

SOCIAL STUDIES

OUR UAE, OUR WORLD:
UNDERSTANDING OUR
PAST, PRESENT AND
FUTURE



Grade
06

Student Book

Social Studies

Our UAE, Our World:
Understanding our Past, Present and Future

Student Book

Grade 6

Term 3

(Pilot Version)

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من أقوال المغفور له
الشيخ زايد بن سلطان آل نهيان

“

”من لا يعرف ماضيه لا يستطيع
أن يعيش حاضره ومستقبله“

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

”

- Sheikh Zayed Bin Sultan Al Nahyan



H.H. Shaikh Khalifa Bin Zayed Al Nahyan
President of the United Arab Emirates

“

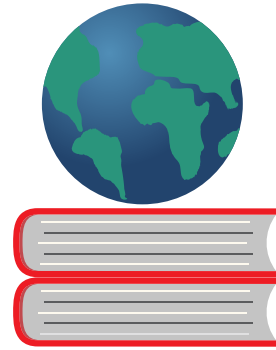
“Extensive knowledge and modern science must be acquired. The educational process we see today is an ongoing escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves.”

”

Quotes from H.H. Shaikh Khalifa Bin Zayed Al Nahyan



INTRODUCTION



In this term, you will learn about the purpose and functions of the government. One function of the government is to make and to enforce laws. You will learn how laws are created and enforced. Understanding these processes can prepare you to be a more informed and active citizen.



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A stylized illustration of a government building with a green map overlay. The building features a grey facade with a large circular window and a brown roof. A green map of the United States is superimposed over the building, with the text 'LESSON 1: HOW THE GOVERNMENT FUNCTIONS' written in white on it. The background is a light beige color with abstract geometric shapes.



LESSON 1: HOW THE GOVERNMENT FUNCTIONS





Lesson Objective:

By the end of the lesson, students will:

-  understand the roles of political leaders and public servants in government.
-  explain the functions and responsibilities of government leaders and public servants

DICT

Key Vocabulary:

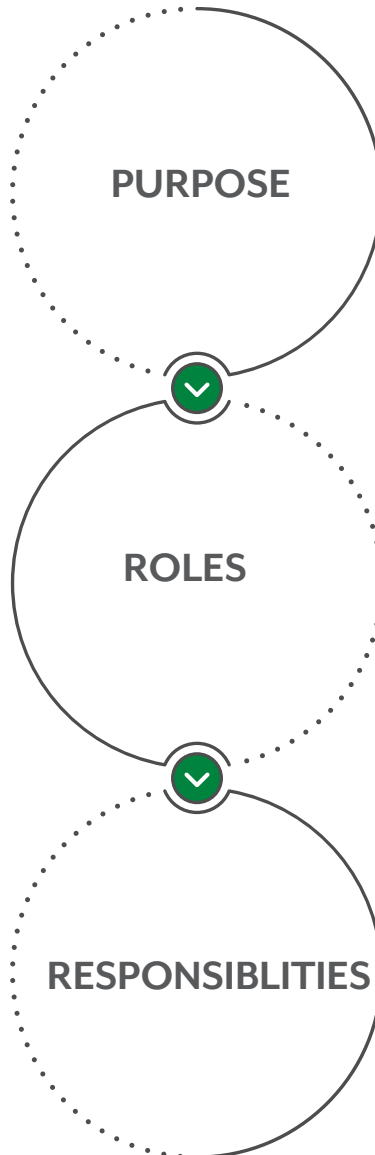
- | | |
|--|---|
|  policy |  to enforce |
|  to carry out |  to regulate |
|  role |  to grant |
|  responsibility |  citizen |
|  welfare |  unbiased |



WARM UP: BRAINSTORM

Instructions: Discuss and write your responses to the questions:

What is the purpose of government? What are its roles and responsibilities?



THE ROLES AND RESPONSIBILITIES OF GOVERNMENT

Governments and political systems organize and manage countries. Political systems that work well create an organized and safe living environment for people who live in the countries. Each system is based on the cooperation of political leaders, who discuss, debate, and decide policies, and officials who put policies into action.



It can be an exciting event to see political leaders argue and debate the advantages and disadvantages of policy ideas. However, when a decision has been made, the government depends on the skills and abilities of officials to carry out the policies.

Most governments have a constitution. A constitution is a document that explains the roles and responsibilities of all the governmental departments and positions. The constitution explains the processes of government—how laws and policies are developed and carried out. It is the responsibility of political leaders to make sure that they follow these processes to ensure the welfare of their citizens.

The responsibilities of government officials are to carry out and enforce the laws and policies made by the political leaders. Some of these responsibilities include managing social programs, regulating the economy, granting licenses, and giving information to citizens.

Officials may give advice on policymaking to political leaders, which means that officials need to be politically neutral. In other words, their responsibility is to give unbiased advice on policies to keep the government running smoothly and effectively.



Activity 1:



Concept Check

Instructions: Choose the correct answer.

1. What is true about political leaders?

- a. They advise officials on policies.
- b. They debate and decide policies.
- c. They stay in their positions for their whole careers.
- d. They are appointed by officials.

2. What is true about officials?

- a. They are elected.
- b. They decide on policies.
- c. They implement policies.
- d. They are only in their positions for a few years.

3. A constitution is a _____.

- a. type of government policy
- b. document statement rules and responsibilities
- c. political leader
- d. social program

4. One responsibility of an official is to _____.

- a. protect the interests of the citizens
- b. define the processes of government
- c. make government policies
- d. give unbiased advice to political leaders

Activity 2:



Categorizing

Instructions: Label the people in the pictures as political leaders (people who make laws and policies) or officials (people who enforce laws and policies). Find information about each type of government job from the text and it under the correct picture.









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Activity 3:



Writing a Constitution

Instructions: You are going to write a constitution for your classroom. Work with a group of 3 or 4 other students. List six roles and responsibilities for your classroom, three for the teacher and three for the students.



Roles and Responsibilities of the Teacher:



Roles and Responsibilities of the Students:



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Activity 4:  **What Do You Think?**

Instructions: Government officials are sometimes called “civil servants” because they work for the government or public institutions. Complete the table.

1. What is one way that people become civil servants?

--

2. Why are government officials sometimes called “civil servants?”

--

3. What are some examples of civil servant jobs?

--

Lesson 1 | How the Government Functions

Activity 5:




Reflection

Instructions: What would it be like to be a civil servant? What are some the challenges? How would you overcome the challenges? Write your ideas in the space provided.



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LESSON 2: ARISTOTLE AND POLITICAL SYSTEMS





Lesson Objective:

By the end of the lesson, students will:

- 👁️ list different political systems as described by Aristotle
- 👁️ describe the features of political systems as described by Aristotle



Key Vocabulary:

- | | |
|---------------|--------------|
| ✎ tyranny | ✎ polity |
| ✎ oligarchy | ✎ ideal |
| ✎ democracy | ✎ benefit |
| ✎ monarchy | ✎ to reflect |
| ✎ aristocracy | |



WARM UP: BRAINSTORM

Instructions: In groups of three or four, brainstorm some of the issues that the leader of a country might face. How might that leader solve these issues?

ISSUES

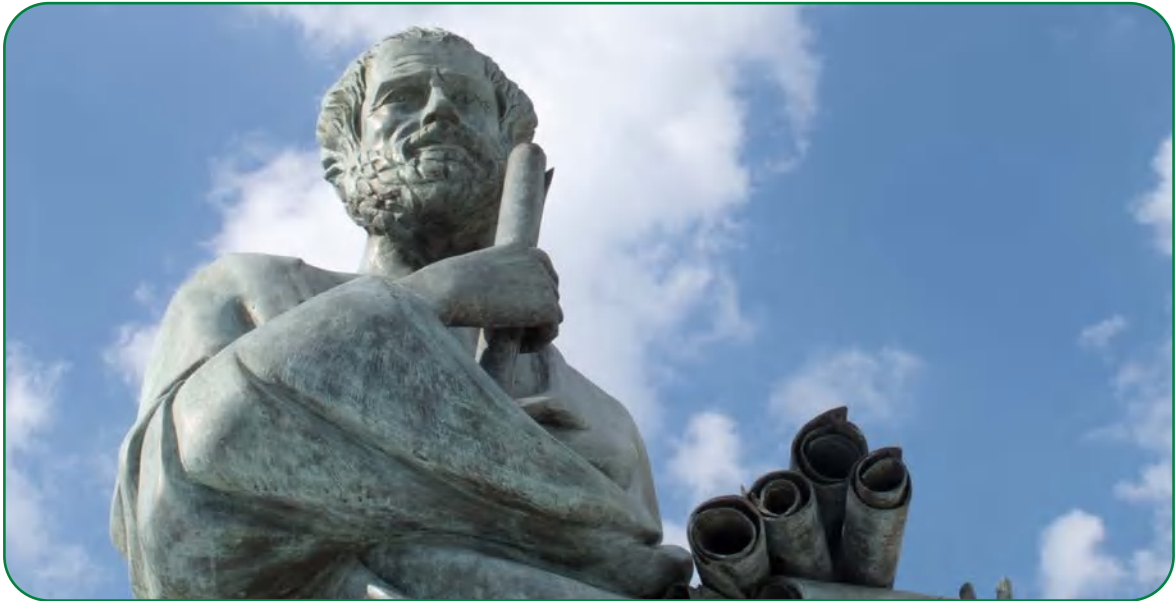
SOLUTIONS



ARISTOTLE AND POLITICAL SYSTEMS

In the 4th century BCE, the Greek philosopher Aristotle wrote a book called *Politics*. In this book, he explained early political systems. He wrote about six different categories of political systems:

tyranny (rule by a single person); oligarchy (rule by a small group of people), democracy (rule by the citizens), monarchy (rule by a king or queen), aristocracy (rule by a small group of nobles), and polity (rule by the citizenry for the benefit of everyone).



Aristotle believed that the first three—tyranny, oligarchy and democracy—were not ideal.

He wrote that the leaders in the first three systems governed for their own benefit, not for the benefit of the society. He stated that the other three systems—monarchy, aristocracy, and polity—were better because the leaders governed for the benefit of all the citizens.

Over time, other ways of governing have emerged. No form of government is perfect for all countries. Each country has its own history, social structure, customs, and culture reflected in the type of government that it has developed.

Activity 1:



Concept Check

Instructions: In this lesson, you learned about Aristotle's six different political systems. Describe each one by filling in the blanks. Circle the three systems that Aristotle believed to be (good).

Tyranny is



Monarchy is



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Lesson 2 | Aristotle and Political Systems

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Oligarchy is



Polity is

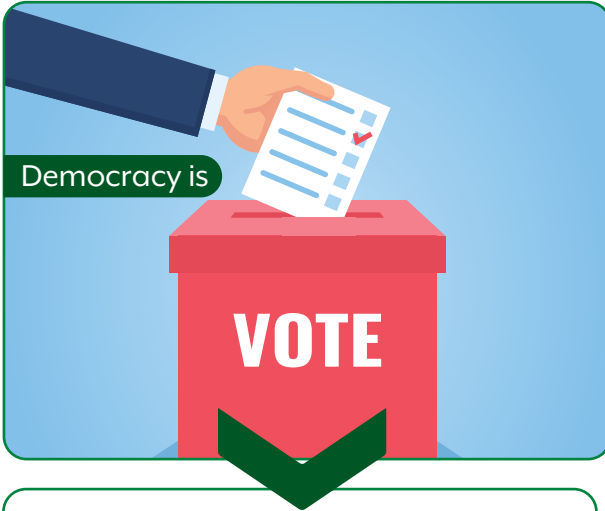


Activity 1:



Concept Check

Democracy is



A hand in a dark blue suit sleeve is shown dropping a white ballot paper with a red checkmark into a red ballot box. The box has the word "VOTE" written on it in white capital letters. A green arrow points downwards from the bottom of the box.

Blank writing area for notes on Democracy.

Aristocracy is



A black and white coat of arms featuring a shield with a rampant lion, a crown on top, and two crossed spears behind it. A banner at the bottom contains the word "NOBILITY". A green arrow points downwards from the bottom of the coat of arms.

Blank writing area for notes on Aristocracy.

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Lesson 2 | Aristotle and Political Systems

Activity 2:



Search for Information

Instructions: Aristotle's classification framework is not the only one. Search for information about other types of government. Describe and compare with the types in Aristotle's framework.

Word	Describe	Compare with Aristotle's Framework
dictatorship		
constitutional monarchy		
tribal leader		
republic		

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Activity 3:



Analyse

Instructions: Discuss four types of government in activity 2 with a partner. Choose one type of government and list advantages and disadvantages.

<p>Type of Government: _____</p>	
Advantages	Disadvantages

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Lesson 2 | Aristotle and Political Systems

Activity 4:



Critical Thinking

Instructions: Think of a country that has one of the types of governments described in the lesson. List 3 three reasons that you think the country is using that form of government.

Country: _____

Reason 1:

Reason 2:

Reason 3:

Activity 5:



Try it Yourself

Instructions: Imagine that your class is forming a class government. The class government will help the school make new rules for the class. The class government will decide on punishments for violating rules and rewards for good behaviour.

Which type of government do you think is best for a class government? How would the leader or leaders be chosen? Explain your answers.



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Lesson 2 | Aristotle and Political Systems



Notes



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LESSON 3: THE CITY-STATES OF ANCIENT GREECE





Lesson Objective:

By the end of the lesson, students will:

- 👁️ learn about the ancient Greek city-states
- 👁️ understand the decline of the ancient Greek city-states



Key Vocabulary:

- ✎ to define
- ✎ border
- ✎ dynastic
- ✎ oasis
- ✎ coastline
- ✎ federation



WARM UP: BRAINSTORM

Instructions: Countries are too big to be governed as a single unit. There are often regional areas which have a regional government structure. In the UAE, the regional areas are called emirates. What are regional areas called in other countries? Some information has been provided.

Country: **Canada**
Regional Areas:

Country: **United Arab Emirates**
Regional Areas:
emirates

Country: **India**
Regional Areas:

Country:

Regional Areas:

Country:

Regional Areas:

THE CITY-STATES OF ANCIENT GREECE

Around 3000 BCE civilizations with clearly defined borders and a central government emerged. One civilization, Ancient Egypt, ran along the Nile River and included important oases around the kingdom. The borders of another civilization, Sumer, extended from the Arabian Gulf to the area between the Tigris and Euphrates Rivers. As borders of early civilizations became clearer, an important concept emerged: the concept of the state as a political structure.



The ruins of early Greek city-states dating from around 850 BCE were discovered by archeologists on the Mediterranean island of Cyprus. By the 6th century BCE, there were hundreds of city-states along the ancient Greek coastlines.

A city-state in ancient Greece consisted of a densely populated area or city surrounded by a territory belonging to it. Each city with its territory was an independent state.

Greek city-states could be as small as 10 square kilometres with a population of about 1,000, or quite large. The largest city-state, Athens, was 2,500 square kilometres with a population of over 200,000 people. An ancient Greek city-state was called a polis. This is where the modern word 'politics' comes from. The polis was self-governing and able to defend itself from attack.

From 450 BCE to 350 BCE, city-states gradually joined together forming larger federations, such as the Thessalian League, the Arcadian League, Peloponnesian league, and others. By joining together, the city-states could combine their resources to protect themselves.



Activity 1:



Concept Check

Instructions: Choose the correct answer.

1. Which ancient state was bordered by the Tigris River?

- a. Egypt
- b. Sumer
- c. Greece
- d. Rome

2. When did civilizations with borders emerge?

- a. 3000 BCE
- b. 850 BCE
- c. 6th century BCE
- d. 450 BCE

3. What was an ancient Greek city-state called?

- a. federation
- b. territory
- c. state
- d. polis

Activity 2:  **Labelling a Map**

Instructions: Areas where Ancient Greeks lived are shown in red on the map. Label areas in the box on the map. Use the text to help you. Discuss with your class.

Modern-day Greece	Cyprus	Crete	Asia Minor
Mediterranean Sea	Modern-day Italy	North Africa	Spain



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Lesson 3 | The City-States of Ancient Greece

Activity 3:



Analyse a Map

Instructions: What does the map in Activity 2 tell you about Ancient Greek society? How do you think people made a living? Discuss your ideas with a partner and take notes.

Notes:

Your Ideas	Your Partner's Ideas

Activity 4:



Critical Thinking

Instructions: Discuss the questions with a partner. Take notes.

Question	You	Partner
<p>Why is it difficult to know when Ancient Greek city-states emerged?</p>		
<p>How might historians learn about the ancient Greek city-states?</p>		
<p>Why do you think the word 'politics' came from the Greek word 'polis'? How are the two words connected?</p>		

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Lesson 3 | The City-States of Ancient Greece



Activity 5:




Reflection

The reading mentions that independent Greek city-states started to disappear around 450 BCE due to forming larger federations and being conquered for foreign powers.

**What do you think are some other reasons for the decline of independent city-states?
Write your ideas in the space below.**



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**LESSON 4:
MODERN POLITICAL
SYSTEMS**



Lesson Objective:

By the end of the lesson, students will:

- 👁️ learn about the revolutions of Europe in the 18th-20th centuries
- 👁️ describe different political systems from that time period
- 👁️ analyse some of the important aspects that contribute to the development of a political system









Key Vocabulary:

- ✎ revolution
- ✎ industrial
- ✎ mass production
- ✎ social classes



WARM UP: BRAINSTORM

Instructions: Discuss and write three things that governments should do for people. Write three things that people should do for the government.

 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____

FORMING POLITICAL SYSTEMS

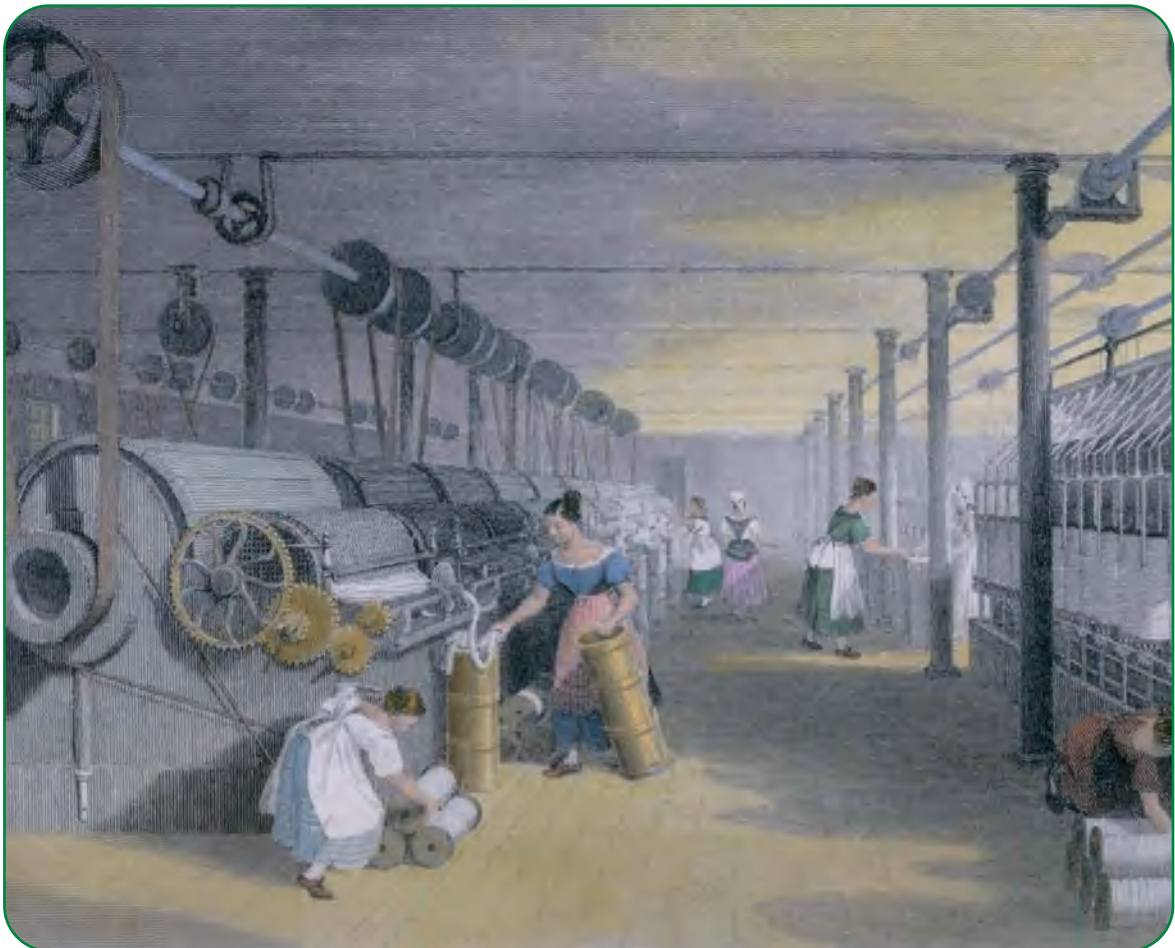
New countries can be formed when groups of people decide they no longer want to be part of their country. Sometimes they want to change the government of the entire country. A revolution occurs when people fight to change their government.



During the 18th and 19th centuries, Europe was involved in major revolutions: the American Revolution of 1775 CE, the French Revolution of 1789 CE, the German Revolutions of 1848 CE, and the Russian Revolutions of 1905 and 1917 CE. In the American Revolution, British colonists wanted to separate from Britain to form their own government and to manage their economy in America. In the others,

people wanted to change the government for the whole country. They felt that the powerful landowners were not sharing the wealth of their countries and not giving them a voice in governing their countries. The new governments formed in Europe replaced monarchies and feudalism with governments that gave people more individual rights and more control over their own lives.

The political revolutions were taking place at the same time as another revolution: the Industrial Revolution. During the Industrial Revolution, starting about 1760 CE, the way of producing goods changed. Up to this time, most goods were made individually by a skilled craftsman in a workshop. During the Industrial Revolution, a



Lesson 4 | Modern Political Systems

large number of goods were mass produced in factories at one time.

In factories, the process of making a product was broken down into a series of tasks. Where possible, machines did the tasks with one person supporting many machines. Using new machines and technology made goods easier and cheaper to produce. This created higher profits for factory owners. People who worked in the factories were paid for their work.

Many people preferred working in factories over working on farms. Cities grew as people moved from farms to work in factories and other businesses. The changes in peoples' lives from rural farming societies to urban societies is called the Social Revolution.

As the economies changed from farming to producing goods and the societies changed from rural to urban, political systems changed. Wealth was no longer connected to owning land. Owning factories and business became more important than owning land.

During the 20th century, some political systems in Europe and elsewhere began to change to allow people more participation in government. One way people participate in government is by choosing their leaders and lawmakers. Other countries in Eastern Europe and Asia chose a different systems such as socialism or communism. In these two systems, the important idea is to eliminate social classes and to treat everyone the same. No one should be very rich and no one should be very poor. Over time, political systems changed to meet the needs of the people governed by the political systems.

Developing a political system is a complicated process. Some questions that framers of a government need to ask are: How should citizens be able to participate in the political process? How should laws be created? How should political power be transferred to the next leaders? How should the economy be managed? Different countries answer these questions in different ways, which leads to the establishment of different political systems.

Activity 1:



Concept Check

Instructions: Match the European revolutions with the year and add to the timeline.



- Russian Revolution
- German Revolution
- American Revolution
- French Revolution
- Industrial Revolution

- 1760 CE
- 1789 CE
- 1775 CE
- 1905 and 1917 CE
- 1848 CE

Activity 2:



Categorize

Instructions: Match the description to the type of revolution.

- A. Industrial Revolution
- B. Social Revolution
- C. Political Revolution

_____ the lives of people change as they move from rural areas to cities
_____ goods are mass produced in factories using machines where possible
_____ people separate from their governments for form new ones
_____ people work in factories for money rather than on farms
_____ as new governments are formed important questions are asked
_____ tasks are

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Activity 3:



Draw Conclusions from a Map

Instructions: add the date of each revolution to the area on the map where it occurred.



Why do you think the revolutions took place in this order and in this region of the world?



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Activity 4: Critical Thinking

Instructions: The reading mentions several questions that need to be answered when developing a political process. Work with a partner to come up with at least three more questions.



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**LESSON 5:
MID-TERM
REVIEW**






Lesson Objective:

Lesson Objective: By the end of the lesson, students will:

-  check their understanding of lessons one through four.
-  reflect on areas for improvement.



Key Vocabulary:

-  Review keywords for lessons one through four.

Activity 1:



Matching

Instructions: Write the correct number of the term in the blank next to its description.

1. European revolutions	___ major advancements in factories and mass production technology
2. Ancient Greek city-states	___ a time when people changed their governments
3. Industrial Revolution	___ a new type of independent political structure
4. Aristotle's Politics	___ borders became more clearly defined
5. early periods of Sumer and Egypt	___ a description of political systems, their advantages and disadvantages

Activity 2:



Fill in the Blanks

Instructions: Write the correct vocabulary word in the blank.

revolution	federation	democracy	border	aristocracy
tyranny	oligarchy	polity	tyranny	monarchy

1.	In Aristotle's framework _____ means rule by a single person.
2.	After the _____, a new government was established in the country.



Activity 2:



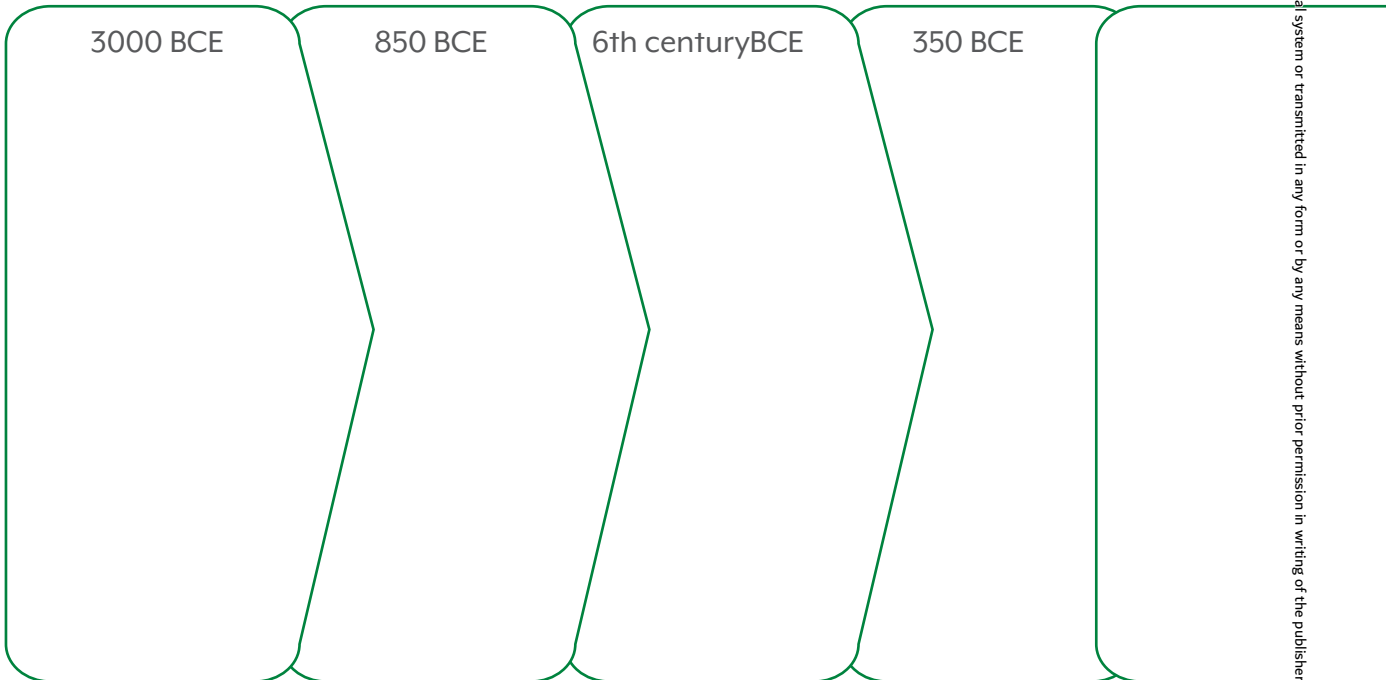
Fill in the Blanks

3. In Aristotle's framework _____ rule by a small group of nobles
4. In Aristotle's framework _____ means rule by a small group of people.
5. You need a visa to cross the _____ between most countries.
6. In Aristotle's framework _____ means rule by the citizens.
7. In Aristotle's framework _____ rule by a king or queen.
8. Many Greek city-states joined together to form a larger state, called a _____.
10. In Aristotle's framework _____ rule by the citizenry for the benefit of everyone.

Activity 3:  **Timeline**

Instructions: When did each of these events occur?
Write the number of each event in the correct place in the timeline.

1. The American Revolution	2. The second Russian Revolution
3. The German Revolutions	4. The Industrial Revolution
5. The end of the city-state period	



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Activity 4:  **Trivia Game**

Instructions: Choose a partner. Find information from the readings and have a trivia game with each other. Take turns asking each other questions. Keep score and see who can get the most questions correct.

6. hundreds of city-states along the coast of Greece

7. city-states existed in Cyprus

8. The first Russian Revolution

9. The French Revolution

10. borders became clearly defined

1760 CE

1775 CE

1789 CE

1848 CE

1905 CE

1917 CE

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LESSON 6: HOW LAWS ARE MADE





Lesson Objective:

By the end of the lesson, students will:

- 👁️ understand how laws are created and enforced
- 👁️ describe how laws are created
- 👁️ explain the differences between civil and criminal law
- 👁️ List examples of national and local laws









Key Vocabulary:

- | | |
|----------------|-------------|
| ✎ to interpret | ✎ to draft |
| ✎ execute | ✎ civil |
| ✎ to elect | ✎ innocence |
| ✎ party | ✎ guilt |
| ✎ to appoint | ✎ accused |



WARM UP: BRAINSTORM

Instructions: A law is a rule that everyone in the country must follow.
With a partner, brainstorm some laws you know.

 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____

CIVIL AND CRIMINAL LAW

Governments create, interpret, and execute laws. Laws are the rules that every member of society must obey. All countries have a legal system to protect people who live in their countries. However, not all political systems create, interpret, and execute laws in the same way. In this lesson, two different political systems are presented: parliamentary and presidential systems.

Most governments have three different branches—legislative (the branch that creates laws), executive (the branch that executes or carries out laws), and the judicial (the branch that interprets laws).



In a parliamentary system, the legislative and the executive branches of government are very closely connected. The leader comes from the legislative branch. This means that the people do not elect a single leader. They elect a party or group of political officials. The leader is elected by the party or appointed by other means.

In a presidential system, the legislative and executive branches are kept separate. This is called 'separation of powers,' where each branch of government is independent and balances the others. The idea is that by separating the branches, each branch will have limited power. All the branches must work together to draft, interpret, and execute laws.

Two types of laws are presented in this lesson: civil laws and criminal laws. Civil laws deal mainly with problems between individuals. Criminal laws focus on violations of state or national laws. In criminal law, disputes may be decided by a judge or a jury. A jury is a group of people who are called to listen to the evidence and decide on the innocence or guilt of the accused.

There are other differences in civil law and criminal laws such as levels of punishment and types of evidence that are acceptable. While these two types of laws may have some differences, the purpose is the same. Laws are created for the protection of people's interests and the general safety of society. The legal system of a country is one of the most important tools that a government uses to keep society functioning properly and effectively.





Activity 1:



Concept Check

Instructions: Write the number each of these legal concepts next to the correct fact.

Legal Concept	Fact
1. Legislative Branch	____ listens to evidence and makes decisions in a law court
2. Presidential System	____ focuses on crimes against the state
3. Civil Law	____ drafts and debates laws
4. Criminal Law	____ keeps the legislative and executive branches
5. Jury	____ focuses on issues between individuals.

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Activity 2:



Ordering

Instructions: In many countries, draft laws are called “bills.” Read the steps and try to put the steps of the legal process into the correct order. Write 1-6 next to each step in the series

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The judge or jury interprets the law and decides the case.

Step ____



The bill is approved and becomes a law.

Step ____



The bill is drafted.

Step ____



Lesson 6 | How Laws Are Made

pictures to show the order. Start from the time the bill is created and end when a decision is made about a person who is accused of violating the law.



The accused person goes to trial.

Step ____



The bill is debated.

Step ____



The law is executed or enforced by police.

Step ____

Activity 3:  **Matching**

Instructions: Which statements refer to civil law? Which statements refer to criminal law? And which refer to both? Put a checkmark in the correct column.

Civil Law	Statement	Criminal Law
___	A law that deals with people's rights.	___
___	A law that is designed to protect people from others.	___
___	With this law, disputes are settled by a jury.	___
___	A law that deals with people who break national laws.	___
___	A law that is designed to keep society safe.	___

Activity 4:  **Critical Thinking**

Instructions: Some bills for classroom rules are listed in the table. Debate the pros and cons of the 'bills' with 3 or 4 of your classmates. Decide as a group whether you will accept or reject it. You may decide to rewrite the bill or add more details. Choose one of your group members to take notes on the debate for each bill.

BILL	DEBATE NOTES
Students will be marked absent for being one minute late for class.	
Final Decision on Bill:	



Activity 4:  **Critical Thinking**

BILL	DEBATE NOTES
<p>Students will only receive one of 4 grades for any assessment: A, B, C or F (no percentages or + or – grades)</p>	
<p>Final Decision on Bill:</p>	

<p>All work will be done individually. There will be no group work in our class.</p>	
<p>Final Decision on Bill:</p>	

Activity 5:  **Reflection**

Instructions: Think about the bill debating activity you just did. How did it go? What went well? What didn't go well? How did you come to your final decision on the bills? Write your ideas in the space provided.





LESSON 7: HOW LAWS ARE INTERPRETED










Lesson Objective:

By the end of the lesson, students will:

-  understand about a country's judicial system works.
-  explain the role of the judicial system in local, national and international contexts



Key Vocabulary:

-  court
-  federal
-  local
-  to be concerned with
-  branch



WARM UP: BRAINSTORM

Instructions: A judge is a person who listens to evidence and decides on the guilt of a person accused of a crime. In jury cases, judges do not decide on guilt or innocence. They just make sure that the decision of the jury is fair and has been reached according to the legal procedures.

What do you think the most difficult part of being a judge would be?



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THE JUDICIAL SYSTEM

The judiciary is the branch of government that interprets laws or makes decisions on legal issues. For example, if a person is accused of a crime, the person must go to a law court, where a judge or jury will decide if the person is innocent or guilty of the crime. This process is part of a country's judicial system.

In many countries, the judicial branch is separate from the other branches of government to make it independent and non-political. The country's constitution provides a framework on how to understand and enforce laws.

The government of a country may have different judicial levels. There may be federal judiciaries or courts and local judiciaries or courts. Federal judiciaries are concerned with federal laws. Federal laws are laws that all people in the country must follow. Local judiciaries are concerned with laws that are not federal laws. Local laws could be laws of a city, state, province, or emirate.

The United Nations was formed as an international organization to help countries make agreements with each other and to help manage disputes between nations. The International Court of Justice is the judicial branch of the United Nations.



Activity 1:



Concept Check

Instructions: Write T or F next to each statement.

1.	There is no international judicial system.		
2.	The judiciary should be non-political.		
3.	'Local' refers to the whole country.		
4.	Federal judiciaries decide how to enforce local law.		

Activity 2:



Information Gap Activity

Get together with a partner. Change each sentence into a question and ask your partner. Your partner should answer with the correct information from the table.

Partner A

		legislature	
	United Nations	International Court of Justice	constitution

Lesson 7 | How Laws Are Interpreted

Activity 2:



Information Gap Activity

1. The _____ is the branch of government that decides legal issues.
2. Laws that pertain to towns, cities, and smaller political divisions are _____ laws.
3. The _____ is the branch of government that executes laws.
4. Laws that pertain to the whole country are _____ laws.

Partner B

judiciary	executive		federal
local			

1. The _____ manages disputes between nations.
2. The _____ is the judicial branch of the United Nations.
3. A _____ is a document that gives a framework for the judicial process.
4. The _____ is the branch of government that writes laws.

Activity 3:



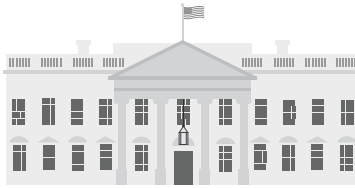
Organize Information

Instructions: These are the three branches of government you have learned about in Lessons 6, 7, and 8. What is the function of each? How do they operate? Write some facts that you know about each branch of government.



LEGISLATIVE





EXECUTIVE





JUDICAL



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Lesson 7 | How Laws Are Interpreted

Activity 4:



Try It Yourself

Instructions: With a partner, take turns reading the following situations to each other. Which branch of government deals with each one?

Situation	Branch of Government
A person or company violates the national constitution.	
The government must sign a diplomatic agreement with the leaders of a foreign country.	
The constitution of a country needs to be amended.	
A new law needs to be debated to deal with environmental damage caused by factories.	
The government decides to declare war on another country.	
A person has been arrested and must go on trial for the crime.	



LESSON 8: RIGHTS AND RESPONSIBILITIES





Lesson Objective:

By the end of the lesson, students will:

- 👁️ learn about the rights and responsibilities of citizens in different political systems.
- 👁️ compare and contrast the rights and responsibilities of individuals



Key Vocabulary:

- ✎ right
- ✎ according to
- ✎ to categorize
- ✎ to hold office
- ✎ to extend to
- ✎ to be reserved for



WARM UP: BRAINSTORM

Instructions: What are your responsibilities at home?
What are your responsibilities at school?

RESPONSIBILITIES

AT HOME



AT SCHOOL



RIGHTS AND RESPONSIBILITIES

One main focus of government is protecting the welfare of the people who live in the country. The people who live in a country could be citizens or residents. Citizens are people who have the nationality of the country. Residents are people who are not citizens but live in the country. The rights of citizens and residents may differ according to the law.

Rights given to people who live in the country can be categorized as ‘civil rights’ and ‘political rights.’ Examples of civil rights are the right to own property, the right to move around inside the country, and equality for people of any race, gender, or religion. Political rights are the rights that citizens have to participate in government by election or by holding office.

Civil rights typically extend to citizens and residents, while political rights are normally reserved for citizens. For example, in the UAE citizens and residents enjoy safety and security. However, only citizens may vote in the FNC elections or be appointed to FNC seats.

Rights come with responsibilities. It is the responsibility of everyone who lives in a country to understand and obey the laws of the country they live in. The rights and responsibilities balance.



Activity 1:



Concept Check

Instructions: Circle the best answer.

1. What is the difference between a right and a responsibility?

- a. a right is for individuals, but a responsibility is for everyone.
- b. a right is something people can have but a responsibility is something people must do.
- c. a right is something that exists in a democracy, but a responsibility is not.
- d. there is no difference between a right and a responsibility.

2. What is an example of a civil right?

- a. going to college
- b. participating in national service
- c. moving freely in the country
- d. running for office

3. What is a responsibility for all people who live in a country?

- a. hold political office
- b. speak freely
- c. understand and obey the country's laws
- d. become wealthy

4. What is an example of a political right?

- a. voting in an election
- b. owning a mobile phone
- c. driving a car
- d. opening a business



Activity 2:



Compare Rights

Instructions: The text mentions two types of rights: civil rights and political rights. Write which kind of right is shown in the each picture.









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Activity 3:



Categorize

Instructions: Which of the actions in the table are rights and which are responsibilities? Work with a partner to decide and put a checkmark in the correct category.

Actions	Right	Responsibility
paying taxes		
voting in an election		
knowing and obeying all laws of the country		
behaving respectfully		
living safely and securely		

Activity 4:



Critical Thinking

Instructions: Discuss the questions with a partner and write your thoughts in the table.

QUESTION	YOU	PARTNER
How do people learn about rights and responsibilities?		
How are rights and responsibilities monitored and enforced?		



Lesson 8 | Rights and Responsibilities

Activity 5:



Reflection

Instructions: Why is it important for people who live in a country to obey the laws? What can happen if people ignore the laws? How do laws help people have a happy and successful life?





LESSON 9: TERM PROJECT



Lesson Objective:

By the end of the lesson, students will:

- 👁️ present one of the lessons from this term.



Key Vocabulary:

- ✎ All keywords from lessons one through eight.



Project Description:

Instructions: You will give a group presentation on one of the topics you have studied this term.



Project Steps:

Step 1:

In groups of 3 or 4, choose one of the topics from this term.

Step 2:

Divide the topic into different parts, one for each member of the group.

Step 3:

Make a PowerPoint presentation about your part of the topic, using images and text.

Step 4:

Present your topic to the class.



Lesson 9 | Term Project



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**LESSON 10:
FINAL REVIEW**





Lesson Objective:

By the end of the lesson, students will:

-  check their understanding of lessons one through four
-  reflect on areas for improvement



Key Vocabulary:

-  review keywords for lessons six through eight

Activity 1:



Sentence Completion

Instructions: Complete the sentence about each concept with a description or explanation of the concept.

1.

The function of the executive branch of a government is to

_____.

2.

A citizen of a country is a person who

_____.

3.

Civil law deals with

_____.

4.

The function of the United Nations is to

_____.





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5. A jury is a group of citizens who

_____.

6. The difference between a right and a responsibility is

_____.

7. Criminal law deals with

_____.

8. The function of the judiciary branch of a government is

_____.



Activity 2:



Complete the sentences.

Instructions: Answer the questions

1. What is the difference between a right and a responsibility?

2. What is an example of a civil right?

3. What is a responsibility for all people who live in a country?

4. What is an example of a political right?



Activity 3:



Trivia Game

Choose a partner. Find information from the readings and have a trivia game with each other. Take turns asking each other questions. Keep score and see who can get the most questions correct.



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GLOSSARY



KEYWORD

abolishment

according to

accused

appoint

aristocracy

benefit

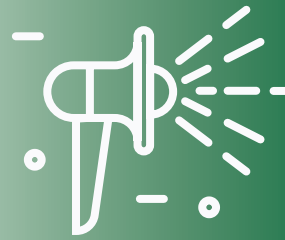
border

branch

carry out

categorize

citizen



MEANING

(n.) the official end of a system, practice, or law

(adv.) in the opinion of

(n.) a person who is on trial for a crime

(v.) to officially give someone a position or role

(n.) a form of government where a small group of people who are descended from royalty

(n.) an advantage gained from something

(n.) the edges of a country or state that are the limits of its power and control

(n.) a division of an organization

(v.) to put a plan or decision into effect

(v.) to arrange into a particular class or group

(n.) a person who lives in a country but has certain political recognition



KEYWORD

civil

coastline

concerned with

court

define

democracy

draft

dynastic



MEANING

(adj.) about the citizens of a country, as opposed to military or religious matters

(n.) the edge of an area of land where it touches the sea

(prep.) about, as in the topic or subject of something

(n.) the office where legal disputes are decided

(v.) to make something clear, or to draw a clear line around something

(n.) a system of government where citizens can choose their own leaders and participate in governmental decisions

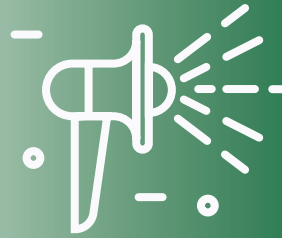
(v.) to write something, usually an official message or report

(adj.) relating to the passing of power from a parent to his or her children





KEYWORD



MEANING

elect

(v.) to officially choose a leader or representative

enforce

(v.) to make sure that a law is followed and to punish those who break a law

execute

(v.) to make happen

extend to

(v.) to include

federal

(adj.) related to the nation

federation

(n.) a group of states forming a larger state

grant

(v.) to officially give permission

polity

(n.) a political system where citizens form a government

reflect

(v.) to show or represent



KEYWORD

regulate

reserved for

responsibility

revolution

right

role

tyranny

unbiased

welfare



MEANING

(v.) to make rules or laws to control people and organizations

(adj.) used just for that specific purpose

(n.) a thing that a person is required to do as part of their job or duty

(n.) an organized attempt to remove a government and establish a new one

(n.) legal permission to have or get something

(n.) a duty or position

(n.) a political system where power is held by one person who is not controlled by the law

(adj.) without any preference for one thing or another; fair

(n.) the health, happiness, and well-being of a person or group





Notes



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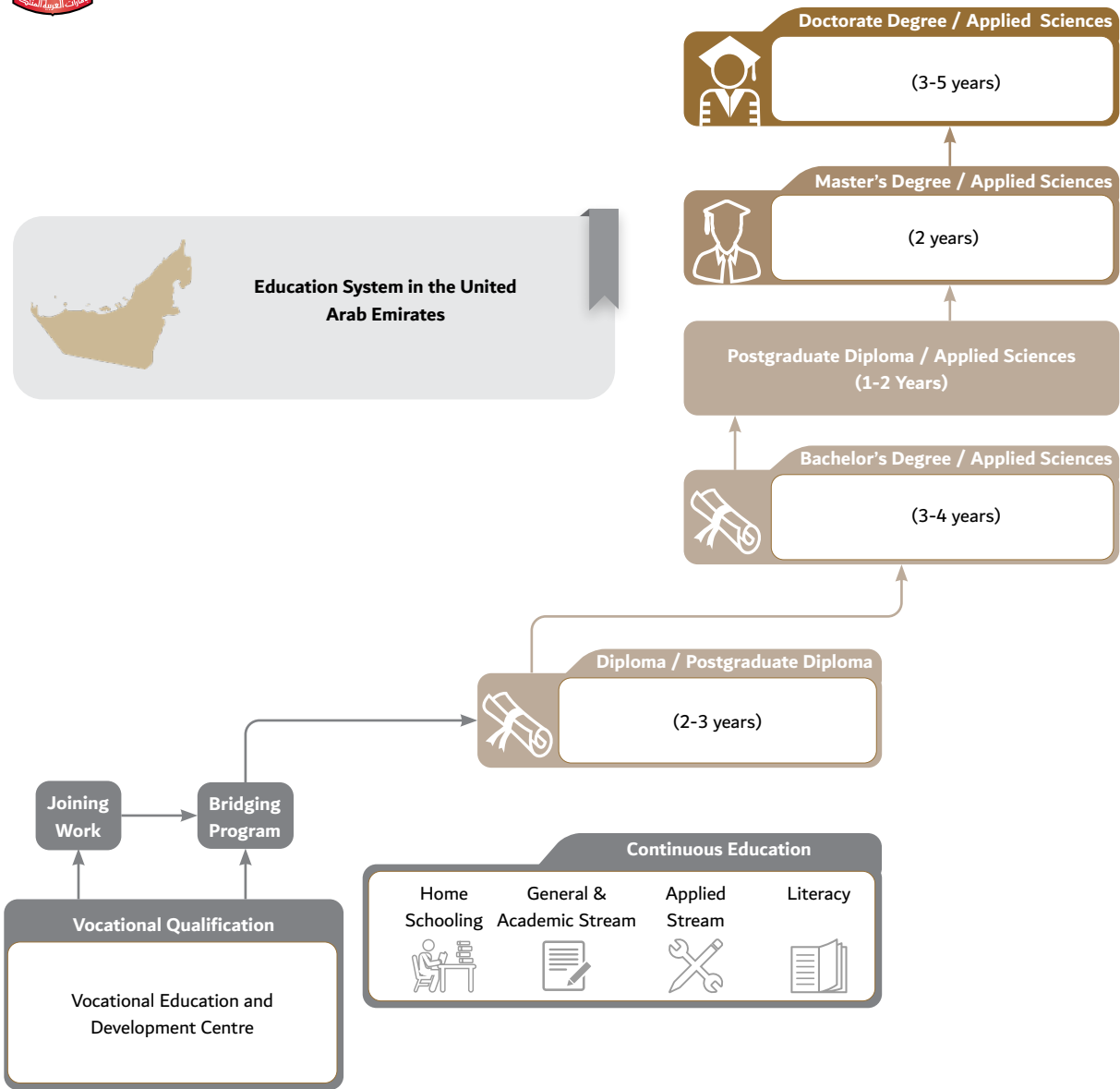
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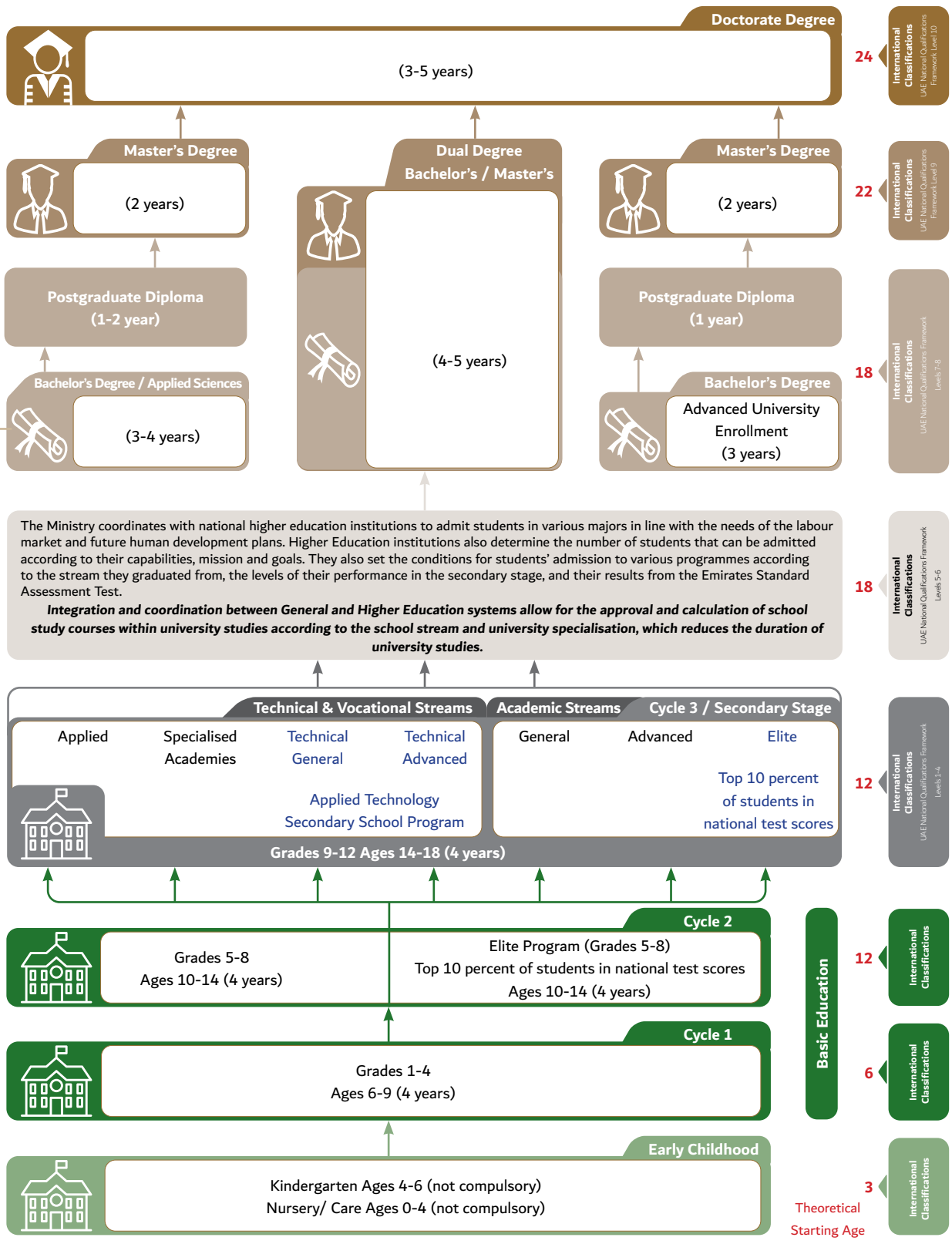


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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

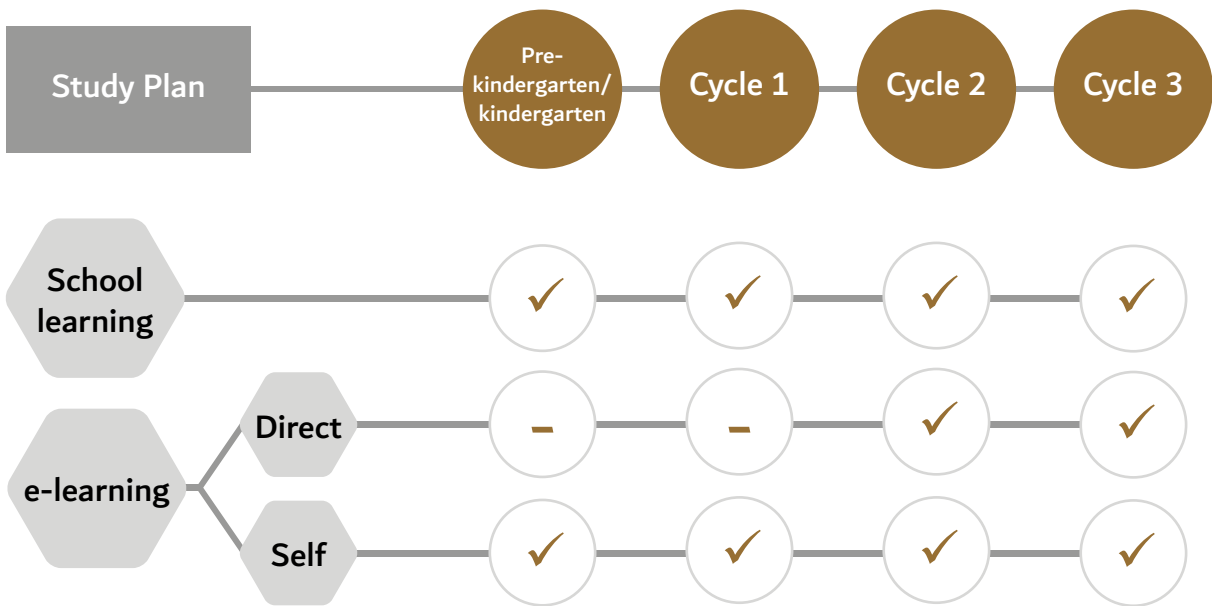






Hybrid education in the Emirati school

Within the strategic dimension of the Ministry of Education’s development plans and its endeavor to diversify education channels and overcome all the challenges that may prevent it, and to ensure continuity in all circumstances, the Ministry has implemented a hybrid education plan for all students at all levels of education.



Channels for obtaining a textbook:



برنامج محمد بن راشد
للتعلم الآمن
Mohammed Bin Rashid
Smart Learning Program

Electronic units

