



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Mr. Adnan Naqrash



YEAR OF TOLERANCE

2019-2020

Social Studies

Our UAE, Our World:
Understanding our past,
present and future



Grade

10

Social Studies

Our UAE. Our World.
Understanding our past, present and future.

Student book

Grade 10

Volume 1

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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

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Introduction

Dear students

“The young people must follow and ask about history and review it, whether history, the middle or the distant, so that they know what has happened to this country and how it has been experienced by the generations that have been living in the country,” said Sheikh Zayed bin Sultan Al Nahyan -peace be upon his soul-. “If I believe that someone who does not know his past, he certainly does not know his present, but if one knows his past, one must know his present and know what he must calculate from the future.”

The book (*The Emirates: Our History*) explore the ancient past UAE and it's in the depth of history for thousands of years, to the present with the great achievements of our nation under the leadership of His Highness Sheikh Khalifa Bin Zayed Al Nahyan, President of the State, His Highness Sheikh Mohammed bin Rashid Al Maktoum, the Vice President, Prime Minister and Ruler of Dubai, and His Highness Sheikh Mohamed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the UAE Armed Forces, and their Highnesses the Rulers of the UAE.

We are pleased to present to you the Activity Book that is associated with the Textbook (*The Emirates: Our History*) to be a valuable source of information and expertise; to highlight the stages of historical development of the United Arab Emirates.

In preparing and developing the Activity Book, we have based on several basic principles that have been our main guiding lines.

- The Federal Strategy, the State Vision 2021 and its National Agenda.
- The National Standard Framework for Curriculum Standards and Evaluation 2014.
- The founding builder document of the United Arab Emirates 2014.

And thanks to the authors of the book (*The Emirates: Our History*) and the book of its activities, and the designers, reviewers, and institutions who have contributed to the issuance of this value book dedicated to introducing the generations to the history of our beloved country.

And with your efforts, dear colleagues, and students, we will build our bright future, with confidence and determination, and provide an integrated environment for creativity and innovation that generates and embraces ideas to achieve the vision of the United Arab Emirates to be one of the best countries in the world by 2021.

May God grants success...

Social studies and education curricula team



Forward

Since its founding as a nation nearly half a century ago, the United Arab Emirates has been blessed with progress, benefiting from the visionary efforts of our founding fathers. The UAE now stands among the most advanced nations of the world. Our advances can be better understood in the context of our past and the efforts of the generations that have come before us.

The Emirates: Our History charts the journey from the past to the present, and serves as a valuable resource to study how the UAE has evolved to become the nation that it is today. This book presents the latest insights and discoveries of historians and archaeologists and traces our roots to the earliest known inhabitants from artefacts that date back to 125,000 years ago.

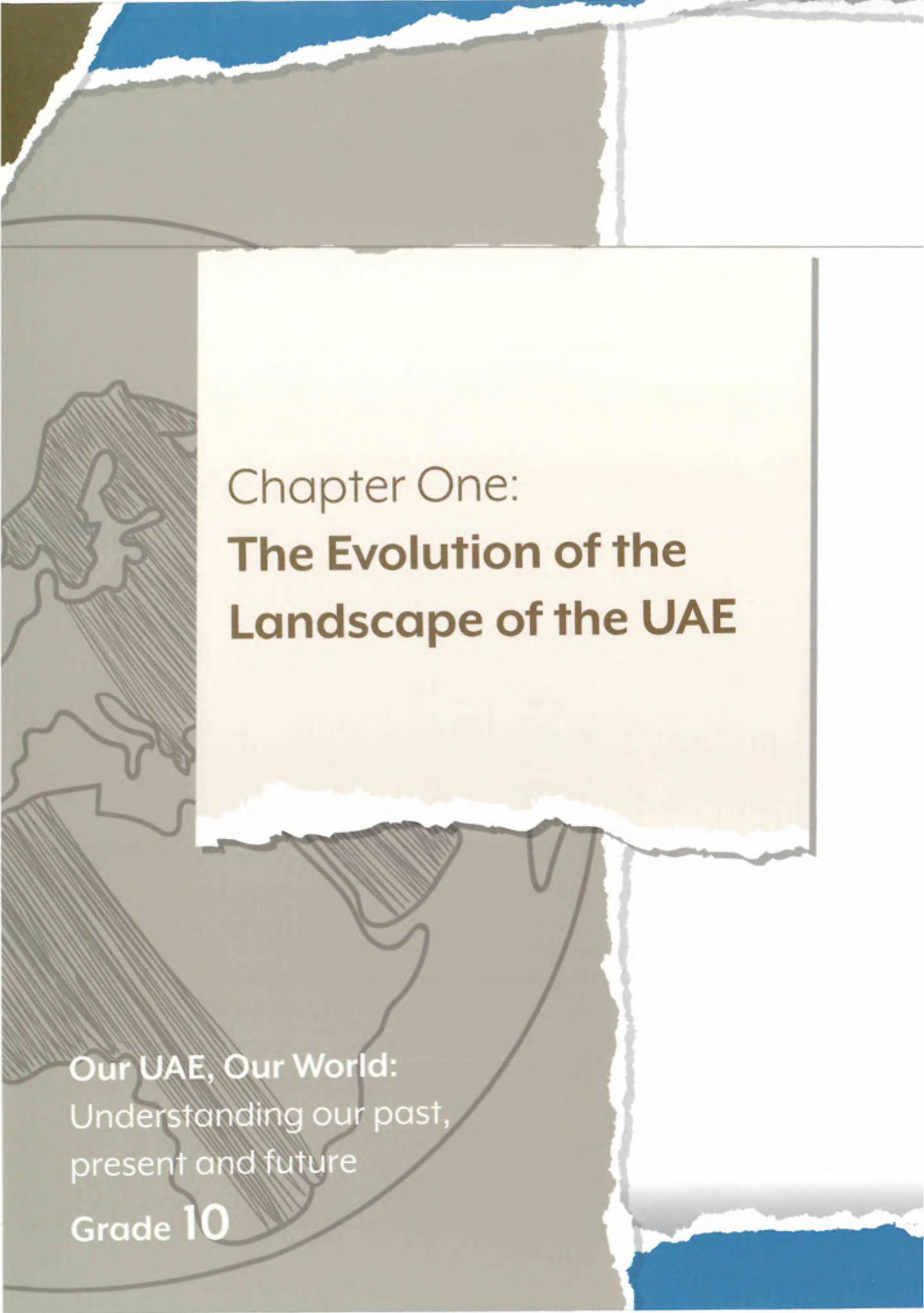
Studying our history illustrates essential lessons about the past that are still relevant to our present. Understanding history deepens our appreciation of how our ancestors faced adversity with ingenuity, like designing the 'falaj' irrigation system that transformed agriculture over 3,000 years ago. Harnessing our natural resources was evident even 5,000 years ago, with the emergence of copper mining. And our orientation towards trade, reflected in our present-day positioning as a global trading hub, can be traced even earlier to 7,000 years ago at the Neolithic village on the island of Marawah, where the earliest evidence for pearling in the world has also been discovered. More recently, in the twentieth century, the challenges faced by the pearling industry bear timely lessons about the nature of change and disruption, and the importance of preparedness and resilience.

Just as studying history illuminates change, it also highlights the values that transcend millennia. Our faith in Islam was adopted nearly 1,500 years ago and is still core to our society, influencing the very fabric of our culture and traditions. Studying our history also lends perspective on how even thousands of years ago, acceptance and peace already played an important role in defining and shaping our interactions with those of other cultures and faiths. Studies of our past also reveal to us the way in which women have always played an important role in our society.

It is my hope that all of us - especially our youth - study and appreciate the rich legacy of our nation's history, and in so doing deepen their understanding of the values that define us and the challenges and opportunities faced by those that came before us. Let us take heed of the wise advice of our nation's father, the late Sheikh Zayed bin Sultan Al Nahyan who observed, "...The present is only an extension of the past. 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."

As we work together to realize the potential of our great nation, let us learn as much as possible from our history so that in unity, we can look to the future with confidence, anticipation and determination.

Mohamed bin Zayed Al Nahyan



Chapter One:
**The Evolution of the
Landscape of the UAE**

Our UAE, Our World:
Understanding our past,
present and future

Grade 10

Read about the Evolution of the landscape of the UAE. Underline or highlight important details.

Land Formation

The buildings, roadways, and cities of the United Arab Emirates are built on a landscape that has changed greatly over the last 500 million years. Clues to these changes are scattered across the country today. When you drive to the east coast, you can see the jagged and smooth peaks of the mountains. These are the result of geological processes that have taken millions of years and are still continuing today.

Before these mountains were formed, today's UAE was part of a much larger landmass called **Gondwana**. **Gondwana** was separated from Asia by an enormous ancient ocean called the Tethys. Traces of this very ancient landscape can be found at Jebel Dhanna in Al Dhafra. Around 260 million years ago, the land that was to form the UAE started to move northward.

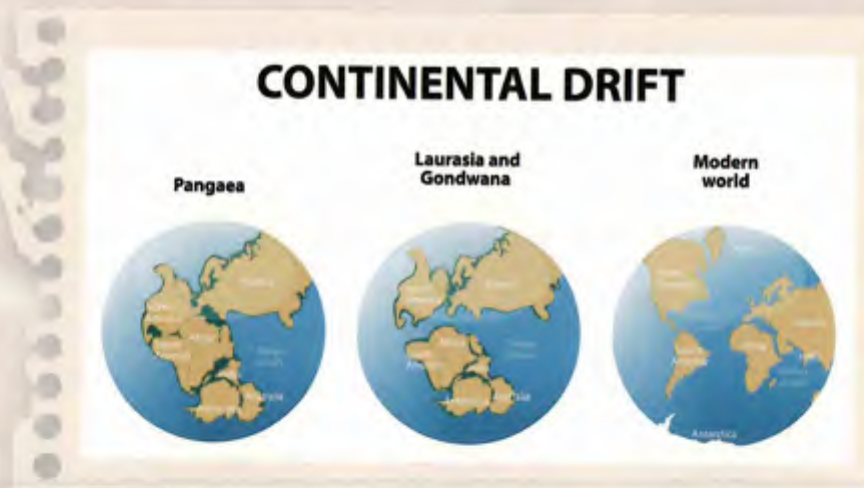


Figure 1: Phases of Continental Drift

The UAE's landscape changed even more dramatically 100 million years ago. At that time, the UAE lay on the edge of what is called the Arabian Plate. The plate began to move and came into contact with the ocean floor. Often this collision results in the ocean floor being pushed under the land surface, but on this occasion the ocean was pushed on top of the Arabian Plate. Over the next 25 million years, more and more of the ocean floor was pushed upwards to form mountains. Eventually, these mountains emerged from the sea and today they form the rugged **al-Hajar mountains**. Traces of this very ancient landscape can be found at Jebel Dhanna in Al Dhafra Abu Dhabi.

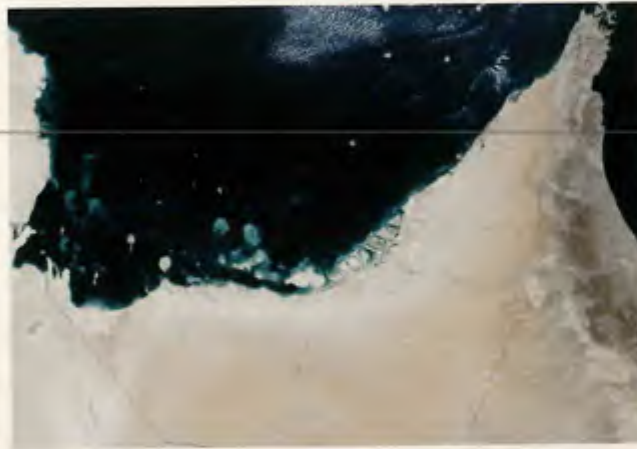


Figure 2: Area now known as the UAE

This process occurred over millions of years, but you can still see the evidence for it today. If you look out of the window of your car on the way to the east coast, you will see layers of ocean floor in the mountains. Each of these layers contains a number of different rocks and minerals that became important to the ancient people of the region millions of years later. Around 260 million years ago, the land that was to form the UAE started to move northward.

The UAE's Fossils of Global Importance

Another major geological feature of the UAE is the desert; however, deserts in the UAE are much younger than the mountains. Some of the sand dunes that you see today were formed only in the last 20,000 years, which seems like just yesterday when you consider that the earth is about 4,500,000,000 years old!

Before the deserts were formed, the climate changed many times and the landscape was very different to that of today. One of the most important changes occurred during the **Miocene epoch**. This lasted from about 23 million years ago to 5.3 million years ago. During this time, the climate warmed and a new landscape evolved. Grasslands like the savannahs seen today in eastern Africa became common in the Emirates.

During the early **Miocene epoch**, the sea between the Mediterranean Sea and the Indian Ocean gradually closed. Arabia now formed a bridge between Africa and Asia, which allowed animals from the two continents to mix. From Arabia into Africa travelled the ancestors of gazelles, antelopes, and giraffes. From Africa to Arabia came members of the elephant family and monkeys.



Figure 3: ancestor of elephant alive during Miocene period

Remains of this time have been found in the **Baynunah Formation** in al-Dhafra Region of Abu Dhabi. The **Baynunah Formation** is a geological area created by the land and rivers that once flowed through the region. Some of the rivers seem to have been quite large and had many channels. One river, near the coastal town of Mirfa, is thought to have been over 100 meters wide. The remains of animals and plants, now turned into fossils, have been discovered in outcrops of the **Baynunah Formation**. These remains are spread from near Abu Dhabi westward to Jebel Dhanna and Jebel Barakah, over 200 kilometers away, and up to 50 kilometers inland.

Paleontologists are scientists that study fossils. They have studied the **Baynunah Formation** to learn important information about the way today's animals have developed and about the climate of the **Miocene epoch**. Two types of animals lived in the UAE at this time. Crocodiles, hippopotami, fish, turtles, and shellfish lived in freshwater rivers. Other animals lived on the plains close to the rivers. Some were large herbivores (plant-eaters), like giraffes and elephants. One herd of such elephants left their footprints in a wet lakebed near Mleisa in Al Dhafra. Other animals were carnivores (meat-eaters), like saber-toothed cats and hyenas. There were birds, too, like an enormous ancestor of the modern-day ostrich, as well as tiny rodents, like mice and gerbils. A fossil of a previously unknown species of gerbil was found near Baynunah. In keeping with scientific tradition, it was called **Abudhabia baynunensis**, a Latin name that reflects the fact that it was found in the Baynunah area of Abu Dhabi. Little is known about the plants of the region in the **Miocene epoch**, but there were certainly trees. Fossilized trunks of a species like today's Acacia tree have been found.

Ice Ages and Deserts: The Quaternary Period in the UAE

Scientists call the time from 2.5 million years ago to the present day the '**Quaternary period**'. It contains major environmental changes and the emergence of modern humans. The continents were in much the same place as they are now, but a different climate meant a very different landscape.

Paleo-climatologists (scientists who study ancient climates) have shown that from around 750,000 years ago there have been regular changes in the climate every 100,000 years or so. These changes lead to **glacial** periods and **interglacial** periods. During a glacial period, large glaciers form over the earth's poles and extend towards the continents. The climate is colder and dryer. **Interglacial** periods, on the other hand, are when the glaciers retreat and the earth is warmer and wetter. Today, we are in an interglacial period that started around 15,000 years ago. Scientists call the current interglacial period the **Holocene epoch**. During earlier glacial periods, the glaciers did not extend as far south as the UAE but they still affected the landscape and climate.


When there was more rainfall, rivers flowed through parts of the UAE and down into the Arabian Gulf. The **Sabkhat Matti** in Al Dhafra contained a very large river and lake system. The rain created the **wadis** (valleys) that cut through the al-Hajar Mountains.



Figure 4: Wadis like this in the al-Hajar Mountains were cut over thousands of years

These **wadis** became very important for humans living in the region later, as they made it possible to move across the mountains. They also contained fertile soil in which crops could be grown. The rain carried large amounts of soil and rocks away from the mountains. This soil was deposited in a lower part of the land and slowly created flat landforms called **alluvial plains**. These plains can be seen today on the edge of the mountains from Ra's al-Khaimah southward to al-Ain, and on the eastern coast. The rainfall also filtered underground, where it was stored for thousands of years until humans developed ways of using it.

The **Quaternary period** also saw changes in the level of the Arabian Gulf. Around 20,000 years ago, the Arabian Gulf was probably nearly dry. The Tigris and Euphrates rivers, which now flow through Iraq, formed a single river that flowed past the Straits of Hormuz into the Arabian Sea. One of the effects of the lower level of the Arabian Gulf was that large amounts of sand from the floor of the Gulf were blown by strong winds onto the land. This was one of the ways in which the impressive deserts that define the UAE today were formed.



Lesson 1: The Evolution of a Landscape

Learning Objectives:

In this lesson you will:

- Explore a timeline covering the development of the landforms which make up the UAE.
- Discover how geologists divide up time.
- Consider the role and importance of timelines in history.
- Find out how movements in the earth's surface created physical landforms such as mountains.

Introduction

In the first two lessons you will be building your understanding of the way in which the Arabian Peninsula formed and how this formation affected the landscape and provided the seeds of the success of the United Arab Emirates today. You will be travelling back hundreds of millions of years. It is difficult to comprehend such a long time scale but it is important to remember that the processes we will be exploring were very slow and took a long time. Having some understanding of these processes provides important information about why the United Arab Emirates is such a successful country today.

Your student book begins our story some 500 million years ago. That's 500 with six zeros after (500,000,000,000). The Earth had been around for about 4.1 billion years by this time – that's 4 with twelve zeros after it, (4000,000,000,000 or in words, four thousand million million). To get some idea of how long 500 million years is, let's see how long it would take to count to 500 million.



Task 1:

Experiment

You are going to investigate how long it would take to count to 500 million if you were able to count upwards starting at one, and adding an extra number every second, without stopping until you got to 500 million.

Before you start investigating, how long do you think it will take you? _____

Complete the Table:

Calculation	Answer
Step 1: How far can you count in 60 seconds? (counts in 1 minute)	
Step 2: How far could you count in one hour? (Step 1 answer x 60 minutes)	
Step 3: How far could you count in one day? (Step 2 answer x 24 hours)	
Step 4: How far could you count in one year? (Step 3 answer x 265 days)	
Step 5: How far could you count in a decade? (Step 4 answer x 10 years)	

Did you reach the goal of 500 million? _____

Divide 500 million by your answer in step to get the number of years you would need to count to get to 500 million. _____

How old would you be after counting to 500 million? _____

The counting exercise is useful to help you put into context how big a number 500 million is.



Task 2:

Check Your Understanding

Answer the questions.

1. What was Gondwana? ____
2. What was the name of the ancient ocean which separated Gondwana from Asia? ____
3. Where can traces of the landscape that formed Gondwana be found? ____
4. What is the Baynunah Formation? ____
5. Approximately how long ago did land which formed the UAE begin to move? ____
6. What is the Miocene epoch? ____

7. Which mountains were formed by the ocean floor pushing against the Arabian Plate? ___
8. What was *Abudhabia baynunensis* and where was it found? ___
9. What is a Paleo-climatologist? ___
10. What is a Quaternary period? ___
11. What is a Wadi? ___
12. What's difference between a glacial period and an interglacial period? ___
13. What is the Holocene epoch? ___
14. What is an alluvial plain? ___
15. How did the sand get in to the area now known as the UAE to form the desert? ___



Activity:

Word Search

Find the keywords in the puzzle

OCEANFLOOR - GONDWANA - ROCKS - COLLISION - ARABIANPLATE - ALHAJARMOUNTAINS
- MINERALS

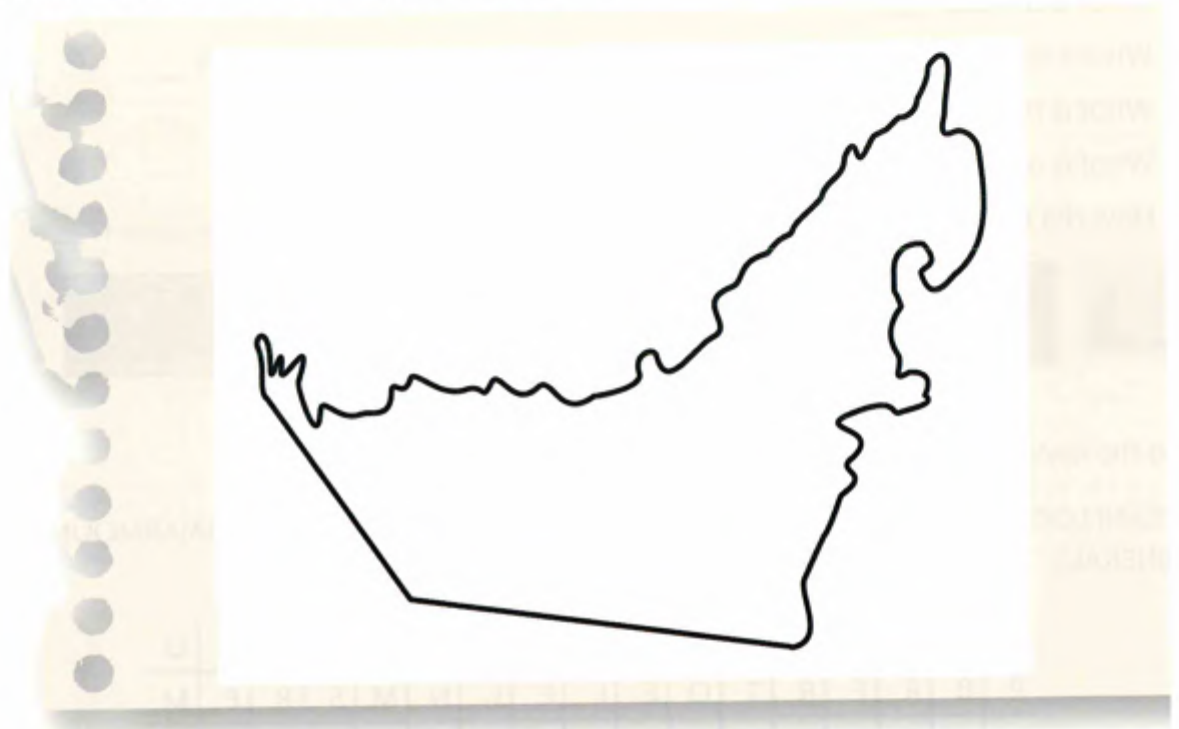
R	N	N	A	W	N	L	N	C	A	I	A	T	S	A	S	U
P	B	R	F	R	T	O	E	I	E	I	N	M	S	R	E	M
L	A	O	A	N	A	R	L	E	N	W	A	N	S	N	M	A
R	N	L	T	I	W	B	E	L	S	E	W	E	N	U	U	E
A	C	G	C	M	A	O	I	J	G	R	D	S	O	S	Y	L
C	F	O	P	O	Q	S	O	A	J	P	N	T	R	S	G	O
R	B	W	S	T	R	G	G	M	N	W	O	S	C	M	A	R
M	R	R	R	O	G	E	Q	H	A	P	G	O	O	Y	D	O
E	O	L	C	G	R	L	L	N	O	C	L	T	I	F	I	C
O	C	E	A	N	F	L	O	O	R	L	C	A	J	N	S	K
S	L	A	R	E	N	I	M	G	T	Z	O	C	T	O	L	S
N	E	O	R	N	O	I	S	I	L	L	O	C	T	E	O	E
S	A	L	H	A	J	A	R	M	O	U	N	T	A	I	N	S



Task 4:

Map Work

The illustration below shows an outline of the UAE. Use this map outline to include and note key features as you work through the chapters.



Instructions: Add the following to the blank map.

- Use colored pencils to add some color to the map and differentiate the land and the Sea.
- Label the Arabian Gulf, the Mountains, and places where traces of ancient landscapes can be found.
- Label Jebel Dhanna and Jebel Barakah on your map where animal remains have been found in the al-Dhafra region of Abu Dhabi.



Task 5:

Reflect

Why are timelines important in history? Answer in at least 3 sentences.

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Task 6:

Try It Yourself

Construct a timeline using the events and dates using at least 8 events from the text. Write the date above the line and the event below the line.



Lesson 2: Resources and Evidence

Learning Objectives

In this lesson you will:

- Look at the difference between primary and secondary sources of information as evidence in historical enquiry.
- Categorize different sources as primary and secondary.
- Find out how fossils are formed.
- Explore the Quaternary Period in the UAE.

Introduction:

In this lesson you explore sources of evidence. It might be obvious to state that history is about the past and as you saw from the first lesson, our story has begun millions of years ago. None of us were around to witness any of the events you will cover in your studies. An important question in history, therefore, is how do we know what happened in the past?

The answer is that we must base our understanding of what happened in the past on evidence. This evidence can be all sorts of different things; artefacts (objects made by people, these can be jewelry, pots, coins, vases, buildings and so on), documents, official records, stories passed down from generation to generation, images, photographs, recordings, books and the physical landscape. Part of the physical landscape is the existence of fossils and we will be looking at these as sources of evidence in this lesson.

Sources of Information and Evidence:

Historians need evidence to piece together a picture of what happened in the past. This evidence is categorized in two main ways. Historians refer to **primary** sources and **secondary** sources of information.

A **primary source** is evidence which has been produced in the past but was created or originated at the time of the event or period being considered. It is first-hand information. It can be a physical object or can be an account recorded at the time an event occurred.



Figure 5: Rock with Fossils



Figure 6: Ancient Documents

A **secondary source** is one that is written after the event or period being studied. It is often a written source which uses various primary sources to put together a story about the event or period being studied.



Figure 7: History Books in a Library

Whenever you are looking at a source of information in studying history, it is important to decide whether it is a primary or secondary source. Deciding on the type of source helps in deciding how useful or helpful the source is in putting together the story of the event or period and developing your understanding of it.

In this lesson we will be looking at some sources of information as we continue to explore the early history of the UAE.



Task 1:

Primary or Secondary Sources

Source of Information or Evidence	Primary or Secondary?
Geological features (such as layers in rocks)	
Fossils	
The textbook 'The Emirates: Our History'	
The remains of animals and plants	
A drawing of Miocene animals of Abu Dhabi	



Task 2:

Check Your Understanding

Re-read the information from the Heading '*The UAE's Fossils of Global Importance*' to the heading '*Ice Ages and Deserts; The Quaternary Period in the UAE*' and Answer the questions.

1. The earth is about 4.5 billion years old. Deserts began to be formed in the last 20,000 years. What fraction of time does the formation of deserts represent? _____
2. Approximately how long was the Miocene Epoch? _____
3. In the Miocene Epoch, the land that is today the UAE had grasslands. Briefly outline the reason why grasslands formed on the land.

.....

.....

.....

.....

4. Historians can use information provided by geologists and other experts to understand how land formations change. How do remnants of different types of animals help explain what happened to landforms during the Miocene Epoch? _____
5. What types of animals lived in the UAE during the Miocene Epoch? _____

6. Why do you think we know little about the range of plants that existed in the UAE during the Miocene Epoch?

.....

.....

.....



Task 3:

Learn More about Fossils



Figure 8: Fish Fossil

Fossils

Fossils are an important source of information which give us clues about what happened millions of years ago. Fossils of plants, animals and even footprints help *paleontologists* to be able to understand what sort of animals lived in a particular area, what the climate would have been likely to be like, what sort of food sources were available, and what the landscape these animals and plants lived in. Together, these help form a picture of what things were like millions of years ago.

Re-read the section headed '*What is a Fossil*' and fill in the blanks to complete the sentences.

Fossils are _____ that, over the course of millions of years have been _____. When animals and plants die, the vast majority will decay and there will be no visible trace of their existence. Some, however, will undergo the fossilization process. In this process, _____ seeps into the bones and tissue which has been buried. The _____ reacts with the dissolving bones forming new _____ which take the shape of the bones of tissue. A fossil is essentially like a _____ which has been produced over millions of years. The scientists that study fossils are called _____.



Task 4:

True or False

Statement about Fossils	True or False?
All fossils were living plants and animals.	
Fossilization always preserves all the parts of an animal or plant.	
Fossils tend to form in sedimentary rocks in deserts or near rivers.	
Fossils are always found underground.	
Fossils can be found in rock, gravel and mud.	



Task 5:

Card Sorting

Read the text and use the information to do the card sorting activity.

The Miocene Epoch and Geological History of the World

The word '**Miocene**' comes from Greek and means 'less recent.' The **Miocene epoch** is the earliest part of the **Neogene period**, which stretched from 23 million to 2.5 million years ago. The **Miocene epoch** is followed by the **Pliocene epoch** which you will read about in Chapter 2. Scientists from around the world work together to determine these geological ages using Stratigraphy. **Stratigraphy** is the study of the way the layers of the earth's surface are formed on top of each other over time. Each layer is distinct and contains clues to the different climates and types of animals on the earth during each geological age. During the Cretaceous period, for example, which lasted from about 145 million years ago to 66 million years ago, dinosaurs such as Tyrannosaurus rex roamed the earth. They became extinct at the end of the **Cretaceous period**, perhaps because a meteorite or comet hit the earth.

Match key words from the text to the correct definition or brief explanation.

Key words	Definitions
Stratigraphy	The earliest part of the Neogene Period
Miocene	word from Greek meaning 'less recent'
The Miocene Epoch	A Period around 79 million years in the past
Cretaceous Period	The study of the layers of the Earth's surface
Neogene Period	A period lasting around 20.5 million years

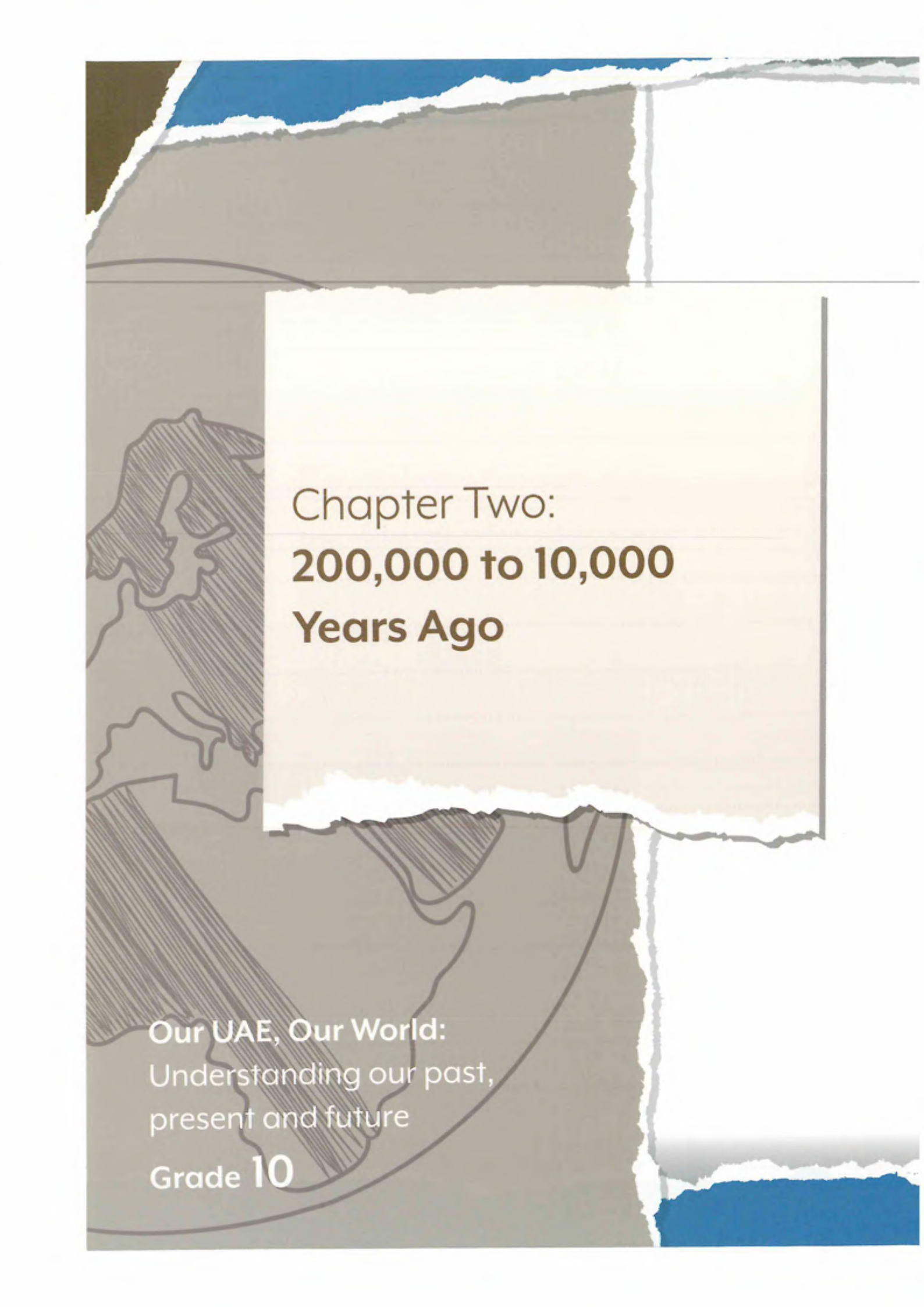


Task 6:

Crossword Puzzle

Re-read the information in your textbook on Ice **Ages and Deserts: The Quaternary Period in the UAE** then see if you can complete the crossword puzzle.

	<p>Down:</p> <ol style="list-style-type: none">1. The period from around 2.5 million years ago to the present day2. A large river and lake system which existed in western Abu Dhabi3. Two modern day rivers which used to be one river4. The study of ancient climates5. The current interglacial period which started around 15,000 years ago6. The name for a valley7. Landforms which contain fertile soil washed down from mountains8. A cold dry period when ice covers more of the earth's surface <p>Across:</p> <ol style="list-style-type: none">9. The period when glaciers retreat and the climate is warmer and wetter
--	--



Chapter Two:
**200,000 to 10,000
Years Ago**

Our UAE, Our World:
Understanding our past,
present and future

Grade 10

Read the text. Underline or Highlight important information.

Jebel Faya and the Movement of Humans from Africa

Modern humans emerged around 200,000 years ago in Africa and then spread around the world. Some of the earliest evidence for human movement from Africa to the Middle East was found in Palestine. In caves at *Qafzeh* and *Skhul*, fossilized human remains were discovered. These suggested that humans came from Africa through the Nile Valley and into Palestine between 120,000 and 80,000 years ago.

Recent excavations at *Jebel Faya* in Sharjah in the United Arab Emirates have changed that picture. At this site, archaeologists have found stone tools that look like those previously found in East Africa. These include small hand-axes and tools for cutting up food. Scientists have determined that the stone tools were buried between about 130,000 and 95,000 years ago. This suggests that humans moved from Africa into Arabia at about that time. Not only does the discovery at *Jebel Faya* provide possible evidence of a previously unknown route out of Africa, but it may also indicate that anatomically modern humans left Africa tens of thousands of years earlier than previously thought.

How did humans get to Jebel Faya and what happened to them?

Travelling from Africa to Arabia today means crossing the Red Sea. Because of this, scientists had often favored a northern route for humans moving from Africa, following the Nile and then into Palestine. However, the different climate of the past (discussed in Chapter 1) affected not just rainfall but also sea level.

Around 130,000 years ago, the Red Sea was much lower than it is today. This meant that crossing from Africa to Arabia would have been like crossing a small river. We now know from *Jebel Faya* that this is one of the routes that humans took into Arabia.

During this time there was also more rainfall in Arabia than there is now. The humans arriving in Arabia found grasslands and large numbers of wild animals. With their high levels of intelligence and skill, they were able to hunt the animals with ease. The newly arriving humans kept on the move. One group moved to *Jebel Faya* and left their distinctive stone tools there for archaeologists to find nearly 130,000 years later!

The climate, however, was continually changing. Around 75,000 years ago, the climate once again became drier. It is likely that the humans who then lived in areas of the UAE became separated from those to the west and south in Yemen and Saudi Arabia. They might have decided it was time to keep moving. If so, changes in the climate once again would have helped them. As it became drier, the Arabian Gulf became no more than a river. This river valley attracted a wide range of animals. These would have provided easy hunting

for humans crossing the Arabian Gulf and spreading into Iran and then Pakistan and India.

From Arabia to the World

The stone tools from *Jebel Faya* provide important evidence of the movement of people across Arabia. Eventually, humans moved into Asia, Europe, and then on to America. The *Jebel Faya* discoveries have thus placed the UAE on the world map of sites crucial to understanding our earliest history. That understanding is always changing, though, as scientists discover new archaeological sites and develop new ways of looking at the evidence.

For example, scientists are still debating what happened to humans who moved into southern Asia about 75,000 years ago. A few thousand years later, a volcano on the site of what is now Toba Lake in Indonesia erupted, causing massive destruction.

The eruption was so great that scientists refer to it as a 'super-eruption.' It deposited thousands of tonnes of volcanic debris and ash over a large part of southern Asia and into the Arabian Sea. Some scientists have suggested that the eruption was so great that perhaps as few as 3,000 of our human ancestors survived. Others argue that humans were not seriously affected and survived without too much difficulty. Only future research will help us better understand what happened. It seems likely, though, that humans altered their hunting tactics as the environment changed around then.

Humans continued to spread around the globe and moved towards Australia around 50,000 years ago. By 40,000 years ago, the humans living in the Middle East had spread into Europe and the northern part of the Middle East. There they met Neanderthals. The skills of the modern humans and their hunting abilities were greater than those of the Neanderthals. As a result, Neanderthals became extinct, perhaps around 30,000 years ago. Europe was settled by the humans who had travelled across the Middle East thousands of years earlier.

The Story of Jebel Faya

We are going to look in a bit more detail at the results of the exploration at Jebel Faya.

In March 2015, archaeologists in Sharjah discovered a collection of ancient tools. The remains included axes, devices for working animal skins to make them usable for humans, and stones which were partially made into tools. The archaeologists have been able to investigate the artefacts in more detail and what they have discovered has changed what was previously thought was how and when humans moved out of Africa into other parts of the world.

It was previously thought that humans similar to us were first recorded in northwest Africa and in parts of central Africa some 300,000 years ago. It was thought that for 140,000 years,

these humans never moved from these locations but after that, they did begin moving and spreading out. It was believed that humans began to populate parts of Arabia between 80,000 and 100,000 years ago. However, the findings in Jebel Faya has caused historians to re-think that story, although as we will see, not everyone agrees!

The archaeologists have investigated the findings and have concluded that the age of these tools would mean that humans were in Arabia around 20,000 years earlier than previously thought. The findings at Jebel Faya suggest that humans existed in the UAE around 125,000 years ago.

It is also believed that the route which these early humans took was different to that which had been previously accepted. Many historians and archaeologists believed that humans probably travelled keeping quite close to the sea and not travelling too far inland. This would have meant that humans might have followed the River Nile and towards the Arabian Gulf. This new evidence suggests that humans may have travelled across inland areas.

It is thought that the reason humans were able to travel inland is because the climate was different 125,000 years ago, The UAE at that time would have been much greener and have provided sources of food for animals. This also meant that humans could have hunted the animals for food and clothing and also used plants for shelter.

Lesson 3: Humans at “Jebel Faya”

Learning Objectives

In this lesson you will:

- Look at archaeological discoveries at Qafzeh and Skhul.
- Consider the conclusions which can be drawn from new evidence on the movement of early humans.
- Use the knowledge gained in the lesson to complete some map work.

Introduction

In this lesson we are going to begin looking at the period from 200,000 years ago to 10 000 years ago. 200,000 years ago is important because that is the time around which evidence of humans and human activity emerges. Scientists classify 'humans' in different ways. Evidence shows that what we call modern humans (*homo sapiens*) mixed with early humans (*Neanderthals* and *Denisovans*). There is evidence that human type species have existed for millions of years but evidence of what scientists call modern humans is available from around 300,000 years ago. It is thought that around this time, humans began to move around and populate other parts of the earth. We will look at the progress of this migration through the Arabian Peninsula and how scientists and historians come to know about the movements of humans and when they moved around the earth.




Task 1:

Information Search

Archaeological Digs in Qafzeh and Skhul Caves

Qafzeh and Skhul caves were investigated by scientists who discovered human remains. Your teacher will guide you to websites for more information about archaeological digs in Qafzeh and Skhul Caves. Evidence from these discoveries have helped archaeologists and historians to understand more about how early humans moved across the Middle East and when they lived in various parts of the world. Learn more about the digs in the Qafzeh and Skhul Caves using the questions as your guide.

1. Where Qafzeh and Skhul caves are located? _____ Mark it on your map from the last lesson.

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2. When did the excavations of the Qafzeh cave site begin and who was initially responsible for the excavations? _____
 3. Why was exploration of the site disrupted and who renewed explorations of the site and when? _____
 4. Who began the exploration of the Skhul cave site and when? _____
 5. Who found the human remains at Skhul in 1939? _____
 6. What sort of objects were also found at the two sites in addition to the human remains at these sites? _____
 7. How many human remains were found at Qafzeh and how many at Skhul? _____



Task 2:

Check Your Understanding

Answer the questions based on your readings about **archeology**, the study of ancient people, and **Jebel Faya** in the text.

1. What is an archaeologist? _____
2. How might early humans have made tools from stones? _____
3. If the tools found at Jebel Faya were different to those found in Africa, why would this mean that the two groups of humans using these tools were probably different?

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4. The findings of the researchers suggested that early humans may have travelled inland rather than follow the coastlines. Why might the climate at that time have allowed humans to travel inland rather than use the coastlines?

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5. Why do you think that finding out the age of the tools was important?

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6. Why do you think that humans didn't move from Africa for so many years? What may have caused them to begin moving out of Africa?

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7. The archaeologists who worked on the exploration of Jebel Faya believed that the tools they found were similar to those found in parts of Africa. Why do you think this would suggest that people must have travelled from Africa to Arabia?

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8. It was believed that if humans migrated out of Africa they probably stayed close to coast lines. Why do you think this would have been important?

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Task 4:

Map Work

Follow the instructions using the map provided.



- Mark on the map Africa, The Red Sea, Palestine, Saudi Arabia, and the UAE.
- The map shows the approximate location of two of the early human groups living in Africa. If early humans did migrate following the coast lines, show a likely route for both populations from Africa to the UAE.
- Now show the route (in a different color) that these early humans might have taken to the UAE if the theory about travelling inland and across the Red Sea is correct.



Task 5:

Use Your Creativity

Imagine that you are exploring in Jebel Faya and you come across a collection of tools and then some almost perfectly intact human skeletons. You have been exploring the area for two years and your research told you that there was likely to be something of interest in the area but now you have finally discovered something amazing. Be sure to include your feelings when you were finally successful. How would you feel about disturbing skeletons and bones of people who died in the past?

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Lesson 4: How to Use Evidence

Learning Objectives

In this lesson you will:

- Understand why archaeologists, scientists and historians can sometimes disagree on what happened in the past.
- Explore how our understanding of the past can change.

Introduction

In the last lesson, you looked at how the discoveries at Jebel Faya have helped in developing understanding of how and when early humans began migrating from Africa across the continent and into Arabia. Some archaeologists believed that the tools that were discovered were similar to those found in Africa and concluded that the people who used these tools had probably migrated from Africa. You also saw that other scientists believed that the tools did not prove that early humans had migrated and in fact might have belonged to a group who had lived in Arabia for many years.

This was an example of how historians and other researchers look for evidence to try and piece together what happened in the past. They uncover new evidence which can help to change what we believe happened in the past. In this lesson we will explore in more detail the process of how evidence is used.



Task 1:

Interpreting Descriptions in Pairs or Small Groups

In pairs or small groups, discuss the examples of evidence which might be uncovered by historians and archaeologists and write a sentence to describe how you think the item might help in understanding how early humans behaved and lived their lives. Groups will present to the class.

1. A set of flint tools which have been carved into arrow heads.
2. Fragments of what would have been a large bowl.
3. Preserved animal skin which appeared to be a piece of clothing.
4. Remnants of fires which have included large animal bones in the remnants of the fire.
5. The skull of an early human which has a large hole and signs of fracture in the front.
6. A skeleton of an early human, well preserved with a set of deer antlers positioned by the chest of the individual.
7. Drawings on the walls of a cave.



Task 2:

Interpreting Details in Text

Re-read the section of your text under the heading *From Arabia to the World* which contains the statement, “understanding is always changing...as scientists discover new archaeological sites and develop new ways of looking at the evidence.”

Think about the meaning and answer the questions.

1. What sort of new ways of looking at evidence might scientists have developed to help analyze evidence like tools, human bones, and skeletons?
2. How do you think these new techniques help change the way we understand evidence?
3. Our understanding of what happened in the past changes over time. What do you think needs to happen before a different interpretation of events that happened in the past is acknowledged and accepted?



Task 3:

Use Your Creativity

When archaeologists discover new sites, artefacts and human and animal remains, these finds can be analyzed. However, often what they find are only fragments or parts of a whole and so they must use these to build a picture of the whole. You can think of it as having some pieces of a jigsaw which do fit together but you do not have any idea of what the full jigsaw is meant to be.

Archaeologists, historians, and scientists all work together to try and understand these pieces of the jigsaw, what they might tell us about the whole jigsaw so that they can make an assumption about what the whole jigsaw might be.

Of course, it is possible that those assumptions could be wrong. It is also the case that other researchers might find other parts of the jigsaw which provide more of the whole jigsaw and so our understanding of the past can change as a result.

Imagine that you are in parts of Southern Asia tens of thousands of years ago. Assume that you are one of the few people to survive the volcanic eruption in what is now modern-day Indonesia. Write a story describing the event and your thoughts and feelings as you witness this major event. You may also illustrate your story with pictures.

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Task 4:

Archeology Word Scramble

Unscramble the keywords and write the meanings under them.

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Someone how studies	
	LCRNOGHYOOT
	AAFERCT
	AISSNLYA
	ESTI
	IIHCT
	XCANOAVTEI
	VERYUS
	SAINISFLICCTOA

Use the meanings as clues to unscramble the words.

- ☉ The scientific and systematic investigation of an area of land to seek out possible sites for exploration.
- ☉ Organizing events in the order in which they happen.
- ☉ An object made, shaped or formed by humans.
- ☉ Putting things into groups and categories according to particular criteria to help in promoting consistency in understanding of items and artefacts.
- ☉ Referring to a stone item or an item made of stone.
- ☉ An area of land where humans inhabited and where remains and objects exist which is then explored.
- ☉ The exploration of an archaeological site through a systematic process of digging and recording.
- ☉ The study and classification of findings from a dig to understand their origin, purpose, make-up and structure.



Task 5:

Reflect

1. Describe two ways in which our understanding of what happened in the past could change as a result of research.

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2. Why might humans have had to adapt their hunting tactics to cope with a changing environment such as that produced by the eruption of the volcano in Indonesia?

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Lesson 5: Review

Learning Objectives

In this lesson you will:

- Review the learning you have acquired during the lessons associated with Chapter 2 of the text book
- Demonstrate through different ways, your understanding of how historians come to understand the past and how this understanding can change.

Introduction

In this lesson you will be reviewing and reflecting on the learning you have been doing about the content in Chapter 2 of the textbook. In addition, you will also be reviewing and reflecting on the skills you have learnt in covering this chapter. These skills include:

- How historians work with sources of information and evidence to help understand what happened in the past.
- How historians draw conclusions about events of the past.
- Why historians can disagree on events in the past even when looking at the same evidence or sources of information.
- How new discoveries and new techniques can lead to changes in the way we understand what happened in the past.



Task 1:

Check Your Understanding

In Chapter 2, you have been exploring events that happened between 200 000 and 10 000 years ago. The following questions ask you to think about the challenges to historians of understanding events that happened such a long time ago.

Imagine two historians are meeting to discuss their work. One is an historian which specializes in studying events that happened 100 years ago, and the other in studying events that happened 100,000 years ago.

1. What differences do you think these two historians would have in conducting their research and finding out about events in the past?

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2. What similar challenges do you think they both have in finding out about and understanding events in the past?

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3. In earlier lessons, you looked at the difference between primary and secondary sources of information. Imagine these two historians are comparing the primary and secondary sources of information they are using in their work. Which historian would have most access to sources of information?

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4. What would the differences be in the range of sources of information available to each?

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5. What different techniques of analysis would each be likely to have to use in interpreting the evidence they are working with?

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Task 2:

Interactive Activities

Your teacher may assign you one or more of the Interactive Activities.



Activity 1:

Guess Who or What?

This task will require you to be a little creative and to think about some of the issues and events covered in the Chapter. Your teacher will give some students a target word or words or concept which you have covered in the previous three lessons. If you are one of the students who have been given one of these words or concepts, you will not know what it is. The task is to try and find out what the word or concept is by asking your fellow students questions.

Your classmates can only answer 'yes' or 'no' to the question you ask so you need to ensure your question is capable of being answered in this way or they will not be able to answer. The task is to find out as quickly as possible what word or concept you have been given. You can have a guess and can ask a classmate 'Am I?' – again, they can only answer 'yes' or 'no'. If they answer yes, you put your hand in the air to signal to your teacher that you have worked out your word or concept.



Activity 2:

Beat the Clock

In this task, your teacher will give you some time to write down five questions about how historians find out about events in the past. The questions you write down must be capable of being answered by a 'yes' or a 'no' answer in addition to being answered more fully by a sentence.

When everyone has finished their questions, your teacher will select one of you to be 'in the hot seat'. Your classmates will ask you the questions they have written down and if you are in the hot seat you must provide an answer to the question but you must not answer 'yes', 'no' or hesitate with your answer by saying something like 'ermm, I am not sure', 'I don't know', or 'Possibly'. You are also not allowed to shake or nod your head in response to the question. If you do any of these things you will be timed out. If, however, you can survive for one minute without doing any of these things and providing proper answers to the question then you will have beaten the clock.



Task 3:

Storyboard

In this task you will be asked to think about all the things you have learned about the issues raised in Chapter 2 and about how historians work.

You will be given some sheets of A3 or A4 paper. You will need to divide the paper into four or six sections with some lines drawn underneath each section to write on as illustrated in the example below.

Use the paper to recount, in an appropriate sequence or order, what you have learnt about the period covered in the chapter (200 000 to 10 000 years ago) by drawing pictures and including a brief written description under each picture you have drawn, or providing some key facts you have learned.

Plan Your Storyboard using the grid.

Frame Drawing	Notes
Frame 1	
Frame 2	
Frame 3	
Frame 4	
Frame 5	
Frame 6	



Task 4:

Writing Assessments

Your teacher may give you one or both options for you to complete as an assessment for Chapter 2.

Option 1: Essay

You are introduced to a person who is visiting the UAE for the first time and who is, unfortunately deaf. They are very interested in understanding more about the very early history of the UAE, and in particular the period between 200 000 to 10 000 years ago.

Use your writing skills to describe and explain some of the key events which occurred during the period you have studied so that the person you are writing to has a good understanding of the events, how historians have come to know what happened, and how some of this understanding has changed over the last fifty years. Aim to complete your description/explanation in no more than 300 words.

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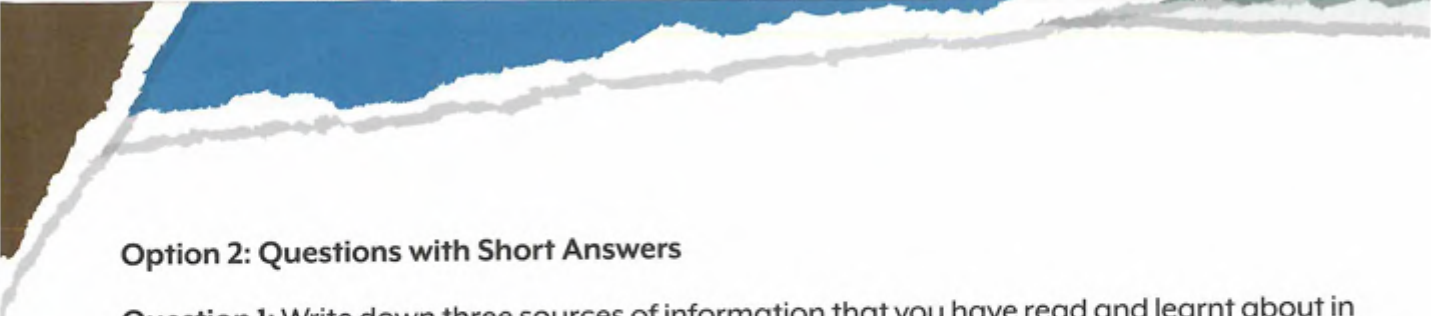
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Option 2: Questions with Short Answers

Question 1: Write down three sources of information that you have read and learnt about in the lessons covering Chapter 2.

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Question 2: Write a sentence to explain how each of the three sources you have listed in Question 1 above help to tell historians something about what happened in the past in the period you have been studying.

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Question 3: Choose one of the sources you listed in Question 1 and write a short paragraph about the limitations of the source in telling us about the past and how different historians might interpret the source's value in different ways.

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Question 4: Think about the sources of information you listed in Question 1. What new sources of information which archaeologists or historians might find could change the way we understand what happened in the period you have been studying?

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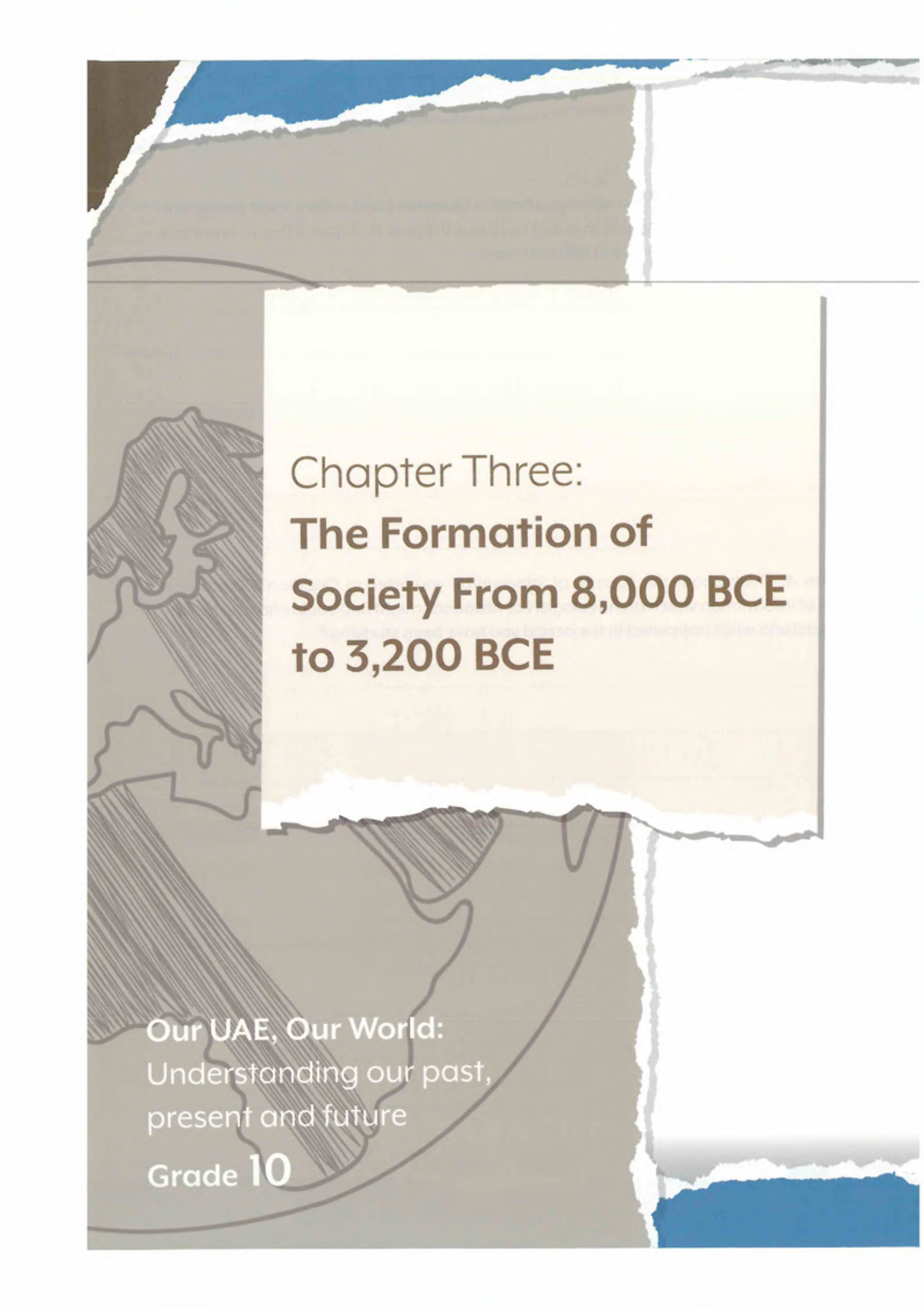
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Chapter Three:
**The Formation of
Society From 8,000 BCE
to 3,200 BCE**

Our UAE, Our World:
Understanding our past,
present and future

Grade 10

Read the text. Underline or highlight important information.

Climate Change at 10,000 BCE

A thick layer of sand builds up at Jebel Faya between 36,000 to 10,000 BCE. This indicates the climate was very dry. Although there is still much to be discovered, it is possible that very few people lived in the UAE at this time. It might also be the case that people only lived in the areas that are now under the waters of the Arabian Gulf.

We have much better evidence for what happens after 10,000 BCE. Many sites of this time have been found throughout the UAE. We still do not know if the people living at that time were related to those who had lived thousands of years earlier at Jebel Faya. But we do know that the climate was changing again and the land was becoming easier to live in. The *Arabian Neolithic* period was about to begin.

Climate Change at 8000 BCE

Climate change is an important issue today, and scientists use many tools to determine how today's climate has changed from that of one hundred years ago. People who study the ancient climate use these same tools to understand the climate of thousands of years ago.

One of their most important discoveries is that during the Neolithic period, from about 8000 BCE to 4000 BCE, the climate of the UAE was very different from that of today. Today, the UAE receives only a little rainfall, mainly in the winter, and has long, hot, and dry summers. This is also the case for neighboring countries except the area of *Dhofar*, which has wetter and cooler summers than anywhere else in the region. This is because the Indian Ocean monsoon brings summer rainfall and cooler temperatures to *Dhofar* and the surrounding hills. **Scientists have determined that from around 8000 BCE, the monsoon moved slowly northward into Arabia.** It brought rainfall and probably cooler temperatures. We do not know the exact amount of rainfall during this time, but it was enough to fill lakes in the middle of the desert. The remains of one such lake have been found near *Awafi* in Ra's al-Khaimah. Many others are known throughout the UAE and other countries.

Expansion

The increased rainfall changed Arabia's landscape. Grasslands expanded in the interior and people moved from camp to camp on a seasonal basis. They also began to interact with people in the Levant – the countries of Syria, Jordan, Lebanon, and Palestine. Domesticated cattle, sheep, and goats were either brought to the UAE by people coming from this region or were introduced through trade. These animals provided meat and wool and, importantly, milk. They were kept in herds and were moved around the landscape during the year. We

refer to this lifestyle as nomadic pastoralism. It has always been an important part of life in the UAE.

The people who lived in the UAE at this time also hunted wild animals like oryx, gazelle, and camel. They developed distinctive stone tool technologies. They chipped away both faces of a stone blade to make fine arrowheads and cutting tools. Today these tools are found at the many ancient campsites of the people who lived at the time. One such campsite is deep in the deserts of Abu Dhabi, near Umm az-Zamul, where the rain had created seasonal lakes.

Because this stone working was new to the region and was accompanied by big changes in the diet, the period from about 8000 BCE to 3000 BCE is called the 'Neolithic' or 'new stone age'. The site of Jebel Buhais in Sharjah is particularly important for understanding this period. **Archaeologists have found many fireplaces at this site dating to between 5000 and 4000 BCE.** In these, they have found sheep, goat, and cattle bones, as well as those of hunted animals like camel. A large cemetery was also found at Jebel Buhais. The study of the bones from this cemetery has provided important information on Neolithic life in the UAE.

Coastal Life

Neolithic people also lived on the coast and islands of the UAE. Two ancient villages dating to the beginning of the Neolithic period are on the islands of Marawah and Dalma, west of Abu Dhabi. Well-made stone buildings have been found on Marawah. One such building also served as a burial and contained human skeletons. The people living on these islands made and used fine stone tools. These included the arrowheads, spearheads, and scrapers that are typical of the region overall.

The inhabitants of Dalma knew how to make boats and sail into deep waters. Fish bones from Dalma include deep-water species that could only have been caught far offshore. In addition to deep-sea fishing, they collected shellfish and hunted animals like gazelle and oryx. They also kept sheep and goats that provided meat and milk.

The remains of date stones have also been found in fireplaces at Dalma. These show that people were eating dates in the UAE at least 7,000 years ago. They were probably not growing the date palm, but collecting wild dates on Dalma or on the mainland.

Akab is another important Neolithic coastal village in Umm al-Qaiwain. It is located on a small island in the middle of a lagoon. Many dugong bones from about 6,000 years ago have been found at the site. Archaeologists initially thought that this was simply where dugongs had been cut up for meat and the bones left scattered on the ground. Similar discoveries had been made elsewhere in coastal and island sites in the UAE. Further work

showed, however, that Akab was different. The people had carefully placed the skulls and other bones to make a platform. This platform must have had some ritual use, perhaps at a time when there was a large feast at the site.

Life on these islands relied greatly on knowledge of the sea and its resources. Islands have remained a very important part of the culture of the UAE to the present day. One of the most important is Sir Bani Yas, which the UAE's first President, Sheikh Zayed, turned into a wildlife reserve in 1977.

The Beginnings of Maritime Trade

Another important discovery made on the island of Marawah is a pot from the 'Ubaid period in Mesopotamia. The 'Ubaid period lasted from before 5300 BCE to around 4000 BCE. The Marawah pot dates to before 5000 BCE, or over 7,000 years ago, showing that trade was already occurring at the beginning of this period.

After 5000 BCE, trade with 'Ubaid Mesopotamia became more common. 'Ubaid pottery is found at many places along the UAE coast. The pottery was probably used for drinking, perhaps on special occasions. The people living on Dalma made copies of this pottery in plaster. At this time people in the UAE were not yet making their own pottery from clay.

Much more 'Ubaid pottery has been found in eastern Saudi Arabia. It is likely that the 'Ubaid pottery found in the UAE was the result of trade with this area. The people in the UAE had already, therefore, developed the maritime skills needed to sail up the Arabian Gulf. These skills involved not just knowledge of boat building, but also knowledge of the winds and currents of the Arabian Gulf. This knowledge has remained important in the culture of the UAE for thousands of years.

Archaeologists have remained puzzled as to why 'Ubaid pottery was popular in the Arabian Gulf. However, recent excavations in the UAE have provided an important clue. Excavations in Abu Dhabi, Umm al-Qaiwain and Sharjah have revealed evidence that people were diving for pearls over 7000 years ago. These pearls were used for jewelry, as seen in the burials at Jebel Buhais. So, one possible reason is that people from Mesopotamia wanted the pearls that were available in the waters of the UAE. Pearls were unavailable in Mesopotamia and would have been much desired. Pearling was to remain an important part of the economy for thousands of years.

Challenges of a Drying Climate

Around 4000 BCE, or 6,000 years ago, the Indian Ocean monsoon began to move south to its current position. This meant that rainfall declined in most of the UAE. This can be seen in the layers of sand left in the ancient lake of Awafi in Ra's al-Khaimah.

Evidence for people living in the UAE becomes increasingly difficult to find at this time. The decline in rainfall probably made it difficult to spend much time in the inland areas. However, the people were able to adapt to these new conditions. The evidence from Akab (above) suggests they developed rituals in which food was shared with other groups. Communities thus worked together to overcome adversity. This was to remain an important part of society. Even in the very recent past, when famine struck, people worked together and remained confident that better times would come.



Pre-cuneiform writing clay tablet from about 3300 BCE

Towards the end of the Neolithic period in the UAE, adjacent regions were undergoing massive changes. In Mesopotamia, writing emerged as a means to control the economy and people's jobs. Tablets like this one dating to 3500 BCE, recorded economic transactions by the state. These changes do not appear to have taken place in the UAE, where communities worked together to overcome challenges.

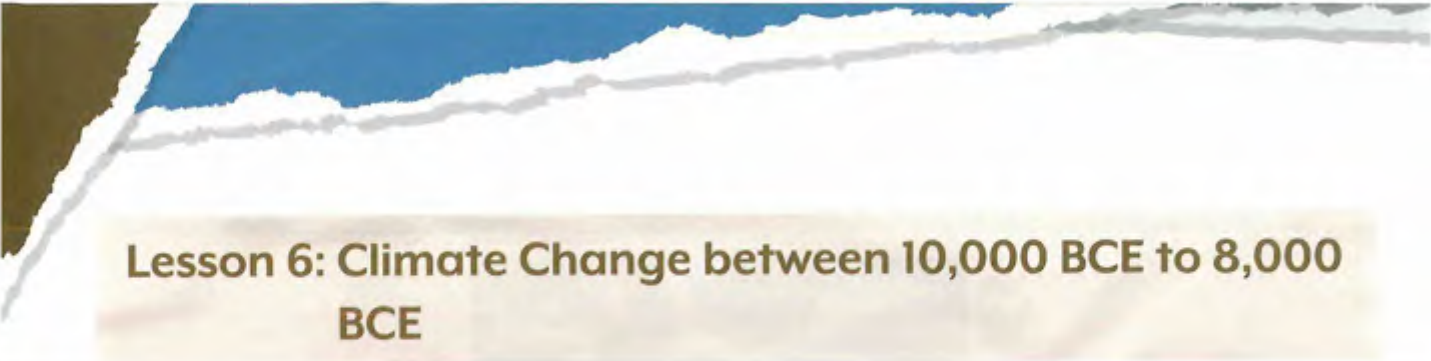
During this time, the east coast remained an important area to live as people were able to exploit the resources of the sea and obtain fresh water, wild plants, and animals from the mountains. However, even here life was very tough. Despite these challenges, people survived. About one thousand years later there is once again evidence for widespread occupation in the UAE. This time, however, life had changed considerably from the Neolithic period.



Figure 9: Pearls and Mother of Pearl Shell

The UAE's Ancient Pearls

Excavations in the UAE have revealed very early evidence for pearling. At sites in Abu Dhabi, Umm al-Qaiwain and Sharjah, there is evidence that people were diving for pearls and using them as jewelry over 7000 years ago! We have very little evidence for the organization of pearling at this time, but there can be little doubt that it required people to have special knowledge of where the pearl banks lay and how to reach them. They would collect the shells and then extract the pearl, if there was one. Then they could use the remaining shell (known as Mother of Pearl) to make decorative items like beads. In this way, the Neolithic period in Arabia marked the beginning of an industry that was to define the UAE for thousands of years to come.



Lesson 6: Climate Change between 10,000 BCE to 8,000 BCE

Learning Objectives

In this lesson you will:

- Explore how scientists analyze changing weather patterns over time.
- Look at how and why the climate may have changed around 10,000 to 8000BCE which allowed humans to survive in Arabia.

Introduction

You are now going to move into Chapter 3 of the textbook in which you will explore the period from 8000 to 3200BCE. This is a big jump in time from the period explored in Chapter 2. The story of human existence in the UAE starting from around 100,000BCE to 80,000BCE is difficult to establish with any certainty because we do not have much evidence to help piece together what happened.

However, one of the reasons for the lack of evidence may be that there were very few humans living in our region at that time. One of the reasons for this is the climate. We know that today, the UAE has hot dry summers and has small amounts of rainfall in the winter months. Living in this climate presents its challenges but technology helps overcome many of these challenges. In 10,000BCE, the access to technology was very different of course and living in hot dry conditions would have been much more difficult.

In this you are going to focus on the effects of the changing climate in the region of the UAE tens of thousands of years ago.



Task 1:

Check Your Understanding

In this chapter you learned that in the period after 10,000 years ago, more evidence has emerged to suggest that humans were living across parts of what is now the UAE. Review the chapter text and answer the questions.

1. Explain two possible reasons why we have limited evidence of what happened around 10,000 BCE.

Reason 1:

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Reason 2:

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2. After 10,000 BCE, there is more evidence of human existence in the region. What explanation has been offered by scientists and historians for the reason why people were able to live in the region at this time?

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3. Referring to your answer to Question 2, how did the reason you have given mean that humans were better able to survive in the region than before the period around 10,000 BCE?

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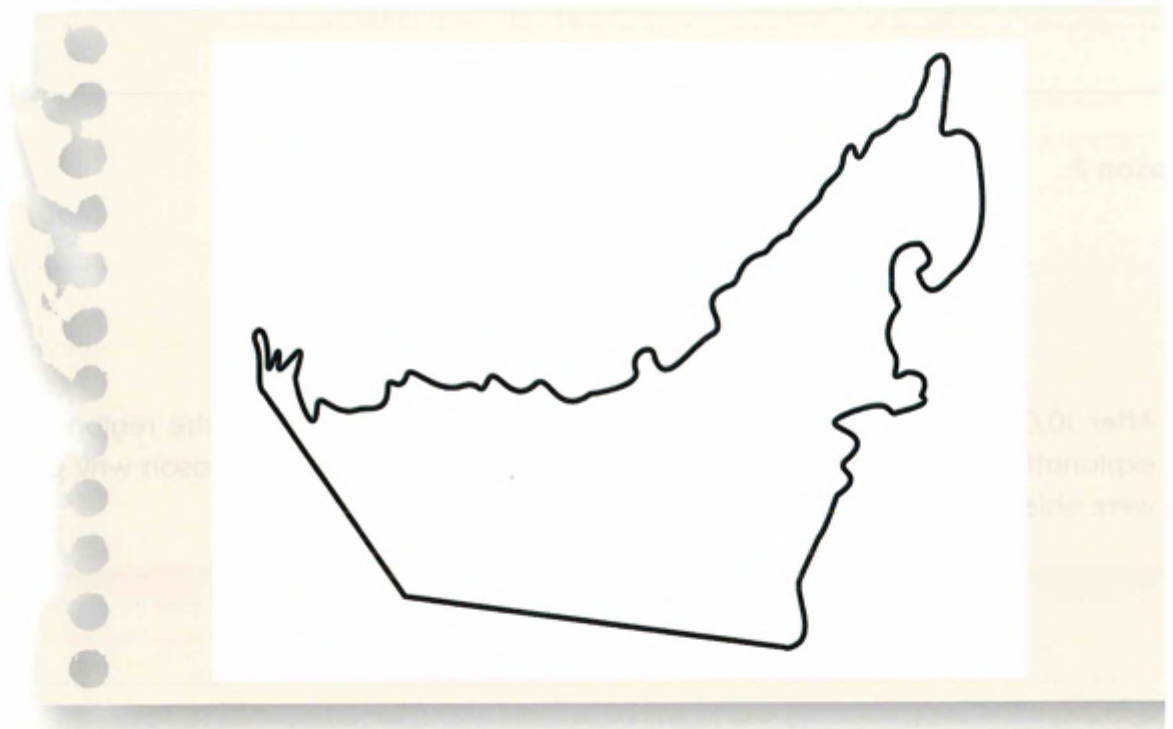


Task 2:

Map work

Using the map outline provided, mark the following locations:

- Akab
- Jebel Buhais
- Umm az-Zamul
- Marawah
- Dalma





Task 3:

Complete the Paragraphs

Re-read the information from the heading '*Climate Change at 8000 BCE*' and finishing at the heading '*Expansion*'. Complete the following paragraphs inserting the correct word or words to fully complete the sentences and paragraphs. You may need to do some additional searching to help you fill in the blanks.

The _____ lasted from around _____ to _____ BCE. The word '_____' means _____ derived from the words _____ meaning 'new' and _____ meaning 'stone'.

Scientists who study the changing climate patterns are called _____ and use tools and techniques to analyze how the climate changes over time. Some of these tools and techniques include _____, computer models, _____, which measure atmospheric pressure, hygrometers, which measure _____, sediments in the _____, layers of sediments, rock and soil and the _____ of these layers.

The climate of the UAE is very different today compared to around _____. Scientists have discovered that the climate was likely to have been _____ and _____ than it is today. The main reason being the influence of the _____ which moved _____ into Arabia and created an environment more suited to _____. It is likely that there was sufficient rainfall to fill _____. Scientists know this because they discovered the remains of what was a _____ in _____ near Awafi. There are other examples of what used to be _____ across the UAE which suggest a different _____ many years ago than that of today.

Lesson 7: Hunting and Domestication Society

Learning Objectives:

In this lesson you will:

- Describe the main features of hunter gatherer societies.
- Explore the benefits of trade in early human societies.
- Describe some of the benefits and limitations of domestication.

Introduction:

In this lesson you are going to begin to explore the expansion of humans in the region. As you discovered in the last lesson, the changing climate in the region made it easier for humans to survive. It was not only humans that were able to benefit from the changed climate; plants and animals also flourished in the region and this added to the opportunities that humans had to grow and spread out across Arabia.

As people began to move around more and more, there was increased contact with people from other regions and the beginnings of trade which can benefit all involved.



Task 1:

Check Your Understanding about Hunter-Gatherers


In this task, you will look at some statements about hunter gatherer societies. Some of the statements contain errors or are incorrect in some way. You must do some research on these societies to work out which of the statements are correct and which are inaccurate. When you discover an inaccurate statement, re-write it to make it correct.

- Hunter gatherers were early human groups who based themselves in one area and went from their base to hunt and gather food.

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2. Hunter gatherer societies tended to die out once more sophisticated technologies during the Neolithic period were developed.

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3. There is evidence of hunter gatherer activity dating back two million years.

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4. The ability of early humans to stand on two feet and walk helped to accelerate hunter gatherer societies because it allowed humans to walk long distances.


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5. It was not until the development of metal tools created in the Bronze and Iron Ages that hunter gatherer societies were able to flourish because these tools allowed humans to kill prey more efficiently.

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6. Hunter gatherer societies always relied on meat from large animals as the main part of their diet.

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7. The main thing that identifies hunter gatherer societies is their ability to survive through scavenging dead animals for food.
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8. The creation of spears around 500,000 years ago enabled hunter gatherer societies to kill larger animals and eat meat rather than plants, seeds, berries, and grasses.
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9. Hunter gatherer societies were based around caves which formed the central location of the group allowing them to search for food before returning to the cave.
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10. The development of fire was crucial in the success and survival of hunter gatherer societies.
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Task 2:

The Benefits of Trade Activity

As humans spread across the region, they came into contact with other human groups. This contact allowed early humans to engage in trade. Of course, there was no 'money' as we would understand it involved in trade at this time. Nevertheless, trade developed because there were benefits to all parties involved. In the next task, you will explore some of the benefits of trade.

Follow the steps to play a trading game:



Step 1: Your teacher will give you a bag containing some items. Your classmates will also have a bag with items in and these bags will contain different amounts of items. When told, look inside your bag and identify what you have got – make sure that you keep what you have secret from any of your classmates.

Step 2: Having looked at the items in your bag, rank your satisfaction with your items on a scale of one to ten with one being the lowest level of satisfaction and ten being the highest. You will need to rank your satisfaction level based on how easy it is for you to survive with the items you have in your bag. This requires you to think about what it must have been like to have lived around 10 000BCE and what you may have needed to survive. Your teacher will ask you to call out the ranking you have given to your bag.

Step 3: You will now be given the chance to move around the class and trade with your classmates. This will have a time limit on it which your teacher will tell you.

Step 4: You do not have to trade anything – if what is in your bag gives a high satisfaction ranking, you can just keep what you have and not trade. However, if you are not happy with what you have, then you can try and persuade other people in your class to trade with you.

Step 5: When your teacher tells you that the trading time is over, review what you now have in your bag and give it another ranking. Is the ranking higher, lower or the same as before the trading time?

Step 6: At the end of the activity, your teacher will ask you to complete the following two sentences as a result of what you have learnt by taking part in the activity.

Complete the Sentences based on your experience playing the game.

1. Early humans would have engaged in trade because

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2. One major benefit to early humans of trade is

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Task 3:

Check Your Understanding

Re-read the section entitled '*Domestication*' and answer the questions.

1. Give your own definition of domestication.

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2. Apart from being a source of food, what other benefits may early humans have gained from domesticating animals?

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3. Why do you think that planting crops provided a more 'stable source of food' than hunting and gathering?

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4. Why do you think that domestication led to increased instances of diseases?

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5. What do the words 'nomadic' and 'pastoral' mean?

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Task 4:

Assessment

In this lesson you have discovered that over a period of time, major changes in the way in which humans lived were starting to take place. These changes occurred only very slowly over thousands of years. However, there were a number of important reasons why these changes occurred.

In this assessment task, you have two options:

Option 1: Produce a mind map which highlights the main reasons for the change in the way humans began to live during the period you are studying. Start your mind map with the central idea of 'Changes in the Way Humans Lived' and then show the main changes and reasons for those changes on your map.

Option 2: Write a story which describes a typical day in the life of an early human who is part of a hunter gatherer society and one of a human who is part of a domesticated society. Your story should be no more than 500 words, 250 words for each. Try to focus on drawing out the main differences in the two lifestyles in your stories.

Lesson 8: Excavations at Jebel Buhais

Learning Objectives

In this lesson you will:

- ☉ Explore the findings of archaeological excavations at Jebel Buhais.
- ☉ Look at what the discoveries at Jebel Buhais tell us about the way people in the past buried their dead.

Introduction

In this lesson we are going to look in more detail at the archaeological site at Jebel Buhais in Sharjah. You will be doing some research to find out more about the site and what has been discovered there. The site has provided a great deal of evidence which is extremely useful to historians in helping to provide clues to how people in the area lived and equally importantly how they died.

The work in this lesson is based on information from your textbook but primarily on information drawn from two websites.

“Sharjah archaeology” <http://sharjaharchaeology.com/jebel-al-buhais>)

“Universes in Universe” <https://universes.art/art-destinations/sharjah/archaeological-sites/jebel-al-buhais/>

These two websites contain a lot of detail and images of the excavations at Jebel Buhais. You will be using the information contained in these websites to help improve your understanding of the importance of the discoveries at Jebel Buhais. Your teacher will either arrange for you to have access to these websites or provide you with the information you need to be able to complete the tasks in the lesson.



Task 1:

Using Multiple Sources of Information

Use the information provided on the one or both of websites for this task.

<http://sharjaharchaeology.com/jebel-al-buhais/>

<https://universes.art/art-destinations/sharjah/archaeological-sites/jebel-al-buhais/>

Step 1: Read through the information on this page. As you read through the information, make some notes. These notes should take the form of a bullet point list of the key points of information which you should learn from reading the text.

Step 2: The text contains a number of words which you may not be familiar with. In the activity that follows you are encouraged to find out what these words mean so that you can build your vocabulary. On the left-hand side of the page, there are a series of words taken from the information on the page of the website. On the right-hand side is a list of definitions. You must match the words with their correct definitions by drawing a line to connect the two.

Word	Definition
Cist graves	Relating to Greece and the period between 323 BCE and 31 BCE
Funerary	Under the surface of the Earth
Maestrichtian	A mountain or mountain range
Jebel	A geological time period between 72 and 66 million years ago
Subterranean	small coffins or chambers built of stone in which dead are buried
Hellenistic	referring to the commemoration of the dead or burials

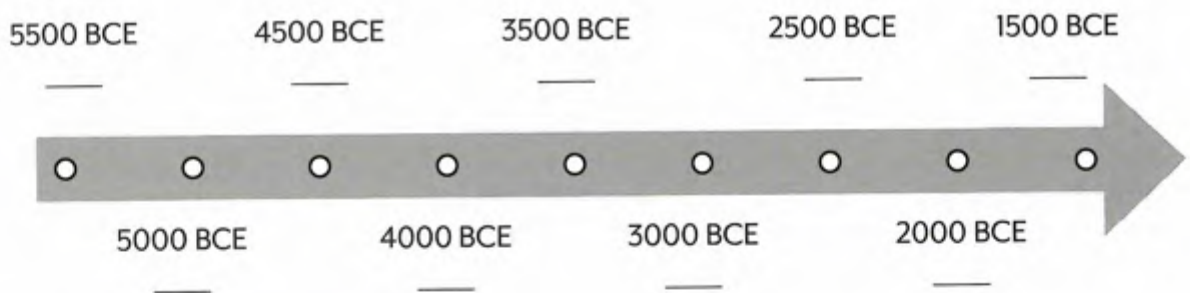


Task 2:

Check Your Understanding

Having read the information on the web page and found out the meaning of key words, answer the following questions.

1. The Jebel Buhais site contains many burial sites. What periods do these burial sites cover? _____
2. How high is the site at Jebel Buhais? _____
3. The site at Jebel Buhais is referred to as a 'necropolis'. What does this word mean? _____
4. There are layers of limestone at the site. How old are these layers? _____
5. On the Universes in Universe site, there are links to three burial sites, Tomb BHS 67, Tomb BHS 8 and burial ground BHS 18. Select each of these links and find when the dates the tombs originated from. Now label the sites on the following time line at the appropriate points.



6. What shape is tomb BHS 66? _____
7. What was tomb BHS 66 used for? _____
8. Why do you think that people were buried with 'funerary offerings'?

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9. Why might people have been buried alongside glass vessels?

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10. Explain what is meant by the phrase '...the naturally occurring rock shelters of the jebel had also been used to inter the dead ...'

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Task 3:

Pair Work

You will begin this work in pairs

You have read about the discoveries made at Jebel Buhais. Archaeologists and historians have found these sources of information to be extremely important in understanding how people in the past who lived in this area buried their dead, and what the discoveries can tell about the people at the time and how they viewed death.

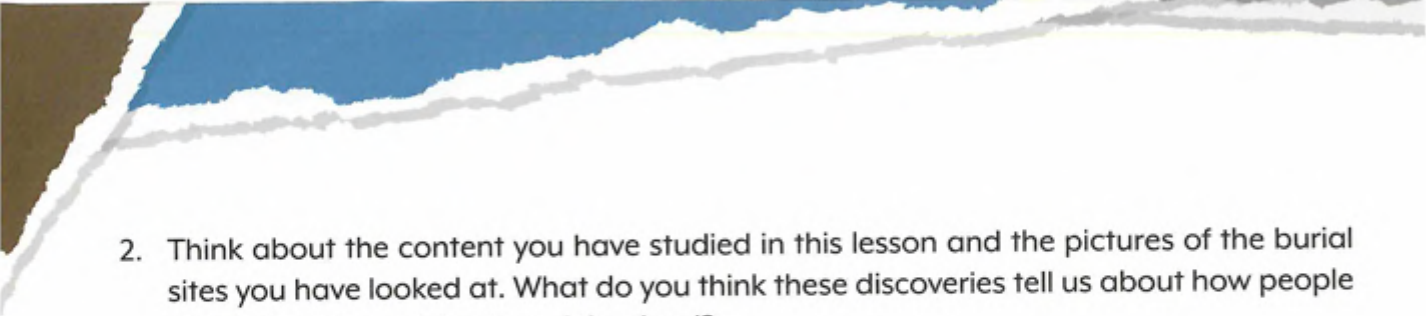
In your pairs, read the questions which follow carefully, think about them and discuss your thoughts with your partner. Then write down some key points in answer to the questions in the space provided. You will be expected to share your thoughts and ideas with the rest of the class.

1. Think about the humans that you are studying in this period and then think about other hominid species like apes. How do you think these two species differ in the way they view death and how they treat the dead?

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2. Think about the content you have studied in this lesson and the pictures of the burial sites you have looked at. What do you think these discoveries tell us about how people of this time viewed death and the dead?

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Task 4:

Draw an Artifact

Use the space below or use a larger piece of paper provided by your teacher to draw a picture of this tomb or of any of the other artefacts shown on the websites.



Task 5:

Assessment

1. You will be working with a partner for the last part of this lesson.
2. Write down 3 things that you have found out or learned as a result of this lesson.
1
2
3
3. Now share the three things you have learned with those your partner has written down. Note down any points that are similar and any points that are different.
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4. Between you both, discuss why you picked out different things from the lesson.
5. On a Post-it note, or similar, agree on two learning points from the lesson that you both think are the most important.
6. Place your Post-it note on the class 'learning wall'.
7. When you are told by your teacher, go around the wall together and note the learning points that your classmates have agreed upon. How many of the learning points posted are the same and how many are different?
8. Finally, choose five of the most common learning points and write them down in the following space provided.

Five Key Learning Points

- 1
- 2
- 3
- 4
- 5

Lesson 9: Lives of People Living in the UAE in Neolithic Times

Learning Objectives:

In this lesson you will:

- Find out about the five key questions historians ask when analyzing evidence.
- Practice using these five questions.

Introduction

This lesson introduces information about the lives of people living in the UAE in Neolithic times. It covers more about how we have come to know about the past and how historians use evidence to piece together information to draw conclusions about life many thousands of years ago. You will also see that sometimes, historians and others studying the period, discover unusual things and must make educated guesses about what the discovery might mean. This involves interpreting evidence and is an important skill for historians.

Interpreting evidence can be very difficult, especially if the evidence we have is limited. Recall in an earlier lesson you worked with a jigsaw, you only saw a small part of the jigsaw and had to make an educated guess about what the full picture was from the part you were initially working with. That is very similar to the situation historians are faced with.

In this lesson you will look in more detail at interpreting evidence by asking some important questions which we can call the 'five Ws'. These are:

- What?
- Where?
- When?
- Who?
- Why?

To see how these questions can be used to interpret evidence let us go through an example.



Task 1:

Interpret Evidence

Your teacher will assign to you a piece of evidence. This evidence may be something which is either pictured or referred to in your textbook in pages 17 to 19 or may be something your teacher brings in.

The first question is 'What?'

Take your piece of evidence and answer the following:

What is it that you are looking at? To address this question, you will need to do a visual examination of what you see. Try to be as descriptive as possible with your answer. Note: whilst this question and the piece of evidence that you are looking at may seem very obvious, it is important to cast aside any pre-conceived ideas and just focus on describing what you see.

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The second question is 'Where?'

Looking at your evidence, the next question to ask is 'where?'. The answer to this question may depend on the nature of the evidence you are looking at. If you are looking at a photograph of Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy Upon his soul), for example, you might ask 'Where was this photograph taken?' If what you are looking at is an artefact, the 'where?' question may be slightly different – 'Where was this artefact found?'

Write down the specific 'where?' question for the piece of evidence you are looking at. If you can, write down a brief answer to that question.

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The third question is ‘When?’

In asking the ‘When?’ question, you are trying to consider when the evidence is from – is it from the time of the event you are studying (and is therefore a primary source) or is it from some time after the event, in which case it is a secondary source.

To answer the question ‘when’ you may need to adopt the role of a detective. In some cases, there might be some clues on the piece of evidence itself such as a date either written on, carved in and so on. In other cases, there might be other clues. For example, looking at a photograph, there might be background detail that gives you a clue as to when the photograph was taken. In the case of an artefact or object (like a fragment of bone), you might have to submit the piece for scientific analysis using carbon dating or other methods to answer the question ‘When?’.

Looking at the piece of evidence you have, can you answer the question ‘When?’? If you can say why and if you cannot, explain what might need to be done to address the question with the particular piece of evidence that you are exploring.

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The fourth question is ‘Who?’

The ‘who?’ question might be quite wide ranging. For example, if you are looking at a photograph of a person or persons, you might ask: ‘Who is this person?’. ‘Who are these people?’. If you are looking at an artefact, you might ask: ‘Who used this?’ If you are looking at a fragment of bone you might ask ‘Who was this?’ Of course, your answer to this last question might depend on having already successfully answered the ‘What?’ question. If the answer to the ‘What?’ question is that it was a piece of camel bone, then this helps with asking other questions.



Look at your piece of evidence, what is the 'Who?' question you might ask and what might the answer be to your question?

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The fifth question is 'Why?'

The nature of this question will also depend on the type of evidence you are looking at. You might ask 'Why was this artefact used?'. You might want to know 'Why this photograph was taken?'. 'Why has this object survived?'. 'Why was this artefact built or created?'. When you study later periods of history, you may be looking at evidence such as speeches, letters, sketches, and photographs and you might ask 'Why were these written/drawn/taken?'. Historians looking at cave paintings from many thousands of years ago might ask 'Why were these drawn?'. Look at your piece of evidence and consider a 'Why?' question and think of a possible answer.

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Task 2:

Summarize Information

Having looked at your piece of evidence and asked the five questions, take some time to put all the initial answers you have together and write a brief summary to describe as much about the value of this piece of evidence as you can.

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Task 3:


Drawing Conclusions

Read the text and answer the questions.

Health and Diet in the Neolithic UAE

By studying the bones and teeth found in Jebel Buhais, scientists have revealed important information on the health and diet of the UAE's Neolithic people. Women lived on average to 33 and men to 36. Although this might seem young to us today, it was normal during this period. The causes of death varied. Violent attack near or just before death was more common for males, while many females died during childbirth.

Heavy wearing on the teeth brought about by chewing indicates a diet rich in meat. Tooth decay was uncommon at this time, in contrast to later when people ate dates, wheat and barley. No cases of vitamin or calcium deficiency, and only rare indications of severe starvation, were observed in the bones. Most of the latter were seen in younger children. Remarkably, the inhabitants of Neolithic Buhais had access to better food than their Bronze Age and Iron Age descendants. In other words, the people buried at Jebel Buhais rarely



suffered from a lack of food. They suffered violence, almost certainly because of clashes with other communities, but they were fit, tall and strong. This strength and fitness remained important in the culture of the UAE for thousands of years. It was essential for the hard work of pearling and fishing that was part of daily life until the very recent past.

1. Bones and teeth found at Jebel Buhais have allowed historians to draw conclusions about Neolithic people's health and diet. How might the five questions have been used to help draw these conclusions?

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2. How do historians know that people lived on the coast and islands of the UAE? Again, think about the way the five questions may have been used to arrive at the conclusions described in the text.

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3. Discoveries at Akab have led historians and academics to draw new conclusions about life in the Neolithic coastal village. How might the five questions have been helpful in arriving at these new conclusions?

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Task 4:

Poster Assessment

Create a poster to show the importance of the five questions which historians typically ask when faced with analyzing evidence and how they use the answers to these questions to draw conclusions.

In thinking about the design of your poster, try to consider the needs of your audience – the people who will be looking at your poster. Design your poster on the basis that the people looking at your work will know nothing about how historians look at and interpret evidence.

Plan Your Poster

Lesson 10: Maritime Trade

Learning Objectives:

In this lesson you will:

- Explore how people began developing trade and developed their skills in exploiting the sea.
- Look at how further changes in climate affected population in the region.
- Begin to see how pearling became an important industry in the region.

Introduction:

This lesson is the last covering Chapter 3. It covers the topic of the beginnings of maritime trade, the role of pearling, and further changes in the climate. You will see how the discovery of pottery has allowed historians to conclude that the people living at this time must have been involved in some trade and that some of this trade was associated with the traditional industry of pearling. You will then explore how the changing climate once again had an effect on the region and changed the number of people inhabiting the region.



Task 1:

Explain a Statement

Re-read text in the section "*The Beginnings of Maritime Trade.*" You will find the statement "*Archaeologists have remained puzzled as to why 'Ubaid pottery was popular in the Arabian Gulf.'*" Come up with your explanation based on evidence in the section.

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Task 2:

Check Your Understanding


Read the information in your text on the *Challenges of a Drying Climate* and then look at the statements below. The statements contain incorrect information. Look at them carefully and then write out what you think the correct statement should be underneath in the space provided.

1. Writing began so that people could pass down important information to their children.
2. The Pacific Ocean monsoon moved north to its current position around 7000 years ago.
3. Evidence of the decline in the amount of rainfall can be found in the layers of sand in the ancient lake in Awafi in Ras Al-Khaimah.
4. The decline in rainfall meant that people had to find new ways to survive even though there is still plenty of evidence that humans lived in the area during this time of climate change.
5. Most communities fought with each other over the increasingly scarce food resources which existed at this time.
6. There is evidence that people were diving for pearls as early as 10 000 BCE.
7. Most pearl divers did not have to have any special knowledge but instead discovered pearls by chance.
8. The shell containing pearls is called 'Mother of the Sea' and was widely prized as a form of money.
9. Historians know a great deal about the way pearling was organized at this time due to the widespread availability of evidence.
10. The Neolithic period saw very little change in the way in which people at the time lived.

Rewrite your statements here

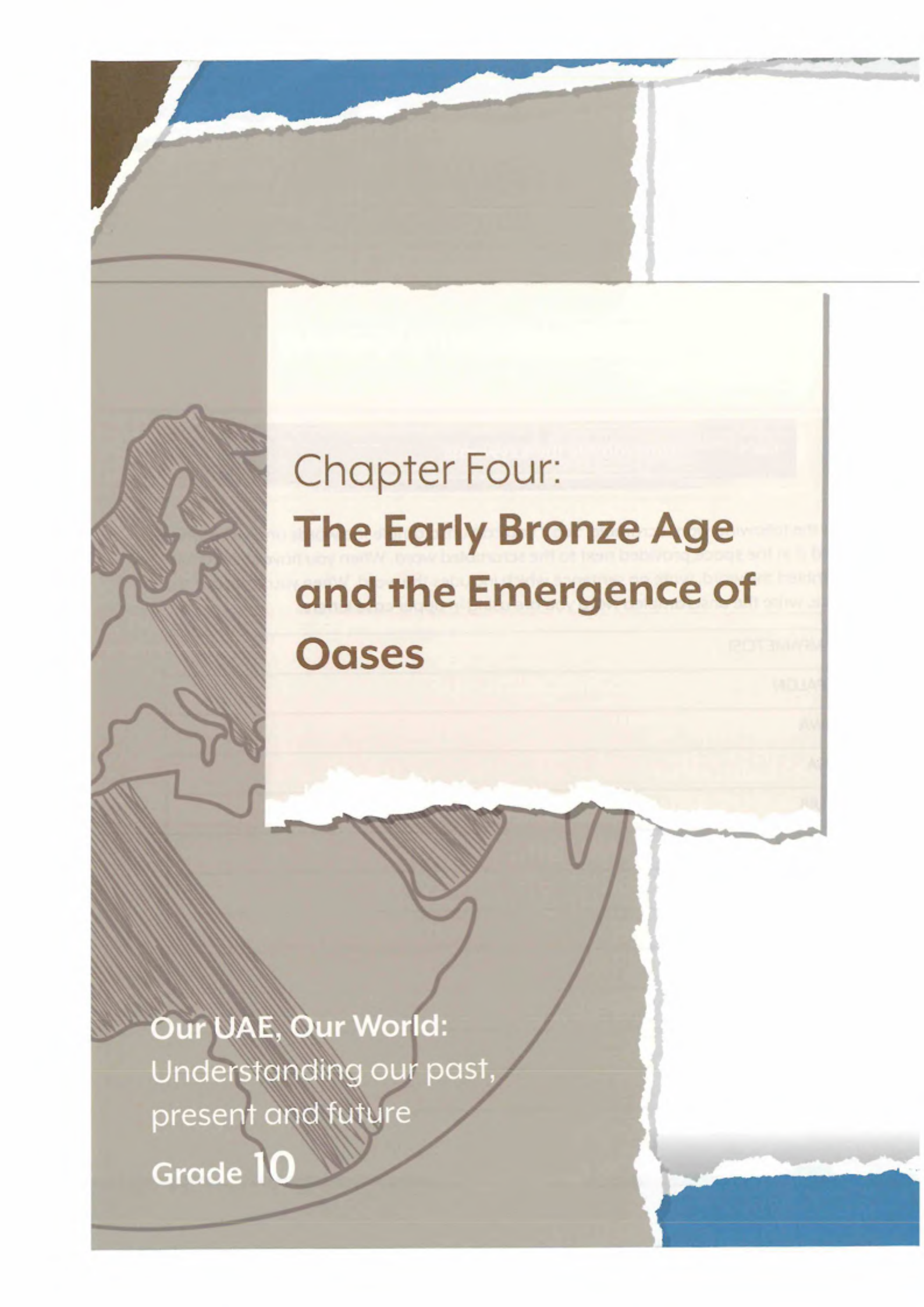
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- 5

- 6
- 7
- 8
- 9
- 10

 **Task 3: Unscramble the Keywords**

Look at the following word scramble. See if you can unscramble the words and write what the word is in the space provided next to the scrambled word. When you have successfully unscrambled the word, write on sentence which includes the word. When you write out the sentence, write the unscrambled word you are using in upper case letters.

1. OAMPAMETOSI
2. RIEPALGN
3. AIFWA
4. BAKA
5. ADUIB
6. IMTIEMRA
7. RIGITS
8. PERETHAUS
9. EBJEL SAIUHB
10. NMNSOOO
11. JRWLLYEEE
12. ROEMHT FO RLAEP



Chapter Four:

**The Early Bronze Age
and the Emergence of
Oases**

Our UAE, Our World:
Understanding our past,
present and future

Grade 10

Read the text and underline or highlight important information.

Climate Change

Around 3,000 BCE or 5,000 years ago, the climate started to change again. It began to resemble today's climate, with only small amounts of winter rainfall. The groups living on the coast began to move inland for some of the year. In these areas, grasslands emerged after the rains. Wild animals could be hunted and people could herd sheep, goats, and cattle, just as they had done before 4000 BCE.

However, UAE society at this time was very different than it had been during the Neolithic period. Beginning around 3000 BCE, big changes took place across the region. The next 500 years, from 3000 to 2500 BCE, can be called the Early Bronze Age but is also referred to as the 'Hafit period' after Jebel Hafit, near al-Ain. Dozens of distinctive stone tombs were discovered on this mountain over 50 years ago. Since then, thousands more have been found across the entire country.



Figure 10: 5,000 year old tombs at Jebel Hafit, in Al Ain

Because these tombs were first identified at Jebel Hafit, they are known as 'Hafit tombs'. Many tombs were robbed in ancient times, but others have provided important information on life at this time. Several people were buried in the tombs which could be seen from kilometers away.

Mesopotamian pots have also been found in these tombs. Why such trade occurred is still unknown, but we do know that Mesopotamian society at this time was very different from UAE society. In Mesopotamia, massive temples emerged during the Uruk period (3800-3100 BCE). These collected agricultural products from people working in the fields. People were restricted to specific jobs that they had to perform or face punishment. In turn, the temple

supplied their food. A small number of people became wealthy, and the natural resources were not shared equally amongst the population.

This new economy needed copper and hard stones that were not available in southern Mesopotamia. These resources were, however, available in the UAE. This might have attracted traders to the shores of the UAE, and the Mesopotamian pots found in the Hafit tombs might represent some of the goods they brought with them to trade.

A Time of Change

In Chapter 3, we discussed how the people of the UAE around 5,000 BCE had a good diet and were generally very healthy. Skeletons from burials at Ra's al-Hadd in Oman suggest that life became very tough after 4000 BCE as the climate became drier. People were struggling to have enough to eat. Diseases also became more common. Unfortunately, we do not have many skeletons from the Jebel Hafit period to help us understand the diet and health of the people living in the area around 3000 BCE. It is clear, however, from other evidence that the relationship between people and their environment was changing very quickly.

During the Neolithic period, people had moved around the UAE. They developed a deep understanding of nature and its resources. They knew where edible plants grew and where water was easily available under the ground. Using this knowledge, some people began to live in the same place for most of the year around 3000 BCE. They also started to grow crops.

In many other areas of the Middle East these changes occurred much earlier, possibly as early as 9000 BCE. Initially, archaeologists thought that this meant that the UAE and large parts of Arabia were behind the rest of the Middle East. However, studies of ancient people who began to practice agriculture and live in the one place all year often show that this led to poor health and diet. They relied on growing crops, like wheat and barley, and neglected other resources. If the crops failed, they had few other food choices available. In addition, they were living in the same place all year and diseases could spread easily within the village. During the Neolithic period in the UAE people avoided these problems. They maintained an active, mobile lifestyle and used different parts of the landscape.

When people started to grow crops around 3000 BCE in the UAE, it was only one of many other sources of food and never became the most important. They continued to hunt and gather wild resources from the land and sea and use the animals they herded.

Al-Ain and the First Oases

The earliest evidence we have of growing crops in the UAE is from Hili in al-Ain. This village was excavated by archaeologists in the late 1970s and early 1980s. It consists of a very

large tower built from sun-dried mudbricks. Radiocarbon dating suggests it was built between 3300 and 2900 BCE. Although we can never know for certain, it might have looked something like one of the mudbrick forts built in the last few centuries in al-Ain.



Figure 11: Mud Brick ruins at Hili Archeological Park in al-Ain

The people who lived in al-Ain around 3000 BCE grew a variety of crops. One of the most important was the date palm. This provided not only food, but materials for building and basket-making. They also grew wheat and barley. To do this, they had to obtain fresh water, as there wasn't enough rain to grow crops. They dug wells to bring water from under the ground to the surface. It was then poured into channels that would move the water to the fields. As time went on, people in the UAE developed increasingly efficient ways of obtaining water. Much later, they were one of the first to use the Falaj.

Although agriculture was established in the ancient UAE around 3000 BCE, people still used traditional ways of gathering food. They gathered wild plants and picked the jujube fruit of the *Zizyphus* tree. Animals such as oryx, gazelles, and wild camels were hunted. People living in villages on the coast and islands developed efficient ways of catching large fish like tuna. The pastoral nomads who moved with their sheep and goats across the landscape during the winter and summer continued their lifestyle, probably trading with new villages like Hili. By 3000 BCE, donkeys were used for transporting goods along the coast and around the edges of the mountains. Until the dromedary camel was domesticated, however, the large sand dunes that separated al-Ain from the coast of Abu Dhabi and Dubai were difficult to cross.

Water in the Desert

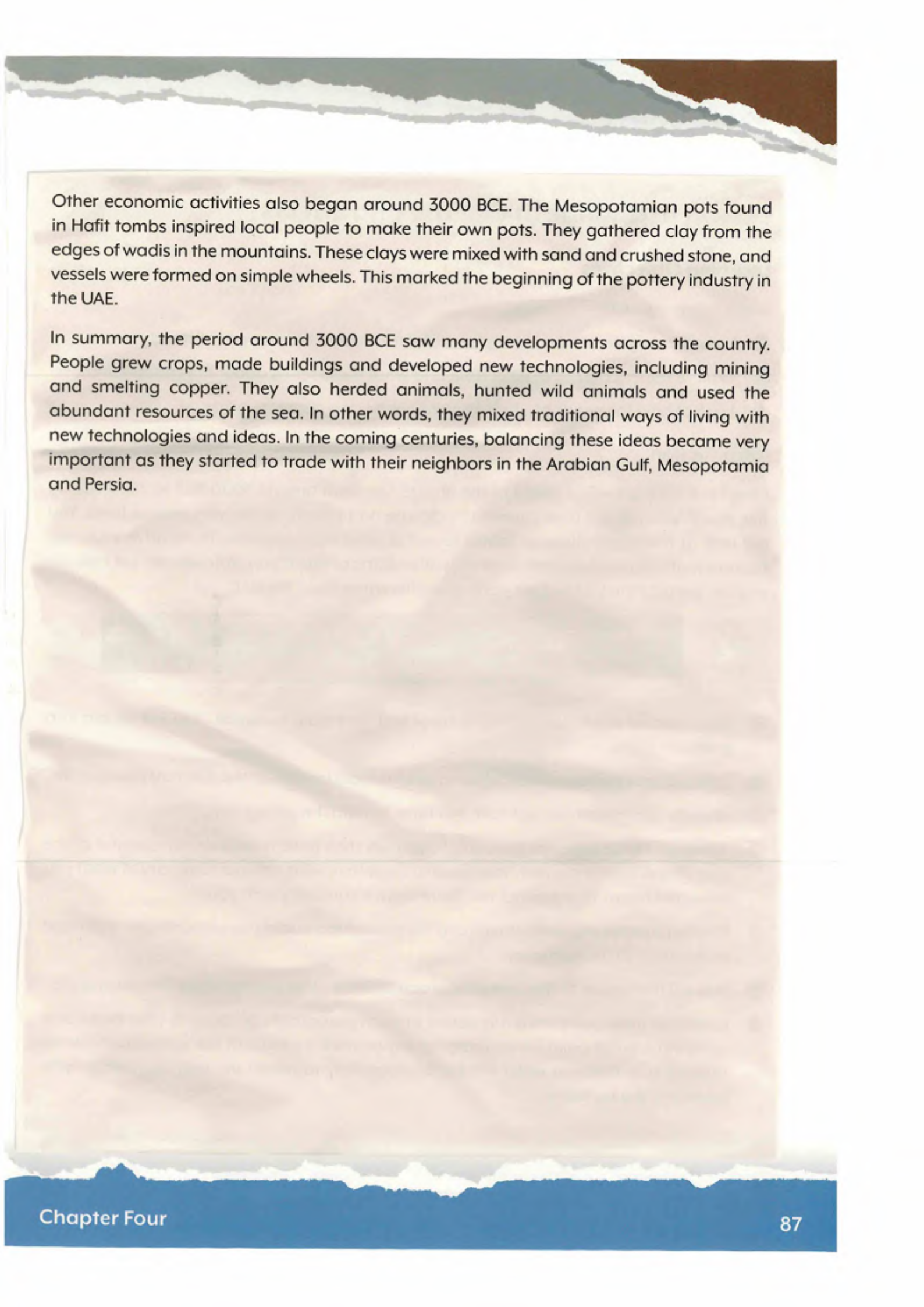
Today, the UAE receives about 100 millimeters of rainfall a year. Most of this falls during the winter months when moisture laden air travels down the Arabian Gulf or along the mountains in Iran. Although there is some variation in the rainfall that occurs in different parts of the country (Ra's al- Khaimah, for example, receives slightly more than Abu Dhabi), in general the climate can be described as 'arid'. For ancient people living in the region, this lack of rainfall provided both challenges and opportunities. One of the main challenges was that it is almost impossible to grow crops unless you receive about 300 millimeters of rainfall a year. Even if you receive this amount, it has to fall on a regular basis. That is not the case in the UAE where it is not uncommon for there to be very little rainfall for several years and then 200 millimeters in just a few winter weeks. This meant that 'dry-farming', farming by using only rainfall to support crops, was not possible for many of the crops that were to become important throughout the region.

Although there is very little rainfall in the UAE, there is a large amount of water under the ground. As we saw in Chapter 1, the climate was very different in the UAE in the distant past and up until about 4000 BCE, there was more rainfall. This rainfall quickly filtered through the sands of the desert and the gravel plains of the mountains to collect underground. The water could stay there for thousands of years. Sometimes it would emerge as springs, as around Hatta in Dubai. On other occasions, it would emerge near the coast, where it would lie above the heavier salt water and come close to the surface, as in Abu Dhabi. The ancient inhabitants of the UAE soon realized that significant amounts of water were available under the ground and developed novel ways to access it. The well found at Hilli 8 in al-Ain is one of the first examples of this, but soon people developed more complicated ways, including the Falaj.

Developing Craft Industries

After 3000 BCE, ancient texts from Mesopotamia refer to a land called Magan as one of the most important sources of copper. These texts are in the Sumerian or Akkadian language and are written using a script called cuneiform. Historians are quite sure that Magan is the ancient name for the UAE and Sultanate of Oman. Indeed, the archaeology of the UAE suggests that copper mining and working were very important activities after 3000 BCE.

Hafit tombs from around 3000 BCE contain a small number of copper fishhooks, pins and awls. These objects mark the beginning of copper use in the UAE. The copper for making these objects was probably being mined in the al-Hajar Mountains. They might have also been importing the copper from surrounding regions. Soon, the UAE was to become one of the most important producers of copper in the ancient world.



Other economic activities also began around 3000 BCE. The Mesopotamian pots found in Hafit tombs inspired local people to make their own pots. They gathered clay from the edges of wadis in the mountains. These clays were mixed with sand and crushed stone, and vessels were formed on simple wheels. This marked the beginning of the pottery industry in the UAE.

In summary, the period around 3000 BCE saw many developments across the country. People grew crops, made buildings and developed new technologies, including mining and smelting copper. They also herded animals, hunted wild animals and used the abundant resources of the sea. In other words, they mixed traditional ways of living with new technologies and ideas. In the coming centuries, balancing these ideas became very important as they started to trade with their neighbors in the Arabian Gulf, Mesopotamia and Persia.

Lesson 11: Change in Climate and Effects

Learning Objectives

In this lesson you will:

- Look once again at how changes in climate affected the way people lived.
- Explore the discoveries at Jebel Hafit and what these tell us about how people lived.
- Look at how the needs of other populations helped generate trade

Introduction

Chapter 4 covers the first phase of the Bronze Age from around 3000 BCE to 2500 BCE. In this lesson you will see how changes in climate had effects on the way people lived. You will look at the explorations of tombs found at Jebel Hafit and how these have informed historians about possible trade links with other parts of the region. You will also see how life in other parts of the Middle East were very different to life in the UAE.



Task 1:

Messenger

- Your teacher will post paragraphs of text from your textbook. You will be put into pairs.
- You and your partner will circulate round the class looking at the different paragraphs.
- At each paragraph, you will take it in turns to read the paragraph.
- Once you have read the paragraph, you will then have to explain the content of the paragraph to your partner. Your partner must then write down a summary of what you have told them. Your partner will share written summary with you.
- Finally, together you will both re-read the paragraph and agree any changes that need to be made to the summary.
- You will then move to the next paragraph and the other partner does the reading etc.
- Once you have completed this action at each paragraph, go back to your desks and write out a bullet point list covering the key points from each of the written summaries making sure that you order the list appropriately to reflect the way the paragraphs appear in the textbook.

Use the space provided to record your bulleted list:

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Task 2:

True or False

In this task your teacher will read out a number of statements. Listen carefully to the statements and then decide whether they are true or false.

- In the classroom there will be two 'stations', one at each end or side of the classroom. One will be labelled 'True' and the other 'False'.
- On hearing the statement, if you think it is 'True' then walk to the side of the classroom designated 'True' and if you think it is 'False', then go to the opposite side of the classroom to the 'False' area.
- Your teacher will then tell you what the correct answer is. If you were correct, you will be given a green sticker, if you get it wrong, you will get a yellow sticker.
- You will repeat this process until the statements have all been read out.
- At the end of the task, your teacher will check on the number of green and yellow stickers you have and declare a 'winner'. The winner is the person or people with the most green stickers.



Task 3:

Complete the text

Review what you have learned. Complete the task by filling in the word or words in the blank spaces in the text.

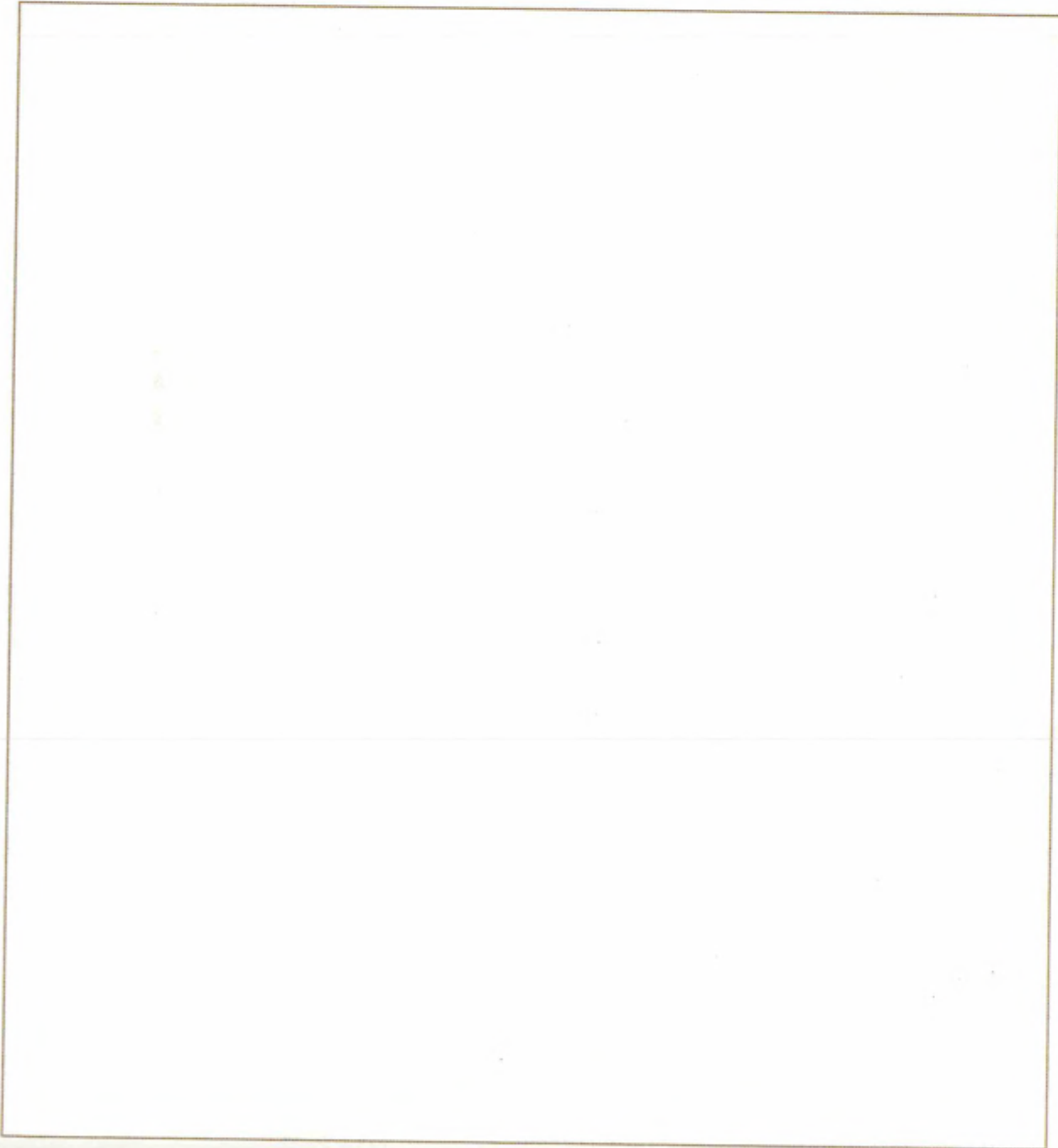
The climate around _____ BCE began to change and became more like the climate we know today in the UAE. In other words, the climate would have included _____ summers and winters with _____. There is evidence that people lived in _____ areas but moved _____ at some point in the year, probably when the _____ had come and resulted in the land becoming more _____ and capable of _____. There is evidence that people around this time not only _____ but kept _____ such as sheep, goats and cattle. The period from 3000 BCE to 2500 BCE is known as the _____. It can also be called the _____ named after the discovery of tombs at Jebel Hafit near _____. These tombs were explored by _____ archaeologists in the _____ after receiving an invitation from Sheikh Zayed bin Sultan al Nahyan (may Allah have mercy upon his soul). Objects found in these tombs provide clues to the trade which took place in the period. Trade seems to have been conducted with _____ where life was very different to that in the UAE. The period _____ to _____ is referred to in _____ as the _____. During this time, people in that region had to work at specific jobs and in return received _____ from the _____ that formed the center of the economic organization of the region. In order to function, the people of _____ needed resources like _____ and _____ which could be found in the _____. Historians and archaeologists believe that trade developed in these resources and can explain the existence of some objects found in tombs at Jebel Hafit. The change in climate, however, also meant that life became much _____ for many people in the area. There is some evidence that people had a _____, may not have had enough to eat and suffered from _____ in the period. However, the evidence is limited and as a result we can only draw _____ about life at this time.



Task 4:

Search and Draw

Find images of the Jebel Hafit tombs (there are some good pictures on the Abu Dhabi Culture web site). Use the space which follows to draw a picture of one of the tombs.



Lesson 12: Growing Crops Led to Changes in the Way People Lived

Learning Objectives

In this lesson you will:

- Look at how an understanding of how to grow crops led to changes in the way people lived.
- Explore how 'traditional' ways of life still influenced the way people lived in a time of change.

Introduction

In your studies of the history of the UAE so far, you have seen that change was a constant theme and that changes took place over a long time. One of the themes of this change was a move from being a nomadic hunter gatherer to a pastoral, domesticated lifestyle. In order to spend more time living in one place, there have to be enough resources to help people survive. One important resource is obviously food.

In this lesson you are going to look at the way in which people began to learn more about how to grow their own plants and use these as food sources. We might take it for granted today that we know how to grow crops but in the early Bronze Age, the knowledge and skills to grow plants for food would have been nothing like what we have today.



Task 1:

What do you know?


In this task, you are going to reflect on what you know about growing plants. It may be the case that no-one has ever formally taught you about how to grow plants but you may know quite a lot about it. Once you have reflected on your knowledge, you are then going to try and put yourself in a position of someone without any of the knowledge you have.

1. What I know about growing plants?

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2. Having considered what you know about growing plants, try and put yourself in the position of someone who has no knowledge at all about growing plants. What sort of things would they want or need to know to grow plants successfully?

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3. At the end of this task, your teacher will summarize some key learning points on the board. Write these down in the space that follows.

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Task 1:

Comprehension

Re-read the section of your textbook entitled *Al-Ain and the First Oases*. As you read, make some bullet point notes on what you think are important points in the text you are reading.

1. How do you think people at the time learnt what plants to eat and what plants not to eat?

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2. There is evidence that people who began growing crops and living for longer periods in one place suffered from poor health and diet. Explain two reasons why this might have occurred.

a

b

3. Why do you think it is important that people at the time not only grew their own crops but also relied on more traditional sources of food and resources?

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4. Describe the archaeological site at Hili 8 in al-Ain using both the text and the pictures from the websites.

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5. Why were date palms so important to people at this time?

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6. Describe how people at the time irrigated their crops (don't just copy the words in your textbook, use the information and describe it in your own words).

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7. Find out a little more about the Zizyphus tree and the jujube fruit and write a couple of sentences to describe what this tree was like.

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8. Despite having donkeys to help transport goods and resources, why does evidence suggest that these were only used on coastal routes and the edges of mountains? Try to develop your answer to help provide more detail.

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Task 3:

Acrostic

In this lesson you have been looking at agriculture. In this task you will have to reflect on what you have learnt and think of as many words as you can, which have something to do with the content of your textbook, beginning with each letter of the word AGRICULTURE. One example has been given to set you on your way. Your teacher will divide you into groups. In your groups think of as many words as you can. The winning group will be the one with the most words.

A.....
G Gatherer
R.....
I.....
C.....
U.....
L.....
T.....
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R.....
E.....



Task 4:

Create a Storyboard

Create a storyboard which shows a year in the life of a nomadic pastoral family around 3000 BCE.

To do this, you will be given a sheet of A3 paper by your teacher. Divide it into an equal number of sections, depending on how many elements there will be to your story. In each of these sections sketch and draw the point you want to highlight and then write a sentence

underneath to describe what is happening. A sample of what your storyboard might look like before any drawing or writing is shown.

In your storyboard, highlight not only the benefits to people of the increased use of agriculture but also the possible disadvantages. Your story board should reflect as many of the themes and points in the content you have covered in this chapter of your textbook.

Storyboard Frames	Notes
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2	
3	
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5	
6	

Lesson 13: Using Technology to Access Water Supplies

Learning Objectives

In this lesson you will:

- Explore the importance of water to the pastoral way of life.
- Consider how new technologies began to change the way of life of people in the region.

Introduction

In the last lesson, you looked at the development of agriculture. Growing plants for the specific purpose of sustaining a living was not something that happened overnight. It was a slow process. As you saw in the last lesson, it brought some benefits but also was accompanied by disadvantages. Humans are, however, very adaptable and their capacity to learn mean that over time, other ways of sustaining life were adopted alongside agriculture to improve standards of living.

In this lesson, you will look at some of the ways in which craft skills developed. These skills not only allowed people in the early Bronze Age to survive more easily (although it must be remembered that life was very hard compared to what we are used to) and to enrich their lives with more goods, many of which were obtained through trade with other people.

You will begin the lesson by looking at an issue which is of vital importance in modern day UAE, water. As you saw in previous lessons, the gradual change in the climate led to the UAE having hot dry summers and only limited rainfall in the winter, similar to the climate you experience today. Now, we have modern technology to help ensure that precious water supplies are available for everyone but even in early Bronze Age times, people used technology to access water supplies.



Task 1:

Onion Skin

To carry out this task you will need to read the information in your textbook from the heading '*Water in the Desert*' to the heading '*Developing Craft Industries*.'

Take your time to read the information and take some notes as you do. These notes can be in the form of simple bullet points but you may prefer to take the notes in a different way – whatever you feel comfortable with. Regardless of what approach you use, just remember that you will be using these notes to help you in the task.

- ☉ You will be initially put into pairs in a loose circle arrangement. One of the pairs will form an inside layer and the other pair will form an outside layer, similar to the graphic example shown.



- ☉ The person on the outside layer must ask a question relating to the content you have read to the person on the inner layer.
- ☉ That person must try and answer the question. Try to avoid asking a question that has a simple 'yes' or 'no' answer or requires only a one-word answer.
- ☉ What you are looking for in asking the question is to encourage the other person to tell you a little about what they know and have learnt about the content in the pages they have read.
- ☉ When the question has been asked and answered, the person in the outside layer moves round clockwise and then asks a different question to the person they are now opposite.
- ☉ You will repeat this process until you get back to the person you started with.



Read the Text about **Bronze** and underline or highlight important information.

Bronze

Bronze is an alloy of copper and other metals, most commonly tin. The al-Hajar Mountains of the UAE contain large amounts of copper. The other metals needed to produce bronze had to be obtained from neighboring regions. Tin, for example, almost certainly came from Afghanistan and Pakistan. The ability to combine them required not only large amounts of fuel, but also skill and knowledge. As the Bronze Age progressed, the people of the UAE became skilled craftsmen and were able to mine copper and produce a variety of bronze objects.

Using the **Bronze** text and the information from '*Developing Craft Industries,*' answer the questions.

1. What do historians think Magan was?


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2. Why would Magan have been important in the early Bronze Age?

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3. How do historians know that copper was an important activity after around 3000 BCE?

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4. What do you think is meant by the term 'economic activities' in your text?

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5. Briefly describe how people made pots in the UAE around this time.

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6. How does the beginning of the pottery industry in the UAE around 3000 BCE illustrate an advantage of trade?

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7. The text refers to the use of 'new technologies'. We might think of technology today associated with gadgets such as smart phones, tablets and computers but technology is much more than this. See if you can find a definition of technology which reflects the context of the period you are studying.

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8. Search for information to find out how bronze objects are made.

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9. How does the increased use of mixed ways of living illustrate the importance of learning in human development? (Hint: it will help if you think back to your learning from lesson two of Chapter 4).

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10. Go to the Sharjah Archaeology Authority website (<http://sharjaharchaeology.com/tell-abraq/>) and read more about an ancient civilization called Tell Abraq. Summarize what you learn in no more than 200 words.

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 Task 3: Essay

Read the text. Underline or highlight important information about date-palms.



Figure 12: Date Palm Trees



Dates have been an important food in the UAE and in other parts of the Middle East for thousands of years. The tree which the dates come from (*Phoenix dactylifera*) also provides resources that are a large part of everyday life. Dates are produced in mid-summer. They can be eaten at this stage, but over the coming months they are transformed into a soft and then dried form in which they are most commonly eaten today. Throughout the UAE, dates are also made into a form of syrup called 'dibs'. This involves putting a large amount of dates into a sealed basket made from date palm fronds, then putting that basket onto a grooved surface with a jar at one end. By the force of gravity, the syrup is slowly squeezed out of the dates and collected in the jar. This is called a *madbhasa*, and was a common feature in large houses and forts throughout eastern Arabia. They have also been discovered in Bahrain dating to the middle of the second millennium BCE, and in the 3000 year old town of *Muweilah*, on the edge of today's city of Sharjah. The dibs would keep for several months and was an important source of calories and sugar until the next summer's harvest.

Fruit was only one of the benefits from growing the date palm. Planting rows of date palms created areas that were protected from the harsh sun. The falling leaves then created rich soil where many other plants could be grown. The date palm also provided building and handicraft materials. The frond of the date tree was the main building material in the construction of *areesh* huts. The fronds were also used for making baskets and ropes, while the midrib of the frond was used to make furniture. Once the tree no longer provided fruit, the main trunk was used for building houses. In fact, it would be fair to say that the date palm was the most important plant grown by the ancient people of the UAE.

Imagine that you are someone living in the UAE in 2500 BCE. A trader from another land visits you and is amazed by the sight of the date palms growing in your region. They have never seen a date palm before. In 300 words, describe the importance in your life of date palm trees to this trader.

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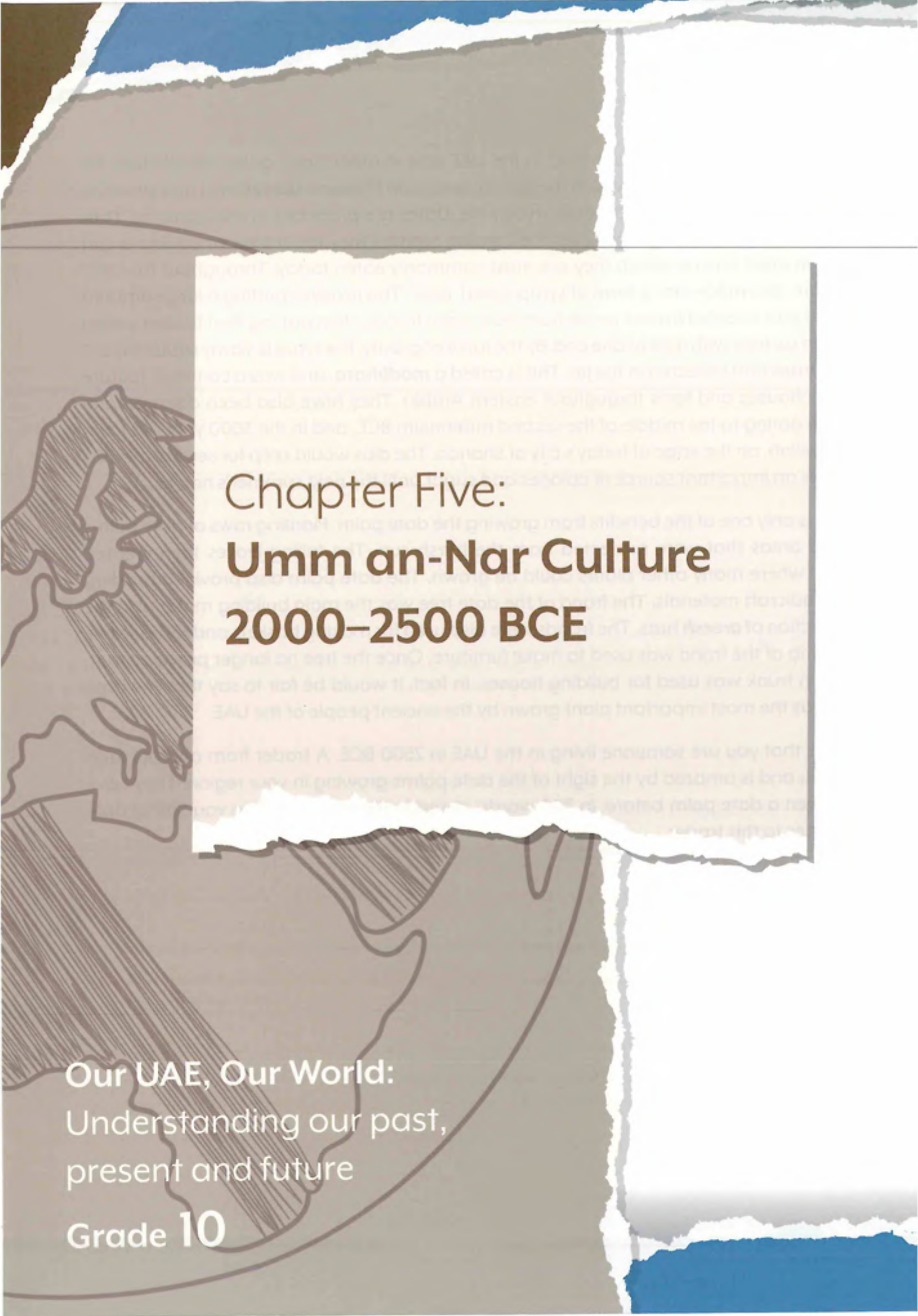
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Chapter Five:
Umm an-Nar Culture
2000–2500 BCE

Our UAE, Our World:
Understanding our past,
present and future

Grade 10

Read the text. Underline or highlight important information.

Umm an-Nar

Around 4,500 years ago, in about 2500 BCE, massive changes occurred to daily life in the UAE. For thousands of years, people had learned how to successfully adapt to the UAE's changing climate and had forged a prosperous society. This society was based upon knowledge passed on from generation to generation. People knew where they could herd sheep, goats, and cattle, and in which areas animals such as oryx, camels, and gazelles could be hunted. The coast, too, continued to play an important role in life in the UAE. Around 3000 BCE, people had begun to make pots, construct buildings of mudbricks, and plant crops.

These changes accelerated around 2500 BCE. Dozens of new towns and villages were built, many of these with a large mudbrick or stone tower. Examples of these have been found across the UAE, from al-Ain in Abu Dhabi to *Tell Abraq* in Sharjah and Kalba on the east coast. These towers were massive and could be seen from kilometers away. There is evidence that people began to grow more crops at this time. They also started to make distinctive pottery and bronze weapons and tools.

Remains of this time were first found on the island of *Umm an-Nar* in Abu Dhabi by an archaeologist named Geoffrey Bibby in the 1950s. Of course, local people had been aware of the ancient remains on this island and other areas for centuries and knew they belonged to a very distant past. It was only in the late 1950s, however, that Danish archaeologists dated the tombs and buildings to sometime in the Bronze Age (3000- 1200 BCE). Since then, we have learned much more about this culture and its many trade connections. It is now accepted that it dates from 2500 to 2000 BCE. Nearly sixty years after the discoveries at *Umm an-Nar*, this ancient way of life is still called the '*Umm an-Nar culture*' after the island where remains of this period were first found.

Copper and Trade

The towns and villages existing around 2500 BCE were very different from those of the modern UAE. At the same time, there were some aspects of life that one would find familiar. Today, the UAE exists as an important economic center, partly because of the discovery of oil in the 1950s and the demand for this precious resource throughout the world. As a result, the UAE has grown into a prosperous country and many people come here to trade and work. Around 2500 BCE, people throughout the Middle East needed copper, not oil. New cities in Mesopotamia needed copper to make weapons and agricultural tools. Since there is no copper in Mesopotamia, it had to be imported from the UAE and elsewhere. The al-Hajar mountain range contains massive amounts of copper, which people learned to mine and smelt from ore and rocks into pure copper. The copper was then traded to coastal

towns like *Umm an-Nar* in Abu Dhabi or *Tell Abraq* in Sharjah, then shipped to Mesopotamia and elsewhere.

Merchants from across the region flocked to the UAE to engage in trade. They brought beautiful ceramic vessels, ivory combs, and decorated beads like those found, for example, in the *Umm an-Nar* tombs at *Tell Abraq* or al-Ain. Cuneiform texts from Mesopotamia give a good idea of how much copper was traded and where it went. One text from just after the Umm an-Nar period records a single shipment of over 18 tonnes of copper! We know the names of some of these merchants, where they came from, and how they conducted their business.

People living on *Umm an-Nar* Island at this time would have met these merchants from Iraq, Iran, and south Asia. One thing that we do not know is what language they used during these meetings. It was probably very different from Arabic, and it is possible that a common language developed that most people could understand. One thing that is clear, however, is that merchants travelling from south Asia to the UAE, Bahrain, and Mesopotamia had a very advanced system of weights. They used stone weights of as little as 8 grams to measure precious materials like gold. Some of these weights have been found in the UAE, suggesting that there was international agreement about weights across the Arabian Gulf as early as about 2500 BCE.

The word '*Magan*', which was the Mesopotamian term for the UAE and Oman, is found in many cuneiform texts from Iraq during this period. However, we do not know what the people living in the UAE at that time called the region in their own language. The region was also probably not united as one large unit, but rather divided up into many different towns and villages, each with its own ruler. The rulers would have met and discussed common problems, probably trading and engaging with each other in a peaceful fashion. There is evidence that they shared resources and craft traditions. The pottery, buildings, and tools they used are all very similar from Ra's al- Khaimah to Abu Dhabi. The situation might have been like the sheikhdoms that existed in the very recent past of the UAE.

Food

As towns and the economy grew, diets changed as well. Inland at al-Ain, people began to grow more crops like wheat and barley. From these they would have made some type of bread. They also ate a wide variety of domestic animals, including sheep, goats and cattle. These animals also provided milk. People continued to hunt oryx, gazelles and wild camels as well.

Dates were also becoming common in the UAE. Burnt date seeds have been found in many archaeological sites. Dental caries, or tooth decay, increased, probably from eating too

many dates. In an age before painkillers or antibiotics, tooth decay was a very serious problem as the decay could cause infection and eventual death. It is very likely that people also ate a wide variety of wild herbs and plants from the desert. Since these plants do not leave any trace, it is difficult to be certain. Still, one can imagine that the many leafy wild plants that are eaten today were also eaten in the past.

If you were living in a coastal town or village like *Umm an-Nar* or *Tell Abraq* during this period, you would have had access to an even wider variety of foods. Wheat and barley were not as plentiful as in the inland areas, but we know from the impressions that these seeds left on mudbricks on Umm an-Nar island that they were available. There was also plentiful seafood, including turtle, fish, dugong, and shellfish. People used copper fish hooks to catch large fish such as tuna, and nets weighed down with rocks to catch smaller fish from the shore.

Forts and Areesh Huts

The most impressive buildings of this period are the many towers that have been discovered throughout the UAE. These were large and imposing structures made from stone or mudbrick.

Some people probably lived inside the towers all year round. The average person would have lived in an *areesh* hut near the tower. These would have been similar to the type of huts common in the UAE in the more recent past. Made from the branches of date palm and other trees, these buildings were ideal for the hot desert environment. Most daily activities such as making food would have occurred outside the hut in the open air. There were also specialized buildings. On *Umm an-Nar* island, for example, there are several warehouses for storing special goods. Items found in the warehouses include copper items that might have been destined for export, and lumps of bitumen that probably covered the boats that sailed up and down the Arabian Gulf.

Death and the Afterlife

One of the most distinctive markers of the Umm an-Nar period is large circular tombs. These have been found on the coast and inland throughout the country. They were built from stone blocks quarried from the mountains. Although they vary in size, most are between 5 and 10 meters in diameter. Some examples have scenes and figures carved on the exterior. This can be seen in the Grand Tomb at Hili in al-Ain. We do not know the meaning of these scenes but they communicated some message that was widely understood at the time. Although no written language existed at this time in the UAE, stories were passed down from generation to generation. These stories helped people understand their identity and the role they played in society. The engravings on the tombs might be linked to these stories in some way.

People were buried in these tombs in a unique way. In other areas in the Middle East, burials at this time were of two types: most people were buried in simple single graves with a few pots as offerings, but a king or queen was buried with fancy objects that represented how rich the person was during their life. Sometimes people were even killed to be included in the king or queen's tomb.

Umm an-Nar tombs were very different and contained the remains of hundreds of people who had died over a long period of time. When someone died, the tomb was opened and their remains placed inside next to those of their ancestors. To make space for new burials, the skeletons in the tomb were pushed to the side and heaped up on top of each other. Generally, no special treatment was given to any one person.

The way people bury their dead reflects what they believe is important in life. Umm an-Nar tombs were built above the ground and were often near a town or village. Someone living in the village would have seen the tomb every day. They knew that all their ancestors were in the tomb buried together, without any special treatment. The tomb thus reminded people of the importance of the community. There was probably someone like a sheikh and important families within these communities. These people were respected and listened to, not because they had vast amounts of gold and silver, but because they had proven themselves – perhaps through acts of bravery, kindness, or making wise decisions.

Umm an-Nar society

The society of the UAE during the Umm an-Nar period was quite unique. People traded with major powers of the day and were an important supplier of copper to Mesopotamia. Boats sailed into ports like **Umm an-Nar** Island to trade luxury goods. People adorned themselves with imported ivory combs, gold beads and pendants.

Texts from Mesopotamia refer to increased trade and possible changes within the UAE at this time. One text dating to the twenty-third century BCE, or around 4,300 years ago, refers to '32 Rulers of Magan'. It is possible that each of these 32 rulers came from a town or village that contained a large tower. However, Umm an-Nar tombs indicate that these rulers and those that benefitted from the trade saw themselves as part of the community. They were buried together with all of the people in the town or village. This made the UAE society very different from that which existed in Mesopotamia or Egypt at this time.

This important culture flourished for at least 500 years. In many ways, it established some of the basic patterns of life, such as trade and agriculture, which still exist in the UAE today. Around 2000 BCE, the situation changed dramatically. New types of artifacts, tombs and settlements indicate that a sudden shift in people's lives had occurred.

The Boats of Magan

Boat making is a skill that was mastered thousands of years ago by people living in the UAE. They combined plant materials and tied them with ropes so that they would remain together over a long trip. To ensure that the boat remained waterproof, the boat was coated with a mixture of bitumen and various oils obtained from animals. Once this was applied to the boats, they became sea-worthy and could cross the Arabian Gulf or Gulf of Oman to Iran, Pakistan, or India. Bronze Age texts from Mesopotamia mention the “Black Boats of Magan”: this is an accurate description of these boats with their bitumen-covered exteriors. This new technology resulted in increased import of exotic materials from south Asia. It also permitted large amounts of copper to be exported from the UAE. In 2005, archaeologists recreated such a boat using traditional materials and sailed it on the open seas.

Boat building has remained an important activity in UAE society. The traditional dhows that sail across the Arabian Gulf and to India today owe their origins to these Bronze Age pioneers of maritime technology.

Women in Umm an-Nar Society

Discovering the different roles of women and men in ancient societies is difficult. It cannot be assumed that the role of either in the past was the same as it is today. Archaeologists approach this issue by carefully studying artifacts and bones they find in tombs. During the Bronze Age, most of the Middle East saw increasing differences in the way women and men were treated. This does not seem to have been the case in the UAE. For example, there is very little evidence that women had less access to food or precious materials. Further research on bones from Umm an-Nar tombs will reveal more information on this important subject.

Bronze Age Beauty Salon

People living in the UAE thousands of years ago wanted to look their best! Although we know very little about what clothes they wore, we do know that traditions which existed in the recent past of the country have very ancient origins. The wearing of kohl, a type of eye makeup, has a long history. It was used partly because of the way it draws attention to the eyes, but also because it protects the eye from sand. Archaeologists have found examples of an ancient type of kohl called *atacamite* in shell containers at Tell Abraq, suggesting that this tradition has a very long history. We also know that people living during the Bronze Age wore necklaces made from beautiful beads imported from India. They tied their hair back with ivory combs, too. We have less information about the clothing, though ancient texts tell us that wool was exported from Mesopotamia to the UAE, presumably for clothing. Linen, a fabric made from the flax plant, was also worn; a fragment of ancient linen was discovered in the Umm an-Nar tomb at Tell Abraq.

Lesson 14: Distinguish between Fact and Opinion

Learning Objective

In this lesson you will

- Begin to look at Umm an-Nar culture.
- Try to distinguish between fact and opinion.

Introduction

In your study of the History of the Emirates so far, you have seen how humans travelled to the area, began to develop different technologies to help them survive the climate and environment. You have looked at how they made use of the environment to help them live, and how gradually they adopted a less nomadic lifestyle. This meant they made their homes in one place and relied more on agriculture and trade to live their lives.

In Chapter 5, you will see that in a five hundred-year period from 2500 BCE to 2000 BCE, more significant changes began to occur in the UAE. Settlements which we would recognize as small communities or villages began to emerge. In these settlements, behavior, ideas, and customs, the way people lived, began to take on some common features. This was probably due to the fact that more people were living together and had to develop a way to get on together. These common behaviors, customs, and ideas are called 'culture'. This chapter will explore one such culture, Umm an-Nar, close to what is now Abu Dhabi. You will also look at discoveries made at **Tell Abraq**, which you looked at as part of your studies in Chapter 4, Hili and Kalba.



Task 1:

Map Work

Find the outline map which you first used in Lesson One, of Chapter 1. Add the locations of Tell Abraq, Kalba, Hili and Umm an-Nar to your map.



Task 2:

Distinguishing Between Fact and Opinion

Read the text. Underline or highlight important information.

Fact and Opinion

One important skill in history is to distinguish between fact and opinion. As you have seen, historians rely on evidence to try and understand what happened in the past. Some of this evidence is from primary sources and some from secondary sources. When investigating and analyzing sources of information it is important to try to distinguish between fact and opinion.

A **fact** is a statement which can be proven to be true or false, correct or incorrect. An **opinion** is a statement which cannot be proven to be true or false – it represents what someone thinks, feels, or believes.

When you are reading about history, it is important to try and distinguish between fact and opinion. The reason is that as historians we are trying to find facts and use those facts to help put together a picture of the past. This helps us understand what happened in the past. However, as you have learnt, in many cases, especially when we look at events that happened many thousands of years ago, we only have limited evidence and so only have a part of the whole picture. In some cases, historians will then draw conclusions which may be based on opinions. It is important to recognize that these opinions cannot be proven.

Look at the following ten statements. These statements are not about the history of the UAE. The purpose is to give you the chance to see if you can distinguish between fact and opinion in relation to these general statements first and then you will look more specifically at facts and opinions relating to content in Chapter 5.

Indicate whether each statement is a Fact or Opinion.

1. The last summer in the UAE was hotter than the one before. ___
2. Of all the flavors of ice cream, chocolate is the best. ___
3. If fewer people used cars, there would be less pollution. ___
4. The temperature in this room is too cold. ___
5. Pop star Sam Smith's latest song is not as good as his last one. ___
6. Early evening on the Corniche is the most comfortable time to take a walk. ___
7. A two mile walk along the Corniche three times a week can reduce blood pressure. ___

8. The Al-Bidyah mosque is the oldest in the UAE. ___
9. The Dhow Yard in Ajman creek is the largest dhow building center in the world. ___
10. At 1,240 meters high, Jebel Hafit is the highest peak in the UAE. ___



Task 3:

Fact or Opinion

How did you get on with those statements? You can look for clues in statements to help you decide between fact and opinion.

For example, if you see words such as 'think', 'best', 'good', 'better', 'should', 'feels', 'seems' in the statement, it can be an indication of an opinion. However, it is not always the case that it is easy to separate out fact and opinion. For example, look at the following statement.

'The school you are at is one of the best in the UAE'.

1. Do you think this is a fact or an opinion? Give a reason for your answer.

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2. Look at the words 'one of the best'. What do you think 'best' means in this context?

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3. You are told that the way to judge whether a school is good or not, is by looking at examination results. Assume that the government have stated that a good school is one that has a percentage pass rate of students for examinations above 70%. Further assume that your school has a pass rate of 75%. There are only 3 other schools that have pass rates higher than 75%.

In the light of this information, is the statement fact or opinion? Give a reason for your answer.

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Task 4:

Applying Your Knowledge

You have looked at the difference between facts and opinions, and seen that it is not always easy to spot the difference. You are going to read pages 34 and 35 of your textbook, from the heading 'Introduction' on page 34 to the heading 'Copper and Trade'. You will also need to read the box feature headed 'Bronze Age Beauty Salon'.

Now look at the following statements which relate to the information contained on these pages and decide whether they are fact (F), opinion (O) or hard to tell (H).

1. The changes which occurred after 2500BCE improved life expectancy. ____
2. Hunting wild animals such as oryx was wrong. ____
3. The mudbrick towers could be seen from kilometers away. ____
4. People at this time should have traded more to improve their lifestyle. ____
5. Tell Abraq is in Sharjah. ____
6. The pottery made in the UAE at this time was superior to those made in Mesopotamia at the same time. ____
7. Geoffrey Bibby was the greatest of all archaeologists living at this time. ____
8. The Umm an-Nar culture seems to have been more advanced than any other culture at the time. ____
9. Wearing kohl made people look very beautiful. ____
10. The beads imported from India were more beautiful than any found in the UAE at that time. ____



Task 5:

Copper and Trade

Re-read the information in your text from the heading '**Copper and Trade**' to the beginning of the feature box titled '**How are Ancient Cultures named?**' and answer the questions which follow.

1. Why was copper such a valuable commodity to the people of the UAE in Bronze Age times?

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2. What do you think is meant by the phrase: 'Since there is no copper in Mesopotamia, it had to be imported from the UAE and elsewhere'?

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3. Why do you think people developed settlements in places like Umm an-Nar and Tell Abraq?

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4. Why do you think historians do not know what language traders from different parts of the region used at this time?

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5. Why do you think Indus weights were important in trade at this time?

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6. Do some research on 'Cuneiform' and provide a brief summary of your findings.

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 Task 6: Assessment

In this first lesson of Chapter 5, you have looked at how life began to change as people settled in communities which we would recognize as villages. As you have been learning, to draw conclusions about the way people lived and how peoples' lives changed over time, historians have to rely on sources of evidence.

In 300 words, explain why it is important that historians distinguish between fact and opinion when looking at sources of evidence.

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Lesson 15: Naming the Old Cultures

Learning Objectives

In this lesson you will:

- See how people and cultures at the time were named.
- Explore how people lived, ate and died in the period being considered

Introduction:

You will continue to explore the Umm an-Nar culture in this lesson. You will look at some aspects of the culture such as how people referred to themselves, the food they ate, how they lived and how they viewed death. As you have learnt over the course of your studies so far, historians use sources of evidence to try and piece together an understanding of the past. As settlements became more permanent and hunter gathering became less of a lifestyle, people had to live together. In living together, and dying together, bonds, relationships, rules, and ways of getting on had to be established. As people became more concentrated in certain places, the evidence they leave behind becomes more concentrated and once discovered, can begin to tell us a great deal more about how people lived and how cultures developed. Simply put, if there is more evidence, there is more information, and the more pieces we have of the jigsaw puzzle.



Task 1:

Check Your Understanding

You are going to start this lesson by looking at how ancient cultures were named.

1. How did people come to be known in particular ways? As part of your answer, try to think about why the Romans are called 'Romans').

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2. How was the Umm an-Nar culture named?

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3. What name did people in Mesopotamia have for the region which is now the UAE and Oman?

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4. Do you think that people at the time would have called themselves 'Bronze Age People'? Explain.

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5. Imagine that an historian wants to give a name for you and people like you in the age in which you are now living which students in the future will refer to in their studies. What name would you chose and why?

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Task 2:

Food and Diet

Read the information in your text from the heading 'Food' to the heading 'Forts and Areesh Huts'. Complete paragraph and using the information you have read along with information you have learned in other lessons to fill in the missing words or phrases.

The development of _____ around the coast and further inland was accompanied by an increase in the growing _____. There is evidence that ____ and _____ were grown at al-Ain and the existence of water springs in the area would have made growing crops easier. Historians know that cereal crops were grown because there are the _____ that were used to build shelter and tombs. The development of _____ meant people lived in one place for longer periods of time. This helped improve the range of crops grown and improved understanding of _____. Growing crops requires time _____ and developments in _____ thus went hand-in-hand with a less nomadic lifestyle.

People found different ways to use the crops grown and it is known that people made a type of _____ from the cereal crops grown. The diet was supplemented by eating meat from animals which had been _____ and from wild animals which were hunted. _____ animals also provided _____ which was nutritious. Historians have also found evidence that people were eating dates around this time. Dates were sweet and analysis of the _____ from humans at the time show that _____ probably caused by _____, was a widespread problem. Unlike modern times where _____ can be treated by antibiotics, people at this time are likely to have suffered considerable pain. The development of _____ is likely to have led to _____ and it is likely that people will have died of these _____.

Historians also think that people will have eaten other _____ to supplement their diet. It is difficult to be sure because _____ but historians have assumed that it is highly likely.

People living near _____ would also have had access to _____ and may have had a more varied diet as a result compared to people who lived in inland areas. _____ found in archaeological excavations were used to catch fish but it is also likely that people made nets to catch fish. Just think how ingenious people had to be to learn how to survive and prosper!



Task 3:

Essay Assessment

In the lesson, you covered different aspects of the way people lived during the period of the Umm an-Nar culture. Imagine that you are living in this period and are writing a diary recording your everyday life. Write an entry into your diary of a day in your life but one in which there is a funeral in your settlement.

In your entry, try to describe how your typical day unfolds, what you have to do, how you feed yourself, how other members of your family are fed and so on. Your diary entry need be no longer than 300 words.

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Lesson 16: Key Features of Umm an-Nar Society

Learning Objectives

In this lesson you will

- Consider the importance of boats to the people of the Umm an-Nar culture.
- Explore how historians have looked at the role of women in Umm an-Nar society.
- Summarize the key features of Umm an-Nar society.

Introduction

This is the last lesson covering Chapter 5. In the previous two lessons you have explored the way of life of the Umm an-Nar culture. In this lesson you will look at some other aspects of the life of people in this culture. You will begin by looking at the importance of boats to the people at this time and then look at some other aspects of Umm an-Nar culture including the role of women in society.



Task 1:


Boats of Magan

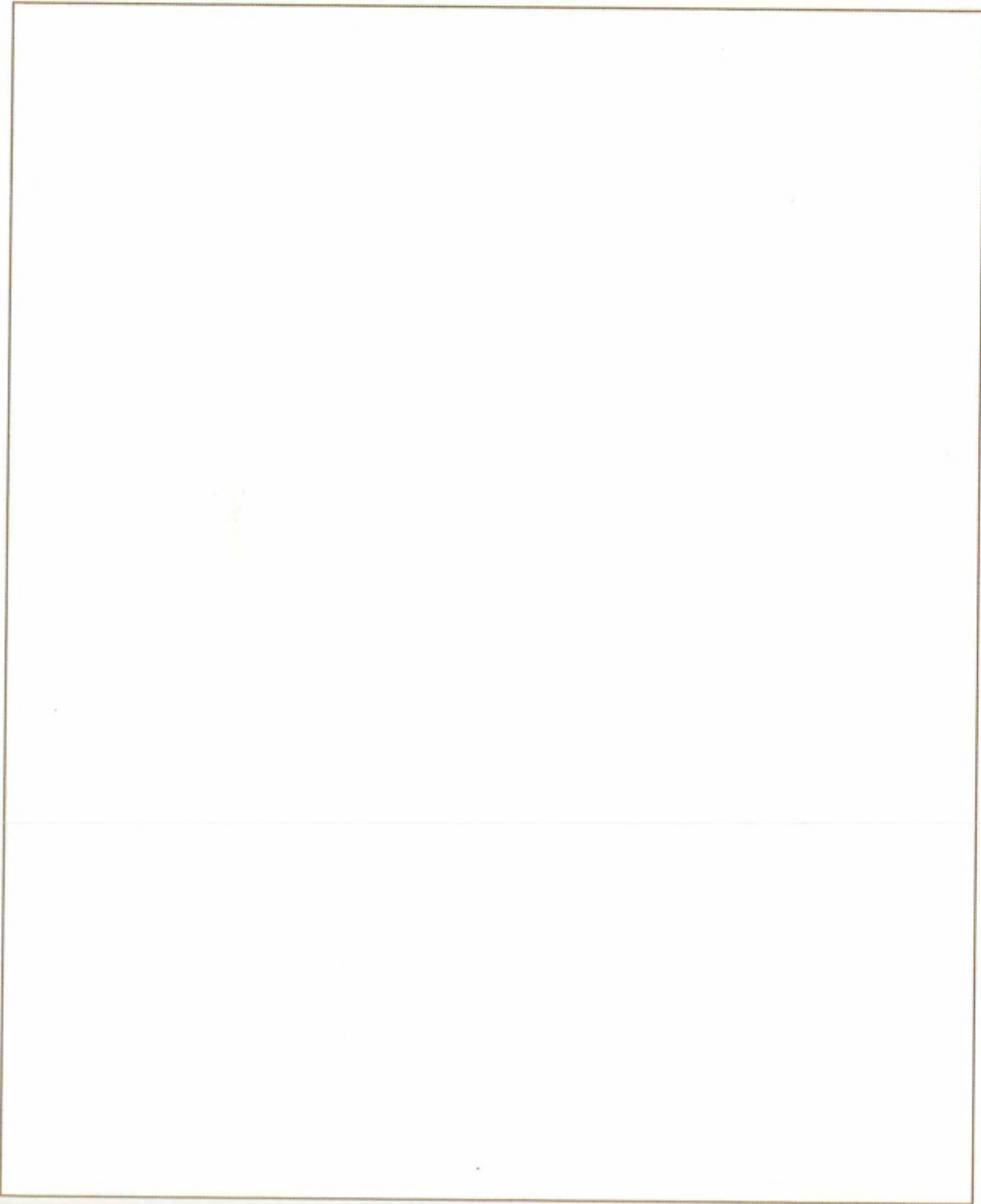
Re-read the information on 'The Boats of Magan' in your text.

- The table that follows contains 12 phrases. Match these words and phrases so that they make a complete sentence.

The 'Black Boats of Magan' were called this because
Magan boats travelled long distances
People at the time learnt to use resources like plant material from date palms which
Boats that could travel long distances
Boats were made waterproof by
Different oils from animals

were used to coat the boats to make them more seaworthy.
made boats more seaworthy and able to travel longer distances.
the exterior of the boat was covered in bitumen.
including India, Pakistan and Iran.
coating the outside with bitumen
allowed trade to be carried out over longer distances and for a wider variety of goods to be transported.

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2. In the space provided, draw a picture of a traditional dhow. You can use online sources on which to base your drawing.





Task 2:

Women in Umm an-Nar Society

Read the information in the section 'Women in Umm an-Nar Society' of your text and answer the questions which follow.

1. Why do you think finding out what the different roles of men and women were in Umm an-Nar society is difficult? (Hint, think about how historians would find out about that this type of information).

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2. If you were an historian in the future studying the roles of men and women today, how would you describe the roles?

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3. The text suggests that historians do not think the way men and women were treated was very different in the UAE at this time. Why do you think this might have been the case?

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4. How do historians know that women in Umm an-Nar society were probably not treated very differently to men?

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5. Describe how the way women and men are treated in society differs today compared to at the time you are studying.

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Task 3:

The Bag (or Box) of Words

Your teacher will come around the class with a box or a bag with pieces of laminated paper with words on it. You must choose a word and then make a sentence out of the word which relates to the information you have read in the section on Umm an-Nar Society and from the information you have covered in Chapter 5.

- Your teacher will then select people to read out the word you chose and the sentence you have constructed.
- Listen carefully to the sentences your classmates read out. If you think you could improve the sentence by making it more accurate or to make more sense. Your classmates may also comment on your sentence.
- You should look at this as a good way of getting feedback on your work and to find ways of improving as well as providing constructive support for your classmates.



Task 4:

Assessment

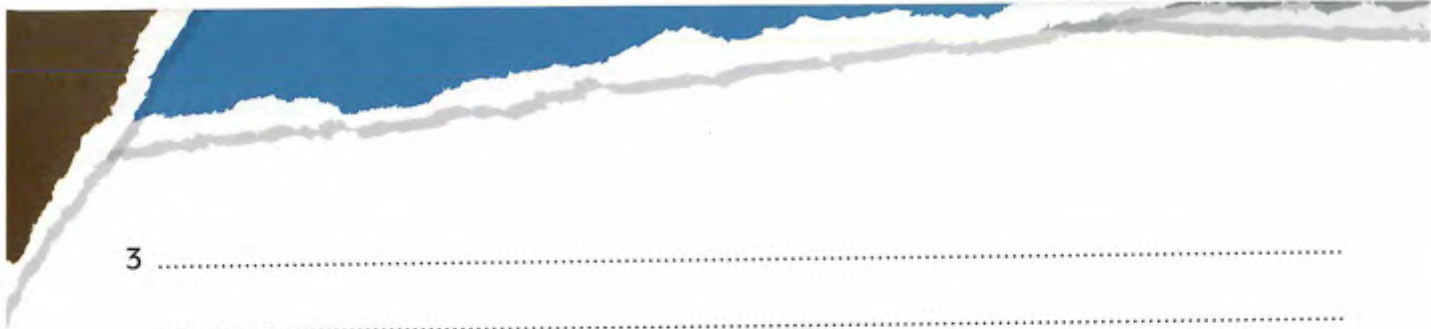
For this last part of the lesson, you are going to work in pairs. You will be given three minutes to look back at the work you have done relating to Chapter 5. Discuss the content you have both covered and together, write down what you think the five most important learning points are from the lessons on this chapter.

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In your pairs, you will now move around the class and look at what other pairs have noted down. Try to meet with as many pairs as possible in the time allowed. Look at the points they have made and note which are the same and which might be different.

When your teacher tells you, return to your seat and on your own, write down the five learning points from the chapter having now had the chance to not only consider your own choices with your partner but also having seen what other people have thought were the important learning points.

My Final Key Learning Points for Chapter 5.

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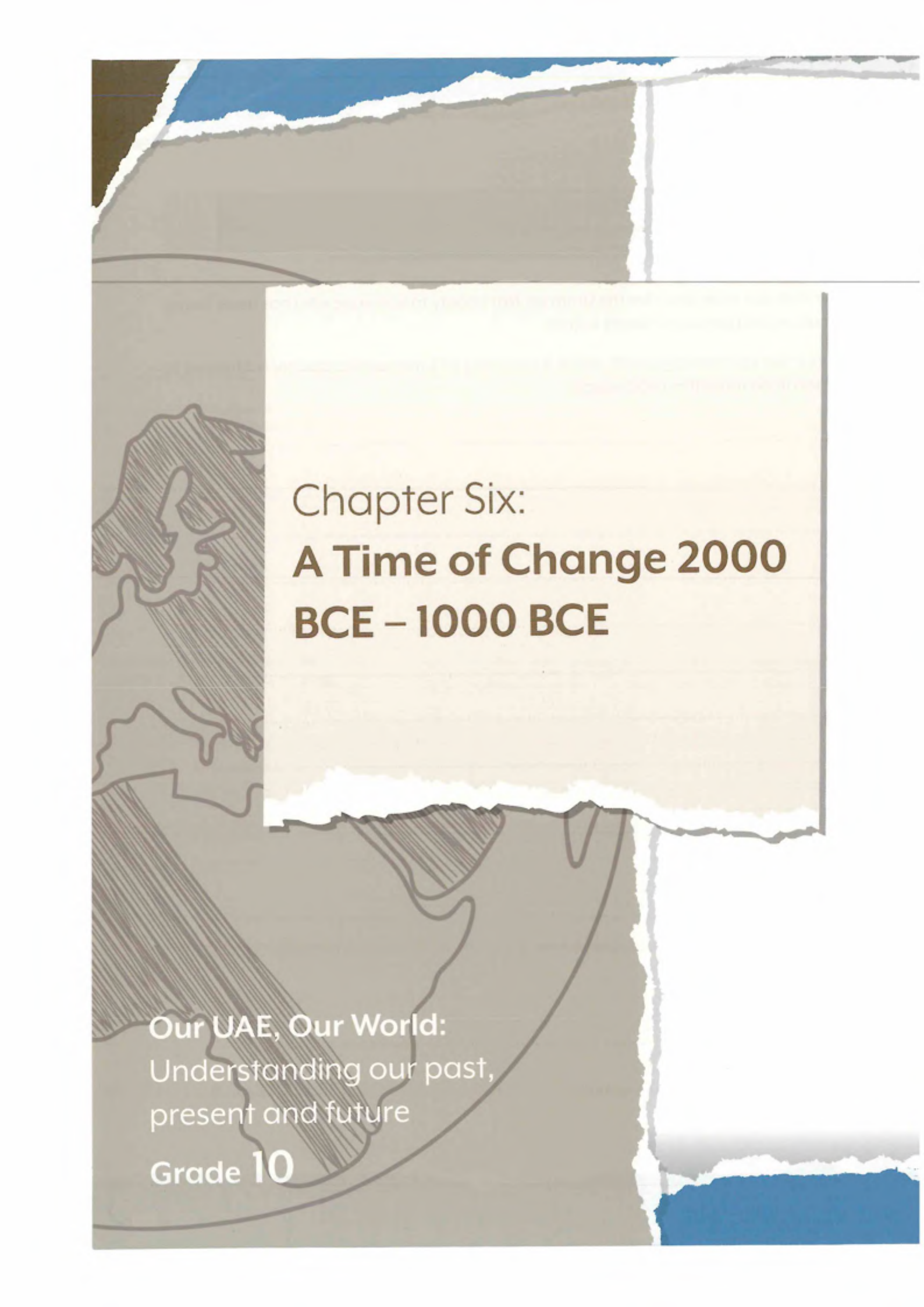
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Chapter Six:
**A Time of Change 2000
BCE – 1000 BCE**

Our UAE, Our World:
Understanding our past,
present and future

Grade 10

Read the text. Underline or highlight important information.

Wadi Suq Period

The Umm an-Nar period ended around 2000 BCE. The reasons for this are still unknown. It is clear, however, that the pottery, weapons, and types of houses people lived in changed quickly at this time. The time from about 2000 BCE to 1600 BCE is called the Wadi Suq period. The period from 1600 BCE to 1000 BCE is called the Late Bronze Age and then Early Iron Age, though relatively little is known about either period. The excavation of sites such as Tell Abraq, Shimal, Hili, and Kalba has, however, shed important light on how people lived throughout the UAE during these centuries.

Explaining Change

The big changes that took place around 2000 BCE have puzzled archaeologists for many years. The villages and towns people lived in during the Umm an-Nar period (2500-2000 BCE) were largely abandoned. Two main reasons have been suggested for this. The first is that the trade linking the UAE with Mesopotamia, the Arabian Gulf, and South Asia declined. According to this theory, people living in the UAE had become increasingly reliant on imports and, when these were no longer available, society started to collapse. The problem with this idea is that we know from archaeology that people were quite self-reliant during the Umm an-Nar period (2500 – 2000 BCE). Research has shown us that they grew their own crops, herded and hunted animals, and used the rich resources of the sea. In other words, they had plenty of food. It is hard to imagine that society would have collapsed just because imported carnelian beads and ivory combs were no longer available.

The second explanation that has been offered to explain the decline of Umm an-Nar society focuses on climate change. Some archaeologists argue that changes in rainfall meant that people were no longer able to grow crops. There is evidence that the climate suddenly became drier towards the end of the Umm an-Nar period. This can be seen in the layers of sand formed in an ancient lake near Awafi in Ra's al-Khaimah. Scientists have been able to determine that this climatic 'event' occurred around 2100 BCE, which is about 100 years before the end of the Umm an-Nar period. The connection to the abandonment of towns and villages is therefore unclear.

Only further research will determine what really happened to the Umm an-Nar culture. For now, all we know for certain is that changes in how people lived and what they made occurred at

Metalwork

There is no question that people continued to live throughout the UAE and to adapt to the new conditions that prevailed after 2000 BCE. In al-Ain and at Tell Abraq in the northern Emirates, there was continued occupation. Some of the people living at these places might have been nomads who moved seasonally with their herds of sheep and goats.

People continued to use the natural resources of the mountains, like copper and stone. New forms of weapons become common, including distinctive types of spearheads that have a socket for the shaft of the spear. Bronze bowls and basins were also made. The production of these weapons shows that although lives had changed, sophisticated technologies and craftsmanship continued.


One of the most important developments at this time was the production of copper or bronze arrowheads. These appear throughout the region. People had used bows and stone arrowheads in earlier periods, but using metal was a major improvement. The arrowheads had two simple wings and were attached to the shaft of the bow with some type of cord. They would have flown for some distance with great accuracy. The bow itself was probably made from the midrib of the frond of the date palm tree.

Some arrowheads were engraved with an unusual decoration. The decoration consists of individual signs that are repeated in various patterns. Scholars have been unable to explain what these mean and some suggest that they were used as *wusm*, or tribal markers. Others have suggested that they were used for some type of magic ritual. Only more research will help us understand these mysterious marks better.

Copper was not the only metal used at this time. Several gold and electrum pendants have been found in tombs throughout the country. Regardless of where they were found, they are remarkably similar: all comprise two animals standing back to back with their tails curled in a spiral. Like the marks on the arrowheads, they probably communicated something to the people who saw or used them.

Craft Traditions

New forms of pottery and stonework were made after 2000 BCE. They indicate a break from the Umm an-Nar tradition and a willingness to experiment with new shapes and decoration. Decorated beakers were one such new form. They were probably used for drinking liquids on special occasions. A range of everyday vessels was also made, including some used for storage. Archaeologists have determined by looking at the clay of these vessels that they were made in a number of different workshops located from Ra's al-Khaimah to al-Ain.



There was also an increase in softstone vessel production. Layers of softstone are available throughout the mountains and were easily extracted. Carving this stone had already begun in the Umm an-Nar period, but became more common after 2000 BCE. In some tombs of this period, hundreds of such vessels have been found. They are decorated in a distinctive fashion with simple dot and circle patterns and incised lines.

New Burials and New Beliefs The way people buried the dead also changed after 2000 BCE. The large, above-ground, tombs of the Umm an-Nar period were no longer made. They were replaced by a wide variety of tombs made from unworked, or only slightly worked, stones. In most cases, these were partially buried in the ground.

The variety of tomb shapes is astounding. Some tombs are long and narrow with a single or double-storied chamber for burying the dead. Other tombs have many chambers in a wide variety of shapes. The one thing they have in common with earlier tombs is that they contain the remains of dozens of people who were buried over a long period of time.

In contrast to the Umm an-Nar period, these tombs were barely visible in the landscape. Umm an-Nar tombs could be seen by everyone, and communicated important ideas about their society. Tombs after 2000 BCE are largely buried, so maybe the message of earlier times was no longer necessary. Perhaps the people who lived in the UAE at that time had strengthened their bond as a society. Only future research will help us understand this issue better.

Lesson 17: End of Umm an-Nar Period

Learning Objectives

In this lesson you will:

- Look at what is meant by the term 'historiography'
- Explore the different explanations of change from the Umm an-Nar period to the Wadi Suq period.

Introduction

Chapter 5 focused on the period 2500BCE to 2000BCE. You saw that life for the people of this time changed considerably. Trade with other people in the wider region increased, developments in agriculture allowed people to live in one place and survive. In addition to growing crops to feed themselves, more traditional methods of survival were also used and together, these led to the growth in communities and cultures. It was also likely that the climate at the time was such that people were able to live and grow crops and survive. As you have seen throughout your studies so far, climate played an important part in the history of the UAE and how people lived and were able to survive.

In Chapter 6 you will see how further changes occurred in the period 2000BCE to 1000BCE. Historians are interested in explaining why these changes occurred. You should be familiar by now with the point that historians need evidence to be able to draw conclusions about why change occurred. In some cases, the evidence that is available is limited and what does exist can be interpreted in a different way. This can give rise to different explanations of why change occurred. Which explanation is correct is not easy to agree on. Much more research is needed before the picture of the jigsaw becomes more complete and we can make more definite conclusions.

Our views of the past change over time. These views can change because new evidence comes to light or because the technology and ability of historians and others to analyze and understand new and existing evidence improves.

The study of how views of the past change over time is called historiography.

In this lesson you will look at the historiography of the end of the Umm an-Nar period. To do this you will consider different explanations of the decline of the Umm an-Nar culture.



Task 1:

Develop an Argument

You will try to establish competing arguments for the decline of the Umm an-Nar culture. You can use your textbook and any other source of information to help you. The following are broad summaries of theories and ideas by different academics studying ancient Arabia relating to the decline of the Umm an-Nar culture.

- Parker: Around this period a mega 'Historic climatic' event occurred.
- Gregoricka: Trade networks in the region broke down as it was not profitable anymore.
- Oppenheim: The control of copper trade moved from Umm an-Nar to Dilmun (based in modern day Bahrain).
- Weiss: Desertification occurred as a result of lower rainfall, which resulted in a loss of soil across Southern Mesopotamia.
- Carter: Dilmun tended to neglect Umm an-Nar and traded more with other regions in parts of Iran and India.
- Postgate: The size and capacity of trading vessels around the period fell which affected the amount of trade taking place.
- Rouse and Weeks: Conflict occurred within Umm an-Nar between those who had built up wealth and those who believed in a more equal society.
- Cleuziou: The climate changed and was characterized by a long period of very dry, arid conditions'.
- Weiss: The collapse of the Akkadian Empire around 2200BCE disrupted established trade routes.
- Jorgensen and al-Tikriti: Analysis of two wells at Hili, dated 700 years apart, show a fall in groundwater levels of almost 4 meters.
- Cleuziou: Influences from outside Umm an-Nar triggered tensions and conflict within the society prompted by growing inequality.

Look carefully at these statements and complete the table below.

From the statements try to identify three different interpretations of the cause of the decline in Umm an-Nar society. Write these in the boxes provided.

In the box underneath each interpretation, write down the evidence which is presented in

support of each interpretation. In the box under that, write down any evidence that is not in support of the interpretation

Interpretation 1	Interpretation 2	Interpretation 3
Evidence to support argument	Evidence to support argument	Evidence to support argument
Evidence against argument	Evidence against argument	Evidence against argument



Task 1:

Interpret

Having looked at the different interpretations, which do you think is the most convincing and why?

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Information Search

As your textbook notes, we will only be able to arrive at more definite conclusions about why Umm an-Nar society declined as a result of more research.

One example of how such research can help in shedding more light on our understanding of events in the past is given by the work done by Lesley Gregoricka, who is an Associate Professor of Archaeology at the University of Alabama in the United States. Dr Gregoricka has carried out research on tombs and burial sites across the UAE. She uses advanced scientific, chemical analysis on human remains to help understand more about how and why changes occurred in this period.

The following are some adapted comments from Dr Gregoricka:

- ☼ 'I think the idea that Bronze Age peoples were capable of successfully adapting to their changing surroundings is one that many archaeologists are now agreeing with.'
- ☼ 'Rather than viewing these ancient communities as people who were just affected by external forces like climate, there is more evidence to suggest that they were able to adapt and change to the environmental and social changes which were taking place.'

- 'The large tombs that have been explored suggest that there was a hierarchy in society at this time. It would not have been possible to build such large and complex structures without different groups of people – managers and workers.'
- 'It is possible that the development of hierarchies led to conflict because of growing inequality. This inequality was made worse by fewer available resources.'
- 'The inhabitants of the UAE would have been aware of other communities in the region and in Mesopotamia but chose to develop in a different way to those societies. Strict hierarchies did not suit the people of the UAE and it is possible they chose a different path.'
- 'Instead of viewing this period as one of 'collapse', we should frame these changes as an active response by human populations to cope with environmental stress through adaptive innovation.'



Task 3:

Summarize

1. Summarize the argument put forward by Dr Gregoricka.

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2. As a result of reading the passage about the research of Dr Gregoricka, have your views about the likely reason for the changes which occurred in the period you are studying, and which you outlined in Task 2, changed? If so why, in not, why not?

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Task 4:

Check Your Understanding

3. What is 'historiography'?

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4. Why do interpretations of the past change over time?

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5. Why is it important that we be aware of historiography as part of our studies in history?

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Lesson 18: The Skill of Using Metals

Learning Objectives

In this lesson you will

- Look at how Bronze Age people made tools from copper.
- Consider the importance of the use of metal in Bronze Age times.

Introduction

In the first lesson covering Chapter 6, you looked at some of the interpretations for the decline of the *Umm an-Nar* society. We now turn to focus on the period from around 2000 BCE to 1600 BCE which is referred to as the *Wadi Suq* period. In previous lessons you have been introduced to the archaeological sites at *Tell Abraç* and *Jebel Buhais*. At both of these sites, discoveries of artefacts give historians and archaeologists information about the developments in the tools and equipment used for both hunting and for war.

In this lesson, you will look in more detail at the development of the skill of metalworking and how improvements in these skills helped people live in the region.



Activity:

To begin the lesson, your teacher will show you a video which shows how people in Bronze Age times may have made metal items using smelting techniques. Watch this video.

Make a list of as many different items you saw being used to make the item and think about where you think people at the time would have found these materials.

Having watched the video, write a brief description, in not more than 150 words, of how people in Bronze Age time made basic tools like arrow heads.

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Task 1:

Search and Sketch

Go to the following website or look at the booklet supplied to you by your teacher.

<http://sharjaharchaeology.com/pg/books/The-Necropolis-of-Jebel-al-Buhais.pdf>

At the Jebel al-Buhais site, there were hordes of bronze items discovered.

Look at the pictures and sketches of the bronze socket spearheads which were found as part of these hordes. Use the space below or the piece of paper supplied by your teacher to draw a picture of these items.



Task 2:

Check Your Understanding

Answer the questions.

1. What sort of animals did people at the time domesticate?

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2. What were some of the natural resources used by people at the time to help them survive?

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3. What type of items were made by Bronze Age people?

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4. How did Bronze Age people make bows to shoot the arrows they made from copper?

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5. What other metals were used to make items at this time?

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6. What does the term 'wusm' mean?

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7. How would historians know that there were still settlements in al-Ain and Tell Abraq in the period after around 2000 BCE?

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8. Why might people have adopted a nomadic lifestyle moving themselves and their animals with the seasons?

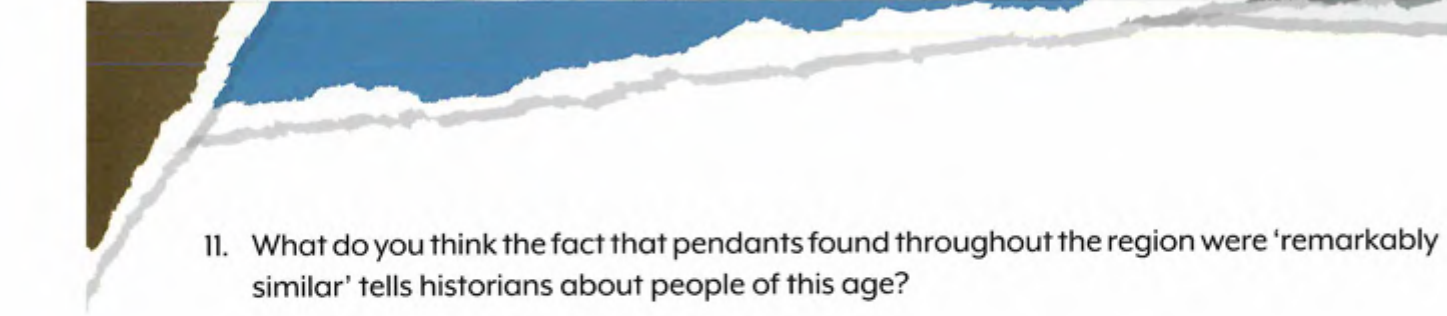
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9. Why do you think the use of metal was an improvement over the use of stone for things like arrowheads?

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10. Do you think Bronze Age people would have found gold valuable in the same way we do today? Explain.

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11. What do you think the fact that pendants found throughout the region were 'remarkably similar' tells historians about people of this age?

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12. Why do you think that arrowheads were engraved with decorations?

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In the section 'Weapons for War and Hunting'. It notes that an increase in weapons 'might be seen as evidence for warfare'. How does the fact that historians have looked to find other explanations other than warfare show how historians use the 'five W's' in their study of the past?

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Task 3:

Summarize

Summarize the work you have done in the lesson in five bullet points.

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- 3
- 4
- 5

Look at the five bullet points you have made and see if you can reduce these into one sentence.

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Now look at the sentence and see if you can reduce this to one word which captures the key learning for this lesson.

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Lesson 19: Major Changes in the Way People of the Time Lived

Learning Objectives

- Look at changes in the types of vessels and items produced.
- Look at changes in the way people of the time buried their dead.



Task 1:

Craft Traditions

Step 1: Read the passage below which provides some further detail on pottery vessels found in the **Wadi Suq** period. Many of the vessels being referred to were found in burial grounds in Shimal in Ra's al-Khaimah.

Step 2: Look at the map on page 44 of your textbook and locate the position of Shimal. Mark this on the outline map you have been using from Lesson 1 of Chapter 1 in your workbook.

Step 3: When you have read the passage, you will be put into pairs or small groups. You will look at the questions which follow. Many of these questions ask you to think about why things may have been the case. There are no right or wrong answers to these questions. What you are required to do is to consider the people at the time, what you know from your studies of the period so far and to apply your knowledge to discuss possible answers to the questions in your pair/group. When you have agreed on your response, write an answer in the space in your workbook. You will get chance to discuss your answers and those of other pairs/groups to help you improve on the answers you give.




Task 2:

Comprehension

Read the text. Underline or highlight important information.

Pottery in the Wadi Suq Period

Much of the pottery found in tombs in Shimal from the Wadi Suq period have certain features and designs which seem to have been characteristic of the time. Archaeologists have classified these features into two categories: the shape of the pots and how they were decorated.



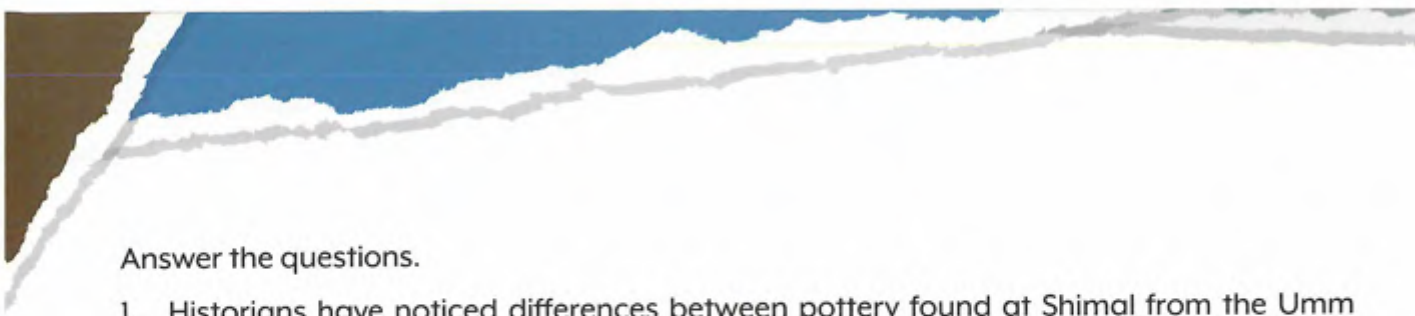
The most common shape found at Shimal was a beaker. Around one fifth of the pottery found was in the form of a spouted jar. The beakers had a rounded bottom along with a 'foot' to make it more stable. The spouted jars can be further divided into two. In the early Wadi Suq period, the spouts tended to be on the rim of the jar but in the later period, the spout was found on the shoulder of the jar.

The decoration on the beakers and jars was very similar. In many cases, the pottery was decorated with horizontal lines which covered up to two thirds of the pot. Archaeologists have noticed, however, that by the middle of the Wadi Suq period, the designs had changed and incorporated different designs. These would include wavy lines or zig zags.

Archaeologists also found that the pottery may have been produced for different reasons. In some cases, pots were made for everyday use whereas other pots may have been made specifically for burial. This is different to the way pots were produced in the latter part of the Bronze Age where there seemed to be no difference between the reason why the pottery was produced. Archaeologists have also found that Bronze Age pottery rarely, if ever, had decorative designs on them.

Excavations at Shimal also uncovered pottery which included chlorite. Chlorite is a mineral, typically dark green in color and is found in rocks and soil in the region. Chlorite can be an important constituent of clay which is used to make pots. Pots made from clay which includes chlorite were also found in Shimal from the Wadi Suq period. Of the 80 pots found, there were different shapes and styles. For example, some pots were vases, and were shaped like globes or ovals, some of these having knobs on them to help with lifting them, and some had conical shapes.

There were also bowls found, some of these had spouts and it also became more common in the Wadi Suq period for lids to be produced for these types of pots. The decoration of chlorite vessels was also different. They often had an upper panel which was decorated with alternating rows of dots and circles and horizontal lines. In the lower part of the pot, there was often a series of groups of sloping lines alternating between sloping to the left and sloping to the right.



Answer the questions.

1. Historians have noticed differences between pottery found at Shimal from the Umm an-Nar period and the Wadi Suq period. How do you think they might separate the two periods?

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2. What do you think the beakers and spouted jars found at Shimal might have been used for?

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3. Later jars found at Shimal had spouts on the shoulder of the pot rather than the rim. Why do you think this might have been the case?

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4. In the Bronze Age, archaeologists noticed that few pots had any decoration on them whereas those found at Shimal were decorated. Why do you think that this was the case?

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5. Pots found at Shimal come from different time periods. In the early period the designs seem much simpler and in the later period they become more complex. Why do you think this might have been the case?

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6. Archaeologists have concluded that pots made in the Bronze Age were produced for everyday use and for use in burials with no difference between the two whereas in the Wadi Suq period, it appears that pots were made for different purposes. Why do you think this was the case?

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7. The chlorite pots found at Shimal were of different shapes. Why do you think that people at the time created different shaped pots?

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8. The development of pots and bowls with lids appears to have been something which became more common in the Wadi-Suq period. Why do you think that this was the case?

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Task 2:

Draw

Your teacher will supply you with sketches of some of the pots found at the Shimal site.

Use the space below or the piece of paper supplied by your teacher to draw a picture of at least two different pots and label them to highlight some of the key features as outlined in the passage



Task 3:

Complete the paragraphs

Re-read the information your textbook. When you have finished reading the information, look at the text and fill in the blanks to complete the passage.

The _____ period not only saw a break in the way pottery was made but also in the way that people _____. Prior to this period, many tombs had been built _____ and would have been visible to people from _____. Archaeologists and historians believe that there was a reason why this change occurred. It may have been that building tombs above ground to be visible was done as a way of _____ cultural identities between different groups. The change to building tombs that were _____ may signify that these messages were no longer as important in Wadi Suq society.

Many of the above ground tombs would have been made from _____. However, the _____ period began to see tombs being built _____. The material which these tombs were constructed from was also different. People took _____ from the landscape and either _____ them to help build the tombs or used them virtually as they were without much _____. In addition to the construction of tombs _____, the variety of different shapes of tombs increased as well. Some include different _____, and some have different shaped _____.

Whilst the shape and variety of tombs increased, one thing that seemed to have been a consistent feature of burial sites in different periods was the _____ in them. It appears that the tombs must have been opened and closed on a regular basis to add in extra bodies as findings show that there are _____ buried in them and that these people died _____.

What is agreed is that there is still much to learn about the role of tombs in burials and why these tombs were considered so important. To enable historians and archaeologists to piece together more of the _____, there will need to be more _____ carried out.

Lesson 20 Review and Consolidation

Lesson Objectives

In this lesson you will

- Review the learning you have acquired during the lessons associated with Chapter 6 of the text book.

Introduction

This lesson will provide a chance for you to go back over the content of the three lessons you have received on Chapter 6, and to review and reflect on the learning from this chapter.

You may do some or all of the tasks and activities in this lesson – this will be decided by your teacher.



Task 1:

Pair Work

In Chapter 6, you have been exploring events that happened from around 2000 BCE to 1000 BCE.

- In the following activity, you will work in pairs to ask and answer questions about metalwork in the Bronze Age.
- Your teacher will give you a passage with missing information and your task is to first, take the time given to fill in as many of the blanks as you can.
- When your teacher calls 'time', you will then get the chance to talk to your partner to find the missing information and complete the passage.
- As soon as both of you complete your passage, put your hand in the air to tell your teacher you have finished.



Activity:

Back to the Board

For this activity, you will be divided into two teams.

- One person will be selected from each team to sit at the front of the class facing their team mates with their back to the board.
- Your teacher will write a target word, words, or concept which you have covered during your work on Chapter 6 on the board or via a presentation device.
- The player at the front of the class with their back to the board must not look behind them.
- Each team will take it in turns to provide a clue to the word, words or concept on the board to the person at the front of the class in their team.
- That person then has ten seconds to try and guess the word, words or concept.
- If they cannot get it after ten seconds, then it is passed over to the other team member who has ten seconds to guess the answer.
- If neither player gets the answer, the second team then gets to give a further clue to their team member who has ten seconds to answer and so on.
- Whoever guesses the word, words or concept correctly gets a point for their team.
- Once the word has been guessed, the next word is put on the board.
- Each team takes it in turns to provide a clue to their team member given the rules outlined above.
- The team with the most points at the end wins.



Task 2:

20 Questions

In this task, you must choose one important point from any of the three lessons you have had on Chapter 6.

- For example, you might choose the name of a place, an artefact, a concept, a culture, etc.
- Your class mates must try to find out what you have chosen by asking a maximum of twenty 'yes' or 'no' questions.
- If they do not work out what you have thought of after twenty questions, you 'win'.



Task 3:

Story Board

In this task you will be asked to think about all the things you have learnt across the three lessons on Chapter 6.

- You will be given some sheets of A3 paper. Divide the paper into four or six sections with some lines drawn underneath each section to write on as illustrated in the example.
- Use the paper to recount, in an appropriate sequence or order, what you have learnt about the changes which occurred in the period covered in Chapter 6. Draw some pictures to illustrate the changes and include a brief written description under each picture you have drawn, or write down some key facts you have learnt in relation to the picture you have chosen to draw.

Storyboard	Notes
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6	



Task 4:

Complete the Paragraphs

One of the main changes covered in Chapter 6 was the transition from the Umm an- Nar culture to the Wadi Suq culture. To review the important features of this change, complete the text in the passage that follows.

A number of the villages and towns that existed in the Umm an-Nar period seemed to have been _____. Historians and archaeologists have put forward different _____ for why this change might have occurred. One of the _____ put forward has been that the _____ changed, and a lack of _____ made it more difficult for people to survive. As a result, they had to _____ towns and villages and move on elsewhere. There is _____ to support the theory that the _____ became drier but this change seems to have happened some time before the settlements were _____. It is not clear, therefore, that the link between _____ and the change is proven.

A second explanation is related to changes in _____. A change in the demand for resources which the UAE had previously traded led to a decline in _____. The decline in _____ reduced the ability of people to be able to live and so society _____.

However, people did not simply rely on _____ to survive. Many of the goods _____ were _____ rather than _____ and as a result it is believed by some that the decline in _____ would not have led to a collapse in society. Other _____ has suggested that as settlements and _____ grew, there was a rise in _____ in society. This could have caused _____ and led to people moving elsewhere to make a living.

No one knows for sure which interpretation is correct or how closely linked the different _____ are. One thing we do know is that views about what happened in the past change as more information becomes available. The study of how and why views of the past change over time is called _____.

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