports you?

Lesson 4

Managing External Conflicts

Why is conflict resolution important?

How does the impact of war affect children?

Key Vocabulary

support

impact



Activity 1

Examine the photo below and then discuss the questions.



- a. How do you think this conflict will end?
- b. How do you react to conflict?

Activity 2

Read about the conflict some farmers are facing and answer the questions below.

Conflict Facing Farmers

The agricultural sector in Lebanon is facing several problems. Perhaps the deterioration of agricultural land stops them, knowing that it results from climate change, which contributes to soil erosion and the spread of diseases. However, the most important problem that threatens this sector's fate was and is still represented in selling the produce. It has worsened with the ongoing war in the area that diminished exports, in addition to the criteria adopted by many markets (regarding the selection of products), which prevented the possibility of selling Lebanese products, and especially apples.

Unfortunately, these problems are met by the Lebanese government's lack of support for the production sector, in terms of fertilizers' rationalization and provision, for example. What contributed to the aggravation of the crisis, is bombarding the markets with imported and smuggled products, which led farmers to fight for their rights, that have been neglected since the seventies.

A young journalist came up with an initiative to help sell the apples. "Lebanese Apples Day" aimed at selling apples from the Lebanese farmer directly to the consumer, i.e., without intermediaries. This has been a successful event. Several locations were set in coordination with the Internal Security Forces (ISF), the Governorates of Mount Lebanon and Beirut.

a. Categorize this kind of conflict and give reasons for your answer.

b. Give a name to the resolution for this conflict.

c. Imagine you are involved in this conflict. What actions would you take?



Who supports you?

Activity 3

Read the text below and then discuss the questions that follow.

Conflict in Nature



Wreckage after Katrina

I've lived on the Mississippi coast for 30 years. I've been through four or five hurricanes and countless tropical storms. Before Hurricane Katrina came through in August 2005, I thought, 'If my house gets washed away, I'll just stay at my mother's house or my brother's house' – never thinking all our homes would be destroyed.

On Friday night (26 August 2005), some of us boarded up our houses. Others in town were saying that they didn't want to 'overreact' to the hurricane forecasts. But I was running around like crazy, yelling, 'This is a category four!'

Saturday, I evacuated to my friend's house with my 81-year-old mother, my 28-year-old niece and my sister-in-law. We packed clothes, food and water. On Sunday, the news showed the eye of the hurricane heading toward our exact location. At 1am, wind started pummeling the house. I woke everyone up and we listened to the radio. We learned that all three of the emergency operation centres were washed away. That's when I knew we were in big trouble. Then we lost the radio. Looking outside, we watched in horror as the house behind us turned into what looked like a living, breathing monster. The roof would lift, the house would expand, and then the roof would fall. Finally, the house exploded.

The next day, we drove out to see what had happened. The wind was still strong enough to buffet my little car. We drove through the centre of town, where downed power lines were strewn about. When we turned toward my street, all I saw was a big lake where there once had been houses, trees and roads. So, we tried to enter from the other end, but there were too many fallen trees. I arrived at the empty slab of my mother's house first. It had been wiped clean – but miraculously, in the mud, I found her wedding band, as well as my dad's paratrooper bracelet from WWII. Those two items are all my mother has left.

My house was completely gone. I knelt down on my slab and said out loud, 'I am so grateful that the people I love have lived.' And I cried. I had 20 good years in that house, and I feel fortunate. My street looks like a picture of Chernobyl after the nuclear blast. It's all brown, clothes are hanging from trees and debris is everywhere. Brown, nasty water is seeping out of the ground. But after much digging in the mud, I decided I had to stop and start rebuilding my life. I no longer want to live in Mississippi. I no longer want to go to sleep at night in a graveyard. I will leave here and make a new life somewhere else.

What would you do in this situation? Why do you think some people decide to stay in areas that are likely to have natural disasters?

Activity 4

Read the text below and then discuss the questions that follow.

Planning Conflicts

A few years ago in Ireland, road planners wanted to make one of the major roads in the country more efficient and safer. The change would reduce the time taken to travel from the capital city to the south of the country. A motorway was planned to



replace the existing national road, which passed through many small towns and villages. It would also cut through an area of natural beauty – a large forest.

There were mixed opinions about the plans. People who had businesses in the towns were worried about losing customers. People who liked to walk in the forest were worried about the impact on its wildlife. Parents who lived in the affected towns claimed that their children would be safer without the current heavy traffic. People who didn't live in the area, but had to travel through it daily, were mostly in favour of the new road because it would reduce their travel times.

- a. Role-play each group of people. Explain your point of view.
- b. What do you think the planners could do to help resolve the conflict caused by the plans?

Activity 5

Read about the impact of war on children and then discuss and answer the questions that follow.

The Impact of War

There are many victims in war, and often these victims are the most vulnerable people in society. And it's not just adults who suffer. Children can get caught in the crossfire (sometimes literally) too, suffering terrible injuries or losing family members. They are often exposed to hardship that they are not prepared for. Even if the children are lucky enough to avoid injury, the danger and lack of security that comes with war can have a serious impact on their health and their mental well-being. Because of the dangers, children are often unable to meet or socialise with their friends, and when they do, they are constantly worried about the risks.

In response to the suffering of children in war-torn regions around the world, UNICEF established World Children's Day. It takes place on 20th of November, the anniversary of the Convention on the Rights of the Child signed in 1989. On that day, children are given a platform to share their experiences and voice their hopes for the future. Many organisations in the media, politics, business, entertainment and sports sectors get involved to allow children a chance to express their thoughts and feelings. The fun activities (such as hosting their own radio or TV segments) have a serious point, though. It is a chance for children to interact with each other and with society at large to help people better understand their fears and their hopes.

- a. What impact does the external conflict have on the lives of children?

- b. How would commemorating Children's Day help children manage this conflict?

KEY FACT

World Children's Day is on November 20, it marks the anniversary of the adoption of the Convention on the Rights of the Child.

Activity 6

Consider how an external conflict has affected you, then discuss the questions with your partner.

- a. How did it make you feel? Did it cause an internal conflict?
- b. How did it affect those around you? Do you think it caused them internal conflicts? How did they react?
- c. In your opinion, how could the conflict have been resolved?

Lesson 5

Resolving Conflicts

What are the steps for resolving conflict?

How is managing conflict beneficial to live a happy life?



Key Vocabulary

international
global
war
migration
refugee

Activity 1

Look at the image below and discuss the question.



Knots are like conflicts! How can we untie knots?

Activity 2

Read the text and complete the activity that follows.

The Mediation Process

We encounter conflict almost daily with our family, friends, at school or at work. The important thing is to identify this conflict, manage it, and resolve it before it escalates to a higher level.

As a mediator, one can manage conflict through phases. Phases can be as simple as the following five steps:

Step 1: Identify the source of the conflict. You need to give both parties the chance to share their side of the story. It will give you a better understanding of the situation. The more information you have about the cause of the conflict, the more easily you can help to resolve it.

Step 2: Look beyond the incident. The source of the conflict might be a minor problem that occurred months before, but the level of stress has grown to the point where the two parties have begun attacking each other personally instead of addressing the real problem.

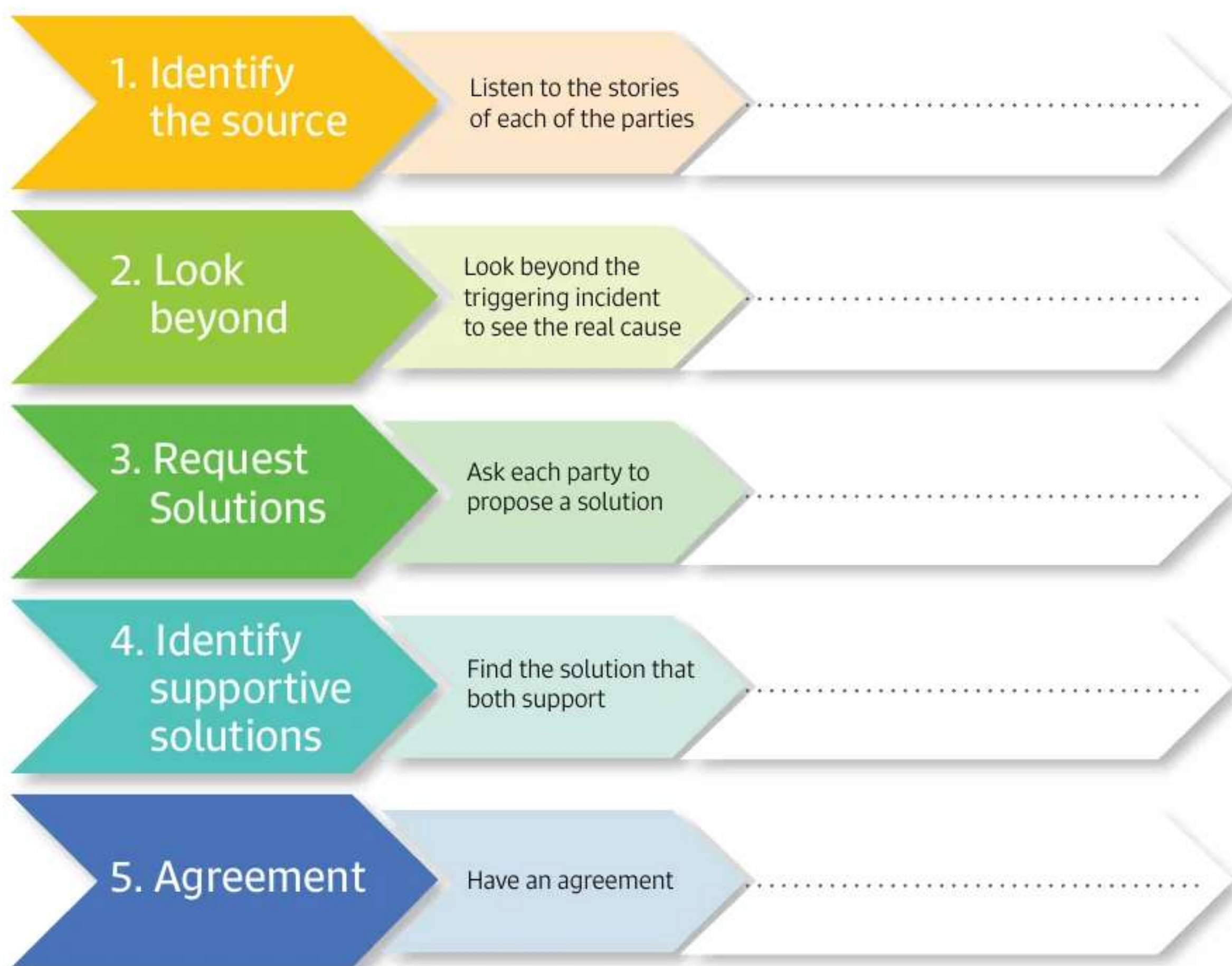
Step 3: Request solutions. After getting each party's viewpoint on the conflict, the next step is to get each to identify how the situation could be changed. As mediator, you have to be an active listener, aware of every verbal nuance, as well as a good reader of body language.

Step 4: Identify solutions both sides can support. Listen for the most acceptable course of action. Point out the merits of various ideas, not only from each other's perspective, but in terms of benefits for both sides.

Step 5: Agreement. The mediator needs to get the two parties to shake

hands and agree to one of the alternatives identified in Step 4. Some mediators go as far as to write up a contract in which actions and time frames are specified.

Fill in the table below with the questions that you could ask at each step.



Activity 3

Read the text and then discuss the questions that follow.

Five Steps for Resolving Conflicts



Accommodating essentially entails giving the opposing side what it wants. The use of accommodation often occurs when one of the parties wishes to keep the peace or perceives the issue as minor.

Avoiding seeks to put off conflict indefinitely. By delaying or ignoring the conflict, the avoider hopes the problem resolves itself without a confrontation. Those who actively avoid conflict frequently have low esteem or hold a position of low power.

Collaborating works by integrating ideas set out by multiple people. The object is to find a creative solution acceptable to everyone. Collaboration, though useful, calls for a significant time commitment not appropriate to all conflicts.

Compromising typically calls for both sides of a conflict to give up elements of their position in order to establish an acceptable, if not agreeable, solution. This strategy prevails most often in conflicts where the parties hold approximately equivalent power.

Competing operates as a zero-sum game, in which one side wins and other loses. The competitive strategy works best in a limited number of conflicts, such as emergency situations.

Discuss how would you react to the following conflicts:

- a. discrimination
- b. new rules that you do not like at school
- c. somebody close to you being irresponsible
- d. fire
- e. finishing a project on time

Activity 4

Read the text and then complete the table with your partner based on what you learned in Activity 3.

Assertive or Cooperative?

The five strategies of dealing with conflict have two dimensions: assertive and cooperative. Assertiveness is how much the individual is satisfying his own concerns. Cooperativeness is how much the individual is satisfying others' concerns.

	Assertive	Cooperative
Accommodating		
Avoiding		
Collaborating		
Compromising		
Competing		

Activity 5

Read the situations below, then decide how you will resolve these conflicts. Remember to show which method will be used.

1. A fire started at home and one of the family members was burnt.

2. Your friend is in pain, and he cannot go to the movies with you to watch the latest film.

3. A man has a headache, but he has to run to catch the train or else he will have to wait till the next day for the next train.

4. The English teacher assigned us an important research session on the same day that the History teacher planned a visit to the museum.

5. Everyone wanted to eat pizza except Malek.

Activity 6

With your group, role-play and resolve the conflicts below.

Story 1

Abdul and his brothers are arguing about the family holiday. Abdul wants to travel around the UAE and experience different aspects of Emirati culture. Farid wants to travel further afield, maybe to Egypt. He wants to see different types of Arab culture. But Imran wants to get a flavour of Western culture. He wants the family to visit London. They have been arguing for hours and can't seem to reach an agreement.

Story 2

Ghulam and Latif are two classmates who always competed on being first in class. Yesterday, as they were running down the steps in the local park, Ghulam lost his balance and fell against Latif, knocking him over. Latif fell hard on the ground. Various items fell out of his pockets and bounced on the concrete. One of these was Latif's new smartphone. The screen was badly cracked, and the case was now loose. Latif yelled at Ghulam and told him that he had to buy him a new phone. Ghulam refused, saying the fall was just an accident.

Story 3

A school wants to invest in its facilities. It has decided to ask the students for their input. However, serious disagreement has broken out among the students. Some feel that the library needs to be expanded. Others would prefer to see the computer system updated. And others feel that the gym facilities have been neglected and need to be repaired or replaced. The school managers are now unsure how to invest their funds.

[illegible]

Unit 8

Moral Education in Action

Project: Moral Education in Action

'We become just by doing just acts, temperate by doing temperate acts, brave by doing brave acts.'

(Aristotle)



Read the text and follow the instructions.

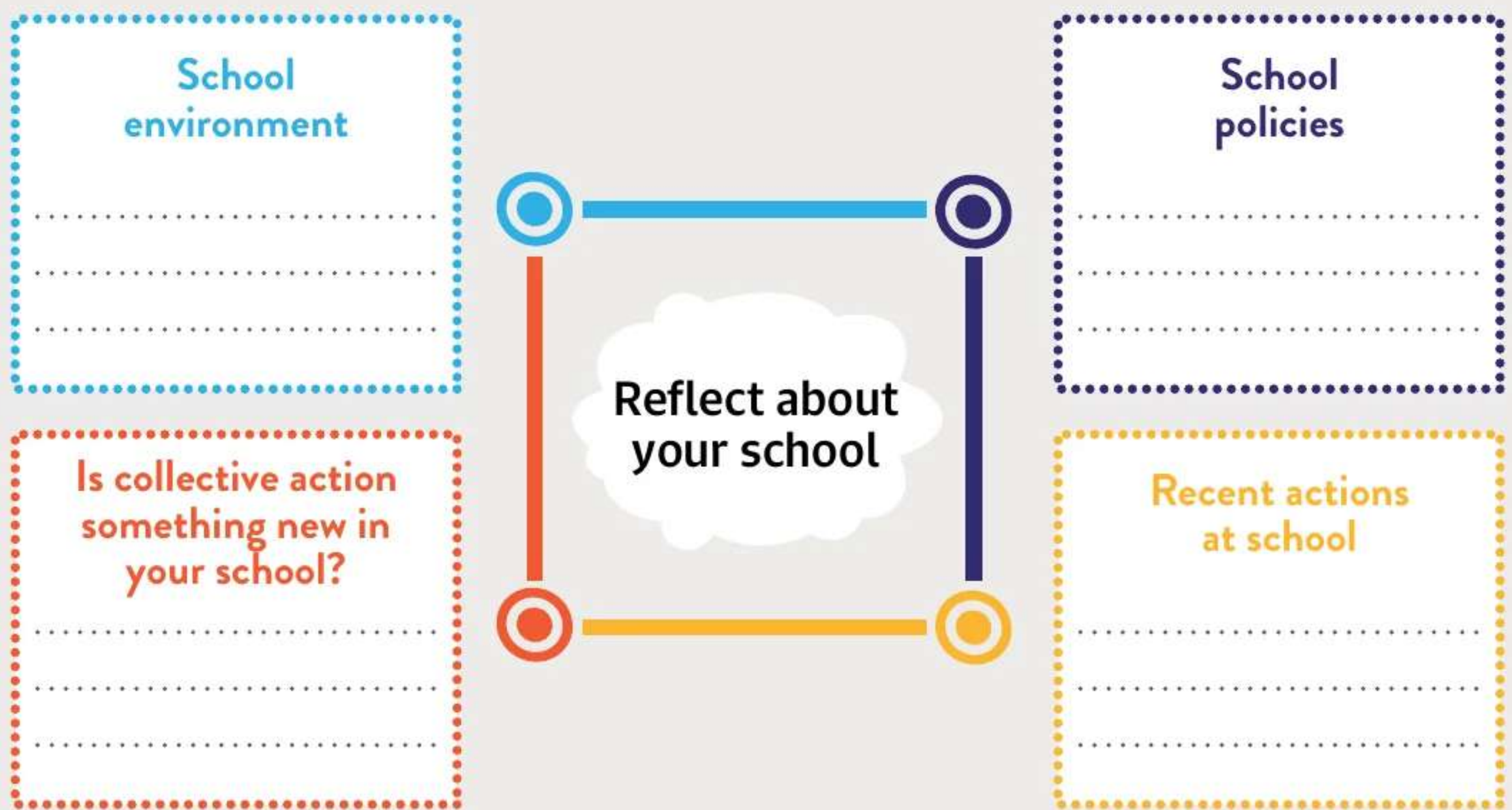
Introduction to Moral Education in Action

Now that you have completed the Grade 8 units in the Moral Education programme, what happens next? In this unit, you will engage in an action project collectively with your class, in order to further enhance your emerging skills in this area. At the heart of the Moral Education programme is the acknowledgement that the values that we hold as humans shape our actions. This action project can be considered the meeting point of where theory and practice come together.

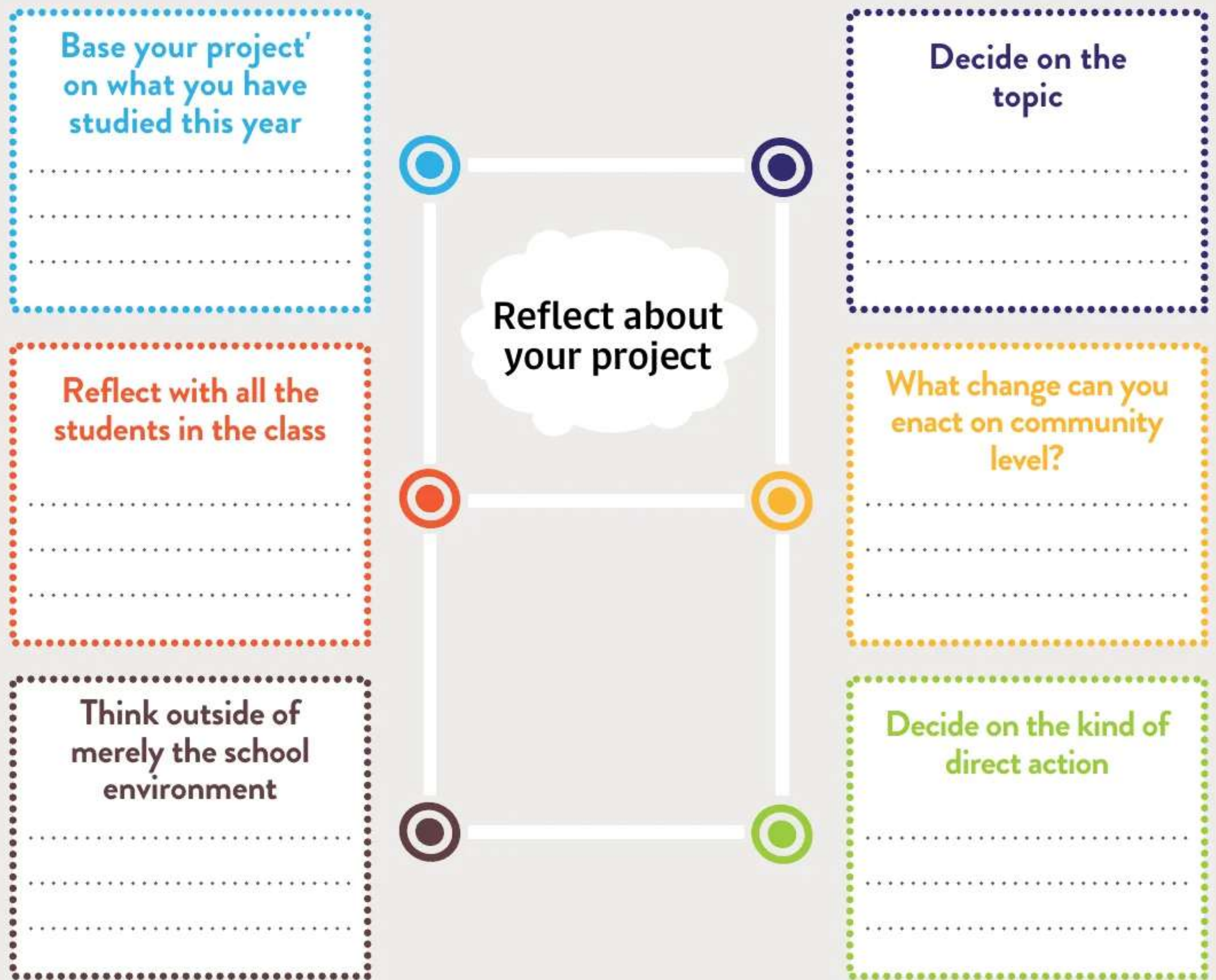
Young people are not 'Citizens in Waiting' (Professor Audrey Osler). You will be given the opportunity to critically examine your own understanding of citizenship and reflect on a range of complex, but crucial, moral issues in the classroom for the first time. After engaging with the units so far in the moral education programme, it is hoped that you will feel empowered, not to mention compelled, to take action for a better community. In this sense, learning from the lessons that you have encountered is linked to responsible action.

The action in the project might range from individual charitable endeavours and making more ethical consumer choices, to more collective forms of direct actions, such as raising awareness or campaigns. This action project gives you both the support and space to begin to try and influence decision making at a variety of different levels. The 'call to action' inherent in this project is an essential component of the Moral Education programme in order to give you a chance to enact the values you have learnt about so far in real-world contexts.

Before starting the project, take some time to reflect about your school by completing the mind map below.



Plan for the project you want to do by completing the mind map below.



The Action

Once you have decided on your project, together with your classmates you should brainstorm the following questions.

What is the specific aim of the project?

How are you going to get it on the agenda of the relevant decision makers?

How can you encourage the rest of your school to get on board?

How are you going to encourage the public to make a change for the better?

What kind of follow-up plans will help to really maximise change?

Action Project Ideas

1. Voluntary work:

Volunteering can play an important role in building a cohesive community, because volunteers learn to consider things from different perspectives and gain new experiences and insights. With your class, you could bring a volunteering focus to the work in your action project and embed structures in your school to help people less fortunate than yourselves. Perhaps you could spend Moral Education class time outside the school walls volunteering in the local community. Along with your class, you should consider the following:

- Is there is civic or communal organisation that needs support?
- Is there a volunteering organisation near to your school?
- Perhaps you could work with the student council to arrange for sessions

where you can reach out to people in need and offer them useful services. Do a needs analysis of your community and see where your efforts would be best targeted.

2. Guest speaker:

Moral Education is all about listening to the experiences and perspectives of others. Together with your class, you should nominate speakers in your community that you feel would be inspirational. Come up with a list of speakers and invite them in to address your class.

- Think of people in your community who have overcome adversity in their life.
- Think of people who have dedicated their time to advocate for the rights of others.
- Are there members of the National Federation Council that you can invite to the school who can talk about their vision of community and society and how best young people can get involved in the decision-making processes.

As a follow-up, invite the guest speaker to other events you might organise or send them links to your newsletters or updates about other events.

Showcase an Event for Your Parents

Now that you have undertaken the project work, you will want to update your parents about your progress! Along with the rest of your class, you will plan a showcase event. Below are some ideas for organising a showcase event for them.

1. Design:

- With your class and teacher, choose the space and venue for your showcase (your classroom or the school hall).
- Plan how you will design the space.
- You could represent the flags of all the countries of people in your class.
- You could design a 'name wall' where everyone writes their name.

2. Display:

- Ensure that everything that you have learned from the action project is visually represented.
- Include posters or other graphical representations of the work that you have done.
- Set up a self-running slideshow of photos that were taken during your action project.

3. Engagement:

- Prepare questionnaires.
- Prepare quizzes for parents to attempt.
- Conversation starter sentences to start dialogues.

4. Think:

- Define the best ways through which you can communicate the new knowledge you have acquired and the skills you have developed as a result of this project.

Other Ideas for Sharing Your Action Project

You may decide that you would like to share what you have learned through the action project in alternative ways to the showcase event for parents. Below are some other suggestions:

- Share the main learning points from your project in a school blog or newsletter.
- Summarise the main points of your project in a poster or infographic.
- Take part in a partnership event with a local school that has also completed a Moral Education action project.
- Contribute to a reflective journal or learning log.
- Use social media to share details of some of your project work, for example a class Twitter account or podcasts.



Unit 9

Ottoman Empire

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What do you know about the geographical features of the Middle East and North Africa?

What famous buildings and monuments do you know in the Middle East and North Africa?

How was the Ottoman Empire created?

What impact did World War I have on the Middle East?

Lesson 1

Geography of West Asia

How many geographical features of the Middle East can you name?

What are the major monuments of West Asia?



Key Vocabulary

Arabian Peninsula

Fertile Crescent

Tigris River

Euphrates River

Activity 1

How many seas or rivers can you name that border or flow through the Middle East? Write them below.



Activity 2

Read the texts about the geography of West Asia. Then, look at the map and complete the activity.

Geography of West Asia

The modern Middle East consists of West Asia and parts of North and East Africa. West Asia includes the modern-day countries of Bahrain, Iraq, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syrian Arab Republic, United Arab Emirates, and Yemen. The countries in West Asia have historical, cultural, physical, economic, and geographical characteristics that link them.

Arabic is a common language in each of the West Asian countries. Much of the region has an arid or desert environment. The coastal areas are used for fishing and trade. In the past, caravan trade routes crossed over from the Arabian Peninsula.

The Arabian Peninsula

The Arabian Peninsula is a large land area surrounded on three sides by bodies of water: the Red Sea, the Arabian Gulf and the Arabian Sea. Islam spread to other parts of the world from the Arabian Peninsula, which contains two of the holy cities in Islam: Mecca and Medina.

The Arabian Peninsula is divided into different areas. There is a range of mountains in the western part made of volcanic rock that run from north to south and parallel to the Red Sea. The mountain ranges are the Tihama, Hijaz, Asir, and Yemen with the highest peaks rising to 4,000 metres. A coastal plain runs before the mountain ranges. The southern mountains extend towards the southeast with a large valley, called the Wadi Hadramout.

Vast sandy deserts, the Nafud and the “Empty Quarter” and a rocky steppe, called the Najd, extend to the shores of the Gulf. The areas had limited arable lands and limited sources of water, so they were traditionally used for pastoral and seasonal migrations.

Oman is located in the south-eastern corner of the peninsula. It has a coastal plain and a mountain range rising up about 3,000 metres. Mountain spring waters feed traditional irrigation systems. Harbours run along the coast were fishing, pearl diving and trade were key features of the traditional economy of the past.



Physical Geography of the Middle East

The United Arab Emirates is in the northern part of the Arabian Peninsula. The port cities of the United Arab Emirates were linked by sea trade to the Indian Ocean and by land to the northern Middle East and Mediterranean countries.

Identify the three major seas or gulfs that surround the Arabian Peninsula.

1. _____
2. _____
3. _____

Activity 3

Read the descriptions about important monuments in Asia and complete the activity that follows.

Major Monuments of West Asia

West Asia has monumental buildings and landmarks of historical and architectural value.

Monument or Landmark	Description
	Jerusalem: The Dome of the Rock was built in 692 CE. It is believed to be the site where Prophet Muhammad (Peace be upon him) made his night-journey called Isra' wa Mi'raj. Nearby is the Mosque al-Aqsa, or the mosque of the farthest place.
	Damascus: The Great Umayyad Mosque of Damascus, is one of the oldest surviving mosques and monuments. It was built between 706 and 714.
	Medina: Masjid al-Nabawi or Mosque of the Prophet (Peace be upon him) was re-built around the original house of the Prophet and the mosque that surrounded his home in Medina. It is one of the holiest sites in Islam.

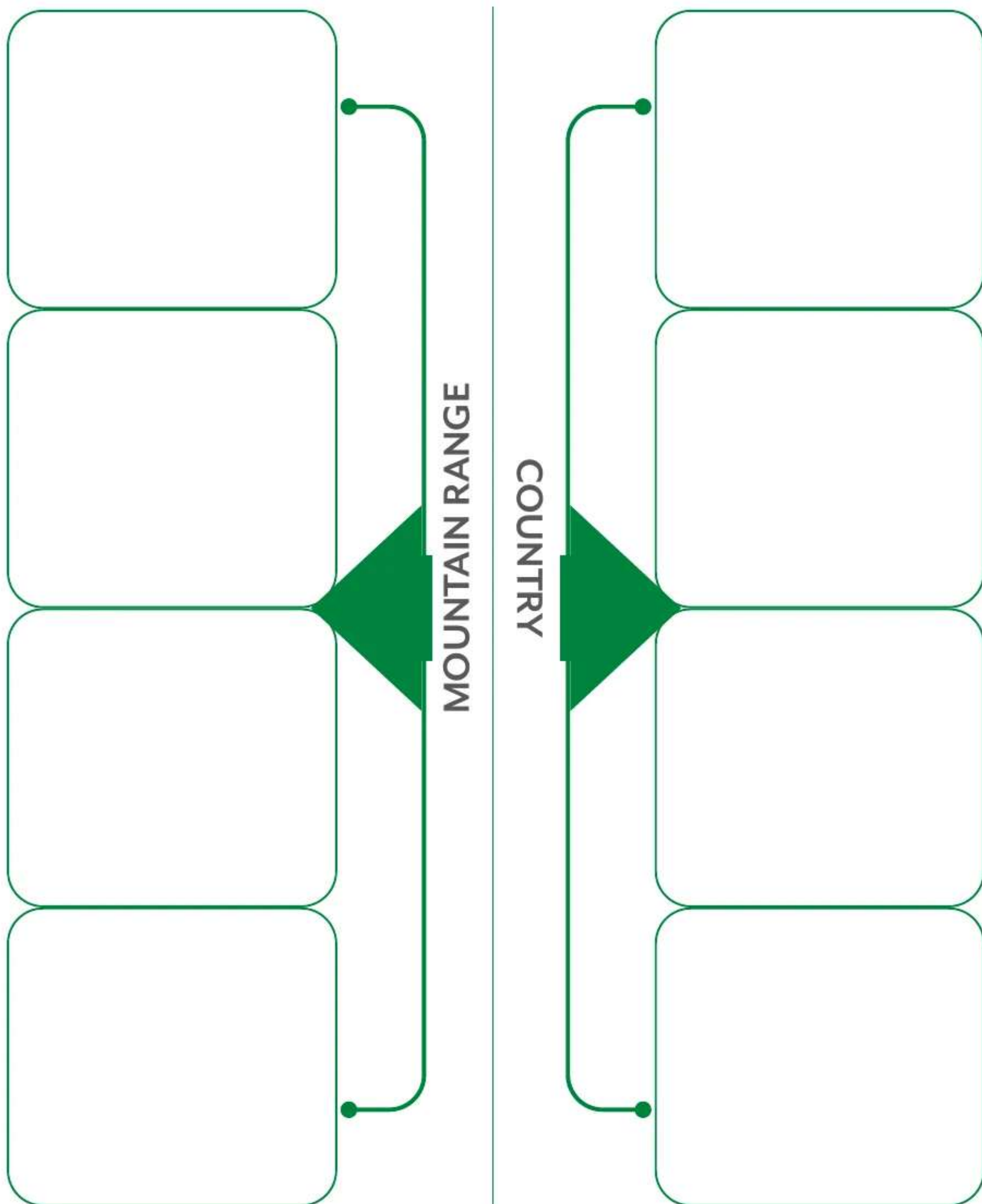
Monument or Landmark	Description
	Kuwait: Located in Kuwait City, the Kuwait Towers are instantly recognizable as a symbol of the country.
	Beirut: The city of Beirut, Lebanon is distinguished by its urban architecture and waterfront on the Mediterranean Sea.
	Baghdad: The Monument of Liberty in Baghdad in Iraq, was designed by sculptor Mohammed Jawad Salim in the early 1960s and is located in centre of Baghdad city.

Which one would you most like to visit first? Write 3 sentences to describe your choice and give a reason for it.

Activity 4

Look at the map and identify five different mountain ranges. List the country in which the mountain ranges are found.





Activity 5

Use the map from Activity 4 to fill in the capital cities of the countries listed below.

CAPITAL CITY	COUNTRY
	Turkey
	Syria
	Iraq
	Lebanon
	Kuwait
	Oman
	Jordan
	Saudi Arabia
	Yemen
	United Arab Emirates

Activity 6

Read the text below and follow the writing prompt.

Scholars are debating the best name for the Arab or Muslim world. The term Middle East is used by some scholars; however, other scholars prefer to the term West Asia or Western Asia.

Which name do you think best represents the Arab or Muslim world? Is it the Middle East, or West Asia, or something different?

Lesson 2

Geography of North Africa

What distinctive locations do you know in North Africa?

Key Vocabulary

Atlas Mountains

The Sahel

Sahara Desert

The Maghrib

Activity 1

List three places you are familiar with in North Africa.

	Place	What is distinctive about it? What made you think of it first?
1		
2		
3		

Activity 2

Read the text. Then look at the map and identify key features of Northern Africa. Put a number on the map for each physical feature. Then, write something distinctive about the feature in the Notes.

Geography of Northern Africa

The ports on North Africa's Mediterranean and Atlantic coasts link it with the Iberian Peninsula, Italy and Egypt. In the past, overland camel caravan routes ran from south to north, carrying valuable salt and gold from Mali and Western Africa to the northern ports.

The Atlas Mountains stretch from the southwest up into Algeria to the northwest near the Mediterranean Sea. The High Atlas Mountains feature snow-capped peaks that feed valleys and Morocco's agricultural lands. The middle area of

the Atlas Mountains is also called the Moyen Atlas. To the northeast, the Tellian Atlas stretches into Algeria.

Tunisia includes the lands of the ancient city of Carthage and features agricultural areas in its north. The vast area of Libya includes the large Libyan Desert, but also has the coastal hills and valleys of Cyrenaica, along the Mediterranean coast. Agriculture and settlements were established in this region during both the Greek expansion and Roman Empire.

In the upper part of the Nile Valley, the Nile River flows through the Sudan, an area that has very limited rainfall. On the east bank of the Nile there are narrow strips of land with arable land for growing crops. The western side of the Nile is flat, and agriculture is only possible by the use of irrigation. Khartoum is the capital, positioned in Nile River Valley where the two rivers known as the Blue Nile from Ethiopia and the White Nile from Uganda join then flow upward into Egypt.

In 2011 Southern Sudan became an independent state. Southern Sudan is a land of mixed agriculture and pasturing animals with villages, nomadic encampments, and small market towns.

The Nile Valley and its fan-shaped delta region in Egypt are rich agricultural areas dependent upon the Nile. In the 1960s, a major dam was built at Aswan that created Lake Nasser. A new dam is now being constructed further up the Nile River in Ethiopia.



	Physical Feature	Notes
1	The Sahel	
2	Lake Chad	
3	Lake Nasser	
4	Atlas Mountains	
5	Niger River	
6	Blue Nile	
7	Ahaggar Mountains	
8	Libyan Desert	
9	Tibesti Mountains	
10	Ethiopian Highlands	

Activity 3

Read the text and descriptions about monuments in major cities of North Africa and complete the activity that follows.

Major Cities of North Africa

The cities of Fez and Marrakesh in Morocco have mosques and colleges which are examples of elegance and design. Another important early city is Kairouan, (also spelled as Qayrawan) in Tunisia. It was the first administrative capital of the region as Islam expanded westward along the coasts and mountains of Algeria and eventually reached Morocco and Andalusia in Spain. Libya has two major regions that border the Mediterranean Sea: Western Libya (Tripolitania) and Eastern Libya, known as Cyrenaica, located above the Libyan plateau.

All the cities of North Africa are located on or near the coasts that connect it to the Mediterranean Sea or Atlantic Ocean. The reason is the vast Sahara, the largest desert in the world. It stretches all the way across from the Atlantic Ocean to the Nile Valley in the east.

Although the desert is vast and inhospitable, nomads and traders used caravan routes to trade. These trade routes connected the important lands and Muslim settled areas of Mali and the important cities of Djenné, and Timbuktu. These cities were famous centres of learning and commercial trade in salt, gold and other commodities with the North African coastal cities. The cities to the south of the Sahara were built on the great Niger River in an area called the Sahel, a seasonal grasslands area that allows grazing of animals and agriculture along the shores of the river.

Monuments and Buildings of North Africa

Monument or Landmark	Description
	Fez, Morocco: The Mosque of al-Qarawiyyin, near the Suq al-'Attarin, or Spice Market, is one of the world's oldest universities, and the largest mosque in Africa. It was first established in 847 CE, as a private mosque, with funds by a wealthy woman named Fatima al- Fahri.
	Algiers, Algeria: A major port city and capital city of Algeria.
	Tunis, Tunisia: The Al-Zaytuna Mosque and university is another of the oldest universities in the world. The great Muslim scholar and historian, Ibn Khaldun, attended this university.

Monument or Landmark	Description
	Tripoli, Libya: Tripoli has a blend of architectural styles and ancient civilizations.
	Leptis Magna, Libya: There are ruins of the ancient Roman city in this city.
	Khartoum, Sudan: Khartoum is located on the convergence point of the White Nile and Blue Nile Rivers.
	Timbuktu, Mali: Mali was once a wealthy kingdom.

Read the descriptions of famous sites or buildings. Which one would you most like to visit first? Explain.



Activity 4

Look at the map, then fill in the table below by finding the missing country or capital city.



Country	Capital City
Algeria	
	Rabat
	N'Djamena
Egypt	
	Tunis

Country	Capital City
Niger	
Libya	
	Bamako
Mauritania	

Activity 5

Read the text about colonialism and independence and follow the writing prompt.

Colonialism and Independence

After a long and distinguished history of Islamic dynasties and civilization that led to the building of the cities we looked at above, North Africa was invaded and occupied by French and Italian colonisers in various periods from the 19th century up until 1962. In 1830, the French invaded and colonised Algeria, and then Tunisia in 1888, and Morocco in 1911. Italy also invaded and colonised Libya until the end of World War II in 1945.

French and British colonization of Northern and Western Africa led to the delayed independence of other states including Mali, Niger, Chad, the Sudan and Egypt. The last country to receive its full independence was Algeria. Algerian people resisted and fought against the first invasion of the 1830s and fought a long war for independence that lasted from around 1956 to 1962.

Write a reflection of about 25 words on how or why French, British or Italian colonialism in North Africa changed the political map of North Africa.

Lesson 3

The Rise of the Ottoman Empire

How was the Ottoman Empire created?

Key Vocabulary

Ottoman Empire
Constantinople
Byzantine Empire
Suleyman the Magnificent
rivalry
conquest



Activity 1

List three empires you are familiar with and what you recall about them.

Name of the Empire	What do you recall about the empire?

Activity 2

Read the text and look at the map. Then complete the activity.

The Rise and Expansion of the Ottoman Empire into the Arab Lands

The Ottoman Empire was among the modern world's most powerful empires. The Ottomans ruled much of the Middle East and large parts of North Africa from around 1453 to 1918. The Ottomans became rich from the cultivation of cotton, a valuable commodity that allowed it to trade textiles and other goods with European and Mediterranean markets.

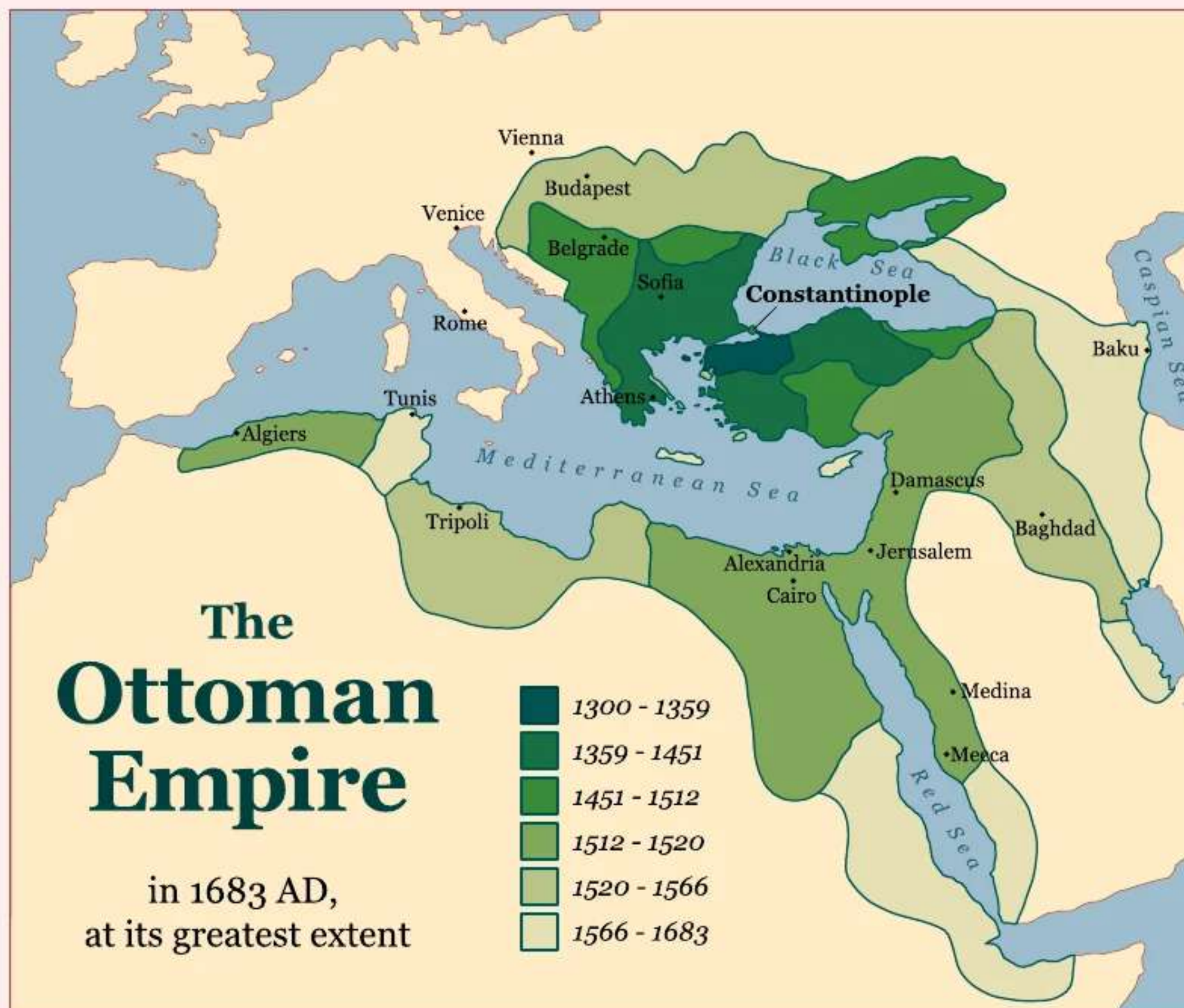
The Ottomans arose from a group of Central Asian Turkish speaking tribes. In the late 11th century they began moving westward toward Anatolia in Eastern Turkey. By 1071, they were strong enough to defeat the Greek Christian army of the Byzantine Empire at the Battle of Manzikert near Lake Van. The defeat of the Byzantine army allowed the Turkomans to settle into Anatolia for the next three centuries. They expanded into the Balkan region of Eastern Europe and launched attacks against the Byzantine Empire.

The Battle of Manzikert led to the domination of the Ottoman Turks in Anatolia and throughout what is today Turkey and parts of Eastern Europe. In 1299, the Turkomans were organised as a new state with the name 'Uthman' from which the name Ottomans is derived.

In 1453, the Ottomans led a major assault against the city of Constantinople, overran its defences, and brought the Byzantine Empire to an end. After their conquest, the Ottomans renamed the city Istanbul, by which it is known today.

By 1516, during the reign of Suleyman the Magnificent, the Ottomans began extending their armies into Syria, the Balkans, Iraq, and later into Egypt. The

conquests required the new Ottoman Empire to create an administration that could manage the Arab lands and Arabic speaking territories to their south and east, as well as the south eastern European territories of the Balkans.



The darkest green areas show where the Ottomans first established their power.

The lighter green areas show where they extended their power and empire over time.

The map shows several centuries of the growth of the empire from the area Anatolia or what is known as Turkey today.

Based on the text and the map, answer the multiple-choice questions.

1. The Ottomans arose from the land areas surrounding which of the following major seas?
 - a. Caspian Sea
 - b. Black Sea
 - c. Red Sea

2. In which year did the Ottomans defeat the Byzantine Empire and conquer Constantinople?
 - a. 1066
 - b. 1453
 - c. 1516

3. After the conquest of Constantinople, what was the new name given to their capital city?
 - a. Manzikert
 - b. Damascus
 - c. Istanbul

Activity 3

Examine the artist's painting of how the Siege and Conquest of Constantinople by the Ottomans might have taken place in 1453. Answer the multiple-choice questions about what the painting illustrates.



Artist's rendition of the Conquest of Constantinople

1. What were the main tactics used in 1453 by the Ottomans in attacking Constantinople's defensive walls?
 - a. ladders
 - b. cannons
 - c. cannons and ladders
2. Why did the Ottomans attack Constantinople?
 - a. to free Ottoman prisoners
 - b. to plunder the city and then leave
 - c. to capture the Byzantine Empire's capital and to make it their own

Activity 4

Read the text about managing the Ottoman Empire. Then answer the multiple-choice questions.

Managing the Ottoman Empire

The Ottomans sent their armies into Syria, the Balkans, Iraq and later into Egypt. These conquests required an administration that could manage the Arab lands to their south and east, and the south-eastern European territories of the Balkans.



The Ottomans settled troops from their armies in these new provinces where many became administrators. They were encouraged to marry local women. This created family ties and an administrative bureaucracy that linked these new regions into the centralised rule from the capital of Istanbul.

The Ottomans managed the new territories as distant provinces with local officials called Beys. They created an elite military corps known as the Janissaries, made up of young men who were forced to serve in the military. Janissaries were allowed to use muskets and new firearms. This is often referred to as the era of Gunpowder Empires.

The expansion required military organization of an army and a navy. The Ottoman Empire soon engaged in battles and campaigns against the Europeans and other Empires. When the Portuguese fleets arrived in the Indian Ocean they attacked and raided the coasts of the Arabian Gulf and Arabian Peninsula. The Ottomans later counterattacked in the 1550s.

1. What were Janissaries?
 - a. a police force
 - b. local town judges
 - c. soldiers in the Ottoman Army

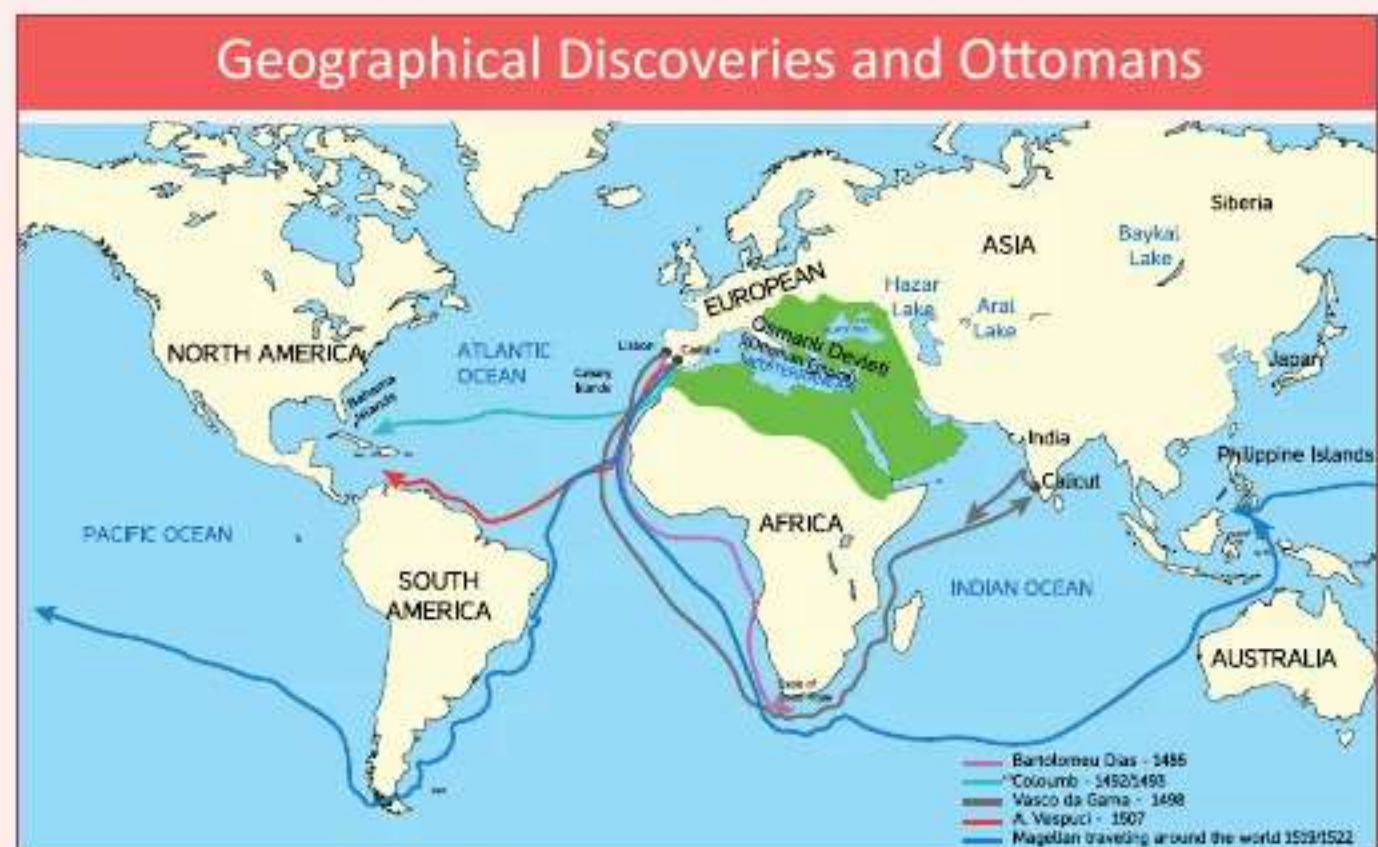
2. What kind of administrative areas did the Ottomans divide the new territories they conquered into?
 - a. provinces
 - b. counties
 - c. new countries

Activity 5

Read the text and look at the map. Then follow the writing prompt.

The Ottoman Empire and Rivalry with Europe in the 16th Century

By 1529, less than a century after the conquest of Constantinople in 1453, the Ottoman army reached the outskirts of Vienna. They began a long military siege to try to take over the city. Although the Ottomans abandoned the siege, their presence in Austria demonstrated their power and determination to expand.



The map shows the large territorial expansion of the Ottomans in the 16th century along with the major European explorations of around the same time. The Ottoman Empire occupied lands that were all joined over land. This differed from the Western European countries for instance, the British Empire, the Portuguese, Dutch, and Spanish Empires, who founded their empires using the sea.

What is different about the way the Europeans expanded and the way the Ottomans expanded? Write your ideas below.

Lesson 4

Suleyman I and Ottoman Istanbul

How was the Ottoman Empire created?

Key Vocabulary

Suleymaninye
Mosque and Complex,
Constantinople
Sinan the Architect
bureaucracy
architecture

Activity 1

Read the text about the life of Sultan Suleyman I and then answer the questions.

Sultan Suleyman I (ruled 1520-1566)



Suleyman I ruled for nearly half a century and left a legacy as the Ottoman Empire's greatest ruler. During his reign, the empire expanded its territories and established many new institutions, courts, colleges, and hospitals. He expanded his territory through his naval and army conquests across the Mediterranean. He was called the "lawgiver" (kanuni) because of the many laws that he decreed.

His conquests included various islands in the Mediterranean and the seizure of lands in Eastern Europe and the Balkans. His troops nearly conquered Vienna when the Austrian city on the Danube River was besieged unsuccessfully in 1529. During the 1530s and 1540s, he expanded his territories into the areas of Tripoli (Libya) and Algiers (Algeria). In 1534, Iraq was taken back from the Safavid Empire. This gave the Ottomans access into the Arabian Gulf where they established trade routes and engaged in naval battles with the Portuguese along the Indian coast.

At his death in 1566, the Ottoman Empire was transformed into a major world power. His territories included Syria, Egypt and parts of Arabia.

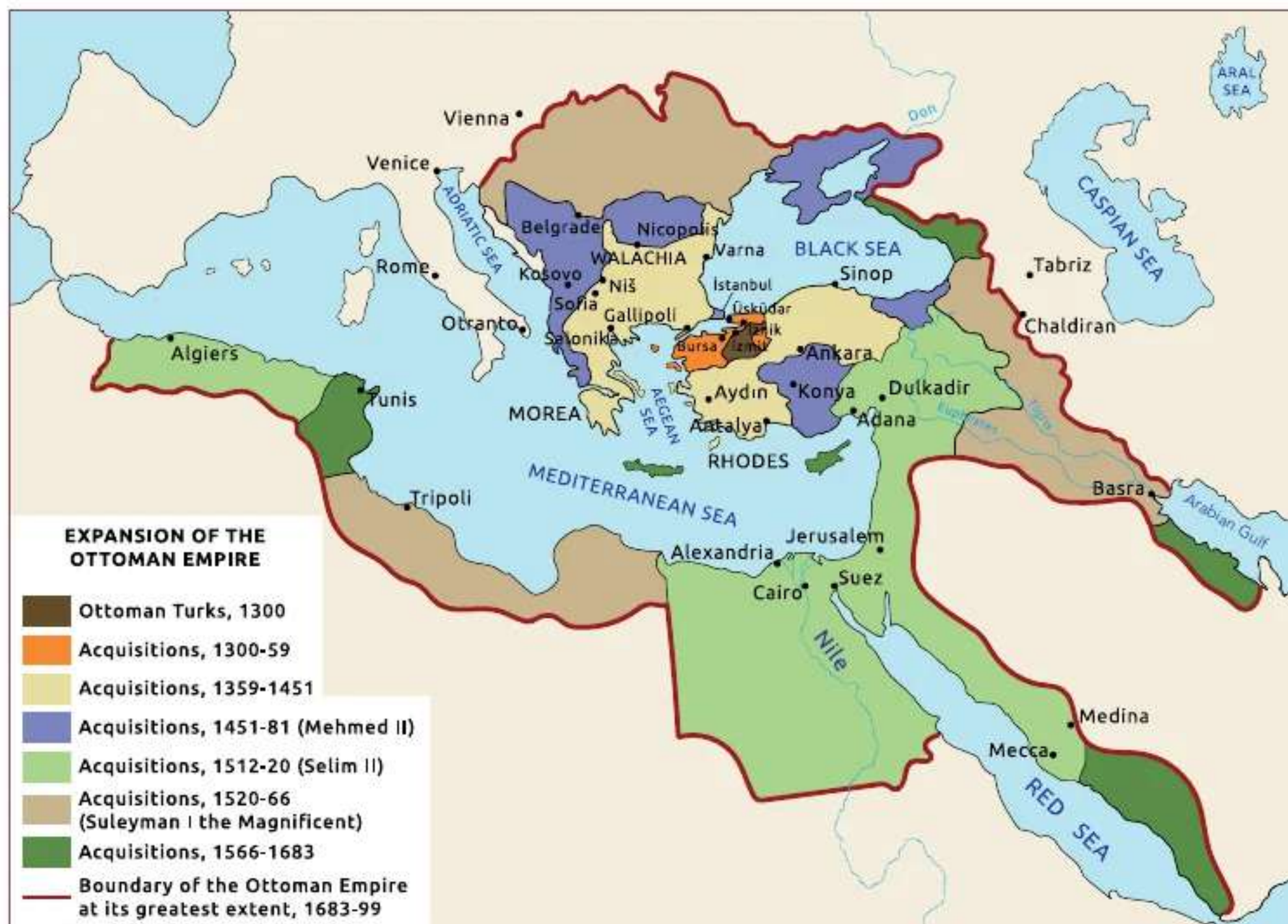
Choose the correct answer:

1. What was the nickname given to Sultan Suleyman I during his reign from 1520 to 1566?
 - a. the lawgiver
 - b. the conqueror
 - c. the fantastic

2. The acquisitions of the Ottoman Empire included which of the following lands?
 - a. India
 - b. Portugal
 - c. Iraq

Activity 2

Look at the map to review the expansion of the Ottoman Empire. Then answer the questions.



Choose the correct answer.

1. What happened in the years 1520 to 1566?
 - a. the Ottoman Empire became smaller
 - b. Portuguese invaded Ottoman land
 - c. land was acquired during the reign of Suleyman I
2. The acquisitions of the Ottoman Empire reached very close to which major city in Europe?
 - a. Vienna
 - b. Tabriz
 - c. Algiers

Activity 3

Read the text about the Suleymaniye Mosque Complex. Then complete the activity that follows.

The Suleymaniye Mosque Complex

The Suleymaniye Complex, also called the Süleymaniye Külliyesi, is a multi-functional complex founded by Sultan Suleyman I in Istanbul. It is considered as one of the greatest architectural designs by the architect Sinan.



The building was built between 1550 and 1559. It is a complex of multiple buildings that give insight into the Ottoman way of creating institutions for the public to gather for prayer, education, and medical care. It was a kind of community centre that included four different schools of law, a medical school, public baths, a public kitchen, and a hospice or informal hotel for visitors and travellers.

The buildings are located in Istanbul at a prominent central place on one of the highest points of the city. The space had open areas for a park-like layout with trees and places to gather outside under shade.

The large central dome is supported by flying buttresses that support its great height. The mosque's many domes can be seen from the courtyard. The design is similar to the designs and building of St. Peter's Basilica in Rome, constructed at around the same time.

Look at the images of Suleymaniye Mosque in Istanbul and St. Peter's Basilica in Rome. Write notes about how these two structures are similar and different.



Suleymaniye Mosque and Kulliye Complex in Istanbul. Built in 1550-1559 and designed by the Ottoman Architect Mimar Sinan.



St. Peter's Basilica and Vatican City Complex, Rome. Built from 1506 – 1626 and designed by the European architects Michelangelo, Bramante, Bernini and others.

[illegible]

Activity 4

Examine other structures designed by Mimar Sinan and his student, Mehmed Agha. What were they used for? What features can you see?





Activity 5

Fill in the blanks with words from the word bank.

Istanbul	Constantinople	Sinan	Suleyman I
Empire	provinces	Black Sea	Suleymaniye Complex

The Ottoman _____ arose in the 14th century and consolidated power around the _____. In 1453 the Ottomans conquered _____, the capital city of the Byzantine Empire. The Ottomans renamed it _____. One of its longest ruling sultans was _____, who was known as the lawgiver. During his rule the Ottomans acquired new territories of land called _____. One of the new institutions built was the _____ designed by the famous Ottoman architect _____.

Activity 6

Discuss and write a reflection of 25 to 50 words on the importance of providing good public health care. Choose an example from the lesson, for example, public baths, hospitals, community services etc.

Lesson 5

The Later Ottoman Empire through World War I

How was the later Ottoman Empire developed?

What impact did World War I have on the Middle East?

Key Vocabulary

Tanzimat Reforms

The Nahda or Renaissance
Movement in the Arab 19th
Century

World War I

Gallipoli

French and British Mandates

Activity 1

Read the texts about the Ottoman Empire and then answer the questions that follow.

The Ottoman Empire from 1800 to 1914

By the 19th century, the Ottoman Empire had gone through five hundred years of administrative and bureaucratic development of its various provinces. Following the industrial revolution in the late 18th century, the Ottomans sought to compete and adapt to new systems of technological power, education and military organization. One of the ways to modernise was to issue a plan of reorganisation.

In 1839, the Edict of Gulhane was pronounced to introduce the Tanzimat, a governmental plan for reorganisation of the empire. A series of new technical colleges were created to teach industrial skills, mathematics, science and military skills. These reforms lasted until 1876. These reforms came into conflict with large groups of organised artisans who made various wares and goods in guilds. The guilds were often family-led businesses that passed on traditional ways of manufacturing clothes or the making of other products from generation to generation.

Many of the outstanding scholars and reformers to emerge during the Tanzimat period, were Arab scholars. Principal among these was the Egyptian scholar Rifa'at at-Tahtawi, who had been sent to Paris in the 1820s to lead a group of Egyptian students in their studies at France's best schools, including the Sorbonne University in Paris. When at-Tahtawi returned to Egypt, he was appointed by Egypt's ruler, Muhammad Ali, the Ottoman Empire's local ruler, to reform education. At-Tahtawi promoted the creation of a national system of free public education in Egypt and Sudan, including schools for girls. This idea was introduced into Syria.

Choose the best answer.

1. The Tanzimat Reforms of the 19th century refer to which of the following?
 - a. an Ottoman administrative department that designed a system of railroads around the Empire
 - b. a series of Ottoman laws to limit migration between the Ottoman provinces
 - c. a vast system of Ottoman administrative reforms to modernise the Empire

2. The Egyptian scholar and reformer, Rifa'at at-Tahtawi is best known for which of the following?
 - a. He was a physician who studied medicine and science in Paris, France.
 - b. He was the military commander who led an attack of Egyptian forces against the Ottoman forces in the Arabian Peninsula.
 - c. He was a graduate of the Sorbonne University in Paris, he became an advocate for free public education for boys and girls.

3. One of the advances of the 19th century was the development of free public schools in Egypt, Syria and Sudan.
 - a. true
 - b. false

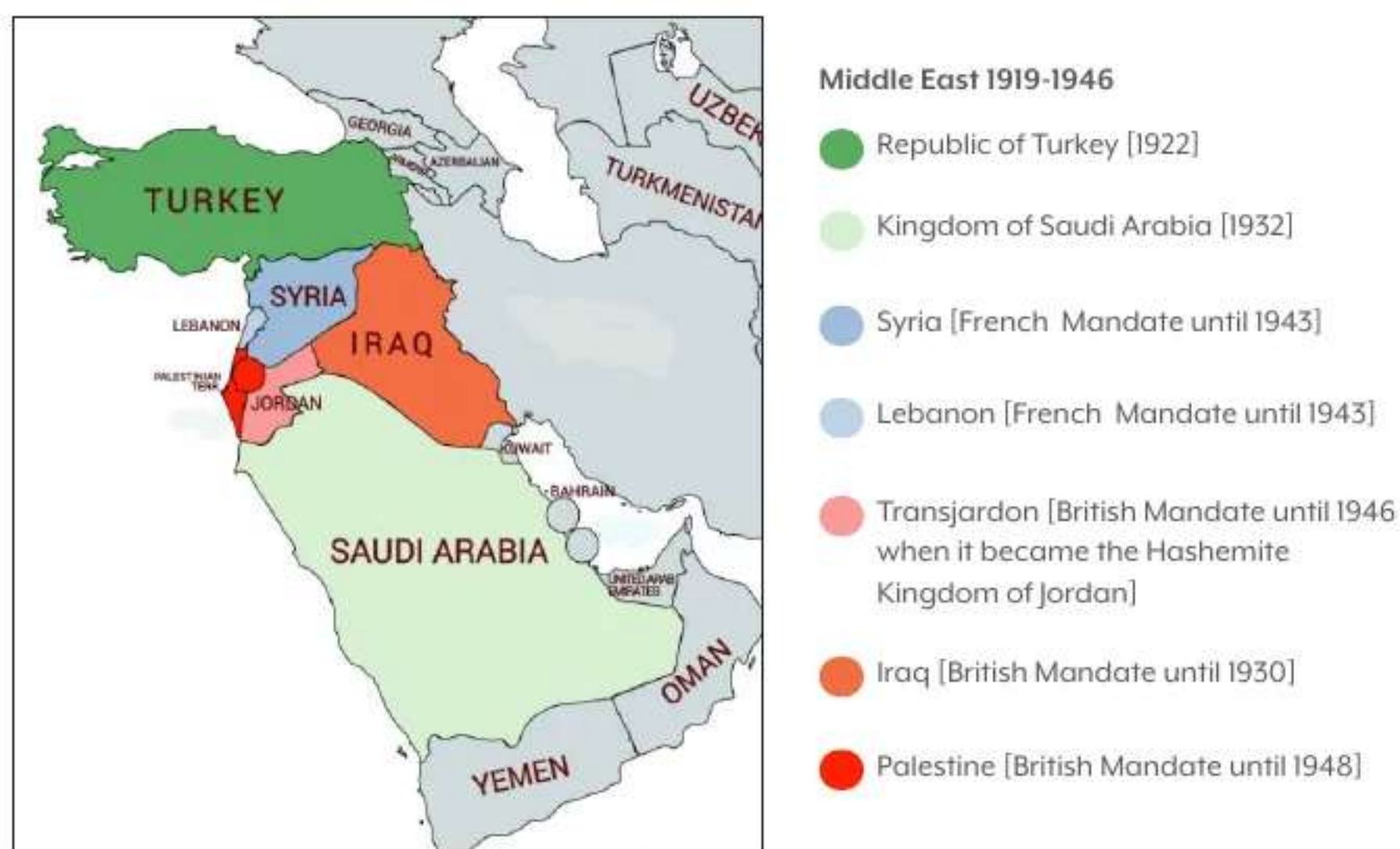
Activity 2

Look at the historical photographs taken during the First World War (1914-1918). Discuss them with your partner and describe what life was like, based on the photographs.

Photographic Evidence	Description
	
	

Activity 3

The map shows the division of the Ottoman-held territories of the Eastern Arab World after World War I. With the defeat of the Turkish forces at the end of the war, the Arab region was divided into new countries. Look at the map and answer the questions.



Choose the correct answer:

1. The French created a Mandate and took control of which two future Arab countries after 1919 and the conclusion of World War I?
 - a. Iraq and Transjordan
 - b. Syria and Lebanon
 - c. Iraq and Syria
2. The British created a Mandate and took control of which the following future Arab countries after 1919 and the conclusion of World War I?
 - a. Iraq and Transjordan
 - b. Syria and Lebanon
 - c. Iraq and Syria

Activity 4

Read the text about reforms and cultural renaissance in modern Turkey and the Arab world. Then answer the questions.

The Nahda or Renaissance of the 19th and early 20th Century

The 19th century was a period of literary and scholarly advancement in the Arab world. The rise of the publishing industry and press in Beirut, Lebanon and in Cairo, Egypt and in Tunis, Tunisia made these centres of print culture, as newspapers and literary journals arose. Among the more famous was the Lebanese dramatist and poet, Khalil Gibran (1883–1931), and Ya'qub Sannu' (1839–1912). In Egypt, 'Ali Mubarak (c. 1823–93) produced a 20-volume survey of the towns, villages and streets of its major cities, in which he wrote a cultural history of modern Egypt. There are examples of women writers, singers and actresses who rose to prominence and popularity in this period.

In Turkey, the movement toward reform was encouraged by the Constitutional Movement of 1886. And later by a rebellion of prominent Turkish military officers and other leaders, in what was called the Young Turks Rebellion that lasted from 1908 – 1913. This is known as the second constitutional movement and led to the abdication of the last Ottoman Sultan in 1913.

World War I broke out in Europe as a rivalry between the German and Austrian-Habsburg alliance known as the Central Powers, and the French, British and Russians, who formed an alliance against the Central Powers. The war lasted from 1914 to 1918 and caused millions of deaths and destruction of whole towns. However, the effect on the Middle East was immediate, as Germany, Britain and France had interests in obtaining access to oil discoveries in Iraq.

Because Ottoman Turkey decided to support Germany and the Central Powers, this made them the target of attacks on their territory by British and allied forces. These forces included troops from the British Empire, including India, Australia and New Zealand. The Ottomans lost their control of the Hejaz in Arabia and Palestine to British attacks. However, the Ottoman Turkish forces won a major victory on its shores at Gallipoli when it defeated a major invasion force of British and allied forces.

Another consequence of World War I was the cost of the war on the populations of the Arab regions of Syria, Lebanon and Iraq. Their men were forced into conscription to serve in the Ottoman Turkish forces to fight at Gallipoli and other places. The war also caused major food shortages and famine in Syria and Lebanon, where many civilians died. Similarly, in North Africa, the French conscripted Moroccan and other North African troops to fight on the front lines in Europe against the Germans.

During World War I, the Ottoman forces were reorganised as a Turkish army that controlled the territories of the Ottoman Empire. Its most prominent military figure was Ataturk, who led the defeat of the British at Gallipoli on the Turkish coast, and who created the new Republic of Turkey in 1922. Ataturk decided to move the capital away from Istanbul to the city of Ankara, where it is today. Ataturk made a controversial decision to replace Arabic script with Latin letters with letter markings to distinguish vowel sounds.

Choose the correct answer.

1. The term Nahda most nearly means which of the following?
 - a. revision
 - b. renaissance or rebirth
 - c. a name for something

2. What was the main cause of the abdication of the last Ottoman Sultan?
 - a. The popularity of prominent Turkish military leaders.
 - b. The second constitutional movement.
 - c. The Constitutional Movement of 1886.

3. World War I led to the end of which empire and the creation of which new country in its place?
 - a. The end of the Ottoman Empire and creation of the Turkish Republic
 - b. The end of the Ottoman Empire and the creation of Iraq.
 - c. The end of the British Empire and the creation of the Kingdom of Saudi Arabia

4. What was a consequence of World War I on some Arab countries?
 - a. Many people died from starvation.
 - b. Troops died from fighting in the front lines.
 - c. Famine in North Africa caused many to die.

Activity 5

Why is free public education important as a promise of good civil societies? What do you think would happen if public education was expanded? How many years of public education should be provided and why? Write 50 to 75 words.

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

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