

Lesson 1

Chief (Tribal Leader) – Indigenous Peoples of North America

Grade 5

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

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

- ✿ Explain one type of traditional leadership, tribal leadership.
- ✿ Examine how tribal leadership works in a North American tribe
- ✿ Understand and practice some of the skills needed by leaders when making decisions.

Key Vocabulary: indigenous, Ojibwe, council, chief, leadership, tribe, persuasion, inherit



Activity 1: Mind Map

Christopher Columbus came to North America about 500 years ago. The Vikings came to North America about 1,000 years ago. There were already people living in North America before Columbus and the Vikings.

Who were they? How did they live? How was their society organized?

Fill in the mind map with anything you know about them. Use the pictures under the mind map to help you.

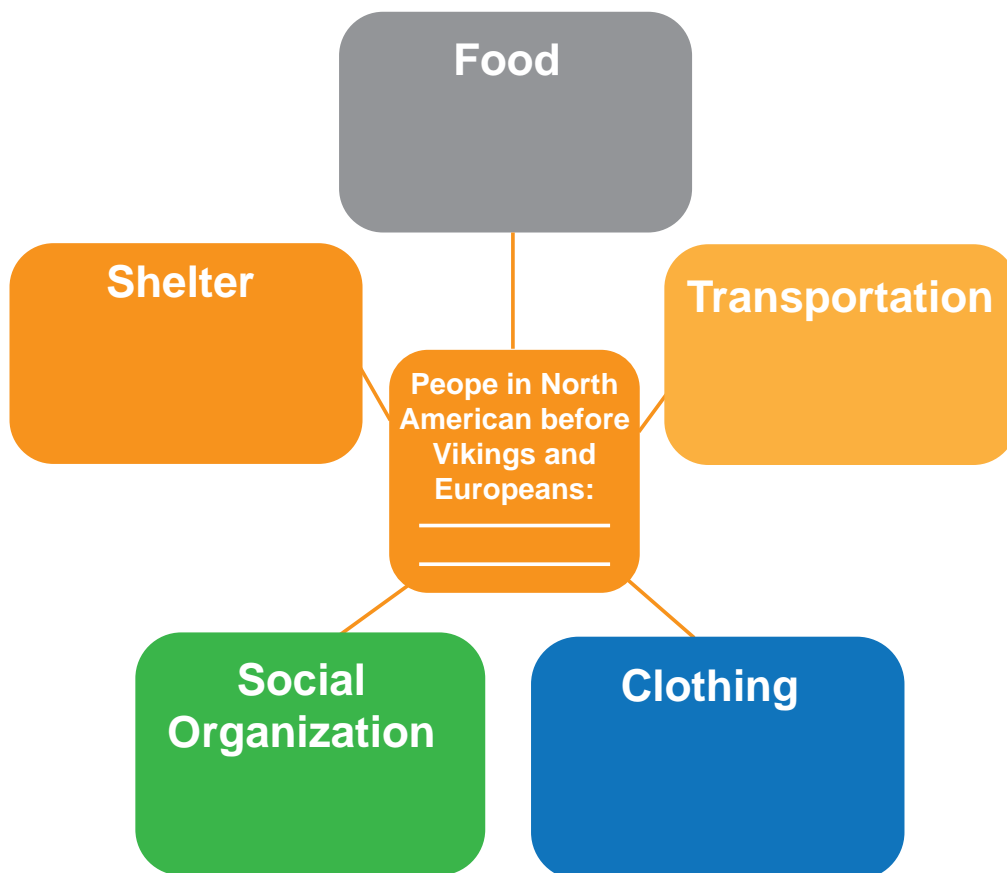




Figure 1 Tribal Chief



Figure 2 Native American Village with Teepees

Leaders and Decision-Making

Before Europeans came to North America, people were already living there. People who are native to a place are called indigenous people.

The native people in North America lived in extended family groups called bands. A collection of bands who share a common identity and language is called a tribe.

One of the largest tribes in North America was the Ojibwe tribe. Bands of Ojibwe lived in the northeast part of North America just west of the Great Lakes. They moved around from place to place following bison. In addition to hunting, the Ojibwe fished and ate wild grains like rice or maize, a type of corn.



Figure 3 Bison

Each tribe had a leader called a chief (or sachem). Being a chief was often inherited. Inherited means passed from father to son. Sometimes leaders were chosen by their skill. In times of war, a leader might be chosen for his strength. In times of peace, a leader might be chosen for their ability to understand problems. The Ojibwe word for this was ogimauh, meaning “the best person for a task.”

Chiefs did not make decisions alone. They discussed important issues with their council.

Every adult male had a right to attend and speak at the council. Issues were discussed until there was consensus, or general agreement. Councils could often take several days to come to a consensus. If individual tribe members did not want to follow the general consensus, they were free to leave the tribe.

The skills of persuasion and public speaking were important to chiefs. A good chief was one who could get all people in the tribe to agree rather than leave.



Activity 2: Concept Check

Use the reading text to match the word in the Ojibwe language with the English meaning.

1. Ojibwe a way of choosing a leader that means “best person for the task”
2. Sachem a tribe of indigenous north Americans
3. Ogimauh a chief or leader of a tribe



Activity 3: Leadership Skills

The reading text mentions four different skills needed by a chief. What are they and why were they important?

Leadership skill (from the reading)	Why is it important?
1.	
2.	
3.	
4.	



Activity 4: Public Speaking

An important skill of a chief of the Ojibwe tribe was persuasion and public speaking. Today, many jobs require people to be good at persuasion and public speaking.

The skills in the table are important for public speaking. Write what you think each skill is and how or why each skill is important.

Public Speaking Skill	What is it?
Voice	
Gestures (hand movements)	
Preparation	
Being interesting	
Other skills	



Activity 5: Public Speaking – Practice

Your teacher will put the class into four groups. Each group will discuss a topic and one person in the group will speak about it to the class.

The topic is “Why my favourite food, _____, is the best.”

Your teacher will give each group one type of food.

Brainstorm

In your group think of as many good things about your food.

Choose one person in your group who will speak for one minute.

Speak

One person from each group speaks to the whole class. Maximum one minute.

Listen

As you listen to each speaker make some notes about their ability to speak persuasively and confidently.

Speaking Skill	Speaker 1	Speaker 2	Speaker 3	Speaker 4
Voice and gestures				
What was interesting?				
What did you learn about their food?				
Were you persuaded?				

Voting

After all the students have spoken, vote for the speaker who persuaded you most.





You cannot vote for your own group!



Activity 6: Extension Activity

Choose a famous leader and search for information about some of the skills that person had. Give examples that show these skills.

You could choose the leader of

-  a country
-  a company or business
-  a family (father, mother, grandparent)
-  a sports team, club, or other organization



Lesson 2

Monarchy – Ancient China

Grade 5

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

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

- 🌀 Understand monarchy as a type of government.
- 🌀 Examine an example of monarchy in Ancient China.

Key Vocabulary: government, monarchy, Shang, Zhou, dynasty, hereditary, oracle bones, hierarchy, official



Activity 1: Brainstorm

Do you know who the person is in the picture? Try to write at least five facts like: Where was she born? What is her job? How did she get her job? Who were others who had the job before her?



Figure 4 Who is this person?

Notes from Brainstorm:

Monarchy

A monarchy is a type of government led by a one person. Kings, queens, emperors, empresses, sultans, and pharaohs are examples of monarchs. Monarchs usually rule until their death. After a monarch's death, someone in their family becomes the next monarch.

Some monarchs, such as ancient Egyptian Pharaohs, were powerful rulers who made decisions alone or with advice from a few trusted advisors. Other monarchs, such as Queen Elizabeth II of the United Kingdom, share their power. She represents her country but shares power with the Prime Minister and Parliament.

Do you know of any other countries that have a monarchy?

Kings in Ancient China

The Shang dynasty in Ancient China was an absolute monarchy. That means a king ruled alone. About 30 kings ruled the Shang dynasty over 600 years from 1600-1050 BCE. A

dynasty is a period of time when a country is ruled by the same family.

Archeologists learned a lot about the Shang dynasty kings from ancient writing on bones called oracle bones. If a king wanted to make an important decision, he would have the choices of the decision written on bones. The bones would be put close to a fire until the bones cracked. The choice written in the cracked place on the bone, was supposed to be the one for the king to follow.

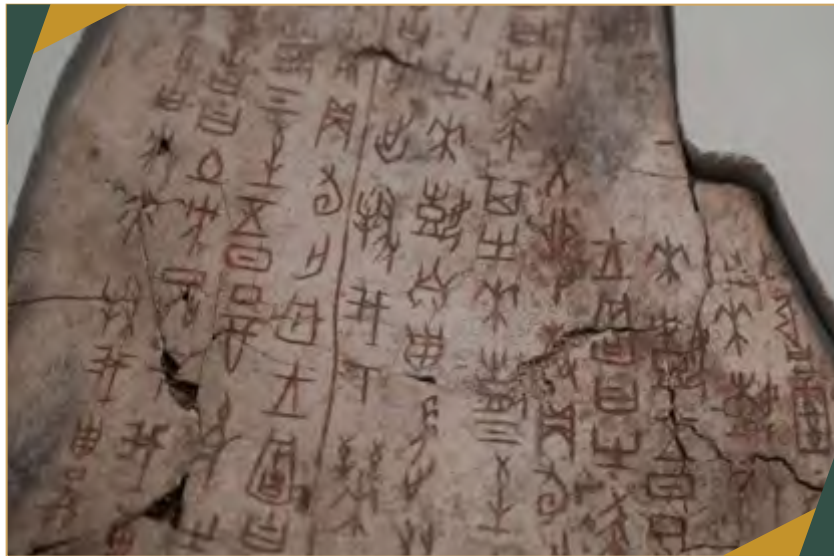


Figure 5 Ancient Chinese Language Written on Oracle Bone

By studying the ancient bones, we can see the problems the Shang Dynasty kings were facing. We can see what choices the kings were trying to make. This shows us a lot about the lives of people at the time.

In the next dynasty in China, the Zhou dynasty, the government adopted a feudal system. The large kingdom was divided into smaller parts. The parts were ruled by relatives of the king called lords. Each lord controlled his land but was himself controlled by the King.

The people who lived on the land were called peasants. They grew crops and gave part of their crops to the lords. The lords protected the peasants who lived on their land.



Figure 6 Emperor Yang of the Zhou Dynasty



Activity 2: Concept Check

Answer the questions from the reading text above.

1. What is the main difference between the government of the Shang and Zhou dynasties?
 - a. The Shang dynasty had more kings.
 - b. The Zhou dynasty used the feudal system
 - c. The Zhou King ruled alone.
2. In the Shang dynasty, what did the king use the oracle bones for?
 - a. Making decisions
 - b. Writing messages
 - c. Making fires
3. During the Zhou Dynasty, peasants lived and worked on land owned by lords. The peasants have the lords part of their crops and the lords have the peasants.....
 - a. money
 - b. seeds to plant new crops
 - c. protection



Activity 3: Vocabulary

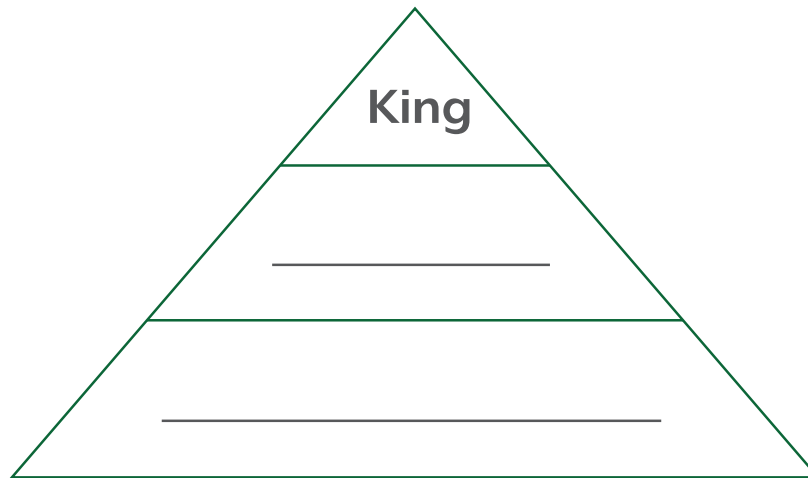
Match the words from the text with the best meaning.

Words	Definition
1. Monarch	people who ruled smaller parts of land, but were ruled by the king
2. Dynasty	passed down from parent to child
3. Hereditary	a line of rulers of a country
4. Lords	a person who rules a country such as a king, queen or emperor



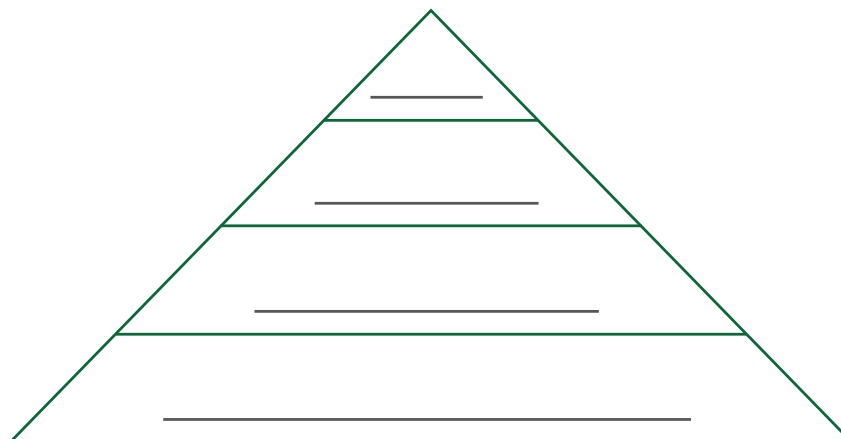
Activity 4: Ordering Activity

The text states that the government of the Zhou dynasty used a hierarchical system called feudalism. Label the levels in the feudal system.



Activity 5: Practice

Most organizations have hierarchies. Use the picture to show the hierarchy of your school.



Notes:

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



Lesson 3

Democracy – Ancient Athens

Grade 5

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

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

- 🌀 Understand how democracy works.
- 🌀 Understand how democracy was used in Ancient Athens.

Key Vocabulary: democracy, the Assembly, voting, policy, citizen, direct democracy, majority, ostracise, banish



Activity 1: Brainstorm

The map shows the modern country of Greece. The capital city is Athens. More than 2,000 years ago Athens was a city-state. What do you know about ancient Athens?



Figure 7 Map of Modern Greece

Voting in Ancient Athens

Over 2,000 years ago, Greece was not one country as it is today. It was divided into many city-states, each with its own form of government.

In 507 BCE, the leader of Athens, Cleisthenesthes, introduced a new form of government. It was called democracy, or “rule of the people” and lasted only about 200 years. In the Athenian democracy only male citizens who were 18 years and older were allowed to participate in the democracy.

Citizens of Athens were people whose parents were citizens of Athens. Non-citizen residents and servants were not included. That means that only about 20% of the people who lived in Athens could participate in the democracy. These people were called the **demos** or “people.”

One important feature of Athenian democracy was the Assembly. All members of the demos were welcome to attend the Assembly meetings which were held 40 times per year.

Usually only about 5,000 to 6,000 men were available to attend each meeting. Others would be serving in the military or working on their farms.

The Assembly met at the Pnyx, a hill near the centre of Athens. At the Assembly, the members could speak about the laws. Those who spoke were called orators. At the end of the speeches, a vote was taken. The option with the most votes was carried out. Speakers used to stand on a stone platform so their voice could be heard by all those attending the Assembly meeting.



Figure 8 Speaker's Platform in Pnyx



Activity 2: Concept Check

Answer these questions from the reading text.

1. Who could vote in Ancient Athens?
 - a. All people living in the city-state of Athens
 - b. All citizens who were 65 years or older
 - c. All male citizens who were 18 years or older
2. The numbers below are in the reading. What do they refer to?
 - a. 40 =
 - b. 20% =
 - c. Over 2,000 =
 - d. 5,000 to 6,000 =



Activity 3: Definitions

The text mentions voting in a democracy. What does voting mean?

Voting =

Write about a time when you voted for something.



Activity 4: Reading

Read the text about the root word **ostraka**. Answer the questions about the text.

Ostraka is the root of the word ostracism. Assemblies in Ancient Athens sometimes voted on ostracism, or making a person leave the city. An ostracized person had to leave the city for 10 years. After 10 years the person could return. This was often done to remove a person seen as a danger to the city.

Assembly members wrote the name of the person they wanted to ostracise on a piece of pottery. The pieces were collected and the person with the most votes had to leave the city. Can you see the names of some people written on the pieces?



Figure 9 Ostraka Pottery



Activity 5: Practice Activity

Pictures of **ostraka** pottery show names of people. Many of the letters in Greek are similar to English letters. Some letters are very different. Use the chart with the Greek alphabet to write the names in English.



Figure 10 Ostraka Pottery 1



Figure 11 Ostraka Pottery 2

Upper Case	Lower Case	Greek Letter Name	English Equivalent
A	α	Alpha	a
B	β	Beta	b
Γ	γ	Gamma	g
Δ	δ	Delta	d
E	ε	Epsilon	e
Z	ζ	Zeta	z
H	η	Eta	h
Θ	θ	Theta	th
I	ι	Iota	i
K	κ	Kappa	k
Λ	λ	Lambda	l
M	μ	Mu	m
N	ν	Nu	n
Ξ	ξ	Xi	x
O	ο	Omicron	o
Π	π	Pi	p
P	ρ	Rho	r
Σ	σ, ς	Sigma	s
T	τ	Tau	t
Υ	υ	Upsilon	u
Φ	φ	Phi	ph
X	χ	Chi	ch
Ψ	ψ	Psi	ps
Ω	ω	Omega	o

Sans Serif

Figure 12 Greek Alphabet with English Alphabet

Lesson 4

The Constitution of the UAE

Grade 5

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

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

- 🌀 explain what a constitution is.
- 🌀 understand the importance of the constitution in that Union.

Key Vocabulary: constitution, federal government, local government, braille, union, sovereign, emblem, flag, national anthem



Activity 1: Brain Game

The United Arab Emirates became a country on 2nd December 1971.

How much do you know about the UAE? Answer this short quiz in a group to see who knows the most.

1. How many emirates are there? (An easy one to start!)

--

2. Which emirate is the largest?

--

3. How many metres tall is the Burj Khalifa? (The nearest group gets the point.)

--

4. Which animal is on the emblem of the UAE?

--

5. In which year was oil discovered in Abu Dhabi? (The nearest group gets the point.)






--

The Constitution of the UAE

A constitution is a set of basic rules by which a country and its people are governed. It also describes the rights and responsibilities for all the people. The constitution of a country states how the government of the country is organized.

When the Rulers of the Trucial States agreed to form the Union (United Arab Emirates), they had to decide on the way the country would be governed. The organization of the UAE government is stated in the constitution of the UAE. The constitution of the UAE is a document for all people in the UAE. In 2019, it was printed in braille so people who could not see could also read it.

The constitution set the five central authorities for the UAE:

-  the Supreme Council
-  the President
-  the Council of Ministers
-  the Federal National Council
-  the Judiciary

The Supreme Council is made up of the seven leaders of the seven emirates. H. H. Sheikh Zayed bin Sultan Al Nahyan, Ruler of Abu Dhabi, was voted as the first President of the United Arab Emirates by the Supreme Council. The Judiciary is the system of courts.

The constitution has 152 articles. The articles describe the rights of people in the UAE. The constitution puts the protection of the UAE as the most important priority.

Read some examples from the UAE Constitution.

Article 1

The United Arab Emirates is an independent, sovereign, federal state and is referred to hereafter in this Constitution as the Union. The Union shall consist of the following Emirates: Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al Quwain, Fujairah, Ras Al Khaimah.

Article 5

The Union shall have a Flag, an Emblem and a National Anthem. The Flag and the Emblem shall be prescribed by Law. Each Emirate shall retain its own flag for use within its territories.



Figure 13 National Day Celebrations



Activity 2: Concept Check

Use the text to answer the questions.

1. What is the best definition of a constitution from the text?
 - a. A flag, emblem and national anthem
 - b. Rules to govern people in a country
 - c. A joining together of the 7 emirates
2. What was the name of the area before the United Arab Emirates was formed?
 - a. Abu Dhabi
 - b. The Union Accord
 - c. The Trucial States
3. Who is on the UAE Supreme Council?
 - a. The leaders of the 7 emirates
 - b. The ministers of the government
 - c. The courts



Activity 3: Information Search

Article 5 of the constitution says the UAE must have a flag and an emblem.

Article 5

The Union shall have a Flag, an Emblem and a National Anthem. The Flag and the Emblem shall be prescribed by Law.

Your teacher will guide you to an official UAE website to answer the questions about the UAE flag and emblem.



Figure 14 UAE Flag



Figure 15 UAE Emblem

What are the four colours on the UAE flag?
What do the colours represent?

What is the animal in the UAE emblem?
What does it represent?



Activity 4: Critical Thinking

Where is the flag of a country used (inside and outside the country)?

Why is a flag important for a country?


How do people feel when they see their country's flag?

The emblem of the UAE has a falcon on it. Why was this bird chosen? How do people feel when they see this bird?



Activity 5: Interpreting an Anthem

What is a National Anthem?



The UAE has a National Anthem. The National Anthem is in Arabic, but it is written in English below.

Long live my country, live United, our Emirates
Your life for your people
Whose religion is Islam and whose guide is the Quran
We fortify you with the name of Allah, oh my homeland
My country, my country, my country, my country
Allah protects you from evil throughout time
Each of us swears to build you and work for you
Our work is pure, we work in purity
with all our lives, pure and unequivocal
The peace is everlasting and the flag lives on, my Emirates
You are the symbol of the Arab character
Every one of us sacrifices with all of our blood
We sacrifice with our very souls, oh, my homeland

Work in a small group. Choose **two** of the lines from the National Anthem and explain why you think they are important.

1.

2.



Activity 6: Extension Activity

Speak to someone who remembers December 1971 when the Union started. This might be a grandparent. It might be a neighbour or a teacher.

Briefly tell them what you have learnt in class about the UAE constitution. Then, ask them these questions.

(If you do not know a person who remembers the day of the Union, watch a video online of someone describing their experiences of the start of the Union.)

- ❁ What do you remember on the day of 2nd December 1971?
- ❁ How did life change after this day?
- ❁ What is the most important thing about the constitution of the UAE?

Bring the answers back to the next lesson so you can share this with your class.

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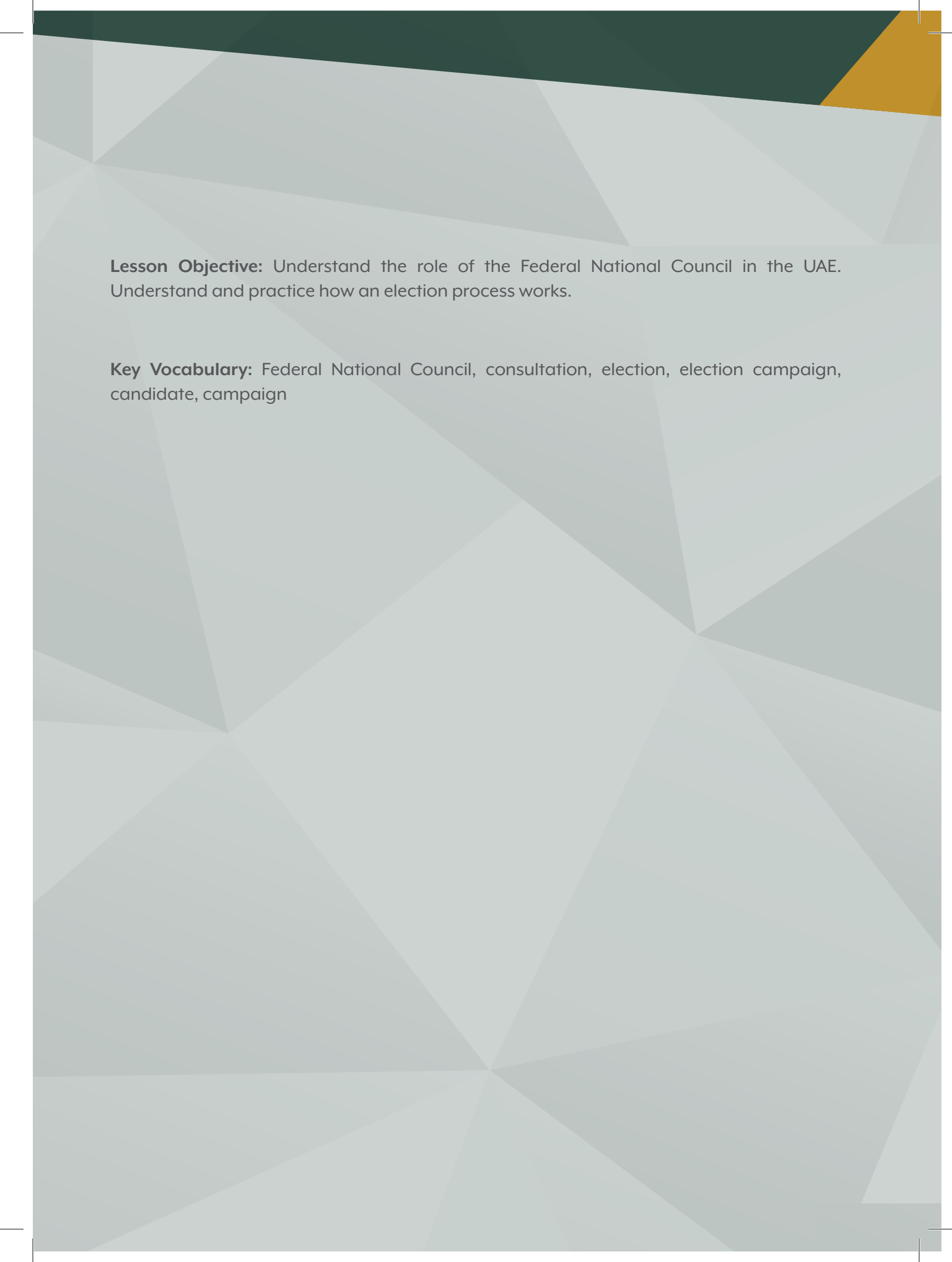
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Lesson 5

The Federal National Council

Grade 5

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



Lesson Objective: Understand the role of the Federal National Council in the UAE. Understand and practice how an election process works.

Key Vocabulary: Federal National Council, consultation, election, election campaign, candidate, campaign



Activity 1: Review

The constitution set up 5 main authorities for the UAE government (from the previous lesson). What are they?

1.
2.
3.
4.
5.

Federal National Council

Before the UAE was established, the Trucial States governed through consultation. The leaders of a tribe met with people who gave advice and suggestions. Leaders considered the suggestions and advice when they made decisions.

The Federal National Council (FNC) was established in the constitution of the UAE. It acts as an advisory body for the country's leaders. One important duty of the FNC is reviewing draft laws.

How are FNC Members Selected?

There are 40 FNC members, 20 women and 20 men. Each emirate has a specific number of FNC members based on size. However, the FNC members don't represent their emirate, they represent of the views the UAE as a whole. Chart 1 shows the number of FNC seats allocated to each emirate.

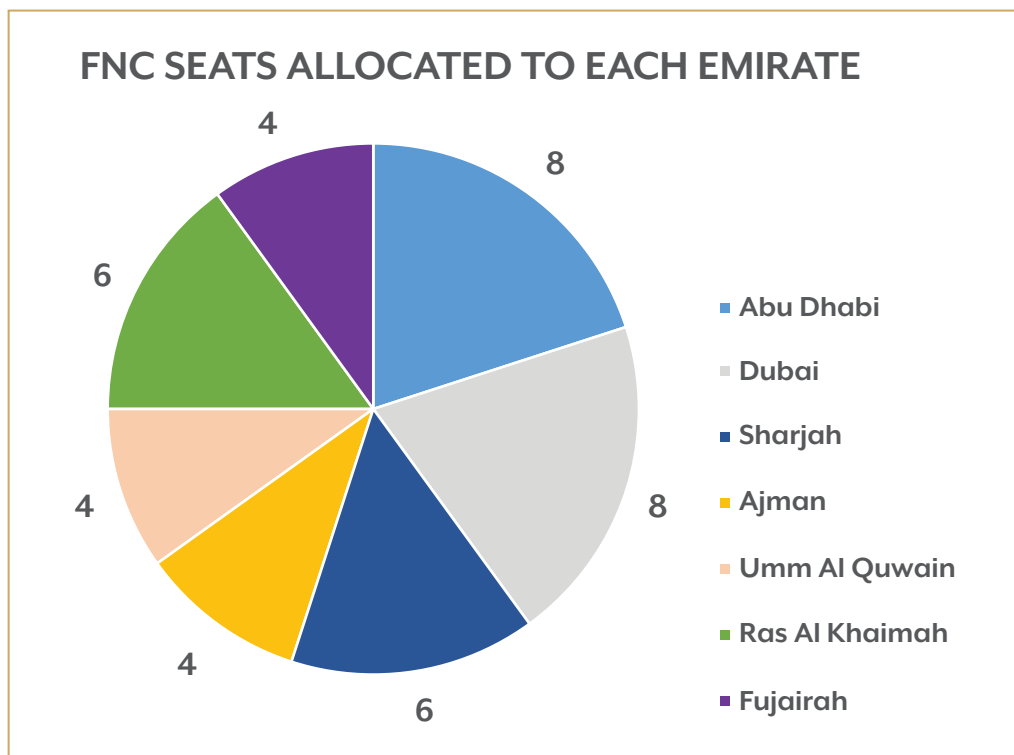


Figure 16 Chart 1 FNC Allocation to Each Emirate

Who chooses the members of the FNC?

The rulers of the seven emirates choose 20 of the people. The other 20 people are elected by citizens in the emirate. The first elections were in 2006.

What is the election process for the FNC?

A candidate is a person who applies for election to the FNC. Each candidate organizes an election campaign. In the election campaign, the candidates speak about topics that are important to them to let people know their views. Important topics at FNC elections in the past were employment, education, health and housing.

People vote for the candidate who they think will do the best job. The people with most votes are elected and become members of the FNC.



Activity 2: Concept Check

Answer yes or no.

1. All 40 members of the FNC are elected.

Yes / No

2. Each emirate has an equal number of FNC members.

Yes / No

3. There are an equal number of men and women members of the FNC.

Yes / No



Activity 3: Process

The text describes the process electing FNC members.

There are four main steps in the process. Describe each step in your own words below.

One

Two

Three

Four



Activity 4: Planning and Election Campaign

You are going to hold an election in your class. Your class will be divided into groups with each group having a candidate.

Campaign topics

In your group, decide what are going to be your campaign topics. Your topics should be about things in your school. The topics should be positive. Choose at least two topics.

Topic One:

Explain topic:

Topic Two:

Explain topic:

Planning

You will only have 1 minute to speak. What are you going to say in 1 minute?

--



Activity 5: Election Campaign and Voting

Now you are going to run your election campaign.

- ☼ Candidates –one person from each group
- ☼ Voters – the rest of the class



Figure 17 Voting

Campaigning

Each candidate (1 per group) will speak for 1 minute.

Voters will listen to them.

Voting

After everyone has spoken, the rest of the class will vote. Vote for the candidate you think will best represent the class. (You cannot vote for the person from your own group.)

Counting the votes

Use the chart below to count the votes. The two people with the most votes are the class representatives.

Candidate Name	Votes

Notes:

Lesson 6

Citizenship – Roman Empire

Grade 5

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

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

- ✿ explain why being a citizen was important.
- ✿ understand the importance of citizenship in the Roman Empire.
- ✿ explore the rights and responsibilities of citizenship.

Key Vocabulary: citizen, citizenship, rights, responsibilities, duty, register



Activity 1: Brainstorm

Look at the map below. It shows the Roman Empire (in red) about 2,000 years ago.

What countries did the Roman Empire control? (See if you can name 10)

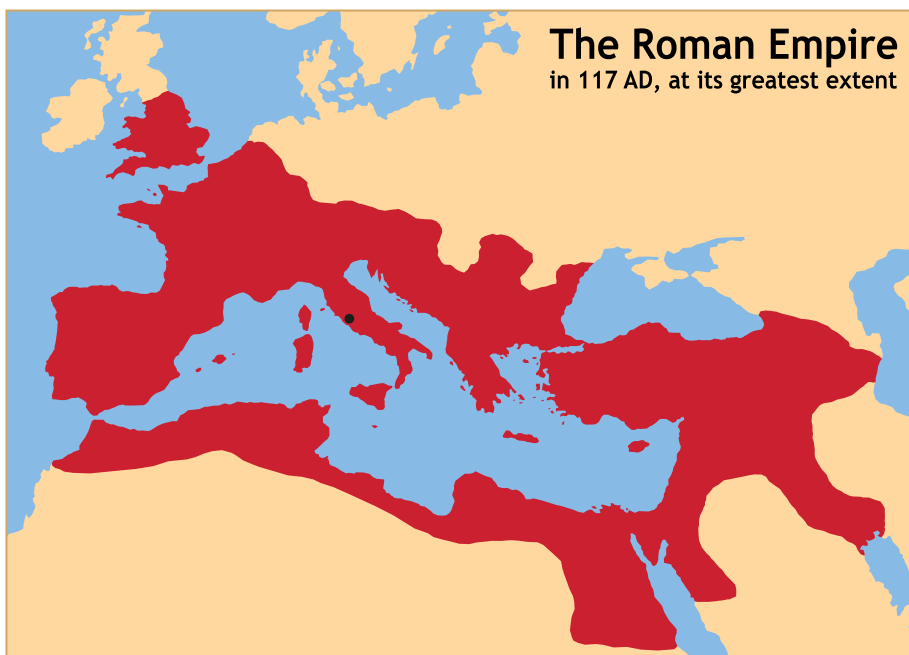


Figure 18 The Roman Empire in 117 CE

Citizenship – Citizens in Rome

As shown in the map, the Roman Empire spread over Europe and parts of Africa and Asia. The word citizen came from the Roman word **civitas**, meaning citizen.

As Rome expanded, it granted citizenship to people in the lands that it conquered. Being a citizen was important because citizenship had benefits. Citizens could own land, operate businesses, and had special status. One symbol of the Roman government was the eagle with the letters SPQR (**Senatus, Populus que Romanus** meaning the Senate, the People and Rome). This symbol showed how the government and citizens were important to the people of Rome.



Figure 19 SPQR - Symbol of Rome

Roman citizens had rights and responsibilities. They were protected by the law and by the military. In return, citizens obeyed the law and paid tax when asked. Every five years Roman citizens registered with the government. During registration they gave information such as the name of their wife, the number of children they had, the location of their house, and a list of the jewellery in their family.



Activity 2: Concept Check

Answer the questions using the reading text.

1. Was everyone in the Roman Empire a citizen?
 - a. Yes
 - b. No
2. Why were the letters SPQR important?
 - a. They showed the strength of the army.
 - b. They showed a person was a citizen.
 - c. They showed how the people were important.
3. What did people give to the government during registration?
 - a. money
 - b. information
 - c. food



Activity 3: Listing

What are rights and responsibilities?

Rights are

Responsibilities are

List rights and responsibilities of Roman citizens from the text.

Rights	Responsibilities



Activity 4: Critical Thinking

The text states that Romans had to register information with the government.

Why do you think the government wanted the information?

In the UAE, we sometimes give information to the government.

🌀 When do we have to give information?

.....

🌀 How can that information help the government?

.....



Activity 5: Application

We have looked at some of the rights and responsibilities of a Roman citizen.

What do you think the rights and responsibilities of a student are? Think of at least four of each.

When you have finished, compare your list with the lists of other students. Were their lists the same or different?

Student rights	Student responsibilities



Activity 6: Extension Activity

We have looked at rights and responsibilities of students. Now let's look at rights and responsibilities of your teacher.

When you have written them ask your teacher. Does your teacher agree?

Teacher rights	Teacher responsibilities

Lesson 7

Citizenship in the UAE - National Identity

Grade 5

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

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

- 🌀 understand what national identity is.
- 🌀 understand some things that make up Emirati national identity.

Key Vocabulary: national identity, values, loyalty, sacrifice, pride, unity, community



Activity 1: Brainstorm

What is a citizen? (remember what you learned in the last lesson) What makes a 'good citizen'? (Try to think of at least six things.)

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

Emirati National Identity

What is national identity? A nation is a country. National identity is what connects people from the same country. For example in the UAE, national identity is what makes a person feel like he or she is an Emirati. In India, national identity is what makes a person feel like he or she is an Indian.

What things help make national identity?

National identity is more than coming from or living in a country. Many things contribute to national identity. They are often things people do or share. This is the reason countries have flags, emblems, and national anthems.



Figure 20 Symbols of Emirati Identity

An important part of national identity is history. The history of a country connects people with their past. There might be an important event that makes the people proud. The day the UAE was formed is an important event in the UAE. National Day is celebrated every year to remember and celebrate the event. Museums help preserve and share the national history and culture by displaying items of historical or cultural importance.

Having a common language and religion connects people with each other and their culture. In the UAE, Arabic is the official language of the country. The UAE has a slightly different dialect than other Arabic countries. Islam is the common religion. Celebrating the same holidays, fasting together during Ramadan, and sharing common beliefs helps connect people with each other and their culture and national identity.

Why do we need national identity?

National identity gives people pride in their country. If someone has pride in their country, they want to support the country. People work hard for the good of their country – not just for themselves. One way people can support their country is to volunteer. When people are volunteering, they are giving their time and effort to help other people and their country.



Figure 21 Benefits of Volunteering

Countries can have projects to promote national identity. In the UAE, young men are required to take part in the National Service. Being a part of the National Service helps young Emirati males develop skills that they need to serve the country and to be successful in their life. Some Emirati males decide to join the armed forces or military as a career. Joining the armed forces shows loyalty to the country.



Activity 2: Concept Check

Use the text to match the values with a definition.

1. Loyalty a positive feeling about something you or your country has done
2. Pride giving up something to help others
3. Unity supporting and defending something or someone
4. Sacrifice being part of a group or one place



Activity 3: Identify

List examples in the text of Emirati national identity. Can you think of any others not mentioned?






Emirati national identity – points from text

Can you think of any others?



Activity 4: Critical Thinking

What are qualities of a 'good citizen'? Look at the list below. What do these things show about being a good citizen?

-  I helped clean up the beach with my classmates.
-  I said “no” when some people asked me to take something without paying.
-  I collected cans of food to give to the Red Crescent.
-  I always listen to my grandfather, even when I am busy.
-  What other things make a good citizen?



Activity 5: Apply Your Skills

Choose another country. How do people in that country show national identity?

Find information for the areas below.

How are these things the same as or different as the UAE?

Traditions	Clothing	Language	Food



Activity 6: Extension

Think of someone you think is a good citizen. Write a short description of the person and state why you think he or she is a good citizen. Give examples.



Lesson 8

Society and Economics – Ancient China

Grade 5

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

Student Learning Outcomes:

- ☼ Describes basic economic concepts (prosperity – wealth, poverty)

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

- ☼ understand the concepts of wealth and poverty.
- ☼ understand levels of society in ancient China.

Key Vocabulary: wealth, poverty, prosperity, market economy, coins, merchant, peasant, craftsman, inheritance



Activity 1: Brain Game

The pictures below are objects from the Zhou Dynasty. They were used every day in Ancient China.

What do the pictures show? What do you think they were used for?

.....



Figure 22 Zhou Dynasty Artifacts

Money and Jobs in Ancient China

People in Ancient China used tokens as money over 2,000 years ago. At first small shells called cowrie shells were used. Holes were made in the shells to put them on a small rope.

Shells were bulky and were difficult to carry in large amounts. Early coins made from bronze looked like small cowrie shells but were flat making them easier to carry. Different areas of China made their coins with shapes from their everyday lives. Some coins had the shapes of spades, knives, and fish as shown in Activity 1.



Figure 23 Bronze Coins

Trading was difficult with so many different types of coins. Around 200 BCE, during the Qin Dynasty, the Emperor introduced coins that were the same size and weight. The coins were round with square holes in the middle. The holes made the coins easy to make and easy to carry.

The coins were needed because trade became more important. As the population increased in the Zhou Dynasty, so did the economy. A market economy evolved in which coins were used to buy goods and services that people wanted.

In the Zhou Dynasty, owning land was a part of status in society. Rulers and their ministers inherited wealth and land from their ancestors. For example, when a father died, his land and wealth passed down to his family members. The rulers also made money through taxes on trade.

The country grew more prosperous and the economy expanded. People did different jobs. Peasant farmers grew the food and sold it. They could also own their own land. Craftsmen made goods that people needed to live every day such as weapons for soldiers or tables and chairs for houses.

An important group in Ancient China were the merchants. Merchants bought goods in one area or city and sold them in another area or city. Merchants were a low class of people in ancient China because they did not own or make anything. However, their trade could make them very rich. Some merchants used the money from trade to purchase land to increase their status in society.

At the bottom of Ancient Chinese society were the servants. They usually worked very hard and made little or no money. As the country grew, servants were used to construct large projects such as canals and dams.



Figure 24 Early Chinese Round Coin



Figure 25 Craftsman Working on Stone Seal



Activity 2: Concept Check

Answer these questions from the reading text.

1. Why did Chinese coins have holes in them?
 - a. To make them light
 - b. To make them easy to carry
 - c. To make them stronger
2. Why were merchants considered as a low class?
 - a. They sold things
 - b. They were not rich
 - c. They had no land
3. Why were slaves needed?
 - a. To trade goods
 - b. To build large projects
 - c. To work on farms



Activity 3: Matching

What does wealth mean? The text describes how different people in Ancient Chinese society became wealthy. Match the job with the way to become wealthy.

1. Rulers	buy and sell goods
2. Peasant farmers	they don't get paid
3. Merchants	own land and collect taxes
4. Craftsmen	sell the food they grow
5. Servants and Slaves	make and sell products



Activity 4: Critical Thinking

The text describes different ways that people can get wealthy.

What ways can people get wealthy now?

What are benefits of being wealthy?



Figure 26 Gold, a Symbol of Wealth

Ways of getting wealthy	benefits of being wealthy



Activity 5: Application

The text mentions inheriting land and wealth. What is an inheritance? Give some examples of things that people can inherit.

--



Lesson 9

Society and Economics - Entrepreneurs

Grade **5**

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

Lesson Objective: by the of the lesson, students will:

- 🌀 understand what an entrepreneur is.
- 🌀 examine examples of entrepreneurs.

Key Vocabulary: entrepreneur, creative, flexible, passionate, economy, product, service



Activity 1: Brainstorm

Do you know anyone who owns a business? Describe their businesses?

Look at the things on the left and the people on the right. What connects them?



Figure 27 Apple Phone



Figure 28 Steve Jobs



Figure 29 Microsoft Logo



Figure 30 Bill Gates

Entrepreneurs

In the past, the economy of the UAE was based on fishing, pearl diving and farming. When oil was discovered the economy changed. By 1980 the oil industry made up 80% of the economy. However, now the UAE is developing in many other areas. To do this the UAE needs entrepreneurs.

What is an entrepreneur?

An entrepreneur is someone who starts a new business. Usually the business is based on a new idea or selling a new product. Steve Jobs is the entrepreneur that started the Apple Inc. The Apple Inc makes and sells products like Apple iPhones. The iPhone was a new type of mobile phone when it was introduced.

An entrepreneur can also be someone who starts a service company. Careem was started by two people: Mudassir Sheikha and Magnus Olsen. Careem is an app for your phone. The app lets you book a car and driver. Driving people from one place to another is a service.

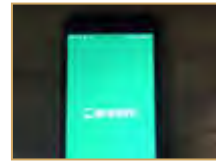


Figure 31 Careem Start Screen

Who can be an entrepreneur?

Entrepreneurs need to have skills, knowledge, and patience. Read on about skills that entrepreneurs need.

Creativity. An entrepreneur needs to have new ideas. An entrepreneur does not just copy other people's ideas. Steve Jobs had a new idea with the iPhone.

Passion for idea or concept. An entrepreneur believes in what they do. They want to be successful. Bill Gates did not finish college, but he had passion. He believed in his idea for Microsoft. Now Microsoft is one of the biggest companies in the world.

Flexibility. An entrepreneur can change. If something goes wrong, they try something different. Careem's app at first was only for businesses. However, this did not make much money. Then they made the app for everyone to use. Now Careem is used in cities in 15 countries.



Activity 2: Concept Check

Use the text to answer the questions below.

1. Why does the UAE need entrepreneurs?
 - a. To grow the oil business
 - b. To develop the country
 - c. To reduce the number of goods and services in the economy
2. What kind of business can entrepreneurs start?
 - a. Businesses that make products
 - b. Businesses that perform services
 - c. Businesses that make goods or perform services



Activity 3: Skills Practice

Are you an entrepreneur? Give examples of each of the skills.

Skills	Examples for you.
Creative	I was creative when...
Passionate	I am passionate about...
Flexible	I was flexible...



Activity 4: Application

The text gives examples of products and services. Give some examples of products and services you know.

A product is	A service is
Examples of famous products.	Examples of famous services.



Activity 5: Information Search

Many leaders in the UAE are entrepreneurs. One leader who is an entrepreneur is His Highness Sheikh Mohammed Bin Rashid Al Maktoum, the Ruler of Dubai and Prime Minister of the UAE. He has done many things that make him an entrepreneur. Find five examples.

Give 5 Examples

Notes:

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.



Lesson 10

Sport and Society – Olympic Games

Grade **5**

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

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



understand the importance of the Olympics to society in the past and now.

Key Vocabulary: Olympics, wreath, medal, truce, Olympia, stadion, athlete



Activity 1: Brain Game

What is the connection between these words and the picture?

athlete

nike

stadium



Figure 32 Olympic Symbol

How much do you know about the Olympic Games? Try this quiz.

1. When did the Olympics first start?
2. Which country started the Olympics?
3. Where was the last Olympics?
4. Where is the next Olympics?

The Olympics – the Past and Now

The Olympic Games are one of the most famous sporting events in the world. Almost every country in the world is represented at the Olympics. Millions of people watch the events and competitions.

The Olympics are not new. The Olympic Games were held for the first time in 776 BCE in a place called Olympia in Ancient Greece. The games began as a celebration and festival held every four years. The first Olympics had only one event. It was a running race called the **stadion**. It was called stadion because runners ran the length of a stadion which was about 176 metres. The modern word 'stadium' comes from this event. Other events were added in later games.



Figure 33 Ancient Stadium at Olympia

Events in the Ancient Greek Olympics included chariot racing and the long jump from standing, not running. Only men could compete. The modern word athlete comes from the Greek word **Athlon**, meaning “to compete.” Athletes competed for the honour of their cities. Winners were given a wreath of leaves and they became heroes of their city.

The Olympics in Ancient Greece were important for the Greek identity. The Greek world went from Spain in the west to Turkey in the east. The Olympics were a time when all the Greek city states could come together. Up to 50,000 people travelled from all over the Greek world to see the games.

The games were so important that even during war times, people stopped fighting during the Olympics. The last Olympics in Ancient Greece was held in 393 CE when the Roman Empire came to Greece. That was the end of the games for a long time. A little over one hundred years ago, the modern Olympics started as a way to promote peace and friendly competition.

The modern Olympics started in 1896 in Athens. The last Olympics was held in Rio de Janeiro, Brazil, in 2016. In all 11,238 athletes from 207 countries competed in 306 sports events. In 2004, in Athens, the UAE won a gold medal when Sheikh Ahmed bin Hasher Al-Maktoum won the gold medal for shooting.



Activity 2: Concept Check

1. What are modern English words for these ancient Greek words?

a. Stadion = _____

b. Athlon = _____

2. Write the correct word from the text under the picture.

athlete

wreath

medal



Figure 34



Figure 35



Figure 36



Activity 3: Dates and numbers

What do these numbers refer to in the reading?

776 BCE =

50,000 =

393 CE =

2016 =



Activity 4: Comparison

The text describes the Olympic Games in ancient times and modern times. What is the same? What is different?

Complete the table below using the text.

Same	Different



Activity 5: Critical Thinking

This is a picture of the Olympic flag. It has 5 rings.



Figure 37 Olympic Flag

Why does it have 5 rings?

Why are the rings joined together on the flag?



Activity 6: Extension

E-sports are becoming very popular. E-sports are video games competitions. Many people watch e-sport competitions.

Do you think e-sports should be an Olympic event?

- ⊗ Think of reasons to add it to the Olympics.
- ⊗ Think of reasons not to add it to the Olympics.



Figure 38 e-Games Players



Figure 39 Professional e-Gamers

E-sports	
Reason to add them	Reasons not to add them



Lesson 11

Sport and Society - Football

Grade 5

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

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

-  understand how sport developed through history.

Key Vocabulary: Mayan ball game, court, hoop, folk football, sponsor



Activity 1: Brainstorm

The pictures show a game. What do you think it is? How do you think it is played?



Figure 40 Mayan Ball Court



Figure 41 Goal

Notes from Brainstorm:

Sport through the Ages

Over 3,000 years ago, the Mayan civilization in South and Central America played a ball game that was important for their society. Each city had a court in the centre. On the day of a ball game, people would come together for a festival. The courts were long and thin and there was seating for people to watch, like a modern football stadium.



Figure 42 Mayan Rubber Ball

Archeologists and Mayan historians do not know the rules of the game for certain but they know that there were two teams. Each team had two or three players. The team had to bounce a hard rubber ball without using their hands. The ball was so hard it could break bones if it hit a player. The ball had to go through a stone hoop such as the one pictured in Activity 1. This was a goal.

In Britain about 900 years ago, people played a ball game called Folk Football. There were two teams with up to 300 people on each team. It was possible for every eligible person in two villages to play against each other. The goals could be up to two kilometres away.

Folk football was called football, but players were not limited to using their feet. Any part of the body could move the ball, including the hands. It could be dangerous and violent. Sometimes kings tried to stop the games. They thought people wasted time by playing it.

Football now is a sport loved around the world. People in Thailand may support the Spanish team Barcelona. A former Argentinian footballer, Maradona, can manage a football team in the UAE. Football, like a lot of sports, has become big business. Over 1 billion people watched the final game of the World Cup. Businesses pay money to sponsor teams. Emirates from the UAE sponsors Arsenal in the UK, Real Madrid in Spain and many other football teams.



Figure 43 Messi



Activity 2: Concept Check

Use the reading text to answer the questions below.

1. What could break a bone in the Mayan ball game?
 - a. A player
 - b. A stone hoop
 - c. A rubber ball
2. Which game can use the hands?
 - a. Mayan ball game
 - b. Folk football
 - c. Modern football
3. Why did kings try to stop folk football?
 - a. It was dangerous
 - b. It wasted time
 - c. It cost too much money



Activity 3: Comparison

The text describes the Mayan ball game and British folk football.

Use the text to describe how each game is played. What are the differences?

Mayan ball game	British folk football



Activity 4: Business and Sponsorship

The reading describes how modern football can be a business.

What is a sponsor?

Why do businesses sponsor sports teams and competitions?



Activity 5: Sports and National Identity

The text mentions some reasons why a sport is important for people.

List the reasons

What sport do you like?

Why is it important for you?

Why is it important for your country?



Lesson 12

Music and Society

Grade **5**

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

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

- 🌀 understand how modern musical instruments have developed from the past.
- 🌀 understand how musical instruments are important in some societies.

Key Vocabulary: instrument, stringed, percussion, keyboard, wind, musician, lute, oud, sistrum



Activity 1: Brainstorm

Do you know anything about the musical instruments pictured?



Figure 44 Instrument 1



Figure 45 Instrument 2



Figure 46 Instrument 3



Figure 47 Instrument 4

Where in the world do the instruments come from? Write the instrument number on the area of the map where the instrument can be found. Discuss with your class.

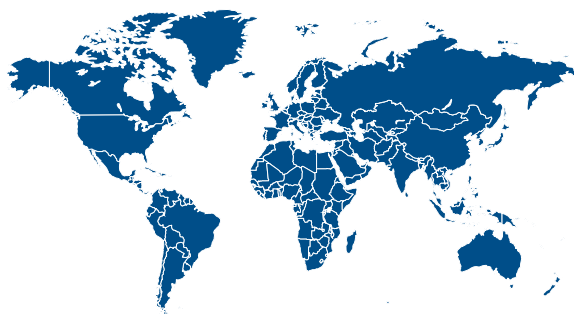


Figure 48 World Map

Musical Instruments around the World

Music is a part of everyday life for many people around the world and has been throughout history. The instruments used to make music varied by time and location.

The **sistrum** was a popular instrument in Ancient Egypt. It was held in the hand and shaped like a 'U.' Small metal pieces hung from it that made sounds when it was moved or shaken. Because it was hit or moved to make sounds it is called a percussion instrument.

In Arabic and Middle Eastern countries the oud was and still is popular. The oud has strings over a deep body. The neck of the oud is bent sharply. The **oud** made its way from Arabic countries through Spain over 1,000 years ago. When it came to Europe, the oud was called a lute. This later developed into the guitar.



Figure 49 Oud

The sitar is popular in India, Pakistan and Bangladesh. It was also developed from the oud from Arabic countries. The sitar is like an oud, but has a very long neck. It has lots of pegs on the side of the neck. The oud and sitar are string instruments. To make music the strings are moved.

Pictures from 3,000 years ago show that music was important in ancient China. The pictures show musicians playing the sheng. The sheng is a small wind instrument. The sheng is made of many bamboo pipes with a hole at the bottom. The musician blows through the hole.

Keyboard instruments were developed in Europe. A keyboard is an instrument that has keys, like a piano. The keys are pushed to make music.

New instruments are made from time to time. In 1956, a **stalacpipe** organ was made in an underground cave in Virginia, USA. The organ (similar to a piano) is connected to many rocks with holes in them. When air goes through these rocks they make a musical sound. The rocks from the organ cover over three kilometres. It is the largest musical instrument in the world.



Figure 50 Stalacpipe Organ



Activity 2: Concept Check

Write the letter of the instrument group next to the instrument that belongs in the group.

Letter	Instrument	Instrument Group
.....	1. Sistrum	
.....	2. Stalacpipe organ	a. Keyboard (played by pressing keys)
.....	3. Sitar	b. Percussion (played by hitting or shaking)
.....	4. Piano	c. Wind (played by blowing into it)
.....	5. Sheng	d. String (played by moving strings)
.....	6. Lute	



Activity 3: Label

Match the name of the musical instrument with the picture. Use the descriptions in the text to help you.



sitar	sheng	oud	sistrum
			
Figure 51		Figure 52	
Name:		Name:.....	



Figure 53



Figure 54

Name:.....

Name:.....



Activity 4: Extension

Describe a musical instrument. It should be different from the ones in the text. It can be one from your own country. It could be an instrument you play yourself.

What is it?

How is it played?

In what situations is it used?



Lesson 13

Building a City - Mexico

Grade **5**

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

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

- 🌀 understand how a city is organised.
- 🌀 understand the planning of housing in a city.

Key Vocabulary: grid design, neighbour, neighbourhood, compound, Teotihuacán



Activity 1: Brain Game

There are many famous cities in the world. We can often recognise the buildings in a city from a picture.

What are the cities below? Write the name of the city below each picture.



Figure 55 City with Burj Khalifa



Figure 56 City Close to Mount Fuji



Figure 57 City with Statue of Liberty



Figure 58 City With Interesting Skyline

Teotihuacán - Organising a city

Cities are usually planned with some type of pattern. From the sky, many cities look like they are formed by squares or shapes or intersecting straight lines.

The straight lines and squares can be seen in the city of Chicago, USA. However, this is not new. Ancient civilizations around the world used this pattern called a grid design. The pattern can be seen in ancient cities from the Indus Valley in Pakistan to cities in the ancient American civilizations.

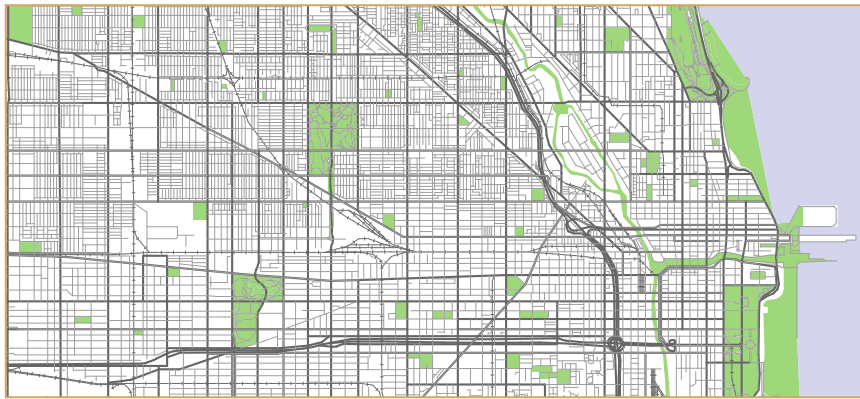


Figure 59 City Map of Chicago, USA

Teotihuacán was a city in the middle of Mexico, near Mexico City, the country's capital. Over 2,000 years ago it started out as a very small place, but grew quickly. By 500 CE it was one of the largest cities in the world with over 150,000 people.



Figure 60 Teotihuacán

Teotihuacán was a very organized city. There were two main roads in the city. One main road went through the city from south to north shown in the picture. Another main road crossed it from east to west. The two big roads divided the city into four main areas. The roads were very big at 40 meters wide and 3.2 kilometres long.

The main buildings were organized around the big roads. There was a huge pyramid at the north end and one at the east. The pyramids were 66 metres high, the biggest buildings in Teotihuacán.

There were 22 different neighbourhoods. Neighbourhoods are areas where a group of people live. Houses in these areas were in compounds. A compound is an area with a wall around it and houses inside. In Teotihuacán some compounds were for groups of workers. For example, there was one compound for people who made pots. In a compound each family had a house with rooms and kitchen. People who had important jobs lived near the centre.

By 700 CE a fire destroyed Teotihuacán. People left the city and moved to other areas. One of the biggest cities in the world was left in ruins.



Figure 61 Teotihuacán



Activity 2: Concept Check

Use the reading text to answer the questions below.

1. What is a grid design?
 - a. A group of houses in one place
 - b. A name of an area in a city which lacks planning
 - c. A pattern of straight lines intersecting each other at right angles

2. What is a compound?
 - a. A place with houses inside a wall
 - b. A long, straight road
 - c. The rooms found inside a house
3. Why did people leave the Teotihuacán?
 - a. It got too big
 - b. There was a fire
 - c. They lost their jobs



Activity 3: Labelling a Map

Label the map using the descriptions and the compass rose.

- a. Main Avenue running North and South
- b. Main Road running East and West
- c. Pyramid of the Sun – Square building to the east of the Main Avenue
- d. Temple – Largest building at the south end of the city
- e. Pyramid of the Moon – west of the Temple

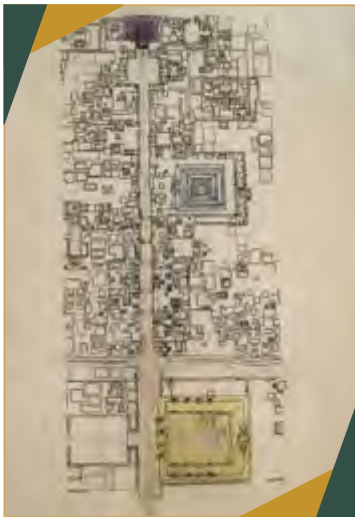


Figure 62 Map of Mayan City

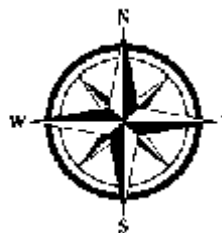


Figure 63 Compass Rose



Activity 4: Critical Thinking

The text describes the city of Teotihuacán as very organised. List examples from the text.

Example 1:

Example 2:

Example 3:

Why is it important to organise a city?

--



Activity 5: Application

The city of Teotihuacán had neighbourhoods. What area or neighbourhood do you live in?

How is your neighbourhood organised?

Draw a simple map of your neighborhood.



Activity 6: Extension Activity

Living in an organised city is important. Having good neighbours is also important.

Think about where you live.

- ⦿ Why are neighbours important?
- ⦿ What problems can you have with neighbours?

Why are neighbours important? (Give 3 reasons)	Problems with neighbours

Notes:

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



Lesson 14

Building a City - Architecture

Grade 5

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

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

- 🌀 understand how buildings are important for a city.
- 🌀 look at the importance of buildings in ancient Athens.

Key Vocabulary: architecture, Doric, Ionic, Corinthian, Parthenon, stoa, agora, Pericles



Activity 1: Brainstorm

What is architecture? Do you recognize any of these famous buildings?



Figure 64 What is this famous building?



Figure 65 What famous building is this?

What?

Where?

What?

Where?



Figure 66 What famous building is this?



Figure 67 What famous building is this?

What?

Where?

What?

Where?

Importance of Architecture in Ancient Athens

In the 5th century, Greek city-states were often at war with each other. The ruler of each city-state wanted his city to be well-protected and special.

Pericles lived in Athens from 495 to 425 BCE. He was a famous leader of Athens who wanted to make Athens the most powerful city in Greece.

Part of his dream was a building plan that would show the power and wealth of this city-state. The Acropolis was a collection of buildings with the Parthenon at his heart.

This ancient building still exists after more than 2,500 years. Visitors to Athens today marvel at its carefully planned construction.

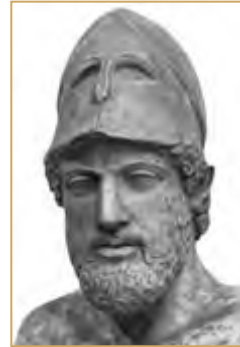


Figure 68 Pericles

The Parthenon was built on the top of a hill overlooking the port of Athens. Large pieces of stone, brought from 10 kilometres away, were shaped and decorated so that the pieces fit together perfectly.

Using a new technology for the time, the inside of the columns were hollow and had metal supports holding the sections together. This allowed the columns to remain standing after earthquakes which are common in the area. The inside of the Parthenon was decorated with painted frescos.



Figure 69 Parthenon

The Parthenon had many uses. Soldiers posted near the Parthenon had an excellent view of the sea along the coast and could quickly sound an alarm if they saw anything suspicious. The building was used as a treasury to keep the city's valuables safe in case of an attack.

There were many other buildings in Athens. The agora was a market place in the centre of the city. The agora often had a stoa which was a street with a cover over it. The stoa usually had shops around it.

The fountain house was located in the stoa and provided clean and safe drinking water. The agora and stoa were places where people met and talked.



Figure 70 Agora with Fountain



Activity 2: Concept Check

1. Who was Pericles?
 - a. A builder
 - b. A traveller
 - c. A leader
2. What was the Parthenon used for?
 - a. To keep important things in
 - b. To meet people
 - c. To keep weapons in


3. What is architecture?
 - a. The name for big and important buildings
 - b. A style used when making buildings
 - c. The people who plan buildings



Activity 3: Critical Thinking

The text described the importance of the Parthenon to Athens.

Why are famous buildings important for a country? Look at the activity below. Work with another student and complete the answers.

Why are famous buildings important for a country? (List three reasons.)	This is the Burg Khalifa. What is important about this?	Think of another famous building in the world. Why is it important?
1. 2. 3.	 <p>Figure 71 Burj Khalifa</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	Building: Where? Why is it important?











Activity 4: Search for Information

The text described ancient Greek architecture.

Below are some examples of architecture. Choose one of them.

Search for some information about the style of architecture you chose.

-  Islamic architecture
-  Mughal architecture
-  Japanese traditional architecture
-  Gothic architecture
-  Ottoman architecture

What does the architecture look like?	 Example of a famous building.  Put a picture of it.  Describe it.

Notes:

This image shows a full page of a handwriting practice worksheet. It consists of multiple sets of three horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

Lesson 15

Building a City - Services

Grade 5

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

Lesson Objectives: By the end of this lesson, students will:

- 🌀 understand some of the services a city needs to provide for its people.
- 🌀 look at examples of services in the ancient city of Rome.



Key Vocabulary: dome, arch, aqueduct, qanat, Pantheon, Colosseum, domus, insula, amphitheatre, forum



Activity 1: Brainstorm

What does a city need? We have looked at houses and roads. What else?

What are these? Have you seen any of these in the UAE?

-  arch
-  dome
-  aqueduct
-  amphitheatre

Planning a City -- Rome

Imagine living in a city of 1 million people. What does a city this size need? This was the problem the city of Rome had 2,000 years ago.

In lesson 13, we saw how South American civilisations planned streets using a grid design. The Romans did the same. There was one main road north to south. Another road crossed this road from east to west. Smaller roads came off the main roads. The city had a wall around it and four main gates on to the main roads in the north, south, east and west.

In the centre of the city was the forum. The forum was a large open area with important buildings around it. There was the **basilica** (the law court) and a building for town meetings. The markets were usually around the forum area. People could come here to buy their food.

The Romans developed new building methods. Buildings around the forum showed these new methods. Romans developed the true arch. This is an arch with a large stone in the centre. This makes it very strong. The true arch let Romans build large domes (a round type of roof).

The Pantheon in Rome, built in about 118 CE, is an example. The Pantheon was a round building, 43 meters across. It had an 8 meter opening at the top of the dome. This opening let light in the building. The Pantheon had the largest dome in the world.



Figure 72 Pantheon with Dome

A large city needed a good water supply. Romans used aqueducts to carry water from mountains to cities. The aqueducts were made of stone and above ground and underground. The water travelled by going downhill using gravity to keep it going. Some aqueducts in Rome took water from almost 100 kilometres away.

The aqueducts provided clean water for the city. With this water, Romans built public bath houses. The bath houses often had libraries and exercise tracks around them. After water was used, it was taken away from the city in other canals. Providing clean water for people living in a city and removing dirty water from the city is important for public health.

Romans were famous for the number and size of their aqueducts. However, hundreds of years before the Romans people in Arabic countries used aqueducts called **qanats**. The **qanats** usually took underground water into nearby towns and villages.

Romans wanted to enjoy themselves. There were theatres and amphitheatres. The amphitheatre was an outside stadium where people watched competitions and fights. The Colosseum is the famous amphitheatre in Rome that is still standing. There were circuses where people watched chariot racing. The name circus comes from the word circle, because the chariots raced around a circular track. People in Rome had many places to shop, meet, get water and have fun.



Figure 73 Colosseum



Activity 2: Concept Check

From the reading text answer these questions.

1. Where could people buy vegetables and meat?
 - a. Basilica
 - b. Forum
 - c. Amphitheatre
2. What are the two reasons aqueducts were important for the health of a city?
 - a.
 - b.
3. Where could you watch people chariot racing?
 - a. Circus
 - b. Forum
 - c. Parthenon



Activity 3: Vocabulary Check

Write the words from the text under the correct picture.

arch

amphitheatre

aqueduct

dome



Figure 74 What is this?



Figure 75 What is this?



Figure 76 What is this?



Figure 77 What is this?



Activity 4: Comparison

Read the paragraph below on housing in Rome. Make a comparison between the two types of housing. Write them in the table below.

A city like Rome needed to plan housing for its people. In Rome there were two main types of houses, **domus** (house or villa) and **insula** (apartment). A **domus** was a large house for the rich with many rooms and a private garden. The house would have a wall around it for safety.

Less wealthy people in Rome lived in the **insula**. The **Insula** was like an apartment building with up to four levels or floors. Shops were usually located on the ground floor, with apartments starting on the floor above the ground floor. The apartments at the bottom were more expensive and the cheaper apartments were at the top. This was because there was no lift. People who lived in the upper floors had to walk up the stairs every time they wanted to enter and exit their apartment. If there was a fire, the people in the top would be the last to escape.

Domus	Insula



Activity 5: Extension Activity

This lesson describes services a city provides for its people. List the services in ancient Rome.

What other services does a modern city provide?

Rome	A modern city

Notes:

[illegible]

Lesson 16

Building a City - Sustainability

Grade 5

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

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



- understand sustainability why it is important.
- examine sustainable cities in the UAE.

Key Vocabulary: sustainability, renewable, waste, recycle, solar panels, Masdar City



Activity 1: Brainstorm

Two cities are shown in the pictures. What would life be like in each city? Which city would you like to live in?

City A	City B
	
<i>Figure 78 City with Pollution</i>	<i>Figure 79 Green City</i>
What would life be like in City A?	What would life be like in City B?

Sustainable cities

Imagine waking up in a city. The room is nice and cool – the house uses the sun to make energy. Outside the window, you can see the green of trees. The air is clear and clean. You walk to school along a road without cars. The food in your lunch box comes from the small farms in your area. Is such a city possible?

Sustainability is important because we must think about the way we live now because it will affect the way we will have to live in the future. People now should stop polluting the air so in the future, the air is as clean as now (or cleaner.) Using sustainable practices helps us (and people in the future) have:

- ☼ a clean environment
- ☼ chances for education and work
- ☼ a healthier lifestyle

However, many cities are not sustainable because they waste resources and cause a lot of pollution. To help solve these problems, people are trying to build sustainable solutions.

Transport

Transport in many cities now is slow and causes air pollution. A sustainable city may use electric cars. Electric cars do not pollute as much. A sustainable solution is better public transport so there will be less cars on the roads.

Rubbish

People now make a lot of rubbish. Rubbish can be burnt, but this causes air pollution. Rubbish can be thrown away, but this damages the land and the sea. A sustainable solution has less waste because people reuse and recycle.

Energy

People now use a lot of energy that pollutes the environment. A sustainable solution is saving energy and using renewable energy. Renewable energy uses the sun, wind or water to make energy. Renewable energy does not run out and does not pollute as much.



Figure 80 Solar Panels

Happiness

Most large cities are difficult to travel in. Housing is far from the school, work, shopping, and offices of many people. A sustainable solution is organizing the city so that people live close to the places they need to go to.

Near Abu Dhabi, the UAE started building a sustainable city called Masdar City in 2007. Buildings are made to protect people from the hot sun. All buildings, including houses, have solar panels. Solar panels use the sun to make energy. The streets have no cars that run on petrol. People can walk everywhere or take underground electronic transport. A lot of the rubbish is recycled. Any rubbish not recycled is burnt to make energy.

Masdar City also uses the wind tower concept, a traditional Arabic idea. The Masdar City Wind Tower is 45 meters high. It takes cool air from high up and brings the air down to the ground. The cooler air blows over public areas and streets.



Figure 81 Masdar City

Dubai has designed Sustainable City. Dubai wants 75% of energy to be renewable energy by 2050. Sustainable City has solar energy and many places for electric cars. Sustainable City has small local farms in the area. The farms can provide some fruit and vegetables for the people in the area. The farms need a lot of water. The water comes from recycled water from the houses.



Activity 2: Concept Check

Use the reading text to answer the questions below.

1. What does sustainability mean?
 - a. Trying to make the world in the future better than now
 - b. Keeping the world the same as it is now
 - c. Living without thinking of the future
2. What happens to rubbish in Masdar City?
 - a.
 - b.
3. What do these numbers refer to in the reading?
 - a. Over half:
 - b. 45:
 - c. 2007:
 - d. 75%:



Activity 3: Matching

Match the problem with a sustainable solution from the text.

Problem	Sustainable Solution
1. Energy	Recycling
2. Transport	Services near homes
3. Rubbish	Renewable power
4. Happiness	Electric cars



Activity 4: Critical Thinking

The text is about making cities more sustainable. What could you do?

What could you do to be more sustainable? Write your ideas in the table.

	What could you do?
Rubbish	
Energy use	
Water use	
Transport	






Activity 5: Design Activity

How sustainable is your school? What things could you do to make your school more sustainable?



Activity 6: Extension Activity

Search for information about other cities in the world. Choose **one** of the cities below. Search for information about what the city is doing to be sustainable. **Find three things.**

-  Singapore
-  London, England
-  Copenhagen, Denmark
-  Vancouver, Canada

Lesson 17

Building a City - Safety

Grade 5

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

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

- 🌀 understand emergency services in a city.
- 🌀 understand how ancient civilisations developed emergency services.

Key Vocabulary: emergency services, pump, fire service, police service, vigile, criminal, tomb robbing



Activity 1: Brainstorm

Read the definition.

- Emergency = something serious that happens, like an accident or fire
- Emergency services = the group of people who help in an emergency

What are the three main emergency services? What do they do?

Emergency Service	What they do

Ancient Cities and Safety

Cities are built to help citizens. What happens when something goes wrong? What do you do? You phone 999 and the police come quickly. The main emergency services are the police, fire service and ambulances. When we have problems, we know these people can help us. It was not always like that.

Fire was very dangerous to cities in the past. Many buildings were made of wood. Also, many people lived close together. If a fire started, it moved quickly and was very dangerous. In lesson 13, we learnt that Teotihuacán was destroyed by fire. In AD 64, Rome, in Italy, had a serious fire. Most of the buildings in the city were destroyed. How did cities protect themselves from fires in the ancient world?



Figure 82 Devastation Fire

In the 3rd century BCE, the ancient Egyptian city of Alexandria had a water pump. The pump was on wheels and could be pulled to fires to help put them out.

In Ancient Rome 2,000 years ago fire fighting services were not a public service. The first

fire brigade had about 500 men and was started by a man named Crassus. As the building was burning, Crassus would discuss the cost of putting out the fire. If Crassus was not satisfied, his men would let the building burn down.

Later, The Roman Emperor Augustus developed a public fire service called the **vigiles**. Vigile means watchful. The vigiles were organized into different groups and walked around the city watching for fires. The vigiles had buckets and pumps. When a fire was spotted, the vigiles made a line of people. The line went from the fire to the nearest water. They passed the buckets of water along this line. However, this did not always work. Sometimes they had to pull burning buildings down. This was so the fire did not go to other buildings. The vigiles were also a type of police. At night, they could arrest anyone who behaved strangely or committed crimes.

Ancient Egypt had police. About 4,000 years ago, rich people had private guards. There were guards at public places, such as parks. They protected these places and the people there. These guards used monkeys and dogs to catch criminals. There is a picture from Ancient Egypt showing a monkey holding a criminal until the police could come and arrest him.

The New Kingdom of Egypt was over 3,000 years ago. A bigger police service started then. There were different types of police. There were police for travellers and police for work places. However, the biggest problem was tomb robbing. Important people were buried in tombs. Many tombs had gold. Special police were at tombs to protect them.



Activity 2: Concept Check

Use the reading text to answer the questions.

1. Why were fires in ancient cities dangerous? List two reasons.
 - a.
 - b.
2. What was the problem with Crassus and his fire service?
 - a. The fire service was slow
 - b. Crassus could demand any payment he wanted
 - c. There was not enough water to put out fires

3. Why did police in ancient Egypt use animals?

- a. To catch criminals
- b. To protect people
- c. To carry messages



Activity 3: Comparison

The text describes equipment emergency services used in the past. What equipment do modern emergency services use?

Emergency Service	Equipment in ancient times	Equipment now
Fire service		
Police		



Activity 4: Description

The text describes how the police caught criminals in ancient Egypt. Modern police do many other services. What are they?






Figure 83 Policeman



Activity 4: Extension

The text describes the police and fire services. Below are some other services. What do they do?

Search for information about the services.

-  Coast guard
-  Emergency road services
-  Paramedics



Lesson 18

Building a City – City Design Project

Grade 5

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

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

- 🌀 review the lessons of this term.
- 🌀 prepare a city design to present to the class.

Key Vocabulary: urban planning, theme, lifestyle, luxury, survey



Activity 1: Planning

Describe where you live.

What do you like about it?

What would like to change?

Planning a City

Lessons this term looked at city planning. We saw the ancient Mexican city of Teotihuacán. The people of Teotihuacán planned the roads in straight lines. In ancient Rome we saw the importance of planning a city to meet the needs of the people. There were places for shopping, entertainment, meeting, and resting. We looked at architecture of the Parthenon in Ancient Athens and how important the location and style was for the people.

Urban planning means designing a city. Urban planners must decide which areas to include in a city, where roads go, what type of buildings will be needed, and how city services will be delivered to people.

When a new area of a city is built, a theme can be used. A theme is a main idea around which the city is planned. For example in lesson 16, we looked at Masdar City in Abu Dhabi.

Sustainability is the theme of the city. We see the theme of sustainability in the use of solar power in the houses in Masdar City. We see the theme in the use of electric cars.

Dubai is a city with many examples of themes for city planning.

Palm Jumeirah

Seen from the air it looks like a palm tree. The Palm was built with luxury in mind. Luxury means having extras that increase comfort and beauty. The houses are comfortable and fully equipped with modern conveniences. Atlantis, a luxury hotel, is located on the Palm Jumeirah.

What do you think the theme is?

.....



Figure 84 Palm Jumeirah

Sports City

Dubai Sports City is an area with housing and sports areas. People who want an active life may want to live here. There are stadiums for cricket and rugby, a golf course, and football training schools. The city is designed for people who want an active and relaxing lifestyle.

What do you think the theme is?

.....



Figure 85 Sports City



Activity 2: Concept Check

Answer the questions from the reading text.

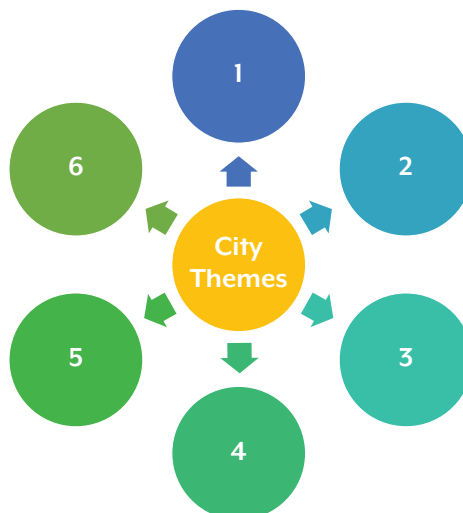
1. What is the best definition of urban planning?
 - a. The people who live in a city
 - b. The main idea for a city
 - c. The way a city is organised
2. What are the themes of the Palm Jumeirah?
 - a. Sport and palms
 - b. Palms and luxury
 - c. Luxury and sport



Activity 3: Brainstorm

The reading looks at themes for a city.

Work in a small group of 2 or 3 students. Think of at least six themes for a city.





Activity 4: Survey

Conduct a short survey in your class using the themes from Activity 3. Ask other students in the class which themes they like. Use tally marks to indicate themes that other students like.

Make a simple table of the answers.

Theme	Total of Students who like the theme
Theme 1	
Theme 2	
Theme 3	
Theme 4	
Theme 5	
Theme 6	



Activity 5: Project Instructions

Your project for this term is to design a new city.




Figure 86 Design Plan

Work in a small group of 2 or 3 students.

Choose a theme for your city. This theme will be the main design for your city.

What buildings and services would the city have? Below are some of the things you can think about:

-  Entertainment
-  Schools
-  Transport
-  Open areas
-  Special architecture or building

What would the city look like? A grid design or something different. Will main buildings be in the centre or in other places?



Activity 6: Project Planning

In your group, plan the design of your city. Make the design drawing below. If you have time, you could make a model of your city. Bring this with you to the next class.

In the next two lessons, you will show your class the design. You will explain the design to the class.

Your group should speak for 2-3 minutes.



Lesson 19

Building a City - City Design Presentations

Grade 5

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

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

- understand the main theme of this term: building a nation.
- present a city design to their class.



Activity 1: Getting ready to present

Some of the groups are going to present their city designs.

Presenters

You should speak for 2-3 minutes.

You want the students to live in your city. Tell them why your city is such a great place!

Audience

Listen to the presenters. You want to move to a new city. Which of the cities you see in class today would you live in?



Figure 87 City of Imagination



Activity 2: City Presentations

You will watch the groups present their cities. As you watch answer the questions below.

Group One

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Two

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Three

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Four

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Five

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Six

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Seven

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Eight

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.



Activity 3: Reflection

Complete the questions below.

Presenters	
<p>What was the best part of your presentation?</p> <p>.....</p> <p>.....</p>	<p>Which city from today would you live in?</p> <p>.....</p>
<p>If you could do the presentation again, what would you change?</p> <p>.....</p> <p>.....</p>	<p>Why?</p> <p>.....</p> <p>.....</p>

Notes:

[illegible]





Lesson 20

Building a City – City Design Presentations

Grade 5

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

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

-  understand the main theme of this term: building a nation.
-  present a city design to their class.



Activity 1: Getting ready to present

The rest of the groups are going to present their city designs.

Presenters

You should speak for 2-3 minutes.

You want the students to live in your city. Tell them why your city is such a great place!

Audience

Listen to the presenters.

You want to move to a new city. Which of the cities you see in class today would you live in?



Figure 88 Example of a City



Activity 2: City Presentations

You will watch the groups present their cities. As you watch answer the questions below.

Group One

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Two

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Three

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Four

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Five

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Six

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Seven

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.

Group Eight

What is the theme?	.....
What questions do you want to ask them? Think of two.	1. 2.
Would you live in this city? Why / Why not?	1. 2.



Activity 3: Reflection

Complete the questions below.

Presenters	
<p>What was the best part of your presentation?</p> <p>.....</p> <p>.....</p>	<p>Which city from today would you live in?</p> <p>.....</p>
<p>If you could do the presentation again, what would you change?</p> <p>.....</p> <p>.....</p>	<p>Why?</p> <p>.....</p> <p>.....</p>