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MINISTRY OF EDUCATION



2025-2026

MORAL, SOCIAL AND CULTURAL STUDIES



Grade
07

Moral, Social and Cultural Studies

Student Book
Grade 7

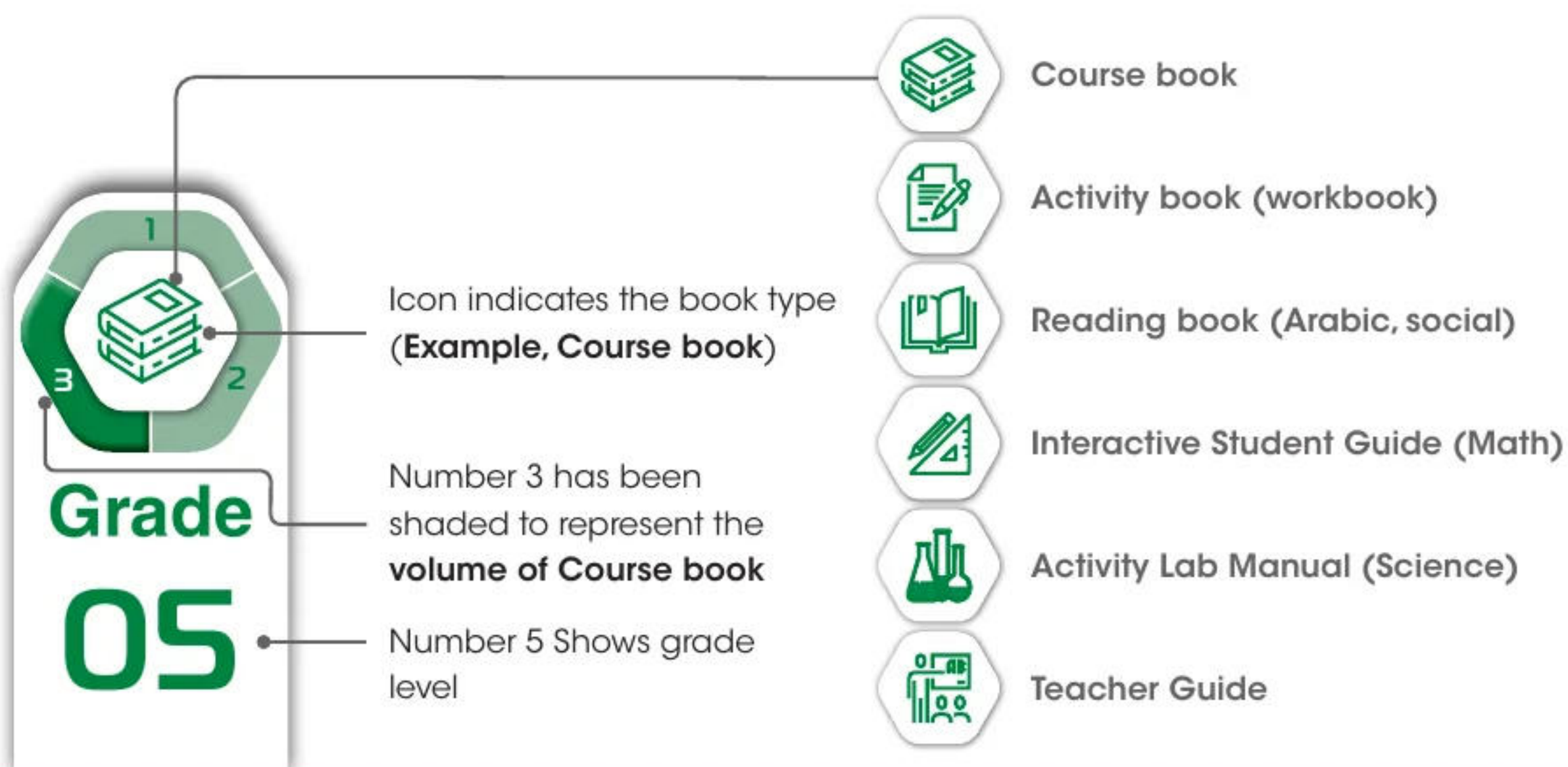
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Those who take the lead take it by doing three things. First, science to be able to manoeuvre; second, knowledge to be able to heavily invest in education; and third, a very wise leadership with a clear vision and a roadmap to the right direction.

His Highness Sheikh Mohammed bin Zayed Al Nahyan



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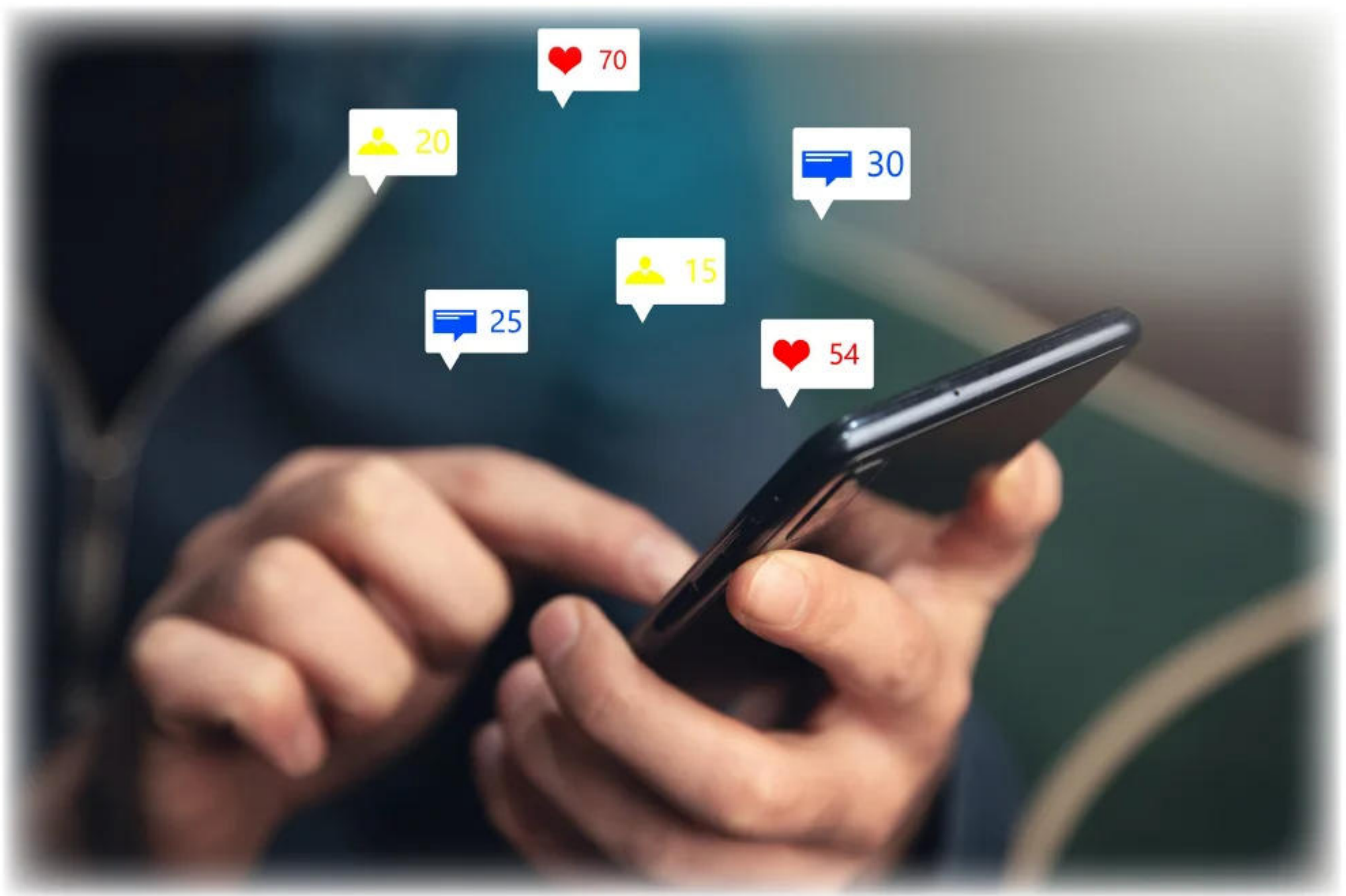


Unit 7

Digital Challenge

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How can social media expand and enhance our lives?

What are the negative aspects of social media that we need to be aware of?

How trustworthy is online information?

How can images and information be manipulated or altered to present different messages?

How and why do people react to information online?

Lesson 1

Digital Resources and Sites

What social media platforms can you name?

What is the purpose of social media?

Key Vocabulary

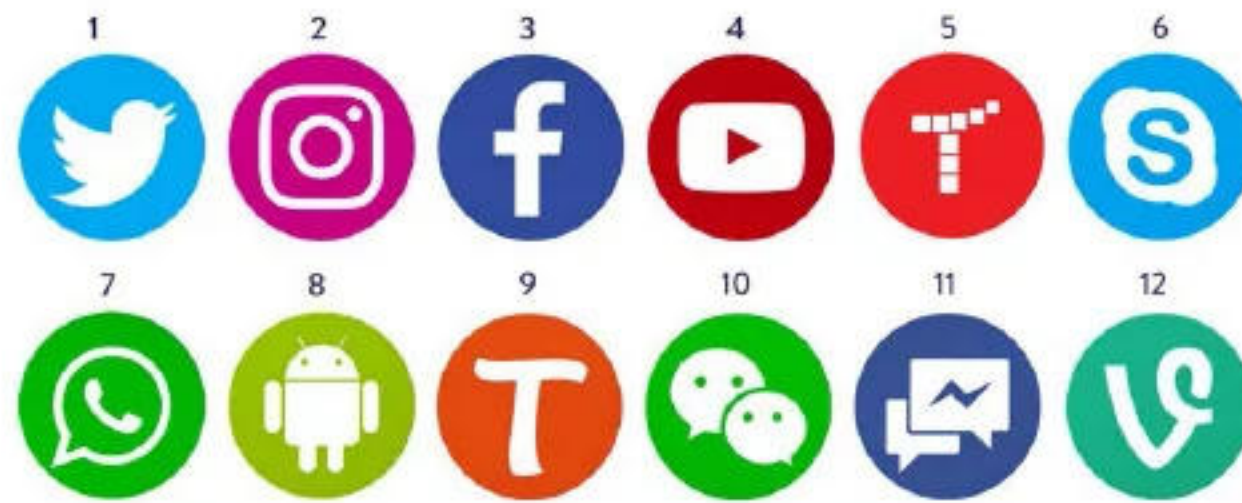
social media

global community

globalised

Activity 1

Look at the image. Try to name each social media platform and write its purpose in the table.



Platform	Purpose

Activity 2

Read the text about social media and complete the task in pairs.

Social Media Connects Us All

Social media allows you to communicate, exchange ideas, and share knowledge globally. There are many online resources available to you. In this lesson, you will think and talk about the background of social media and ask yourself what its purpose is. We will then look at how social media reflects or mirrors your culture, values, and views within the wider world.



Being part of social media makes you a member of a global community. Our world, which for most of its recorded history was thought to be so big, is now perceived as much smaller and accessible at the click of a button. The unfamiliar becomes familiar and reachable using social media and digital sources.

It is important to consider the authenticity of all social media sources and think about who the author is and what their agenda is. Cultures, values, and views across the world are individual and unique to certain areas and people. The world of social media has changed all of that as we have become intercultural and globalised.

Work in pairs and identify any words from the text that you think are important or that you do not understand. Discuss them with your partner.

Activity 3

Read the text about connecting using social media and discuss the questions in pairs.

Connecting Using Social Media

Social media is used to describe online communication channels dedicated to community-based input, interaction, content-sharing and collaboration. Nowadays, people are using many different types of social media to connect online for all kinds of reasons.

Social blogs give people tools to publish content online in formats that encourage discovery, sharing, and commenting. These networks range from more traditional blogging platforms like WordPress and Blogger to microblogging services like Tumblr. A weblog is a frequently updated online personal journal or diary. It is a place to share your thoughts and your passions.

A wiki is a website that anyone can edit online easily. Wikis are commonly used to share information about a given topic. The online encyclopedia Wikipedia is by far the most popular wiki-based website and is one of the most widely viewed sites of any kind in the world.

Podcasts are also becoming more and more popular. A podcast is an episodic series of digital audio or video files which a user can download and listen to or view. Episodes often focus on a theme or topic like cycling or starting up your own business.

Online forums (also known as message boards) are one of the oldest forms of social media. They are sites where you can leave messages and expect to see responses to the messages you have left. Or you can just read the board for information.

Pinterest and similar social bookmarking sites help people discover, save, and share visual content.

Discuss the questions below in pairs.

- Did you know that social media includes all the things mentioned in the text?
- Look at the mind map below. How do these social media platforms work together to help people communicate and learn?



Activity 4

Read the text about people and social media and answer the questions in pairs.

People and Social Media

There is a saying that goes as follows: "Tell me what book you are reading; I'll tell you who you are". Regarding social media, we could change this expression to "Tell me what you are writing, I'll tell you who you are". When you read a blog or any social media post, it is worth remembering that these writings reflect the character and views of the writer.

Social media is so popular that for many people it has become the main source of news, information, and knowledge. As you have learned, the range of digital sources and social media varies greatly. When you are reading information on social media, you need to remember a few things.

Everything that is shared on social media has been written by someone for a particular purpose or with a specific viewpoint. Some social media outlets use factual information, some use personal opinion, and others are driven by a campaign they feel passionate about.

Discuss the following questions and write notes in the table.

- a. What different types of people use social media?
- b. What is their purpose?

User	Purpose
Friends	To share activities, photos and communicate with their friends



Activity 5

Read the text about viewpoints on social media and read the examples. Answer the questions that follow.

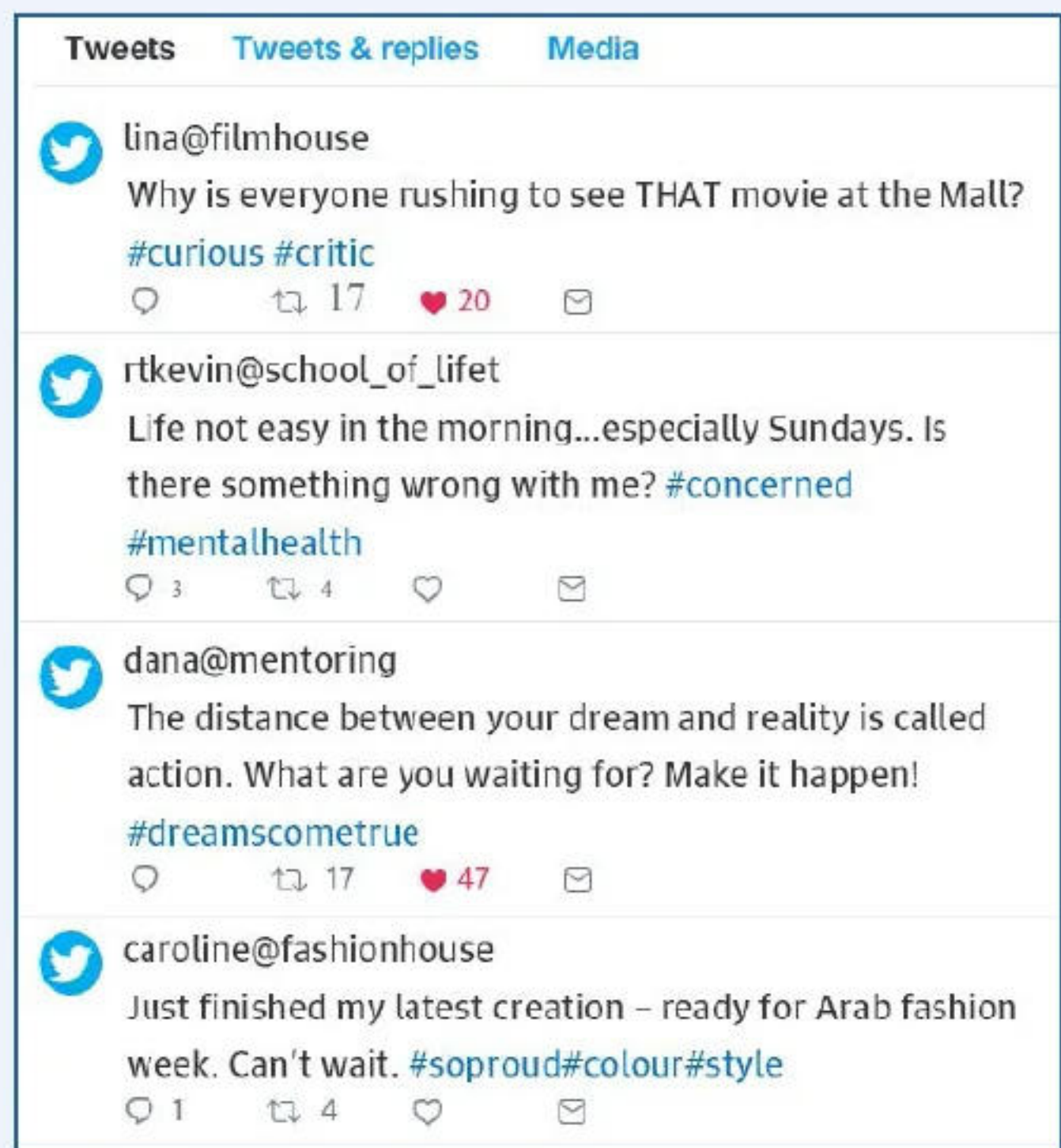
Viewpoints on Social Media

Social media is a wonderful way to gather information about a range of subjects. The more time we spend navigating our way around all the different social media platforms, the better we get at analysing and understanding the viewpoints of the writers.

Different users have different writing styles. The writing style of the user can give you an insight into their emotions and feelings and the kind of person they are. The language a writer uses, whether it is angry, sad, bitter, or happy, is another clue you can use to determine their viewpoint and character.

So, when you read content on social media, you need to see if you can answer the question:

What does this writing say about the writer's character?



The image shows a screenshot of a social media feed with four tweets. Each tweet includes the user's profile picture, username, text, and engagement icons (reply, retweet, like, and share).

- lina@filmhouse**: Why is everyone rushing to see THAT movie at the Mall? [#curious](#) [#critic](#) (17 replies, 20 likes)
- rtkevin@school_of_lifet**: Life not easy in the morning...especially Sundays. Is there something wrong with me? [#concerned](#) [#mentalhealth](#) (3 replies, 4 retweets)
- dana@mentoring**: The distance between your dream and reality is called action. What are you waiting for? Make it happen! [#dreamscometrue](#) (17 replies, 47 likes)
- caroline@fashionhouse**: Just finished my latest creation – ready for Arab fashion week. Can't wait. [#soproud](#) [#colour](#) [#style](#) (1 reply, 4 retweets)

Out and About

The Village Kitchen is the latest restaurant to open its doors in the city centre. As the name suggests, this is a place where you'll get food like your mother used to make.

Traditional dishes like harees, khabees, and machboos are among the favourite entrees and the green salad is one of the best I've ever eaten.

When you see the dessert menu, you'll be spoilt for choice. My own favourite is the luqaimat, but the others looked delicious too.

The restaurant has a cosy atmosphere, and the staff is super friendly. Best of all, the bill was very reasonable. Overall, highly recommended.

Read the examples of viewpoints and discuss the questions in pairs.

1. Do you agree with the viewpoints?
2. What is the tone of the writing?
3. Rewrite one of the examples to change the tone.

Lesson 2

Privacy and Electronic Safety

What is a computer virus?

How can you protect yourself from computer viruses?



Virus Detected

try again

[click here for more information](#)

Key Vocabulary

virus

protection

privacy policy

Activity 1

Discuss the questions below in pairs. Write notes.

- a. List three social media sites you use. Put them in order of preference.

- b. Write a simple definition of social media.



- c. Look at the image. List the different uses of social media.

Activity 2

Read the text below and answer the questions that follow.

Maha Loves Social Media!

Maha loves social media! She spends many hours each day online, chatting with friends and connecting to various parts of the world. She hasn't met most of the people in person, only on Facebook, but she still regards them as her friends.

However, she does sometimes get into conversations online with complete strangers. This is very risky! Strangers can be dangerous in many ways. They might send viruses, use bad language, spread wrong information, or have a negative influence on the user. They might also use your information in a negative way and hurt you.

Maha also uses social media for her schoolwork. There is just so much information available online! She was researching an essay about endangered species last week, and she ended up spending an hour looking at funny videos of animals.

Maha thinks that being able to collaborate with people is a huge benefit. When she's unsure of something, she posts a question online and waits for the answers to come in. It's so much easier than spending hours in the library! Of course, she doesn't always know which posted answer is correct.

a. What benefits does Maha get from social media?

b. What problems does Maha experience when online?

c. What do you use social media for?

d. What do you think are the main benefits of using social media?

e. What do you think are the risks?

Activity 3

Read the text about computer viruses. Answer the questions that follow.

What does a virus do to your computer?

Has someone with the flu ever visited your house? If so, did you get sick? The flu is a virus that spreads from person to person. In the same way that humans can get viruses, our computers can get viruses too.



Once a virus code gets into your computer, a lot of damage can be done. The virus starts to create more of itself repeatedly. Then it spreads throughout the computer and can erase important parts of the system, like files that have been saved, or it can damage the hard drive, where all kinds of information is stored. This is dangerous if people have sensitive information stored on their computers, like secret passwords for accounts.

The good news is that there are steps that you can take to protect your machine against these viruses.

TIPS

- Never open messages from someone you don't know.
- Avoid non-secure web pages. You can recognise secure pages as the address begins with 'https://' and they display a padlock icon.
- Use secure passwords. Use a mixture of letters and numbers in your password. Change it every 3-4 months.
- Never provide confidential information via email.
- Read the privacy policy of the platform before you join it.

- a. Create a password for your social media account that you think would be strong. Have your partner guess your password.
- b. Why is it important to read the privacy policy of websites?

Activity 4

Read the text about protecting yourself online. Answer the questions that follow.

Protect yourself!

We know that social media can be beneficial. Some social media sites are a great way of staying in touch with friends and family who may live far away. However, it is also important that you take steps to protect yourself online. Thankfully, the UAE government has made laws that protect the individual's privacy and ensure that those who do not adhere to these laws are brought to justice.

There may be times when you are on the internet that you are contacted by someone you don't know who makes you uncomfortable, or you may see things that are inappropriate. If this happens to you, it is important that you tell an adult you trust or your parents.



There is no need to be afraid to tell them. You have done nothing wrong.

Think of at least two ways you can protect yourself on social media. Write your ideas below.

Activity 5

Read the text about a safety checklist. Answer the questions that follow.

Safety Checklist

If you think that your peers are at risk, make sure to tell them some of the steps they can take to protect themselves against malicious attacks. Use the safety checklist to make sure that you are all doing everything you can to stay protected.



- What to do if you are being targeted on social media:
 - Tell your parents or a trusted adult.
 - Do not retaliate.
 - Try to ignore the person/comment/image/requests.
 - Block the person from your site.
 - Save the evidence. Keep a record of every message but do not reply.
 - Accept friends wisely.
 - Use privacy settings.
 - Don't give out personal information.
 - Use protection software.
 - Turn off your GPS.
 - Don't use auto log.
 - Use parental controls.
 - Understand that people can be misleading.
 - Don't do anything online that you wouldn't do in person.
- a. Do you have any questions about privacy and electronic safety? Ask your teacher.
- b. What did you learn in this lesson? Discuss in pairs.

Lesson 3

Online Abuse

What is cyberbullying?

Why is it important to be aware of potential online abuse?



Key Vocabulary

cyberbullying

stalking

grooming

Activity 1

Read the text about online abuse. Answer the questions that follow.

Online abuse

Bullies have been around forever. We are all familiar with stories about the schoolyard bully. Modern technology has given bullies a whole new platform for their actions. Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person.

Most of the time cyberbullying is easy to spot — for example, a response to a status update on Facebook that is mean, or cruel. Other times it can be less obvious, posting personal information designed to hurt or embarrass another person. Cyberbullying also can happen accidentally. It is very hard to detect the sender's tone in a short text message. What one person thinks is a joke could hurt someone else's feelings.

Stalking is defined as harassing or threatening behaviour that is engaged in repeatedly. Such harassment can be either physical or virtual. People who have been physically stalked complain about someone following them or appearing at their home, school, or place of business. Their stalker may make harassing phone calls, leave messages or objects, or sometimes even vandalize the person's property. Cyberstalking is similar to stalking, but instead the Internet or other electronic means are used to stalk or harass a person.

Another danger is online grooming. Online grooming happens when people form relationships with children online and pretend to be their friend. They do this by finding out information about their potential victim. They try to isolate the victim and may use flattery and promises of gifts or threats and intimidation in order to achieve some control over them.

Write an example of each type of online abuse in the table.

Cyberbullying	Stalking	Grooming



Activity 2

Read the text about Hessa. Discuss the questions in pairs. Write notes.

Cyberbullying: The Case of Hessa

When she was in the 7th grade, Hessa met someone in an online chat room. This person forced her to share some personal information and then released it online. Hessa's personal information was released and went viral. Other kids at her school saw it and started to bully and tease her. She became really upset.



A year later, after she changed school, she found a new group of friends. However, her online stalker used her information to create a fake Facebook page. Most of her new friends started ignoring her, talking about her, and bullying her. She revealed her feelings in her video on YouTube, describing how she cried every night and how she lost all but one friend.

That one friend, Reem, realised what was going on. She did her best to comfort Hessa. When Hessa started missing school, Reem decided to take action. She could not go on seeing her friend being so sad and lonely. Reem confided in her teacher. She told her what had happened to Hessa and how she was the victim of cyberbullying. The teacher spoke with Hessa's parents. Hessa's parents contacted the police.

Cyberbullying is a crime in the UAE. The police arrested the bully, and he is now awaiting sentencing. Hessa is slowly returning to the happy, carefree person she once was.

a. How was social media used maliciously in this case?

b. What was it that affected the individual in the story?

c. How do you think you would feel if the same thing happened to you?

Activity 3

Read the text about online grooming then complete the task with a partner.

Online Grooming

There are some people who use social media to harm others. We need to watch out for this and be mindful of where dangers may lie. These people are called 'groomers'. People who want to groom children will visit the sites and services that are popular with young people. They will join in online games or communities that they frequent.



On Facebook, they might send out 'friend requests' at random in the hope that young people will accept them. They also try to identify young people who might be particularly vulnerable by looking at the things they post. They will pay attention to likes and dislikes of a young person and may strike up a conversation about their favourite author or movie, pretending that the groomer has similar interests. Very often after a friendship has been established, they may ask the young person to chat privately, perhaps on social media or on a mobile chat app.

If you use online games, social media, or chatrooms, it's important to let a parent know if someone is making you feel uncomfortable. Most important of all, do not meet up with someone you have met online unless you discuss it with your parents first.

Activity 4

Read the text about online stalking then discuss the questions with a partner.

Online Stalking

You may have read in the newspapers about celebrities that have been stalked. Some of these stalkers have even broken into the celebrity's home. Many of the celebrities have had to get court orders to restrict their stalker from coming anywhere close to them. One stalker punched his victim in the face!



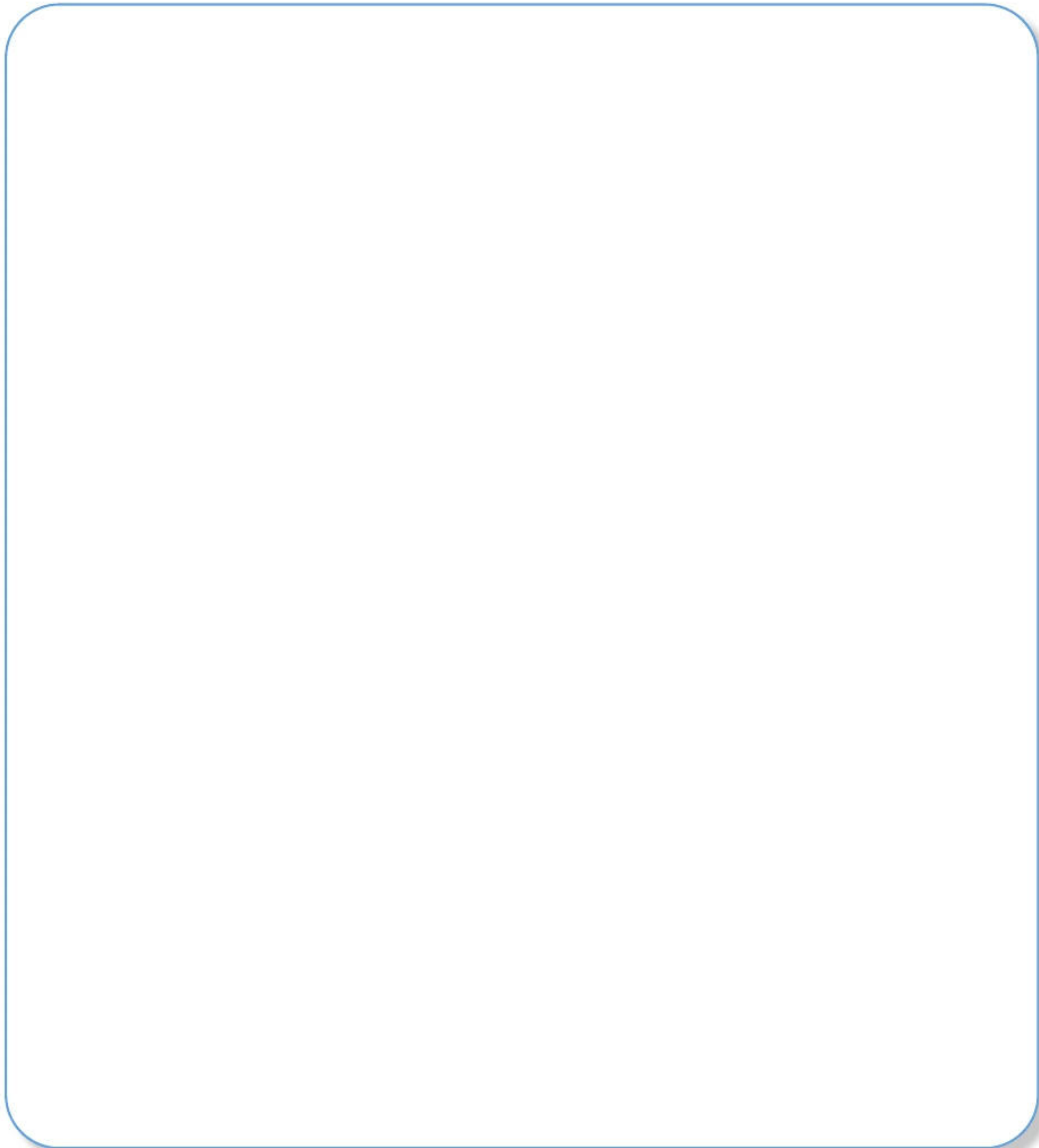
Nowadays, it is not just celebrities who are stalked. Cyberstalking has become more common recently. Cyberstalkers use email, instant messages, phone calls, and other communication devices to stalk. It can take the form of harassment, inappropriate contact, or just plain annoying attention to your life and your family's activities.

Cyberstalking can be terribly frightening. It can destroy friendships, self-image and confidence. Fortunately, the UAE has issued Federal Decree No 5 of 2012 [cybercrime law]. This law is aimed at discouraging the misuse of social media. The law states that anyone who uses a computer network and/or social media to invade the privacy of another person shall be punished by imprisonment or a fine. The prison sentence can run for a period of 6 months. The fine is between AED 150,000 and AED 500,000.

- a. How would you know if someone is stalking you?
- b. What actions should you take if this happens?

Activity 5

In groups, discuss how you can protect yourself from cyberbullying, cyberstalking, and grooming. Write your ideas in a mind map.



Lesson 4

Smart Selection of Information

What is the difference between a fact and an opinion?

How can things be modified and changed from the original copy?

Key Vocabulary

factual

opinion

modification



Activity 1

Read the text and complete the tasks.

A picture is worth a thousand words is a saying that means that it is sometimes easier to show something in a picture than to describe it with words. However, adding a piece of text or a caption can change the meaning of a picture significantly.

a. Look at the image. Write a caption to accompany the image.



b. Read the text and look at the image. Discuss the questions that follow in pairs.

Images and even photographs can be altered using image editing software. An image might be altered to portray or represent a particular message or opinion, sell a product, or even to be used illegally (as in the case of identity theft).

1. What message is the photo trying to say?
2. Is this fact or opinion?



c. Find an image and alter it or add text to change its meaning.

Activity 2

Read the text about optical illusions and complete the task in groups of four.

Optical Illusions

Optical illusions are images or pictures that we perceive differently than they really are. Another way of looking at it is that optical illusions occur when our eyes send information to our brains that tricks us into seeing something that does not match reality. Reformed images are those where people take photos from a certain angle to show something different. They might also add or remove things to the original image to create a new one.

With your group, see if you can identify the message portrayed in this selection of pictures. Remember, we all see things differently!







Activity 3

Read the text about false information and discuss the question in pairs.

False Information

Ahmed had over 1,000 followers on Twitter. He was sitting at home one afternoon and feeling a little bored. He posted the following message on Twitter: Stuck in an elevator in the Burj Khalifa for over 24 hours. On the 86th floor. #Pleasehelp.

Ahmed went into the kitchen and prepared some

food. When he went back into the living room, he noticed that he had received notifications that his post was being retweeted. Ten retweets. Forty retweets. The numbers kept going up. Ahmed was delighted. This will certainly make his afternoon a lot more.



Ahmed became absorbed playing a video game and soon forgot about his post. Suddenly, he noticed his message was trending #DubaiPolice and #HelpAhmed. Almost 700 of his followers had retweeted his post!

Ahmed grew extremely nervous. His intention was to have a little fun and to liven up what otherwise was a boring afternoon. He did not want to get into trouble with the police or cause them to be distracted from legitimate work. Ahmed realised he had to take action and posted the following tweet: I apologise to all my followers. The tweet about being stuck in the elevator was just a joke. #DubaiPolice #Notfunny #Sorry.

If you were a friend of Ahmed, how would you have stopped this?

Activity 4

Read the text and use the statement to prepare for a debate on the topic.

Advertising on Social Media

Social media has changed the world of advertising and how businesses engage with their consumers. Traditional methods of advertising (print, TV, radio, etc.) are no longer enough.



Some people, on social media sites such as Facebook and Instagram, have a huge number of followers. These people are known as social media influencers. They have the power to affect the purchase decisions of their followers. One UAE social media influencer has over 5.4 million followers on Instagram and has become one of the most influential social media personalities in the Middle East.

Blogging has been connected to influencer marketing for some time now. There are many highly influential blogs on the internet. If a popular blogger positively mentions a product in a post, it can lead to their supporters wanting to try out and buy the product.

The downside of this is that many of the social media influencers and bloggers are now being paid to promote products. It is becoming more difficult to know if a positive review is genuine or if it is simply because the influencer was paid to give the product a positive review.

Activity 5

Read the text about information on the internet and answer the questions.

Is all what we receive true?

There is a reference and a source for everything. You should always verify what you read or what you hear. People send messages on phones and share posts on social media. They frequently ask you to share and broadcast them, but what if the information is not correct? What if they send you wishes for a happy sisters' week, and they ask you to send it to all those you consider as a sister. Out of goodwill, you may do so immediately. What if it was not sisters' week?

So, when you receive a message, always go back to a proper source to verify the information you just received or read. Then, after checking, think about whether you would like to share it.

a. How can you spot fake news?

b. Why do you need to verify the accuracy of the information?

Activity 6

Read the text about altering images and complete the task.

Altering Images

Images and text on social media can be easily edited and altered. Many of us alter images online on Instagram or Snapchat, for example. We crop out what we don't like, add text, apply filters and insert emojis. These can all change the meaning of the image. When you look at an image on social media, ask yourself if it has been edited to convey a specific message.



Edit a selfie:

1. Take a selfie and save it.
2. Take another selfie and edit it to convey a positive or happy message.
3. Take a third selfie and edit it to convey a negative or sad message.
4. Show the three images to your partner and discuss them.

Lesson 5

Manipulation of Individuals and Behaviour

What responses can you give to posts on social media?

How can communicating on social media cause misunderstandings?

Key Vocabulary

manipulation

emotional response

rational response

unmonitored

Activity 1

Read the text about social media and discuss the questions with a partner.

Reactions on Social Media

When people post on social media, they are usually looking to cause some reaction, either emotional or logical. But these reactions can lead to serious online conflicts.



With a partner, think about a time that you reacted to something on social media.

- ✦ Why did you react? How did it make you feel?
- ✦ Was it a positive or negative reaction? Why?
- ✦ How did other people react?
- ✦ Did anyone write comments about the content? Were the comments reasonable or emotional, or both?

Activity 2

Complete the task with a partner.

Your teacher will assign you a sport. Your goal is to passionately promote the sport that you've been assigned. You have to argue the following points, giving logical reasons for each.

- ❖ Why your sport is the best sport?
- ❖ Why your sport is good for the local community?
- ❖ Why your sport is good for young people?
- ❖ Why your sport promotes healthy lifestyles?
- ❖ Why your sport is good for the local economy?

Remember, you must passionately argue and defend your points.



Activity 3

Read the text about reaching out to people on social media. Discuss the questions that follow in groups. Make notes.

Reaching out to People on Social Media

People use social media for many reasons. Some of those reasons are to socialize, work, study, or do research.

Depending on the social media platform, the users could differ in gender and age group. Different platforms expose different interests that target different people. Some are merely for business, others are for fun, and others may combine both. However, some global news, whether happy or sad, reaches out to everyone, no matter what gender or age group they are, no matter which platform they are posted on.

It really depends on the way the news is presented. It can capture the interest of everyone and elicit emotional and rational responses. An article or even one picture can stimulate reactions or concerns among all kinds of people.

- a. What post captured your interest most during the past year? What kind of news would be interesting to everyone?

- b. Create an image or write a title for an article that would be interesting to everyone and can be posted on all social media platforms.

Activity 4

Read the passage about monitoring posts and then complete the activity with a partner.

Monitoring Online Posts

Countries have different standards when it comes to publishing images in the media. Because images can elicit such an emotional response, some countries operate a form of censorship and do not allow any pictures that could cause distress to be on TV or in newspapers. Powerful images of war can sway public opinion. In some countries,



people have turned against their government's involvement in a war because they have had such an emotional response to a published image.

The argument in favour of publishing raw and shocking photographs of wars or natural disasters is that they're necessary to help people understand the reality of the situation.

On social media, as it can be somewhat unmonitored, there is less censorship. People can post these grisly photographs and they can be shared and spread throughout the world very quickly. Images or text that we may prefer not to see can appear on our timelines.

When we look at an image or a newspaper headline, or a piece of text, it is very often hard to engage the rational side of our brain, particularly if the writer is presenting an opinion we agree with. It is important to think rationally about the text you are reading. Analyse the information contained in the article and fact check.

If you see a powerful image, ask yourself what was the agenda of the publisher?
Could this image be fake?

When have you had an emotional response to a piece of text or image? When have you had a rational response to a piece of text or image? Write the details in the table below.

Emotional response	Rational response



Activity 5

Read the text about social media misunderstandings and discuss the questions with a partner.

Social Media and Misunderstandings

When you have face-to-face conversations, it's easy to see when people are angry, sad, or excited. With a text message, for example, it is not so clear. We have no facial expressions or tone of voice to give us more information.

When you interact with people online, it can be easy to forget that there are people with feelings. It's important to overcome this forgetfulness though. The better you are able to understand the feelings of others, the more you can empathise with them.

Think about your social media behaviour. How do you treat other users? How do you like them to treat you?



- a. How do you feel when your friends 'like' your post, image, or comments?
- b. How do you feel when a stranger reacts in a positive way to your post?
- c. With your partner, role-play the following: Send your partner a message telling them a story. Then talk to your partner in person and tell them your story. Did the story feel different? Did you misunderstand anything when you read the message?

Activity 6

Discuss the questions below in groups.

- a. How do you behave on social media?
- b. Do you interact with people online the same way you interact with them in person?
- c. Do you hide behind a social media mask?

Unit 8

Moral Education in Action

Project: Moral Education in Action

What actions can you take to improve your school or community?



Read the text and follow the instructions.

Introduction to Moral Education in Action

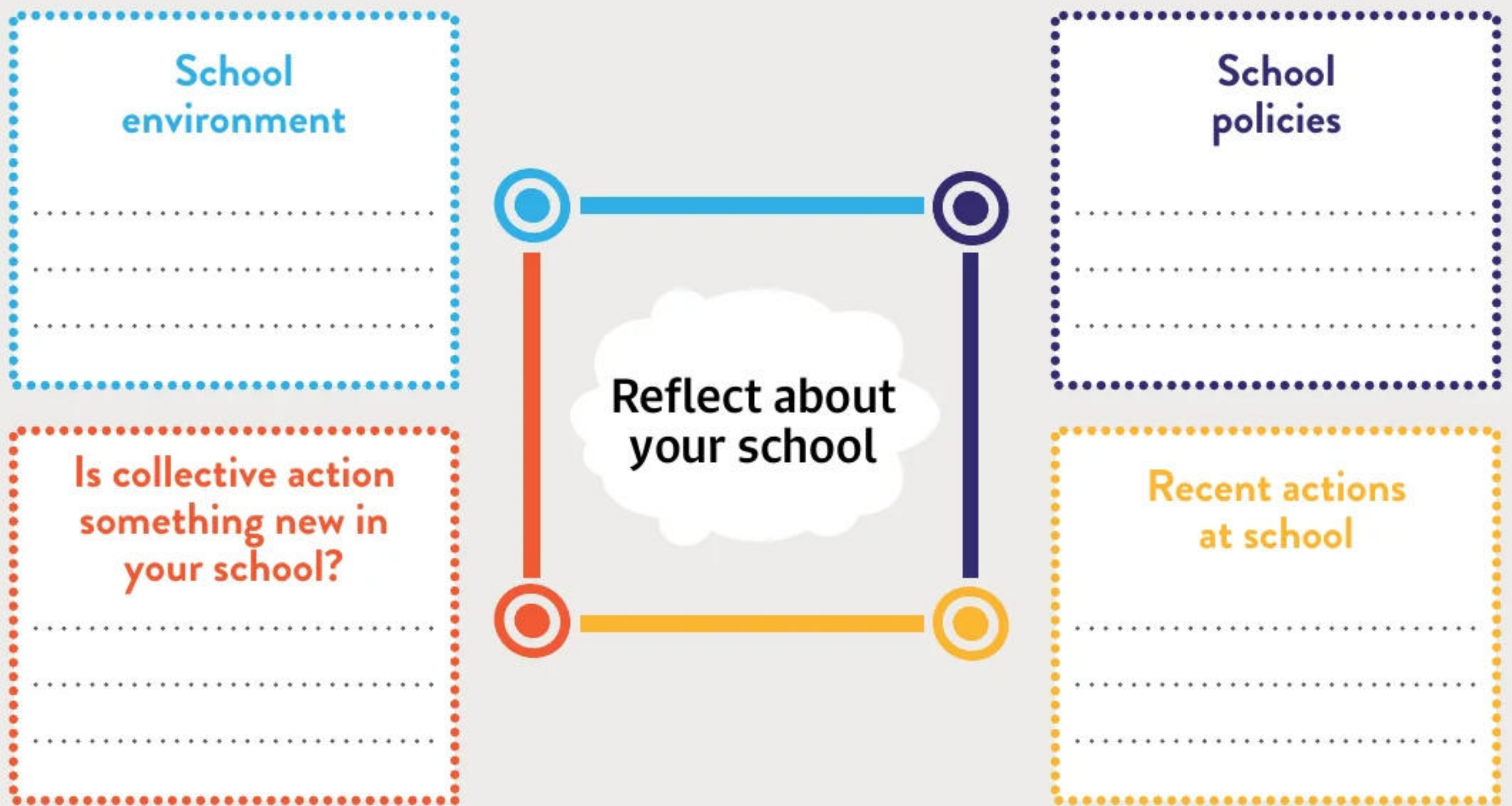
Now that you have completed the Grade 7 units in the Moral Education programme, what happens next? In this unit, you will engage in an action project collectively with your class to further enhance your emerging skills in this area. At the heart of the Moral Education programme is the acknowledgement that the values we hold as humans shape our actions. This action project can be considered the meeting point 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. After engaging with the units so far in the moral education programme, it is hoped that you will feel empowered to take action for a better community.

The action in the project might range from individual charitable actions and making more ethical consumer choices, to more collective forms of direct actions, such as raising awareness or running 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 to give you a chance to enact the values you have learnt about so far in a real-world context.

Before deciding on the action project that you would like to embark on, it is important that you take some time to step back and reflect.

Think about your school and complete the mind map.



Discuss possible projects with your class and create a mind map of your ideas. Use the questions below to help you.

1. What topics have you covered in your Moral Education units?
2. What topic could you base your project on?
3. How can your project benefit not just the school but the community as well?
4. What direct actions can you take?

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?

Ideas for the Action Project

1. Establish a student council:

While individual action is extremely important, establishing meaningful structures for collective decision-making is also essential in the context of this new programme. If your school does not have a formal student body, the cohort of Grade 7 students that you are part of could be ideally placed to take on this initiative. A student council, including representatives from all grade levels, could be set up. Your grade level could take responsibility for the administration and management. Use the questions below to help you organise a student council.

- What decisions should be given to the student body and what decisions should be made by the staff?

- What social events or school reform might be needed?
- Could the student council organise whole student body meetings or class debates to ensure that student voices are heard on any issues of concern?

2. Policy development:

Developing guidelines or quality standards can be a commitment to positive change at a whole-school level. Grade 7 students could take charge of leading the school community in developing a new policy that stakeholders believe might be needed in the context of their school.

For example, if discussions indicated that a policy around environmental protection or sustainable development is required, you could examine energy usage or paper waste in the school, commit to participating in 'Earth Hour', 'Meatless Monday', a litter campaign or a local 'spring clean' initiative.

You could look at whether purchases in the school are coming from sustainable or ethical sources and introduce a fair-trade shop or purchasing policy. Alternatively, you may decide the school needs to develop an anti-racism policy or school behaviour policy etc.

Showcase an Event for Your Action Project

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 represented in your class.
- You could design a 'name wall' where everyone writes their name.

2. Display:

- Ensure that everything 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.
- Provide 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 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 through a class Twitter account or podcasts.



Unit 9

Central Asia

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What countries make up Central Asia?

Why was the Silk Road significant?

What cultures exist in Central Asia?

What was life like during the Soviet Union?

Lesson 1

An Introduction to Central Asia

What Central Asian countries can you name?

What is the environment like in Central Asia?

Key Vocabulary

biodiversity hotspot

river basin

semi-arid

nomadic

Activity 1

Read the text about Central Asia. Complete the tasks that follow.

Introduction to Central Asia

Central Asia consists of five neighbouring countries that include Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. Each of these countries contains the suffix -stan in their official names, which comes from the Persian language meaning “land of”. Kazakh, for example, derives from the Turkic word Kaz, which means wanderer. Using this etymology, Kazakhstan can be literally translated as The Land of the Wanderers.

Central Asian Countries



KAZAKHSTAN



KYRGYZSTAN



TAJIKISTAN



UZBEKISTAN



TURKMENISTAN



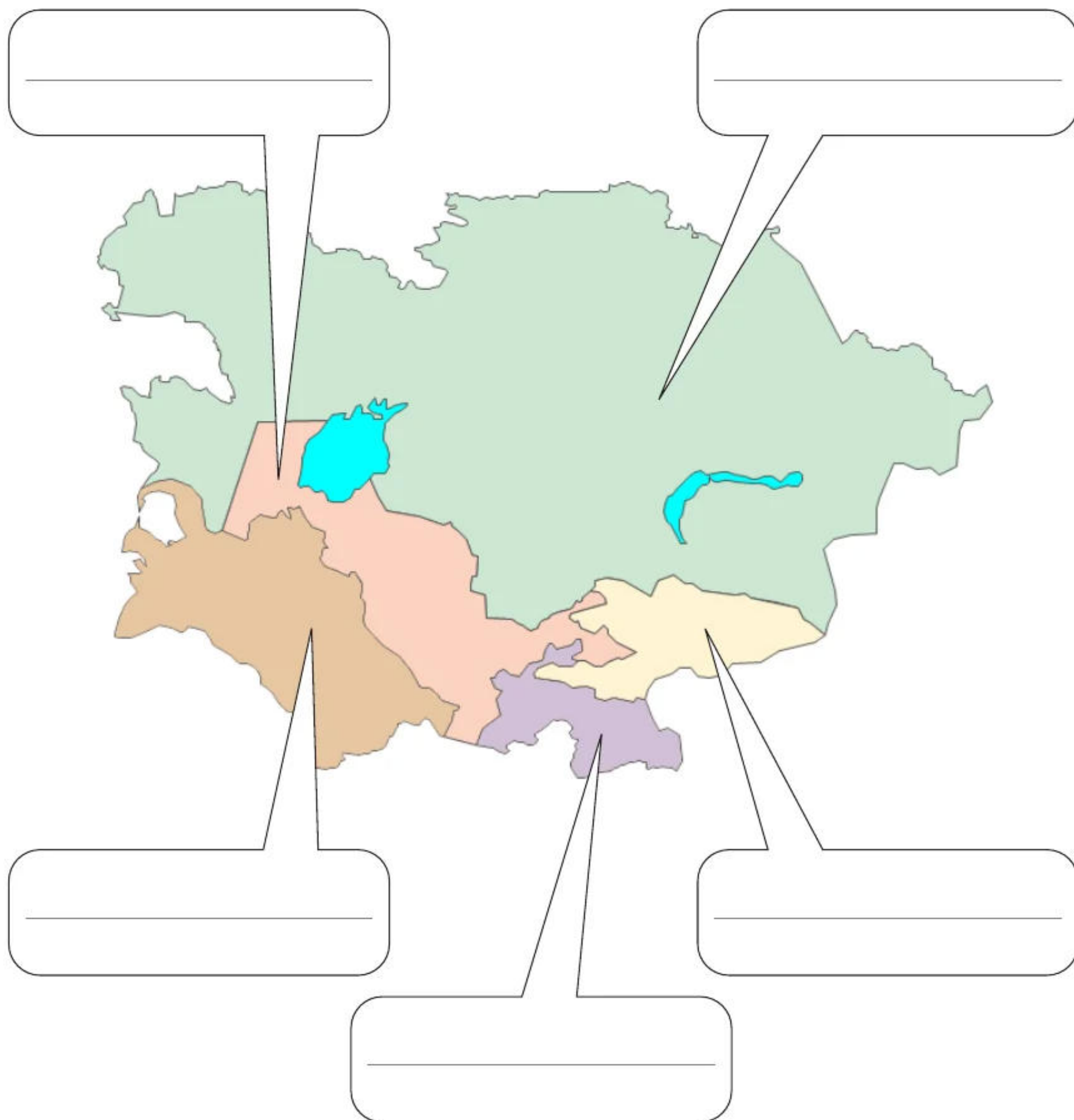
Multilingual naming styles are similar throughout Central Asia. Although the countries are connected regionally, culturally, and politically, each country is unique in its rich heritage, customs, and traditions. Initially, the inhabitants of Central Asia were composed of nomadic horse-riding tribesmen

who travelled throughout the region and other cultural groups who made more permanent settlements and eventually developed cities.

The different groups often fought over resources since the dry Central Asian terrain made it difficult to farm in many areas. As the region developed, international trade became a valuable solution to the lack of resources that

many Central Asian civilizations had long fought over. Famous cities such as Astana (Kazakhstan), Bishkek (Kyrgyzstan), Dushanbe (Tajikistan), Ashgabat (Turkmenistan), Bukhara and Samarkand (Uzbekistan) developed.

a. Identify the Central Asian countries on the map.



Activity 2

Read the text and complete the quiz.

The Environment of Central Asia

Located between China, Russia, and India, Central Asian countries share an environment that consists of desert, mountains, and steppe grasslands. The climate is semi-arid with hot, dry summers. Regionally, the northern area of Central Asia has very cold winters, while the southern areas have mild, warm winters.

Being a relatively dry area, Central Asia traditionally has had water scarcity, which has led to an uneven population distribution. Historically, most inhabitants of Central Asia lived along the riverbanks and the foothills of south-eastern mountains, with very few inhabitants living in the drier areas such as Central and Western Kazakhstan, Western Uzbekistan and Turkmenistan.

Central Asian mountain ranges are considered biodiversity hotspots with a wide range of resources that are traditionally used by people in the region. Forest products include things such as wood, animals, water, fruit, and nuts. One of the most prominent mountain ranges in Central Asia is the Turkestan Range. This mountain range stretches through Kyrgyzstan, Tajikistan, and Uzbekistan. The highest point in the range is called the Piramidalny Peak, which measures 5,510 metres.



Charyn Canyon and Mountains in Kazakhstan



Steppe in Kazakhstan

- a. Use the text to complete the quiz.
1. What types of environments are found in Central Asia?
 - i. rainforests, swamps, and marsh areas
 - ii. deserts, mountains, and steppe grasslands
 - iii. coastal, aquatic, and tropical
 - iv. arctic, icebergs, and permafrost

 2. Where did most inhabitants of Central Asia traditionally live?
 - i. in volcanic regions of the mountainous areas
 - ii. in hospitable areas of the dense forest
 - iii. along riverbanks and the foothills of mountains
 - iv. along icebergs and permafrost deposits along the coast

3. Which countries can the Turkestan Range be found in?
 - i. China, Japan, and India
 - ii. Kazakhstan, Russia, and Nepal
 - iii. United Arab Emirates, and Oman
 - iv. Kyrgyzstan, Tajikistan, and Uzbekistan

4. What is the highest point in the Turkestan Range?
 - i. Piramidalny Peak
 - ii. Mount Everest
 - iii. Mount Kilimanjaro
 - iv. Mount Damavand

5. Which products are found in the mountainous areas of Central Asia?
 - i. shells, sand, coral, and fish
 - ii. wood, animals, water, fruit, and nuts
 - iii. tropical fruit, swamp moss, rainforest plants, and vegetation
 - iv. ice, arctic animals, and salt water

b. How do you think the Central Asian climate has had an impact on its inhabitants?

Activity 3

Read the text and complete the task.

Land Area of Central Asia

While over 60% of Central Asia consists of dry desert areas, many inhabitants of the region have traditionally lived near riverbanks. The major river systems in the region include the Amu Darya River, Syr Darya River, Irtys River, Hari River and the Murghab River.



Arashan River, Altyn Arashan Gorge, Kyrgyzstan

The largest river system in Central Asia is the Amu Darya, which has one river basin flowing into the Caspian Sea and another flowing into the Arctic Ocean. The Amu Darya River flows through all five of the collective “Stans” as well as neighbouring Afghanistan.

The tough terrain of Central Asian countries made it difficult for people to settle certain areas. In the past, these difficulties often led to conflicts as people began to fight over resources. In today’s political landscape, conflicts over resources can be resolved diplomatically as various governments work to share resources in peaceful ways.

How can governments provide a more moral and equitable approach to resource sharing, as opposed to the localised fighting and conflicts of the past?

Lesson 2

The Silk Road

What is the significance of the Silk Road?

How did the Silk Road influence culture?

Key Vocabulary

the Silk Road

monopoly

Caspian Sea

Activity 1

Read the text about The Silk Road and answer the questions that follow.

The Silk Road

The Silk Road was one of the most influential trading routes in history. With materials being traded throughout Asia and into Europe and Africa, this historic route passed directly through Central Asia. In fact, Central Asia was considered the heart of the Silk Road.

Bordering Russia to the north, Iran to the south, China and Mongolia to the east and the Caspian Sea to the west; Central Asian history is deeply rooted in its historically strategic location. One of the most prominent trade routes in the region was the Silk Road, which was a series of trade routes that spanned from Eastern Asia, Central Asia, the Middle East, East Africa, and Western Europe. This allowed the inhabitants of Central Asia to capitalize on trade, political influence, language, religion, and culture from various international origins.

The Silk Road initially began in China during the Han Dynasty around 207 BCE – 220 CE. It earned its name from the trade of silk, which was extremely valuable and in high demand at the time. Although these trade routes were known for the transport of silk across the region, other goods such as horses, camels, precious stones, carpets, gold, silver, and saffron were traded along these routes. With Central Asia being placed at the heart of the Silk Road, trade was abundant.



Travellers on the Silk Road

a. Which countries were near the Silk Road?

b. What goods were traded on the Silk Road? Write a few examples.

c. How was the Silk Road beneficial to Central Asian inhabitants?



Old Silk Road route

Activity 2

Read the text about the cultural impact of the Silk Road and complete the tasks.

The Cultural Impact of the Silk Road

Since the Silk Road stretched through so many regions, culture was diffused along the way. Anything from food, music, language, architectural styles, religion, fashion, and exotic goods were being transported, shared and absorbed.

In addition to the sharing of cultural and religious ideas, the Silk Road allowed for the sharing of information and technology. The process of making silk, paper, gunpowder, stained glass, books, and other items and ideas were also spread along the Silk Road.

During the 5th and 6th centuries, the silk-making culture began to spread from China into Central Asia and Persia. Not only did this empower Central Asians to begin making silk in their own cultural designs, but it also helped to decrease the monopoly that China had on silk products.

Further west,, in the Mediterranean, the art of glass-making was being spread eastward into Persia and Central Asia before reaching China in the 5th century. This spread of culture, ideas, and technology helped to develop the region and create a unique melting pot of diverse peoples and ideas.



Silk Making

a. How has the Silk Road contributed to the development of culture and technology in Central Asia? Circle the best answer.

1. Cars that drove along the Silk Road would stop for petrol and speak with local Central Asian people.
2. Central Asian culture was spread to different parts of the world, but other cultures did not spread to Central Asia.
3. Traders from Eastern Asia, Central Asia, the Middle East, East Africa, and Western Europe travelled the Silk Road and shared their ideas.
4. Central Asian communities developed their own cultures without input from the outside world.

b. Which forms of early technology were spread across the region because of the Silk Road?

Activity 3

Read the text about trade and the Silk Road and complete the task.

Trade and the Silk Road

The Silk Road was one of the most important forms of international trade in the ancient world. Everything from precious goods to regional culture was traded, shared, and inspired along this route. In current times, the world is connected more digitally than physically. With the creation of the Internet, people are able to trade goods, ideas, and culture at the click of a button. While there are significant differences between trading on the Silk Road and trading on the Internet, there may be some similarities as well. How is the foundation laid by the ancient Silk Road still being expressed today? Are there any parallels between ancient trade and modern trade on the Internet?

What are the similarities and differences between the Silk Road and the Internet?

Similarities	Differences
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson 3

The Culture of Central Asia

How has the culture of Central Asia changed throughout the years?

How has the Soviet Union and Russia influenced the culture of South Asia?

Key Vocabulary

communist

Soviet Union

Mongol



Activity 1

Read the text about the culture of Central Asia and complete the task.

The Culture of Central Asia

As a hub for diverse trade and travel, Central Asian culture was greatly influenced by its neighbours. Before the introduction of Islam, Central Asian culture was greatly influenced by Iranian and Turkic civilizations that each left their mark in language and culture.



Kyrgyzstan nomad celebrating at the National Folklore Festival

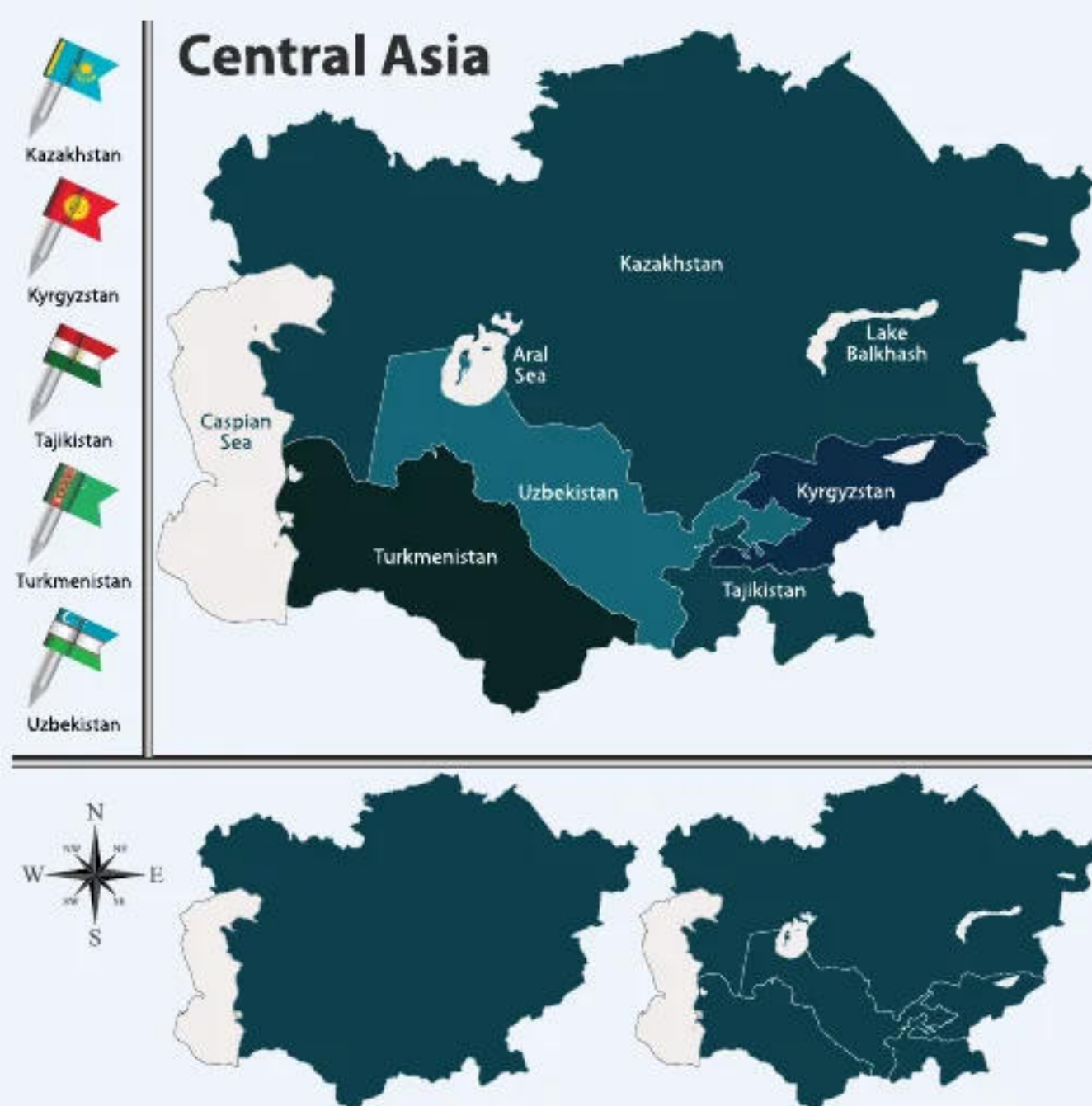
Religious beliefs such as Buddhism, Christianity, Islam, and Judaism were introduced to Central Asian culture and have had an impact that still lasts to the present day. The present-day country breakdown of Central Asia includes Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. These countries stretch from the Caspian Sea in the west to China and Mongolia in the east. To the south lies Afghanistan, while Russia is located at its northern most border.

Central Asia has a population of roughly 77 million with 19 million living in Kazakhstan, 7 million in Kyrgyzstan, 10 million in Tajikistan, 6 million in Turkmenistan, and 35 million in Uzbekistan. During the pre-Islamic and early Islamic times, the inhabitants of Central Asia predominantly spoke variations of Persian languages. This has changed, however, due to the migrations of individuals from surrounding countries. The Turkic peoples, for example, migrated and settled across most of Central Asia between the 5th and 10th centuries. These people were a collection of ethnic groups from East, North, and West Asia, as well as parts of Europe and North Africa.

From 618 to 907 CE, parts of Central Asia were ruled by the Tang Dynasty of China. This dynasty left a lasting impact on the region that is still seen in the vast and diverse culture. In the year 751 CE, the Tang Dynasty was defeated by the Abbasid Caliphate and The Tibetan Empire at the Battle of Talas. This marked the end to the Tang Dynasty and the beginning of an Arabic influence on the region. The longest period of rule in Central Asia occurred during the 13th and 14th centuries when the Mongol Empire conquered and ruled the area.

In modern times, the Soviet Union and Russia have played a significant role in influencing Central Asian culture. Currently, Russian is spoken in all Central Asian countries. This is a result of being ruled by the Soviet Union for over 70 years.

Certain elements of Russian culture, especially under Communist rule, have been absorbed by many inhabitants of Central Asia. Typically, Central Asian culture, as diverse as it is, has strong elements of family ties, deep respect for elders and resource sharing. Horseback riding competitions, regional sports, and nomadic herding are all celebrated widely throughout the region. Countries such as Uzbekistan, Tajikistan, and Turkmenistan are roughly 90% Muslim with other religions being practiced in smaller areas throughout the region.



a. Use the text to complete the quiz.

1. Which central Asian country has the largest population?
 - i.** Kazakhstan
 - ii.** Uzbekistan
 - iii.** Kyrgyzstan
 - iv.** Tajikistan

2. Which empire ruled Central Asia for the longest period?
 - i.** Tang Dynasty
 - ii.** Tibetan Empire
 - iii.** Abbasid Caliphate
 - iv.** Mongol Empire

3. Which surrounding area had the greatest influence on Central Asian language in the pre-Islamic and early Islamic period?
 - i.** Russian
 - ii.** Persian
 - iii.** Mandarin
 - iv.** Urdu

4. Which language is currently widely spoken throughout Central Asia?
 - i.** Persian
 - ii.** English
 - iii.** Russian
 - iv.** Hindi

b. As a centrally located region, located between China, Russia, Iran, and Afghanistan, Central Asia plays an important role in regional culture and politics. Which surrounding countries do you think may have had the greatest impact on Central Asian culture? Discuss in pairs and write notes.

c. Central Asia has been able to mix elements from different places to create a culture of their own. In which ways do you think cultural appreciation plays a role in strengthening the culture of a country or region?

d. List five countries or ethnic groups that have settled, conquered, or influenced the development of Central Asia.

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



Kazakhstanis playing the traditional sport of Kokpar

Lesson 4

Kazakhstan

What is Kazakhstan's economy like?

Who lives in Kazakhstan?

Key Vocabulary

secular
constitutional republic
landlocked
parliament
democratic
Gross Domestic Product (GDP)

Activity 1

Read the text about Kazakhstan's economy and complete the tasks.

The Economy of Kazakhstan

The Republic of Kazakhstan enjoys a relatively successful economic status in Central Asia due to an abundance of natural resources. As a country with the largest economy in Central Asia, Kazakhstan has a GDP of roughly \$200 billion. The sectors of the economy include energy, oil and gas, and mining. In the energy sector, Kazakhstan produces the highest quantity of uranium in the world, which accounts for roughly 35% of global production. Its uranium reserves are the second largest in the world. In the oil and gas sector, Kazakhstan is able to produce about 35,252,000 metric tons of oil per year. This amounts to about 700,000 barrels per day.



Almaty City and Tian Shan mountains, Kazakhstan

While other sectors of Kazakhstan's economy are profitable, the oil and gas industry is the most prominent. In the mining sector, Kazakhstan is one of the leading producers of minerals such as salt, uranium, cadmium, potassium, magnesium, copper, gallium and zinc. Other resources such as nickel, gold,

and coal are also mined in Kazakhstan. The foreign trade market in the region is also profitable. In 2018, exports from Kazakhstan earned roughly \$67 billion, while import costs were set at \$32 billion. Through oil, mineral and other resources, Kazakhstan exports 800 different products to about 120 countries worldwide.



Coal Field, Kazakhstan



Pipeline on Big Almaty Lake, Tien Shan Mountains, Kazakhstan



Aluminium Ore Mining in Arkalyk, Kazakhstan

a. Use the text to complete the quiz.

1. What is Kazakhstan's most profitable resource?
 - i. cotton
 - ii. oil and gas
 - iii. salt
 - iv. copper

2. How much oil is Kazakhstan able to produce per day?
 - i. 700 barrels
 - ii. 7000 barrels
 - iii. 700,000 barrels
 - iv. 7,000,000 barrels

Activity 2

Read the text about the people of Kazakhstan and complete the tasks.

The People of Kazakhstan

As the largest landlocked country in the world, Kazakhstan's population is relatively small in comparison to other countries of its size. Kazakhstan currently has a population of roughly 19 million people, who are sparsely located throughout the country. With fewer than 6 people per square kilometre, Kazakhstan has one of the lowest population densities in the world. Its population, however, is diverse and represents about eight different ethnic groups. These ethnic groups live harmoniously within the country and are classified as 68% Kazakh, 19.3% Russian, 3.2% Uzbek, 1.5% Ukrainian, 1.5% Uighur, 1.1% Tatar, and 1% German, with 4.4% classified as other.

While Kazakh is the official language of Kazakhstan, Russian and English are spoken as well. Politically, Kazakhstan is considered a democratic, secular and constitutional republic. The political structure has a parliament composed of a lower house called the Majlis and an upper house called the Senate. In the Majlis, 107 officials are elected by popular vote, while the Senate has 48 elected representatives.



New Year Celebration, Petropavlovsk, Kazakhstan



Kazakh girl pouring horse milk in Astana, Kazakhstan



Kazakh Family in Saty Village, Kazakhstan

- a. Use the text to complete the quiz.
1. Which two groups in Kazakhstan represent the highest population?
 - i. Uzbek and Tajik
 - ii. Ukrainian and Tartar
 - iii. German and Uighur
 - iv. Kazakh and Russian

 2. What type of government system does Kazakhstan have?
 - i. fascist
 - ii. democratic
 - iii. communist
 - iv. socialist

Lesson 5

Kyrgyzstan and Tajikistan

What are Kyrgyzstan's and Tajikistan's economy built on?
What cultural traditions exist in Kyrgyzstan and Tajikistan?



Flags of Kyrgyzstan (right) and Tajikistan (left)

Key Vocabulary

multilingual
annexation
conflict
remittance

Activity 1

Read the text about Kyrgyzstan and discuss the questions that follow.

Kyrgyzstan

Kyrgyzstan and Tajikistan share similarities in culture, language, geography, and history. Some of their most prominent similarities include their relatively small sizes and mountainous terrain. While their histories are interlinked, both countries are sometimes affected by border disputes and localised conflicts.

The Republic of Kyrgyzstan is a landlocked country bordered by Kazakhstan to the north, Uzbekistan to the west, Tajikistan to the southwest, and China to the east. Its name comes from a combination of the Turkic words “Kyrg” meaning 40 and “yz” meaning tribes, along with the Persian term “stan.” This multilingual combination translates to “Land of the 40 tribes.”

In 18th-century Kyrgyzstani folklore, the Epic of Manas describes the unification of the 40 nomadic tribes that eventually became the country as we know it today. Not only does this epic poem represent a significant part of Kyrgyzstan’s cultural history, it is also one of the longest epic poems in the world.

Kyrgyzstan has a proud and diverse cultural history that is reflected in its society today. Kyrgyzstan is geographically located in a very mountainous region of Central Asia. Despite its tough terrain, it historically served as an important hub along the Silk Road in ancient times.

Discuss the questions with a partner.

1. How can Kyrgyzstan’s name be translated?
2. What is the Epic of Manas about?

Activity 2

Read the text about Kyrgyzstan's economy and discuss the questions that follow.

The Economy of Kyrgyzstan

Unlike its neighbour Kazakhstan, Kyrgyzstan's economy is fragile and not reliant on oil-based resources. Agriculture, trade, and remittances from foreign workers dominate Kyrgyzstan's economy. Grain production, livestock, and other agricultural products make up a large part of the country's economic efforts. Cotton, tobacco, wool, dairy products, hay, animal feed, potatoes, vegetables, and sugar from beets represent the majority of the products grown in the agricultural sector.



Animal Market in Karakol, Kyrgyzstan



Sheep herders in Barskaun Gorge, Kyrgyzstan

While farming is one of the biggest industries in the country, the majority of the agricultural products come from private household farms, which represent 55% of the total agricultural output. Private commercial farms represent 40% and state-owned farms represent 5% of the country's

agricultural sector. In total, agriculture represents about one-third of Kyrgyzstan's GDP.

Gold mining represents roughly 12% of Kyrgyzstan's GDP and nearly half of its exports. As a major player in the gold industry, Kyrgyzstan's Kumtor Gold Mine is one of the largest gold deposits in the world. While Kyrgyzstan's mines are government-owned, they are operated by foreign companies. This often causes political problems for Kyrgyz citizens who believe that the foreign-owned companies reap major benefits from the mines, instead of the benefits flowing back into Kyrgyz society.



Alpine Kumtor Gold Deposit Mine, Kyrgyzstan

This often causes political problems for Kyrgyz citizens who believe that the foreign-owned companies reap major benefits from the mines, instead of the benefits flowing back into Kyrgyz society.

- a. How much of Kyrgyzstan's farming industry is owned by private households?

- b. How much of Kyrgyzstan's farming industry is state owned?

- c. How much of Kyrgyzstan's farming industry is private commercial farms?

- d. How much of Kyrgyzstan's GDP is dependent upon agriculture?

- e. How much of Kyrgyzstan's GDP is represented by gold mining?

- f. Explain why some Kyrgyz citizens are unhappy with who operates the gold

Activity 3

Read the text about the culture of Kyrgyzstan and answer the questions that follow.

The Culture of Kyrgyzstan

Currently, Kyrgyzstan's population demographics include 12 ethnic groups (Kyrgyz, Uzbek, Russian, Dungan, Uyghur, Tajik, Turk, Kazakh, Tatar, Ukrainian, Korean, and German), and 5 religions. While Kyrgyz is the official language, Uzbek, Russian, and English are also widely spoken.



Golden Eagle Trainer, Issyk Kul, Kyrgyzstan

Culturally, football, ice hockey, wrestling, horse sports, and martial arts are some of the most popular sports in the country.



Traditional horseback archery competition in Cholpon-Ata City, Kyrgyzstan

Politically, Kyrgyzstan is described as a democratic unicameral republic, with a president, prime minister, parliament, and judicial branch. Kyrgyzstan as a country, is a member of the Organization for Security and Cooperation in Europe (OSCE), which is an organization committed to peace, transparency, and human

rights in Eurasia.

- a. Review some of the national sports that are played by the people of Kyrgyzstan. Are any of them similar to the sports played in your country?

- b. In pairs, discuss why being a member of the OSCE is beneficial for Kyrgyzstan. Write notes on what you discussed below.

Activity 4

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

Tajikistan

Tajikistan is a landlocked country that borders Kyrgyzstan to the north, China to the east, Uzbekistan to the west and Afghanistan to the south. During a period of Russian annexation, which impacted all of Central Asia, Tajikistan merged with Uzbekistan before becoming its own republic in 1929.

Like its Central Asian neighbours, Tajikistan has a multilingual name that includes a Persian suffix. In this case, “Tajik” represents the name of the main ethnic group of the country and with “Stan” representing “Land of.”

While the Tajiks are the main ethnic group in the country, other ethnic groups (Uzbek, Kyrgyz, Russian, Tatar, Turkmen, and Arab) also live harmoniously within the country. The population of Tajikistan is 98% Muslim with more than 5 languages widely spoken (Tajik, Uzbek, Kyrgyz, Russian, and other regional languages).

a. When did Tajikistan become its own republic?

b. List some similarities Tajikistan has with other Central Asian countries.

Activity 5

Read the text about Tajikistan's economy and answer the questions that follow.

The Economy of Tajikistan

Like neighbouring Kyrgyzstan, Tajikistan's economy is fragile and dependent upon remittances from its foreign workers in Russia. Foreign remittances account for roughly 26% of Tajikistan's GDP, making it one of the most remittance-dependent economies in the world.

Other forms of revenue for the country include aluminum and cotton production. The aluminum industry is one of the biggest in the world with the state-owned Tajik Aluminum Company serving as the largest aluminum plant in Central Asia. Cotton is a significant crop in Tajikistan and accounts for roughly 60% of the agricultural output. This large agricultural output supports over 75% of the population.

Use the text to complete the quiz.

1. What is Tajikistan's economy dependent upon?
 - i. gold
 - ii. technology
 - iii. remittances
 - iv. tourism
2. What does the name Tajikistan mean?
 - i. Kingdom of the Tajiks
 - ii. Place of the Tajiks
 - iii. House of the Tajiks
 - iv. Land of the Tajiks

3. What is the most significant crop in Tajikistan?

- i. cotton
- ii. corn
- iii. potato
- iv. rice

Cotton field, Central Tajikistan



Activity 6

Read the text about Tajikistan's culture and complete the tasks that follow.

The Culture of Tajikistan

Tajikistan has a population of roughly 9.5 million people. On the 9th of September 1991, Tajikistan gained independence when the Soviet Union disintegrated, which was followed by a civil war. Despite the civil war, Tajikistan's culture has thrived with a vast history of arts.

Tajik cultural history, literature and poetry have been an intricate part of society since the 10th century. Tajik poetry has its origins in Persian literature with literary heroes such as Rūdakī, the Father of Persian Poetry and the great philosophical poet Rūmī. The most famous poem in Tajik history is an epic poem called Shāh-nāmeḥ (The Book of Kings), which was written by Ferdowsī for Sultan Mahmūd of Ghazna, in modern-day Afghanistan.



Statue of poet and philosopher Rumi



USSR Postal Stamp showing Tajik poet, Abu Abdullo Rudaki

In more modern times, Tajik society enjoys opera, ballet, musical comedy, and puppetry at regional theatres across the country. In 1929, the Tajik National Theatre was established and thrived until the 1980s under the rule of the Soviet Union.

Sports play a significant role in Tajik culture. The two national sports are called gushtingiri, which is a form of traditional Tajik wrestling, and chavgonbozi, which is a form of polo. Both have historical roots.

a. In what way has Persian history influenced Tajikistan?

b. Read the text and write a response.

Foreign remittances make up a significant portion of Tajikistan's GDP. This support for families living in different countries and regions is similar to the support that foreign workers in the UAE contribute to their home countries. Why is it important for foreign workers who live abroad to support their families in their home countries? How can this support help families who live in economically challenged areas?

Lesson 6

Turkmenistan and Uzbekistan

What are Turkmenistan's and Uzbekistan's economy built on?

What cultural traditions exist in Turkmenistan and Uzbekistan?

*Independence monument and
National Library in Ashgabat,
Turkmenistan*

Key Vocabulary

land degradation

ore

Cyrillic

presidential republic

Activity 1

Read the text about Turkmenistan and Uzbekistan and discuss the questions in pairs.

Turkmenistan and Uzbekistan

Turkmenistan and Uzbekistan have an intertwined culture, politics, and history. During the time of the Soviet Union, the region was under the control of the USSR. At the time, both countries were part of the Soviet Union and referred to as Turkmen SSR and Uzbek SSR. After the collapse of the Soviet Union in 1991, both countries gained their independence and established their official borders. The border between the two countries serves as Turkmenistan's longest border and Uzbekistan's second longest border.

During Soviet rule, both countries were used to produce massive amounts of cotton and grain for the USSR. These two countries became known as some of the biggest producers and exporters of cotton in the world. In some areas, these products were over produced and led to land degradation and depletion of water supplies.

Both countries have a lot of similarities, but there are also some differences. When compared by size, Turkmenistan is approximately 9% larger than Uzbekistan. However, Uzbekistan has a much larger population than Turkmenistan.

- a. Why do you think Turkmenistan and Uzbekistan were referred to as Turkmen SSR and Uzbek SSR when they were under control of the Soviet Union?
- b. What negative impact did the over production of cotton and grain have on the land of Turkmenistan and Uzbekistan?

Activity 2

Read the text and analyse the chart. Answer the questions that follow.

The Economy of Turkmenistan

Turkmenistan's name is multilingual, like many of the other Central Asian countries. Its name literally translates to "Land of the Turks." As one of the oldest cultures in the region, Turkmenistan's history includes encounters and subjugation by Persian empires, Mongols, Turkic and Islamic armies, Alexander the Great, and more recently, Russia. Due to its central location and access to the Caspian Sea, Turkmenistan has historically had a trading industry. Not only was trade conducted across the Caspian Sea, Turkmenistan was an important stop along the Silk Road.

While cotton has been one of Turkmenistan's main resources under USSR rule, it has many other resources that are profitable and work to boost the country's economy. While cotton ginning, oil pressing, and carpet making dominated Turkmenistan's industries of the past, newer, more profitable industries, such as oil and natural gas are significant in Turkmenistan.



Cotton plant, Turkmenistan



Oil Drilling

Currently, Turkmenistan has large reserves of natural gas and oil. A network of pipelines link Turkmenistan's oil to other neighboring regions, including an 1,800 natural gas pipeline allowing Turkmenistan to export most of its natural gas to China. Turkmenistan also exports oil and natural gas to Afghanistan, Pakistan, and India.

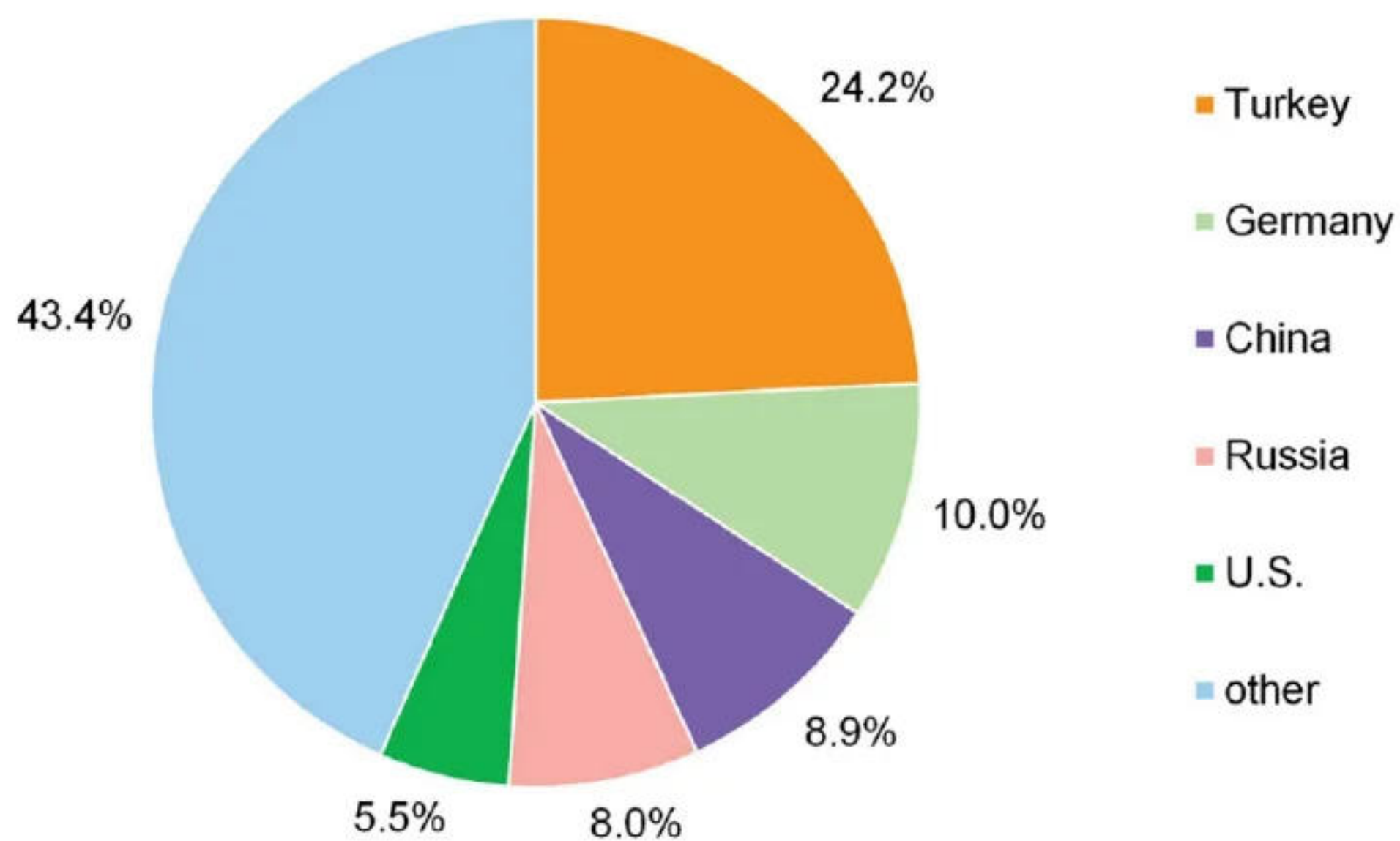
In addition to oil and natural gas, Turkmenistan also has significant deposits of mirabilite, iodine, bromine, sulfur, potassium, and salt. Turkmenistan's major trading partners are China, Turkey, Russia, and the United Arab Emirates. A majority of its imports come from these countries as well as Germany and South Korea. Its main imports are machinery and equipment, vehicles, metals, and chemical products. 87% of Turkmenistan's exports are directed to China, with Azerbaijan and Turkey representing 2%, Romania representing 1.7%, Russia representing 1.5%, Georgia representing 1.1%, Italy representing 1%, Greece representing 0.5%, Croatia representing 0.4%; and Cyprus, Singapore and Kazakhstan representing 0.3%.



Carpet Making

and equipment, vehicles, metals, and chemical products. 87% of Turkmenistan's exports are directed to China, with Azerbaijan and Turkey representing 2%, Romania representing 1.7%, Russia representing 1.5%, Georgia representing 1.1%, Italy representing 1%, Greece representing 0.5%, Croatia representing 0.4%; and Cyprus, Singapore and Kazakhstan representing 0.3%.

Turkmenistan major import sources (2017)



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a. Use the text and the chart to complete the quiz.

1. Which country has the highest import rate in Turkmenistan?
 - i.** Russia
 - ii.** China
 - iii.** Turkey
 - iv.** Germany

2. Which country does Turkmenistan export most of its products to?
 - i.** Romania
 - ii.** China
 - iii.** Turkey
 - iv.** Georgia

3. Who are Turkmenistan's main imports?
 - i.** machinery and equipment, vehicles, metals, and chemical products
 - ii.** grains, cotton, and meat
 - iii.** synthetics, electronics, and oil
 - iv.** fruits, nuts, and seeds

4. Which country does Turkmenistan export most of its natural gas to?
 - i.** Russia
 - ii.** China
 - iii.** Kazakhstan
 - iv.** Germany

Activity 3

Read the text and analyse the chart to help you complete the quiz.

The Culture of Turkmenistan

Turkmenistan has a relatively young population with more than half of its citizens being below the age of 30. Like Tajikistan, it has a rich heritage in the arts, especially poetry and literature. Traditionally, poetry in the area was recited orally, but in the 1920s, after printing became available, a written literary tradition began to flourish. Both poets and intellectuals, such as Abdelhekim Qulmuhammed-oghli, began to produce works that enriched the area's cultural and intellectual life.



Dancers at Kurban-Bairam Festival in Ashgabat, Turkmenistan

Written literature in Turkmenistan was originally composed in Arabic in the 1920s and 1930s, but soon transitioned into Latin and then Cyrillic, a 9th – 10th century writing system developed by the Slavic-speaking peoples. After independence from the Soviet Union, the Turkmen language was used for written publications.

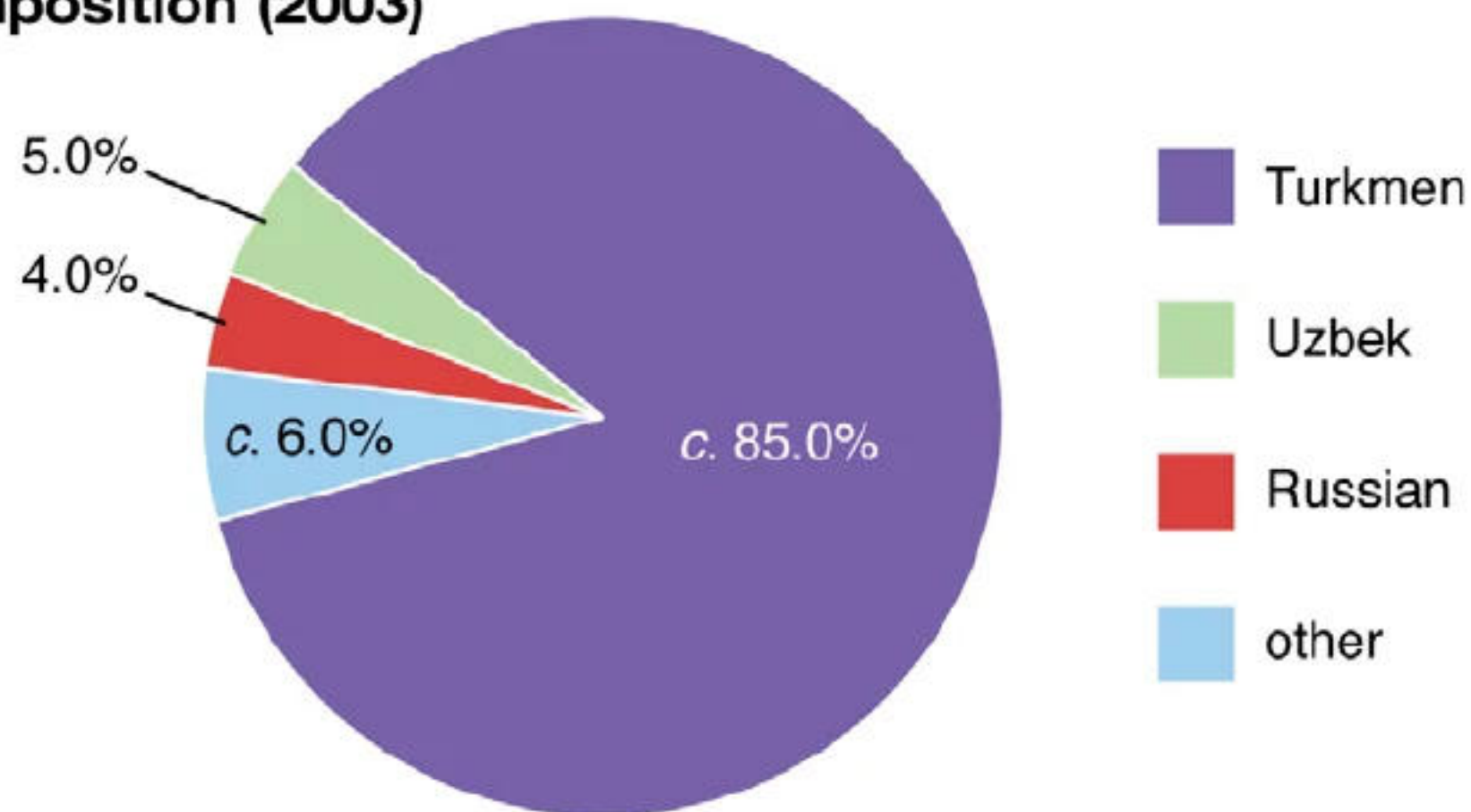
The Turkmenistan government is a presidential republic which makes the president the head of state and head of government. The country initially used a Soviet-era constitution until independence from the Soviet Union on 27 October 1991. After independence, a new constitution was established that created different branches of government including legislative, executive, and judicial branches.

The transition from Soviet control to independence made significant changes in the country. Prior to Soviet control, Turkmen education was done through traditional Islamic schools called Madrassas. After USSR control, these schools were replaced with Soviet schools which consequently lowered the literacy rate. After independence, a larger focus was placed on education and the Turkic language was heavily promoted in all areas.



Ashgabat, Turkmenistan capital

Ethnic composition (2003)



Use the text to complete the quiz.

1. What are the three main ethnic groups in Turkmenistan?
 - i. Kazakh, Chinese, Indian
 - ii. Turkmen, Uzbek, Russian
 - iii. Afghan, Indian, Mongolian
 - iv. Pakistani, Tajik, Romanian

2. Which four languages were used in Turkmenistan literature?
 - i. English, Greek, Persian, and Russian
 - ii. Afghan, Cantonese, Urdu, Mandarin
 - iii. Mongolian, Spanish, Hindu, Kazakh
 - iv. Arabic, Latin, Cyrillic, and Turkmen

3. What type of government style does Turkmenistan have?
 - i. Presidential Republic
 - ii. Communist Republic
 - iii. Socialist Republic
 - iv. Democratic Republic

Activity 4

Read the text and answer the questions that follow.

Uzbekistan

Uzbekistan is often considered the geographic centre of Central Asia. This landlocked country sits north of Turkmenistan, south of Kazakhstan, and west of Tajikistan. Like other Central Asian countries, Uzbekistan's name is multilingual. Utilizing the Turkic words for "z" for genuine and "bek" for man, in combination with the Persian "stan," Uzbekistan's name can be translated into both "Land of the Uzbeks" and "Land of the Genuine Man."



Registan Square in Samarkand, Uzbekistan

Uzbekistan's history includes nomadic tribesmen and agriculture. Like other Central Asian countries, one of Uzbekistan's most productive crops has historically been cotton. In addition to cotton, Uzbekistan has many natural resources such as gold, silver, copper, coal, uranium, lead, zinc, natural gas, and petroleum.

With a population of over 30 million people, Uzbekistan contains over 6 ethnic groups. These ethnic groups include Uzbek, Tajik, Kazakh, Russian, Karakalpak, Tatar, and others. The official language is Uzbek, however, Russian, Karakalpak, Tatar, and others



Musicians in Khiva, Uzbekistan

are widely spoken. Most of the population, around 88%, practices Islam, followed by Eastern Orthodox Christianity and other regional religions.

a. Explain the origin of Uzbekistan's name.

b. What natural resources does Uzbekistan have?

c. What is the difference between Uzbekistan and Turkmenistan in terms of population?



Uzbekistan flag

Activity 5

Read the text about Uzbekistan's economy and complete the quiz.

The Economy of Uzbekistan

Uzbekistan is considered one of the world's leading cotton producers. Additionally, Uzbekistan has large reserves of oil, natural gas, coal, and minerals. These resources are used within the country as well as exported to other areas. Dams are used to generate electricity in addition to energy from nuclear, coal, and petroleum.

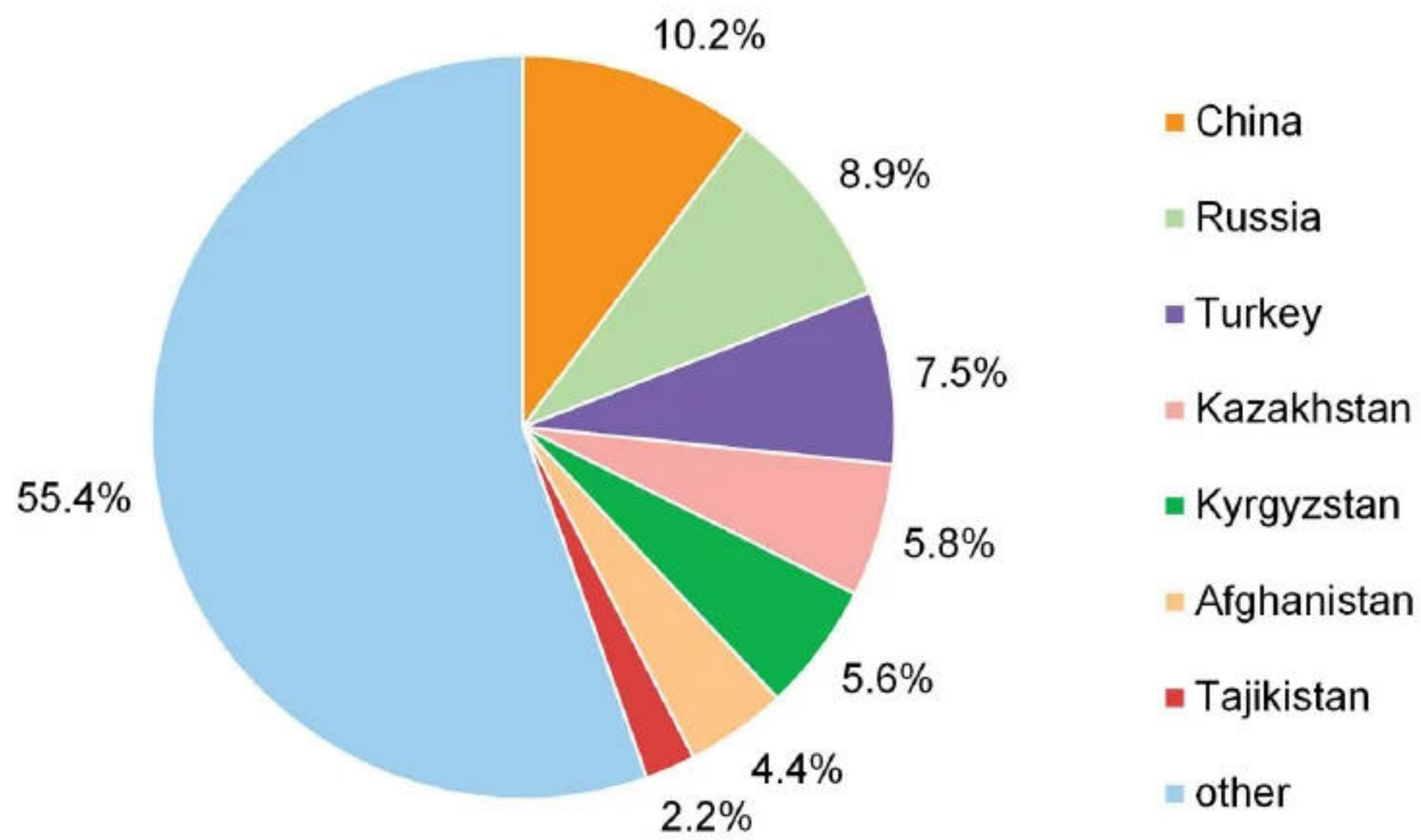
Minerals such as copper, gold, lead, molybdenum, tungsten, and zinc are mined and exported. Uzbekistan's economy is supported by its manufacturing industry, which makes it one of Central Asia's main producers of machinery and heavy equipment.

Uzbekistan exports lots of natural resources including cotton, oil, natural gas, coal, silk, and fruit. Some manufactured goods such as machines, cement, fertilizer and textiles are exported. The main export partners are China, Russia, Turkey, and Kazakhstan, while its main import partners are China, Russia, Kazakhstan and South Korea.



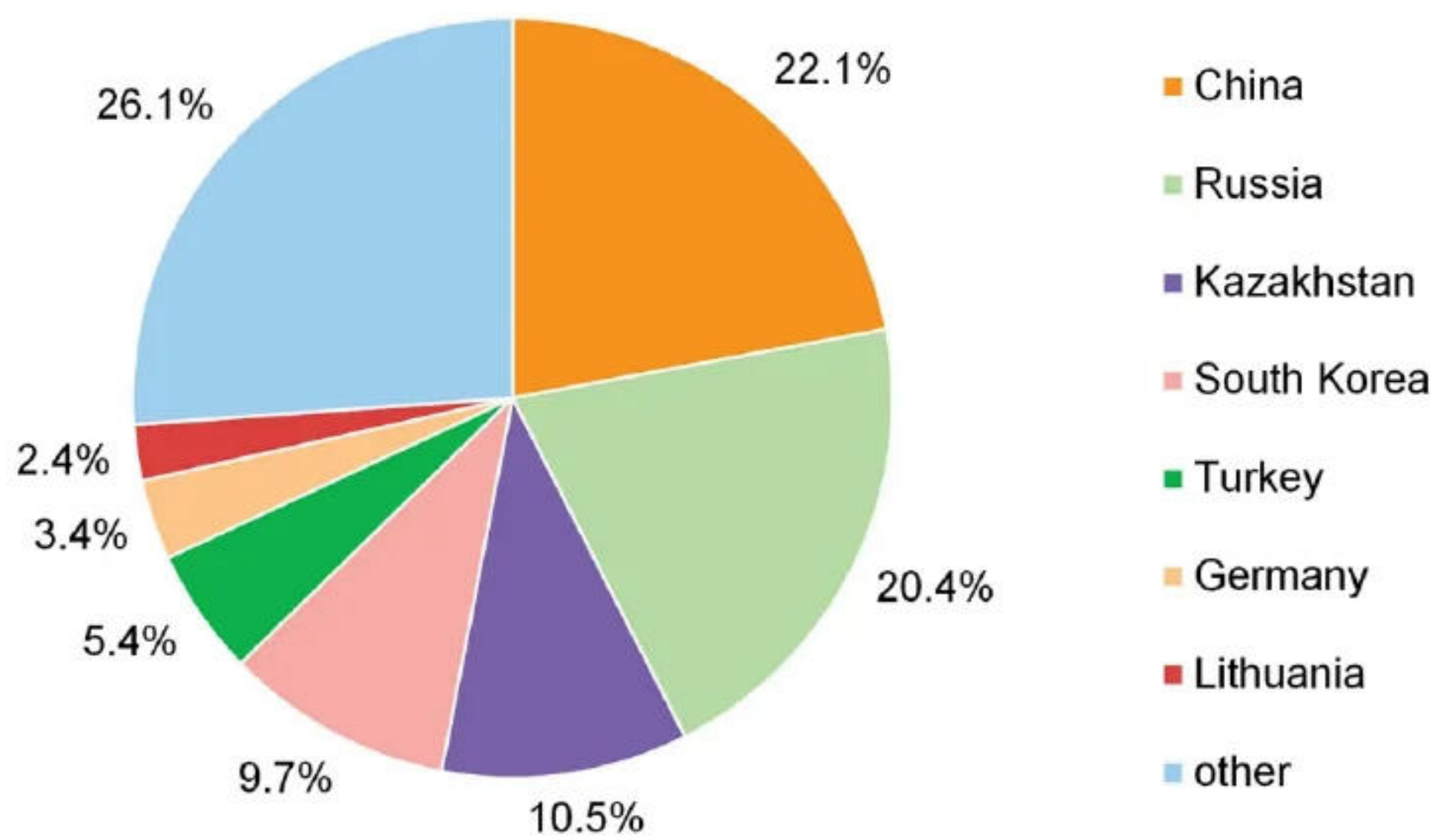
Cotton harvest in Samarkand, Uzbekistan

Uzbekistan major export destinations (2020)



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Uzbekistan major import sources (2020)



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Use the text and charts to complete the quiz.

1. What three countries are Uzbekistan's main export partners?
 - i. Kazakhstan, South Korea, Romania
 - ii. China, Russian, Turkey
 - iii. Tajikistan, Mongolia, India
 - iv. Pakistan, Azerbaijan, Japan

2. Which countries serve as Uzbekistan's main import partners?
 - i. France, Spain, Portugal
 - ii. China, Russia, Kazakhstan
 - iii. Turkmenistan, Pakistan, Greece
 - iv. Japan, Mongolia, Vietnam

3. What is Uzbekistan one of Central Asia's main producers of?
 - i. machinery and heavy equipment
 - ii. computer technology
 - iii. seeds and nuts
 - iv. micro chips

Activity 6

Read the text about Uzbekistan's culture and answer the questions that follow.

The Culture of Uzbekistan

Uzbekistan has a rich and diverse culture. Its mixture of ethnic groups is reflected in its traditions, foods, and customs. Traditionally, Uzbekistan's cuisine is distinct from other Central Asian cultures as it is based on its agricultural and cultural influences. The main staple dishes typically include bread and noodles because of the large amounts of grain produced in the country. Mutton is also widely eaten and reflects the country's agricultural background.



Assorted Uzbek food (pilaf, samsa, lagman, manta and carrots)



Observatory of Ulugh Beg in Samarkand, Uzbekistan

Uzbekistan has a rich literary history. Uzbek literature and poetry dates back to the 11th century and has Indian, Persian and Turkish influences. In the 11th century, an Uzbek scholar named al-Biruni wrote geographical books about India and natural sciences which are considered a national treasure. In the 15th century, a large observatory was founded in Samarkand, Uzbekistan by the famed astronomer and mathematician Ulugh Beg. Later in the 15th century,, Turkic language-based literature was advanced by the famed scholar

and poet Ali-Shir Nava'i. These ancient cultural influences are still felt in the literature, poetry, arts, and culture of Uzbekistan today.

Uzbekistan adopted a new constitution after Soviet rule on 1 September 1991. Uzbekistan is a Presidential Constitutional Republic with legislative, executive, and judicial branches of government, similar to Turkmenistan. Top members of government include the President, Prime Minister, local ministers, and deputy ministers. Legislative power is held in the two chambers of the Oliy Majlis, the Senate, and the Legislative Chamber.



Oliy Majlis

a. How is Uzbekistan's cuisine different from other Central Asia countries?

b. Which regions of the world have influenced Uzbekistan's literature and poetry?

c. When did Uzbekistan develop its new constitution?

d. Where is legislative power held in Uzbekistan?

Registan Square in Samarkand, Uzbekistan



Lesson 7

Russia, USSR, and the Cold War

What was the USSR?

How did the USSR influence Central Asia?

Key Vocabulary

satellite state

famine

soviet

Cold War

*Grand Kremlin Palace
in Moscow, Russia*



Activity 1

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

Russia

Russia is a North Asian country adjacent to Eastern Europe. Located north of China and Central Asia, Russia borders the Arctic Ocean and extends from Georgia, Azerbaijan, Ukraine, Belarus, Finland, Estonia, and Latvia to the North Pacific Ocean.



St. Basil's Cathedral, Red Square, Moscow, Russia

Russia is a very large and diverse country with a population of around 146 million people. Over 200 ethnic groups live in Russia, including Tatar, Ukrainian,



Traditional Tanok Dancers from Udmurt Republic, Russia

Bashkir, Chuvash, Chechen, and others. Russian is the official language, alongside Tatar and Chechen, however, due to the large number of diverse ethnic groups, many other languages are widely spoken in different regions.

Russian Orthodox Christianity makes up about 40% of the population's religious beliefs, followed by Islam and other forms of Christianity. Although those religions make up the majority, the



Traditional folk group from Chuvash Republic, Russia

Russian state also recognizes Judaism, Buddhism and many other traditional religions.

Although Russia is an extremely large country, most of its population is concentrated in the western-most areas with smaller pockets of people living in scattered areas throughout other Russian territorial regions. Russia's major cities are Moscow, with a population of roughly 12 million, Saint Petersburg, with a population of about 5 million, Novosibirsk (1.6 million), Yekaterinburg (1.5 million), Kazan (1.2 million) and Nizhniy Novgorod (1.2 million).

Natural resources in Russia include platinum, gold, diamonds, iron ore, titanium, copper and phosphates.

Russia is described as a semi-presidential federation, which means that the president works alongside a prime minister and cabinet.

The current president of Russia is Vladimir

Putin, who has served as both the second and fourth president, preceded by Boris Yeltsin (first president) and Dmitry Medvedev (third president). Before the current governmental system, Russia underwent numerous political systems which have had a significant impact on the fabric of the country.



Aerial view of an opencast mining quarry, Russia



House of the Russian Federation Government in Moscow

Use the text to complete the quiz.

1. How many people live in Russia (approximately)?
 - i. 16 million
 - ii. 66 million
 - iii. 416 million
 - iv. 146 million

2. How many ethnic groups live in Russia (approximately)?
 - i. 100
 - ii. 300
 - iii. 200
 - iv. 500

3. Where do most people live in Russia?
 - i. the west
 - ii. the east
 - iii. the south
 - iv. the north

4. Who was the first president of Russia?
 - i. Dmitry Medvedev
 - ii. Boris Yeltsin
 - iii. Vladimir Putin
 - iv. Viktor Zubkov



View of the Kremlin in Moscow, Russia

Activity 2

Read the text about the USSR and complete the quiz.

The USSR



The USSR is an acronym for the Union of Soviet Socialist Republics. This massive federal socialist state was located in what is now present-day Russia, Georgia, Ukraine, Moldova, Belarus, Armenia, Azerbaijan, Kazakhstan, Uzbekistan, Turkmenistan, Kyrgyzstan and Tajikistan. This state existed from 1922 to 1991 and was considered the largest country in the world, occupying roughly one-sixth of the Earth's surface.

Founded by Vladimir Lenin when the Russian Provisional Government was overthrown, the Soviet Union promoted the social ownership of the production, distribution and exchange of the country's resources. The USSR became known as the first socialist country with a planned transition into a communist society. After World War II, the USSR began to gain power and expand further, eventually encompassing the countries in Eastern Europe.

Although Soviet ideology spread extensively throughout the region, many countries that it absorbed became known as satellite states, which were able to keep their independence, but were controlled by the Soviet Union. The satellite states included Poland, Czechoslovakia, Hungary, East Germany, Bulgaria, and Romania. By the 1980s, the USSR's economy began to suffer and many of the countries in the Union started to seek full independence. A political leader named Mikhail Gorbachev became the Soviet Union's last head of state and attempted to revive the economy. While his efforts were intended to make improvements, many members of the USSR became unhappy with the socialist-styled government and the USSR was officially disbanded in 1991. After the collapse of the Soviet Union, Boris Yeltsin became the first president of the Russian state as it transitioned from socialism.



Soviet Union propaganda medal

Use the text to complete the quiz.

1. What does USSR stand for?
 - i. Unilateral Subjection of Standard Russia
 - ii. United States of Socialist Russia
 - iii. Universal Socialist Society of Russia
 - iv. Union of Soviet Socialist Republics

2. Which present-day countries were in the USSR?
 - i. Mexico, Canada, France
 - ii. Ukraine, Moldova, Belarus
 - iii. China, Afghanistan, India
 - iv. Haiti, Mongolia, Belgium

3. Which countries were Satellite States to the USSR?
 - i. Japan, Mongolia, Nepal, Tibet
 - ii. Poland, Hungary, Romania, Czechoslovakia
 - iii. United States, Canada, England, Spain
 - iv. Tajikistan, Uzbekistan, Kazakhstan, Turkmenistan

4. When was the USSR disbanded?
 - i. 1993
 - ii. 1981
 - iii. 1991
 - iv. 2000



Statue of Vladimir Lenin, founder of the USSR

Activity 3

Read the text about the USSR and Central Asia and complete the quiz.

The USSR and Central Asia

Before Central Asia developed into distinct countries, the Russian Empire began to gain influence and eventual dominance over the area in the 18th century. By 1847, Russia invaded the present-day Kazakh steppe area and had a strong military presence that spread toward the border of present-day Kyrgyzstan. This Russian dominance eventually spread throughout the entire Central Asian region as a way to stop British influence in the area.

During a series of conflicts known as the Great Game, Russia and Great Britain competed for dominance in the area which resulted in Britain's East India Company gaining control over the Indian subcontinent and Russia controlling Central Asia.

The creation of the Soviet Union had a significant impact on Central Asia. After coming into power, Central Asia was divided into ethnically based republics. This division was the process called National Territorial Delimitation (NTD). This not only created borders throughout Central Asia, but it also separated countries into distinct groups under USSR rule. After years of subjugation, Central Asian countries began to achieve their own independence and are all sovereign countries in the present day.

Use the text to complete the quiz.

1. When did the Russian Empire begin to gain influence over Central Asia?

2. What is National Territorial Delimitation?
 - i. the division of Central Asia into ethnic republics
 - ii. the centralisation of Central Asian culture
 - iii. the destruction of Central Asian borders
 - iv. the creation of the continent of Asia

3. What was the Great Game?
 - i. a series of competitions similar to the Olympics
 - ii. a series of conflicts between Russia and Great Britain
 - iii. a series of conflicts between Russia and the United States
 - iv. a series of board game competitions using ancient technology



An old Soviet-era building in the city of Almaty, Kazakhstan

Activity 4

Read the text about the Cold War and complete the tasks.

The Cold War

The Cold War was characterized as a conflict between Western European government ideology and Eastern European socialist government ideology that lasted from 1945 to 1991. At the time, the USSR and the United States were competing superpowers with very different leadership ideas.

This clash between ideologies began as a way to slow the spread of communism throughout the world. Though neither country officially declared war on each other, a series of proxy wars took place, in which other allied countries would fight each other while being supported by either the USSR or the United States.

Since the two countries never engaged in battle with each other, the term “Cold War” was used to describe the conflict between the two nations. One way that the two countries fought in the Cold War was through the use of influence. Events such as the “Race to Space” and the “Nuclear Arms Race” became competitions for the demonstration of power and influence. In these two “races” both superpowers competed with each other to show their technological and military power. As both countries began to develop nuclear weapons, the spread of their different forms of ideology throughout the world was viewed as a mutual threat and the fight to slow the spread became an important issue on both sides.

Due to the decline of the Soviet Union and subsequent independence of its member states, the idea of a communist superpower began to fade. The Cold War came to an end in 1991 with the election of Boris Yeltsin.



Checkpoint between West and East Berlin during The Cold War

- a. Use the text to complete the quiz.
1. What was the Cold War?
 - i. a conflict that happened during winters in Europe
 - ii. a conflict between democratic government ideology and socialist government ideology
 - iii. a conflict that did not involve any weapons
 - iv. a conflict about the control of the North and South Poles
 2. Which were the main countries involved in the Cold War?
 - i. Kazakhstan and Uzbekistan
 - ii. USSR and the United States of America
 - iii. Pakistan and Mongolia
 - iv. China and Japan
 3. How was the Space to Race and the Nuclear Arms Race similar?
 - i. both were national races held during large sports competitions
 - ii. both included the best athletes in the country
 - iii. both happened during World War II
 - iv. both were used to show technological and military power

