

Lesson 1

The Golden Age of Islamic Culture

Grade 6

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

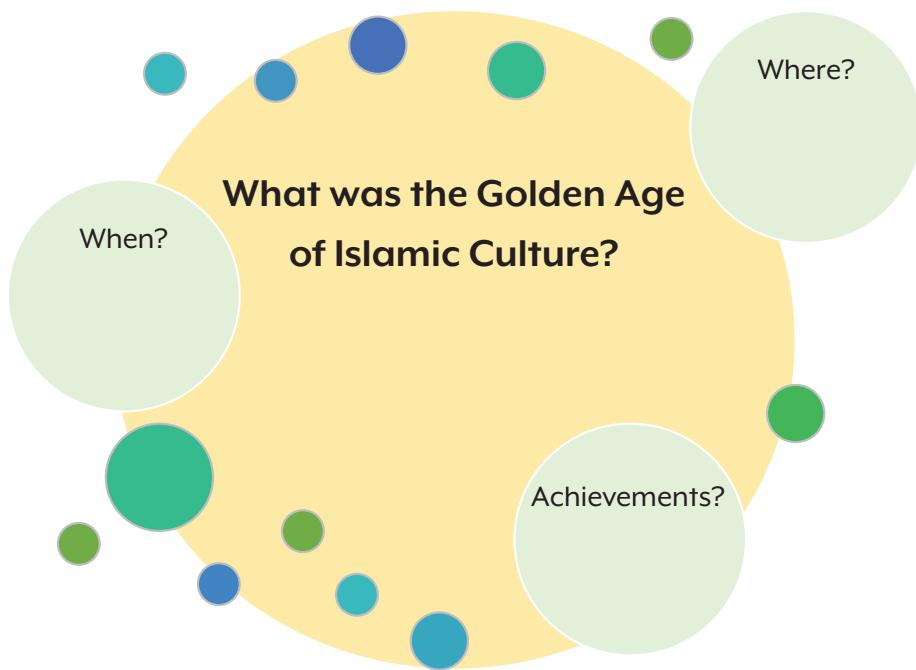
Lesson Objective: By the end of this lesson, students will describe the beginning of the Golden Age of Islamic Culture.

Key Vocabulary: Islam, Golden Age,



Activity 1: Brainstorm

When you hear the term 'Golden Age of Islamic Culture,' what do you think it means?



The Golden Age of Islamic Civilization

The 8th century CE was a time of great change and growth in the Arab regions. Arabian society was made up of many large families. As Islam became the main religion in the Arab world, society began to change. They spread and covered much of the modern day Middle East.

Many Arabs moved from to the fertile land in and around present day Iraq to make their living. In 749 CE, people led by Abu al-Abbas took over the area and expanded into other areas. Abu al-Abbas became the Caliph or leader, beginning the Abbasid dynasty. A later Caliph moved the capital of the Islamic world to Baghdad.

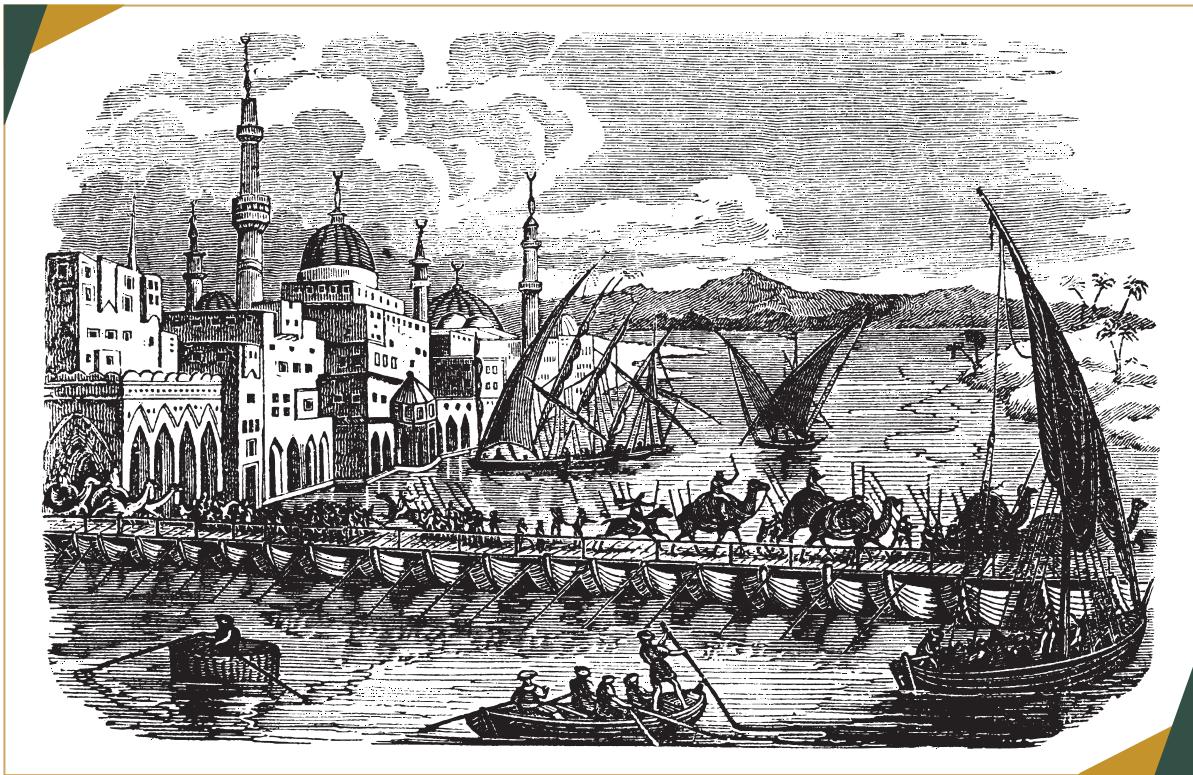


Figure 1 Baghdad in 8th Century

From 786 CE until the mid-14th century CE, the Arab-Muslim world experienced an era of incredible achievement called the Golden Age of Islamic Culture. During this time, science, art, design, and philosophy flourished.

Arabian society was heavily influenced by cultures it interacted with. Scientific knowledge came from Greece and China, cultural stories from India. Ideas were written in Arabic and stored in the House of Wisdom library for future generations.

In the next lesson, you will look in more depth at how art, architecture, and music developed during the Golden Age of Islamic Culture. You will look at how these styles expressed the philosophy and culture at the time.



Activity 2: Concept Check

Circle the answer that best complies with the passage above.

Why did many people move to the Baghdad region by the early part of the 8th century?

- to make a living
- to become political leaders
- to join the army
- to gain scientific knowledge

When did the Abbasid dynasty start?

- 749 CE
- 786 CE
- the 14th century CE
- 1050 CE

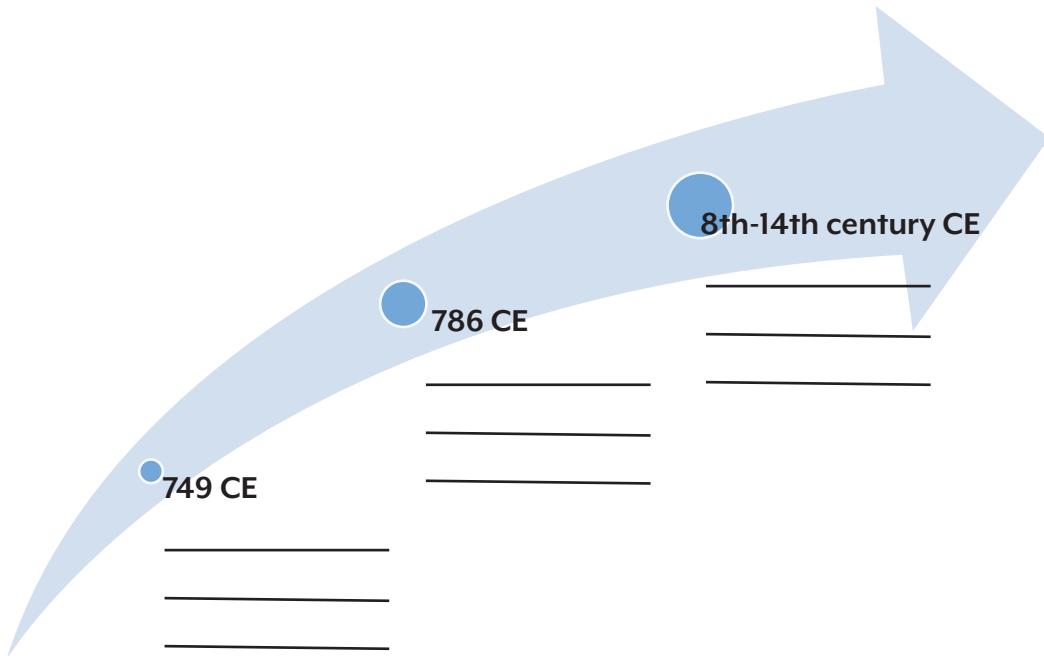
What was the House of Wisdom?

- a government building
- a market
- a military building
- a learning institution



Activity 3: Timeline

Label this timeline with the events mentioned in the reading leading up to the Golden Age of Islamic civilization.



Activity 4: Language Support

Use the correct words to connect these sentences (There is one extra word). Then, write these connecting words beside the correct definitions.

because

until

although

as

During the 8th century CE, Baghdad was an important city many people were moving there.

The Golden Age of Islamic Culture ended in the 14th century CE, some scholars believe it ended in 1050 CE.

The Abbasid army got larger more and more people joined them.

WORD	MEANING
	: similar to 'but;' used to show that the second sentence will be different than the sentence before
	: used to show two events happening at the same time
	: used to show something happening up to a point in time
	: used to show a relationship or reason



Activity 5: Challenge Activity -- Optional

With the help of your teacher, search for information about the House of Wisdom in Baghdad. Answer the questions.

QUESTIONS	ANSWERS
What is the Arabic name of the House of Wisdom?	
When was the House of Wisdom in Iraq founded?	
Who founded the House of Wisdom?	
What works were translated in the House of Wisdom?	
Why was this important in history?	



Notes:

Lesson 2

Art and Architecture in the Golden Age of Islamic Culture

Grade 6

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

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

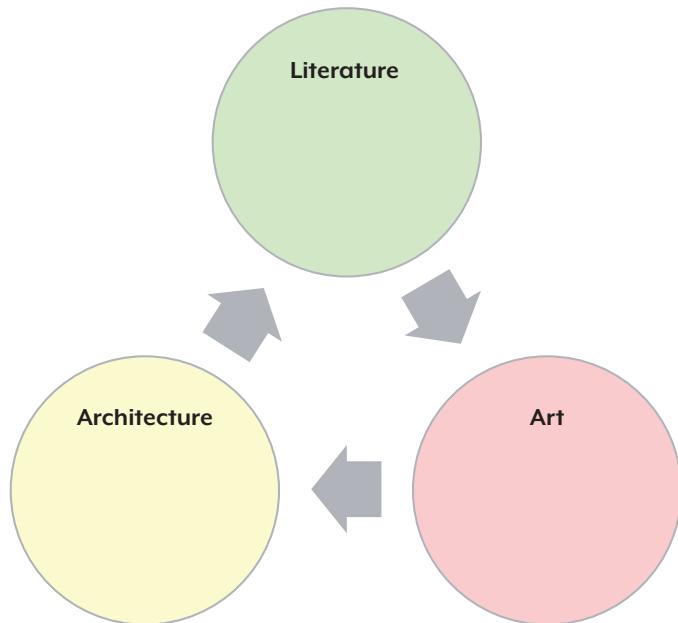
- ❖ Understand how art developed during the Golden Age of Islamic Culture
- ❖ Identify how music, architecture, art, and literature illustrate various cultures and historical time periods

Key Vocabulary: aspect, literature, fable, witty, motif, monument, distinctly, to extend to, imagery



Activity 1: Brainstorm

Arts reflect culture. List the different types of art you know of. How does it reflect your culture?



Art and Literature during the Golden Age of Islamic Culture

During the rule of the Caliph Harun al-Rashid arts and literature developed throughout the Arab world. Writers such as Ibn al-Muqaffa and Abu al-Jahiz wrote simple but clever fables and essays on history, natural science, psychology, and other topics. Later writers like Badi al-Hamadhani wrote about travel adventures and intercultural experiences.

At that time, architecture began to show influences of the cultures of people who became part of the Islamic Empire. Elements included arches, domes, and columns. However, these influences were always given a distinctly Arab feeling that was recognisable all over the Muslim world.

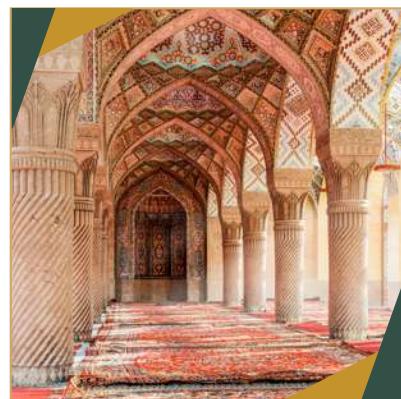


Figure 2 Architecture Showing Influences of other culture with Arab feeling

In Islamic art, the arabesque became popular. At the time, art was not allowed to show people or animals. Artists created artwork and decorated buildings with geometric shapes or abstract images. The designs were often painted inside buildings or in public places like mosques or markets.

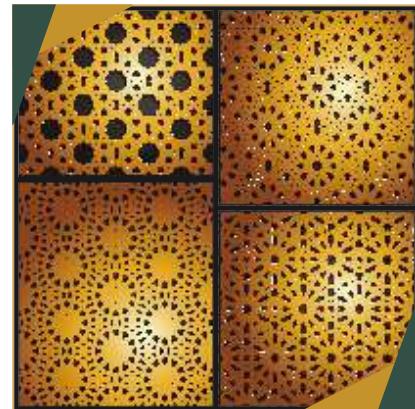


Figure 3 Arabesque Designs



Activity 2: Concept Check

Complete this summary with words from the word bank.

literature

arabesque

caliph

styles

When Harun al-Rashid became the of Baghdad, the Islamic world started to develop a rich scientific and artistic culture. Writers such as Ibn al-Muqaffa wrote like fables and essays on history and philosophy. Architecture showed influences from other cultures often incorporating Asian and Roman Artists developed an art form called, which used geometric shapes and abstract images.



Activity 3: Find the Details

Find three categories of art that are mentioned in the text. Write the categories on the lines.

.....

.....

.....



Activity 4: Critical Thinking

Examples of each category of art are shown. Write the category under the picture and briefly explain your choice.



Figure 4

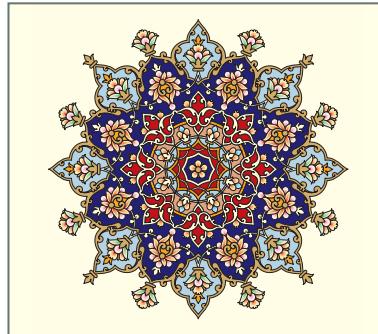


Figure 5



Figure 6

Art Form:	Art Form:	Art Form:



Activity 5: Challenge Activity

With the help of your teacher, search for more information about the arabesque art form. Find examples and draw them. Then, describe where and how they were used.

Picture:	Picture:
Description:	Description:

Why was arabesque art important for people in the Golden Age of Islamic Culture?

Lesson 3

Science and Technology in the Golden Age of Islamic Culture

Grade 6

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

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

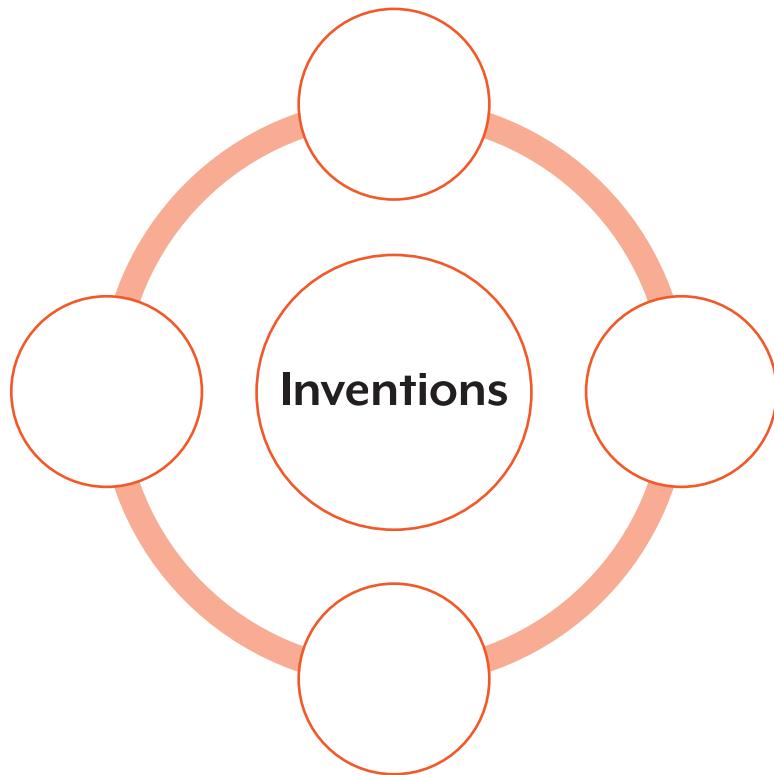
- ❖ List scientific and technological developments during the Golden Age of Islamic Culture.
- ❖ Generate questions to investigate about an event in the past

Key Vocabulary: astronomy, herbal, soil, irrigation, eloquence, mastery, work



Activity 1: Mind Map

List some of the most important inventions in history. Do you know where they came from?



Science and Technology in the Golden Age of Islamic Culture

During the Golden Age of Islamic Civilization, people wanted to understand more about the work and how it worked. Many Muslim scientists made innovative achievements in engineering, agriculture, medicine, astronomy, and mathematics.

Muslim cities had running water, sewage systems, and water clocks. People learned how to use herbal medicine from the Chinese. They wrote books on plants and soil, irrigation, and gardening techniques that were translated into Spanish and French in the 19th century CE.

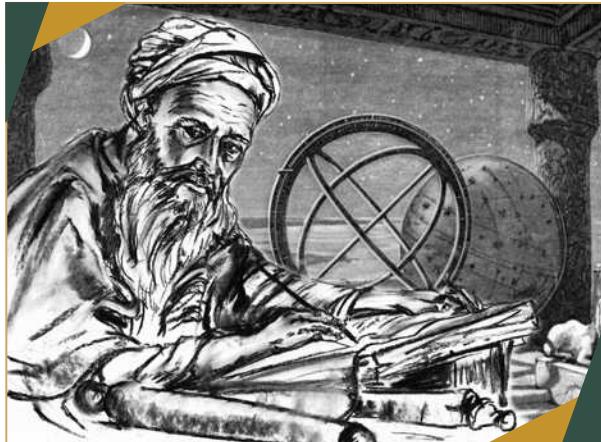


Figure 7 Abu Abdullah Mohammad, a Muslim Scientist

with like" or algebra, a word we still use today. During this time, a new numbering system was used in which the "0" first appeared.

Another important development was happening during the Golden Age of Islamic Culture. At that time, Arabian society valued a high level of eloquence in spoken and written Arabic. This led to a new kind of technology, paper printing and a new skill, translation.

The Arabs learned paper-making technology from the Chinese through their connections with traders along the Silk Road. Muslim scholars began translating scientific and philosophical works from their original languages such as Ancient Greek, Sanskrit, and others, into Arabic. In this way, huge libraries of information were created. Later, this information would be re-discovered by Europeans during the Renaissance.



Figure 8 Ancient Greek

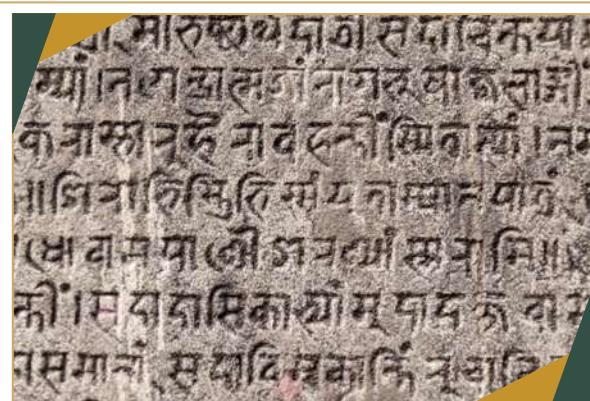


Figure 9 Sanskrit - Ancient Indian Writing

Muslim astronomers improved on the Greek knowledge of the movements of the Sun and the planets precisely calculating the passing of time. They could predict which day of the week events would fall on and accurately predict moon phases.

Muslim mathematicians improved upon the mathematics concepts of the Greeks. They came up with a way to solve practical problems when not all factors were known. They called this system "the science of restoring what is missing and equating like



Activity 2: Concept Check

Draw lines to connect the halves of these sentences based on the information from the reading passage.

Sentence Part 1

During the Golden Age of Islamic Culture, society...

Muslims learned how to make paper...

Muslims improved on the Greek understanding of...

Muslims built a huge library of knowledge by...

Sentence Part 2

...how the Sun and planets moved.

...translating works from other cultures into Arabic.

...made many advances in art and science were made.

...from Chinese traders along the Silk Road.



Activity 3: Find the Details

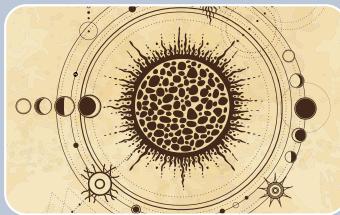
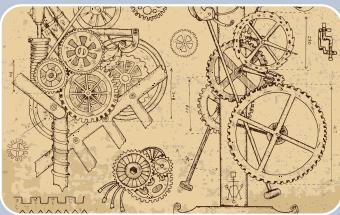
List three categories of advancements in science and technology during the Golden Age of Islamic Culture mentioned in the text.

.....



Activity 4: Critical Thinking

Match the category from Activity 3 and give examples from the text.



١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩

1 2 3 4 5 6 7 8 9

Category: _____

Category: _____

Category: _____

Figure 10, 11, 12



Activity 5: Challenge Activity

Search for more information about how Muslims learned to make paper from the Chinese. Answer the questions about the ancient paper-making process.

QUESTIONS	ANSWERS
When was the first paper invented?	
In what country was paper invented?	
What did they use to make paper?	
When was the first paper used in Baghdad?	
When did paper mills start appearing in Spain?	

Lesson 4

The End of the Golden Age of Islamic Culture

Grade 6

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

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

- ❖ Understand how and why the Golden Age of Islamic Culture ended.
- ❖ Compare and contrast historical events in the Arab region
- ❖ Compare and contrast information about the past provided in different sources

Key Vocabulary: all at once, gradual, decline, to mark, scholarly, interpretation, to expand, to tax, to flee, analysis



Activity 1: Brainstorm

What does “the end of a civilization” mean? List some ancient civilizations that have ended.



Notes on what “end of a civilization” means:

The End of the Golden Age of Islamic Culture

The Golden Age of Islamic Culture did not end all at once. In fact, many scholars debate exactly when it did end. Different factors contributed to the gradual decline of the Golden Age of Islamic Civilization.

One of the most important causes of the decline of the Golden Age of Islamic civilization was the invasion of Mongol armies from East Asia led by Genghis Khan. Starting with their first invasion of Central Asia in 1216 CE, the Mongols expanded their territory into the Middle East for almost 40 years.

The Mongols destroyed the House of Wisdom in 1258 CE. When they destroyed Baghdad and the House of Wisdom, a great deal of information was lost. The Mongols destroyed irrigation systems, which caused the fertile land to die. They also taxed the people heavily, forcing them to flee from the region.

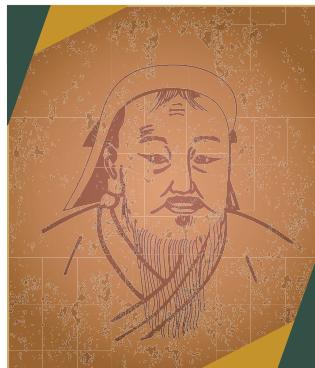


Figure I3 Representation of Genghis Khan

Other scholars argue that the Golden Age of Islamic Culture declined but continued over the next 300-400 years. As Europe began to gain more wealth and power from their conquest of the New World, they gradually became the centre of global trade and culture. When the Muslim world was no longer the centre of science, art, and culture, the Golden Age of Islamic Civilization declined.

Many factors contributed to the end of the Golden Age of Islamic Civilization. The fact that scholars do not agree on exactly on the dates shows that in history there are no easy answers. Historical analysis is a complex process. Perhaps finding one definite answer is not the point.

In history, the combination of factors is more likely to be the answer.



Figure 14 Many Factors Explain History



Activity 2: Concept Check

Decide if these statements are True or False, based on information from the reading.

T F

The Golden Age of Islamic Culture ended suddenly.

The House of Wisdom was destroyed by the Abbasids.

The Mongols came from East Asia.

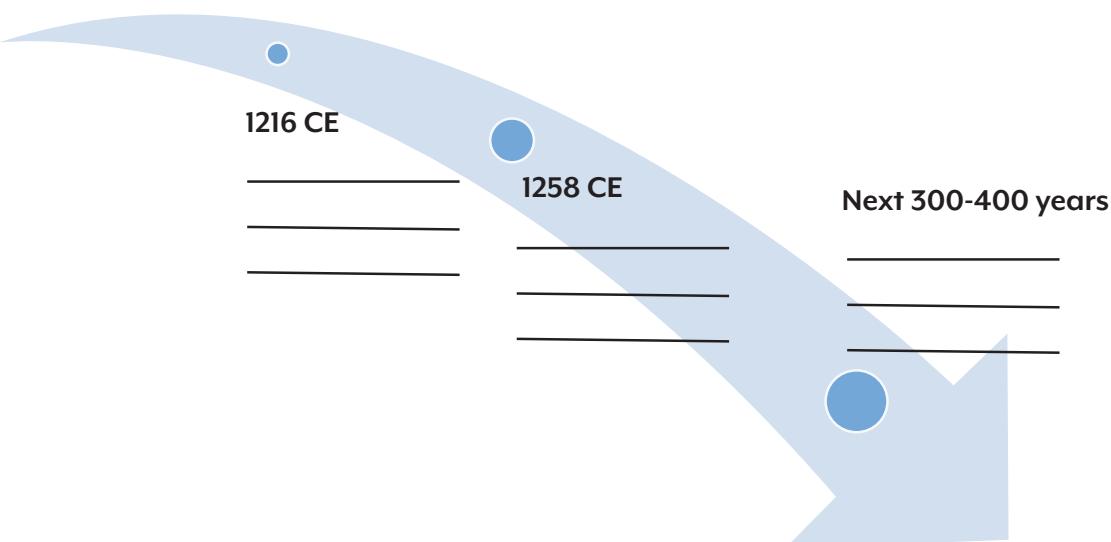
Over time, Europe became the centre of trade and culture.

The Arabs taxed the Mongols very heavily.



Activity 3: Timeline

Label this timeline with the events leading to the decline of the Golden Age of Islamic Civilization mentioned in the text.



Activity 4: Language Support

Put these sentences in the correct order. Write the numbers 1, 2, 3, and 4 beside each sentence.

..... Perhaps the goal is not to find a single 'answer' but to explore and debate the many possible answers.

..... The fact that scholars do not agree on exactly when the Golden Age of Islamic Civilization ended is interesting.

..... Many factors contributed to the end of this important historical era.

..... This disagreement shows that historical analysis is a complex project and there are no easy answers.



Activity 5: Challenge Activity - Optional

In 1258 CE, the Mongols destroyed the House of Wisdom and conquered Baghdad. Search for more information about the Mongols and their empire. Answer the questions.

QUESTIONS	ANSWERS
What year did the Mongol Empire begin?	
The Mongol Empire was made up of Mongols and also people from which country?	
When did the Mongols conquer Beijing?	
Look at the map of the Mongol Empire. There are four seas on all sides. What are they?	
When did Ghengis Khan, the first leader of the Mongol Empire, die?	

Lesson 5

Perceptions of the Middle East after the Golden Age

Grade 6

Our UAE, Our World: Understanding our Past,
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Lesson Objective: By the end of this lesson, students will

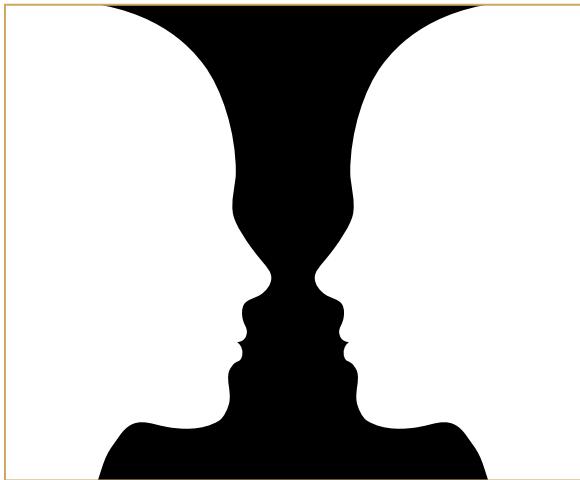
- ❖ Understand how perceptions are formed over time
- ❖ Explain the concept of orientalism and how it came about

Key Vocabulary: attitude, affairs, specimen, to decay, relic, once, commonplace, imperial



Activity 1: Try it Yourself

Write what you see. Look again. Can you see both depending on how you look at the picture?

	
Figure 15 face or face?	Figure 16 Half full or Half Empty?
Do you see a vase or a face?	Is the glass half full or half empty?

After the Golden Age of Islamic Civilization

Much of the knowledge stored in the Houses of Wisdom in the Muslim world was translated into Latin and European languages by travellers and explorers. The houses of Wisdom and the ancient libraries in the Muslim world were destroyed. Knowledge was passed from the Muslim world to Europe and Europe began to prosper.

In the 16th-19th centuries, Europeans were traveling and exploring all over the world. The lands east of Europe, the Levant eastward through China and beyond, were called the Orient by Europeans. The word “orient” comes from the Latin word meaning “east” or “rising” as in the rising Sun. For many Europeans at the time, the Orient was a strange and mysterious place. This notion that the countries to the east of Europe were different, strange, and mysterious is called “Orientalism.”

Why would Europeans think that the Eastern lands were mysterious and different?

In Europe, much of the land is green and has a fair amount of rain. In the Middle East much of the land is dry and there are seemingly endless deserts filled with sand in some places.

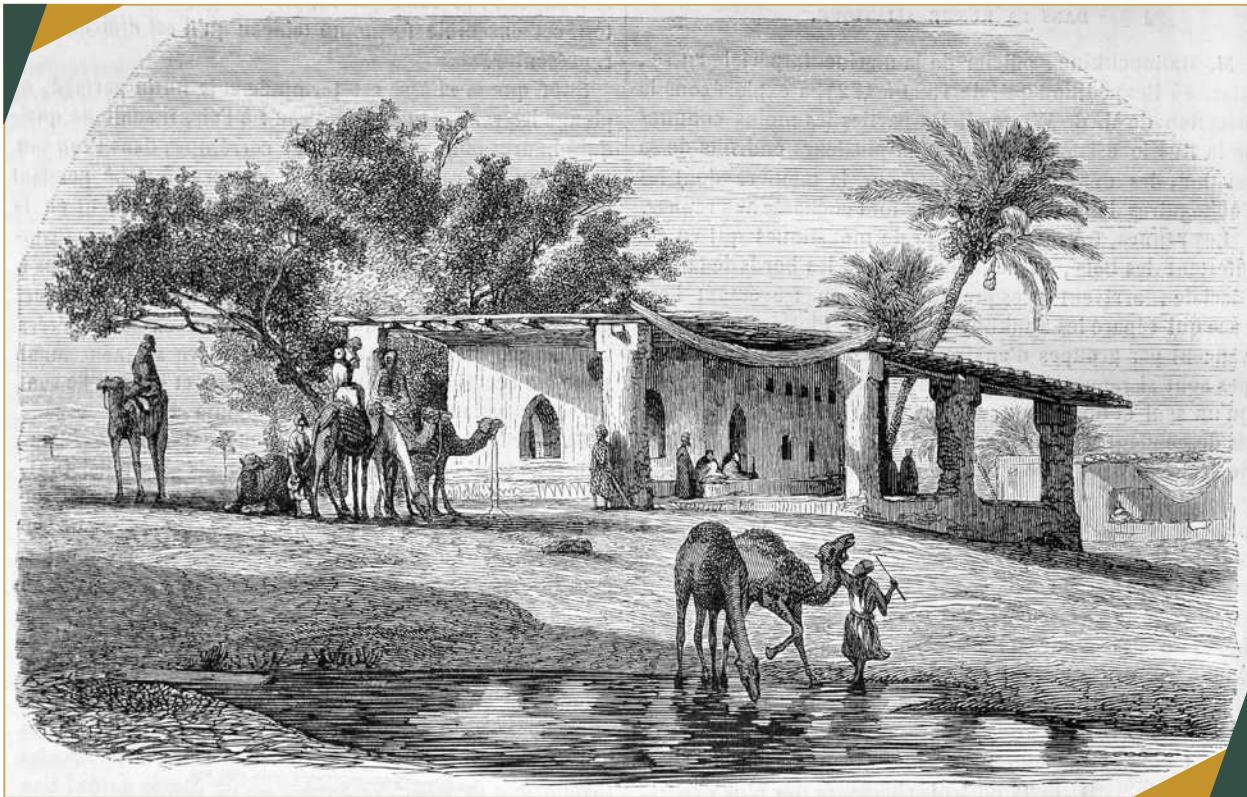


Figure 17.13 Oasis in Syrian Desert

Europeans at the time used horses and donkeys to go from place to place. In the Middle East, they saw new animals like camels and elephants for the first time. They saw markets with people trading products like dates, perfume, incense, spices, cloth, which were new goods for Europeans.

Most importantly, Europeans saw that the culture of the Muslims was much different than their own culture. Customs were different, clothes were different, greetings were different, family life was different, the way of doing business was different.

Europeans wore trousers and hats while people in the Middle East wore loose fitting *Kandoura* or *salwar* and *guttra* or turban. Muslims took off shoes in homes and mosques while Europeans wore shoes in homes and places of worship.

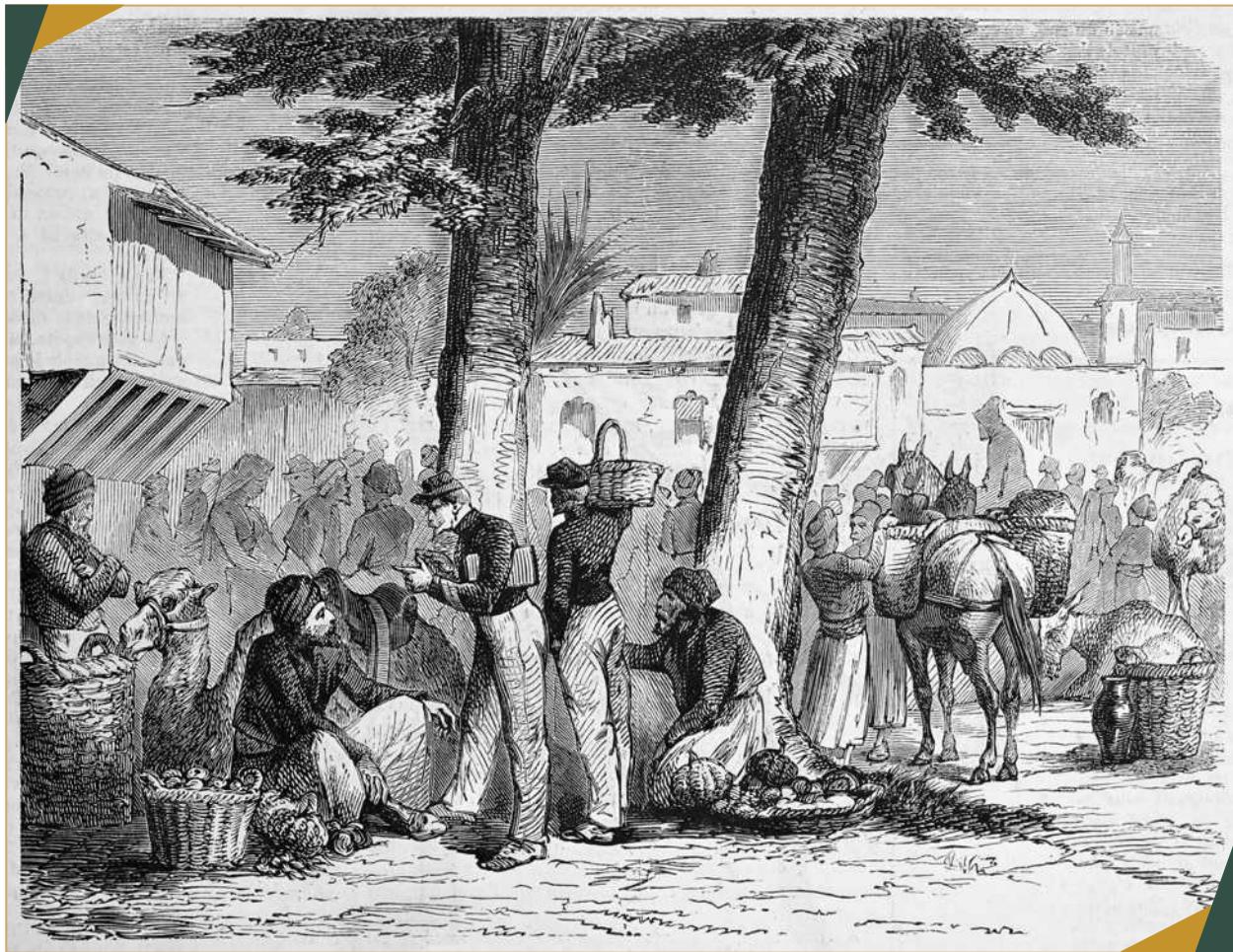


Figure 18 French Soldiers in Market in Present day Lebanon, drawn in 1800s

At the same time, the east was a place of great resources, both man-made and natural resources. The purpose of European exploration was to seek more land and resources, so they wanted to manage and control the areas they explored to gain economically. To do this, Europeans promoted a perspective that the lands east of Europe were not as modern and needed Europeans to help them get modernised.



Activity 2: Concept Check

Circle the best answer.

What did Europeans think about the Middle East during the 19th and 20th centuries?

- It was in the middle of a Golden Age of artistic and scientific achievement.
- It was not as advanced as Europe was.
- It was an important cultural centre in the world.
- It was a great place to take a vacation.

What is a good definition of Orientalism?

- The idea that eastern cultures were different from European cultures and difficult to understand.
- The idea that the Islamic world experienced a Golden Age from the 8th century to the 14th century.
- The idea that the Middle East has had a great influence on European culture.
- The idea that Middle Eastern culture has been changing and developing throughout history.



Activity 3: Compare

Re-read the text and fill in the table comparing Europeans with people in the East in the 19th and 20th centuries.

Category	Europeans	People in the East
land and climate		
clothes		
customs		
transport		
other:		



Activity 4: Language Support

In each sentence, highlight or circle the word or words that the underlined pronoun is referring to.

Example. For many Europeans, the Orient was a strange and mysterious place. It was also an area of great natural resources.

The Golden Age of Islamic Culture lasted for about four centuries. Scholars generally agree that it began with the Abbasid caliphate.

Europeans colonised and explored Middle Eastern countries for centuries. They also founded companies in these areas.

Europeans felt that the Orient was a strange place and it was impossible to understand.

Many books have been written on the history of the Middle East. It is a very interesting field of study.

A lot of the buildings in this city are quite new. Many of them have been built in the last ten years.



Activity 5: Challenge Activity

You have read about how Europeans in the 18th and 19th centuries viewed the Middle East and other countries in the East.

Use examples in the text to write a few paragraphs about perspectives and how they form. Write one paragraph about how we can try to change our perspectives by trying to understand each other. How is this related to tolerance?

Lesson 6

How the Government Functions

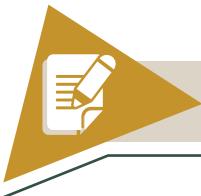
Grade 6

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

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

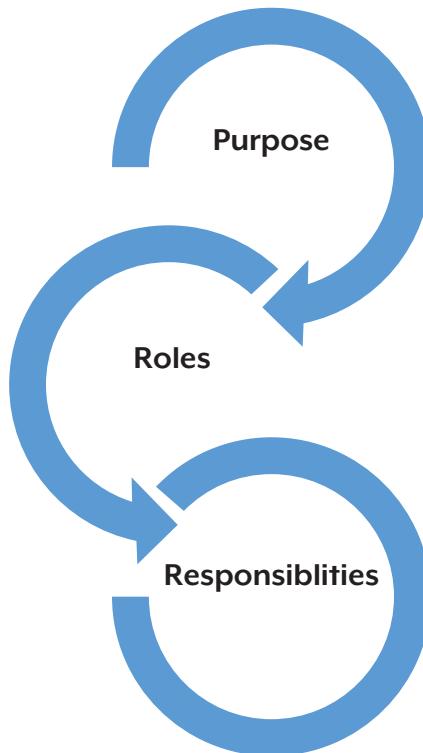
- ❖ Understand the roles of political leaders and public servants in government.
- ❖ Explain the functions and responsibilities of government leaders and public servants

Key Vocabulary: policy, to put into action, to appoint, to elect, position, in power, welfare, neutral/unbiased



Activity 1: Brainstorm

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



The Roles and Responsibilities of Government

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

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

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

The responsibilities of government officials are to carry out and enforce the laws and policies made by the political leaders. Some of these responsibilities include managing social programs, regulating the economy, granting licenses, and giving information to citizens. They also give advice on policymaking to political leaders, which means that officials need to be politically neutral. In other words, their responsibility is to give unbiased advice on policies. This keeps the government running smoothly and effectively.



Figure 19 Government Assembly



Activity 2: Concept Check

Circle the answer that best answers the question.

What is true about political leaders?

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

What is true about officials?

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

What is a constitution?

- a type of government policy
- a document of rules and responsibilities
- a political leader
- a social program

What is the responsibility of an official?

- to protect the interests of the citizens
- to define the processes of government
- to make government policies
- to give unbiased advice to political leaders



Activity 3: Categorise

Label each of these two categories. Then, find information about each of these two governmental jobs from the text and write them under the correct category.



Figure 20 and 21



Activity 4: Language Support

Use the correct words to connect these sentences. Then, write these connecting words beside the correct definitions.

whereas

in order to

however

that said

Officials usually stay in their positions for their entire careers, political leaders are only in power for a few years.

The responsibility of the government is to protect the interests of the people., this responsibility begins with a constitution.

Political leaders debate the advantages and disadvantages of policy ideas., once a decision has been reached, the government depends on officials to put these policies into action.

In this lesson, you will examine this dynamic more closely better understand how governments function.

WORD	MEANING
	: used to show the reason for something being done
	: similar to 'but;' used to show that the next sentence is going to be different from the one before it
	: used to give an opinion that might seem to be the opposite of what came before
	: used to show a contrast or comparison with something else



Activity 5: Challenge Activity

Government officials are called “civil servants” and they play a very important role in making sure the government functions properly. Find out more and answer the questions in the table.

QUESTIONS	ANSWERS
What is one way that people become civil servants?	
Why are government officials called “civil servants?”	
Give examples of civil servants at the federal and local levels (in the UAE or other countries.)	

Lesson 7

Political Systems around the World

Grade 6

Our UAE, Our World: Understanding our Past,
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Lesson Objective: By the end of this lesson, students will

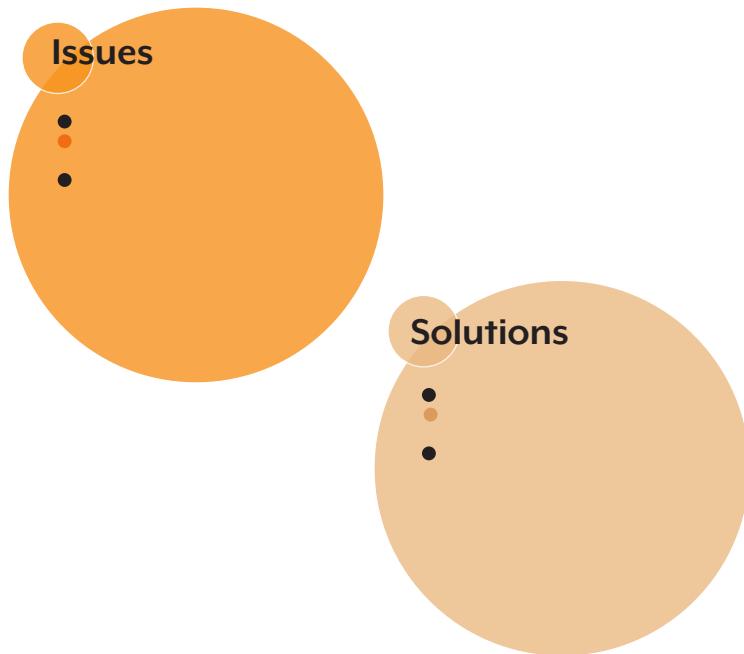
- ❖ List different political systems around the world
- ❖ Analyse strengths and weaknesses of various kinds of governance systems

Key Vocabulary: tyranny, oligarchy, democracy, monarchy, aristocracy, polity



Activity 1: Brainstorm

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



Political Systems around the World

Thousands of years ago, the Greek philosopher Aristotle identified and explained early political systems. He wrote about six different categories of political systems—tyranny, oligarchy, democracy, monarchy, aristocracy, and polity. Aristotle believed that the first three—tyranny (rule by a single person), oligarchy (rule by a small group of people), and democracy (rule by the citizens)—were not ideal.

He wrote that the leaders of each of these systems governed for their own benefits, not for the benefits of the society. The other three systems—monarchy (rule by a king or queen), aristocracy (rule by a small group of nobles), and polity (rule by the citizenry for the benefit of everyone) were the best because the leaders in these systems governed for the benefit of all the citizens.

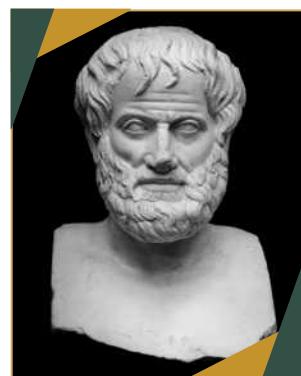


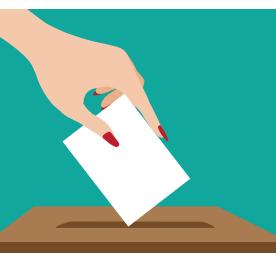
Figure 22 Aristotle

Over time, different countries and groups came up with different ways to govern themselves. The terms used by Aristotle were basic concepts which in modern times have been broken down into sub-categories. In addition, different ways of classifying governments have become popular. There is no form of government that is the best. Each country has its own history, social structure, customs, and culture which may be reflected in the type of government that it has developed.



Activity 2: Concept Check

In this lesson, you learned about Aristotle's six different political systems. How would you describe each one? Then, circle the systems that Aristotle believed are ideal (good).

	Tyranny is a political system where		Monarchy is a political system where
	Oligarchy is a political system where		Polity is a political system where
	Democracy is a political system where		Aristocracy is a political system where



Activity 3: Search for Information

Aristotle's classification framework is not the only one. There are other ways to describe governments or political systems. In each additional category, compare with Aristotle's framework.

Word	Definition	Comparison with Aristotle's Framework
dictatorship		
constitutional monarchy		
tribal Leader		
republic		



Activity 4: Critical Thinking

Why do you think there are so many different types of government? Think of a country that has one of the types of governments presented in this lesson. State the country that has that type of government. Then give three reasons why you think that country is using the form of government that it has. Think of the country's history, the social structure, the culture or other factors.



Activity 5: Try it Yourself

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

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

Lesson 8

How Laws Are Made

Grade 6

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

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

- ❖ Understand how a country's laws are created and enforced
- ❖ Describe how laws are created
- ❖ Explain the differences between civil and criminal law
- ❖ Give examples of national, and local laws

Key Vocabulary: parliament, party, branch, to enforce, to approve, civil, violation, interest, dispute, judge



Activity 1: Brainstorm

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

Civil and Criminal Law

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

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

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



Figure 29 Vidhana Soudha building in India

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

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

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

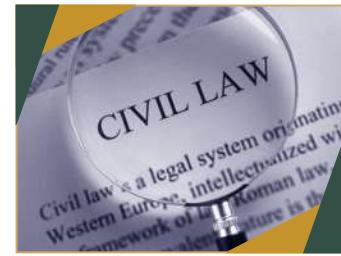


Figure 30

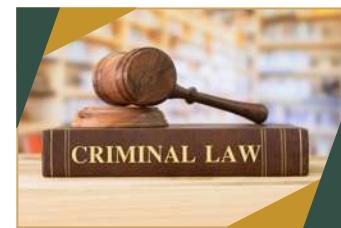


Figure 31



Activity 2: Concept Check

Draw lines to connect the halves of these sentences based on the information from the reading.

Sentence Part 1
The legislative branch is the branch of government that...
In a presidential system...
Civil laws deal mainly with...
The general idea of a law is to...
Criminal laws focus on...

Sentence Part 2
...protect individual interests and keep people safe.
...crimes against the state.
...drafts and debates laws.
...the legislative and executive are separate.
...issues between individuals.



Activity 3: Critical Thinking

In many countries, draft laws are called “bills.” Read the steps and try to put the steps of the legal process into the correct order. Start from the time the bill is created and end when a decision is made about where a person violated the law.

Write 1-6 next to each step in the series pictures to show the order.



Figure 32

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

Step



Figure 33

The bill is approved and becomes a law.

Step



Figure 34

The bill is drafted.

Step



Figure 35

The accused person goes to trial.

Step



Figure 36

The bill is debated.

Step



Figure 37

The law is executed or enforced by police.

Step



Activity 4: Language Support

Combine these sentences using the pattern in the example.

Ex. The legal system is a tool that governments have. This tool is used to protect people.

The legal system is a tool that governments have to protect people.

Manar Mall is a popular place in our town. This place is where we go to meet up with friends.

.....

Speed limits are laws that we must follow. These laws help us to stay safe.

.....

Electricity is the most common energy source. We use this energy source to power our homes and buildings.

.....

Scientists are always doing a lot of research. This research helps them to understand and explain what is happening in the world.

.....

I use a daily planner. I need it to schedule my activities for the day.

.....

Lesson 9

How Laws Are Interpreted

Grade 6

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

Lesson Objective: In this lesson, you will

- ❖ Understand how about a country's judicial system works.
- ❖ Explain the role of the judicial system in local, national and international contexts

Key Vocabulary: court, judiciary, independent, framework, to break (a law), to settle, to commit (a crime), interpret a law



Activity 1: Class Discussion

A judge is a person who listens to evidence and decides on the guilt or innocence of a person accused of a crime. In Jury cases, judges do not decide on guilt or innocence. They assure that the decision of the jury is fair and has been reached according to the laws.

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

Summarise the discussion:

The Judicial System

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

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

In many countries, there are judiciaries at different levels. There may be federal judiciaries and local judiciaries. Federal judiciaries are concerned with federal laws. Federal laws are laws that all people in the country must follow. Local judiciaries are concerned with laws that are not federal laws. Local laws could be laws of a city, state, province, or emirate.



Figure 38

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



Figure 39 United Nations Headquarters



Activity 2: Concept Check

Decide if these statements are True or False, based on information from the reading passage.

T F

There is no international judicial system.

The judiciary should be non-political.

'Local' refers to the whole country.

Federal judiciaries pertain to local laws.



Activity 3: Information Gap

Get together with a partner. Ask each other questions to fill the gaps with the following terms from the text.

judiciary	executive	legislature	local
local	United Nations	International Court of Justice	constitution

The is the branch of government that decides legal issues.

Laws that pertain to towns, cities, and smaller political divisions are laws.

The is the branch of government that executes laws.

Laws that pertain to the whole country are laws.

The manages disputes between nations.

The is the judicial branch of the United Nations.

A is a document that gives a framework for the judicial process.

The is the branch of government that writes laws.

Notes:

Lesson 10

Rights and Responsibilities

Grade 6

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

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

- ❖ Learn about the rights and responsibilities of citizens in different political systems.
- ❖ Compare and contrast the rights and responsibilities of individuals

Key Vocabulary: to grant, to hold office, to obey, to abuse, to take advantage of, institution, to adopt, to criticise, to protest, to suspend, residents



Activity 1: Brainstorm

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

At Home

Rights:

Responsibilities:

At School

Rights:

Responsibilities:

Rights and Responsibilities

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

Rights given to people who live in the country can be Categorised as 'civil rights' and 'political rights.' Examples of civil rights are the right to own property, the right to move around inside the country, etc. Political rights are the rights that citizens have to participate in government by election or hold office.

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



Figure 40 FNC Vote

Rights come with responsibilities. Laws act as a contract between government and its citizens. It is the responsibility of everyone who lives in a country to understand and obey the laws of the country they live in. The rights and responsibilities balance.

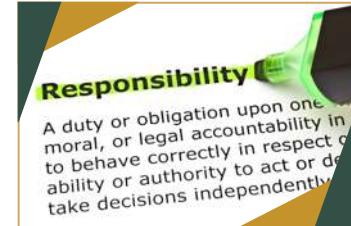


Figure 41



Activity 2: Concept Check

Circle the answer that best answers.

What is the difference between a right and a responsibility?

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

What is an example of a civil right?

- Going to college
- Participating in National Service
- Moving freely in the country
- Running for office

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

- to hold political office
- to speak freely
- to understand and obey the country's laws
- to become wealthy

What is an example of a political right?

- ❖ Voting in an election
- ❖ Owning a mobile phone
- ❖ Driving a car
- ❖ Opening a business



Activity 3: Categorising

Which of the following are rights, and which are responsibilities? Work with a partner to decide and put a checkmark in the correct category.

Citizen Action	Right	Responsibility
Paying taxes		
Voting in an election		
Knowing and obeying all laws of the country		
Behaving respectfully		
Living safely and securely		



Activity 4: Language Support

Write the expressions next to the correct definitions.

EXPRESSIONS

due to
in effect
from time to time
in this case
depending on

MEANINGS

..... not happening often
..... different results in different situations
..... in this situation
..... to say something more clearly or simply
..... because of



Activity 5: Critical Thinking

In this lesson, you have learned about rights and responsibilities. It is easy to understand rights. We all count on the rights we are given. But why must citizens observe responsibilities toward the government? Why is this an important part of having a happy and successful life?

Lesson 11

Economic Systems

Grade 6

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

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

- ❖ Explain different economic systems, past and present
- ❖ Describe historical and contemporary economic systems

Key Vocabulary: pottery, network, caravan, to realise, maritime, fleet, to found, goods, to exploit, to negotiate, tariff, infrastructure



Activity 1: Mind Map

Money moves in a cycle. The money one person spends is income for another person. Think about the money your parents earn in their jobs. Think about where the money goes after it is spent and who it becomes income for. Imagine where the money might go three steps after your parents spend it.



Economic Systems through History

Trade between nations has always been a feature of economics. People on the Arabian Peninsula traded goods with their local and international neighbors. Chinese and Central Asian merchants traded with each other along the Silk Road. This brought Chinese pottery and paper-making technology, Indian silks and seafood, and Indonesian spices to the Middle East.

Trade cannot be successful without an infrastructure. Infrastructure is the system a country needs in order to function properly. Infrastructure includes roads, security forces, hospitality, and more.

In ancient times, trade flourished when there were safe roads and organised legal systems. To facilitate trade in the ancient times, a network of overland trade routes had been established connecting places that wanted to trade.

Managing the caravans that traveled along these routes helped develop the economy of the Arabian Peninsula. Rulers along the routes collected tolls on roads or charged taxes or tariffs on goods. People who lived on the routes sold goods to travelers and merchants such as food, water, fresh pack animals like camels, and more.



Figure 42

Over time, Arabian political leaders realized the importance of maritime fleets. They began to build overseas trading routes, shipping corn and other goods up and down the Nile River and sending fleets across the Indian Ocean to trade dates and building materials with countries in Asia.

This was not only happening in the Middle East. By the 17th century, many European countries had founded their own trading companies in the Middle East and beyond. For example, the British founded the English Levant Company in 1591 in Turkey and the East India Company in India in 1600.



Figure 43 The Dutch East India Company in Hooghly, Bengal in 1665

The Dutch and Portuguese also founded colonies in places like Indonesia and Africa. In this way, international trade started to become the way of the world, and the first cultures to exploit the resources of foreign nations quickly became stronger and wealthier.

Today, technology and migration have made the global economy more interconnected than ever before. And governments are always debating how best to manage and control international trade. International tariffs and customs offices help control the flow of goods from one country to another.



Figure 44 Multinational Companies

One of the biggest developments over the past century has been the emergence of multinational corporations. These giant companies have factories and offices in many countries. Multinational companies make the global economy more interconnected than it was in the past. Nowadays, most countries participate in the global economy, producing, buying, and selling products all over the world. As the merchants of the past traded with each other along the Silk Road, influencing each other's cultures at the same time, everyone can now buy an incredible variety of products from just about every corner of the globe.



Activity 2: Concept Check

Answer these questions about the reading.

How did traders travel across the Middle East?

- by crossing the Indian Ocean
- by using the Silk Road
- by traveling up and down the Nile River
- by camel caravan

What is a feature of a multinational corporation?

- ❖ It was founded in the 16th century.
- ❖ It has offices and factories in many different countries.
- ❖ It controls the flow of goods into a country.
- ❖ It is a type of economic system.



Activity 3: Cause and Effect

Work with a partner to fill in the following table. What effect did certain actions have? And what caused certain effects?

CAUSE	EFFECT
	Indian silks and Chinese pottery came to the Middle East.
	Arabs made money by managing the caravans.
Arabian political leaders learned the importance of maritime fleets.	
	International trade started to become a global trend.
Europeans gained more wealth and power through trade.	



Activity 4: Language Support

Write the correct verbs in the blank. Then, match the verb tense with its correct usage.

Trade between nations (has always been / had always been) a feature of economics.

Hundreds of years ago, a whole network of trade routes (have been / had been) established throughout North Africa.

By the 17th century, many European countries (have founded / had founded) their own trading companies in many faraway locations.

One of the biggest developments over the past century (has been / had been) the emergence of multinational corporations.

VERB TENSE	USAGE
Present Perfect has/have + past participle is used when something started in the past but still continues now, or still has an influence on the present.
Ex. has done	
Past Perfect had + past participle is used when you want to talk about something that happened before something else.
Ex. had seen	

Notes:

Lesson 12

Why Do We Trade?

Grade 6

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

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

- ❖ Explain how and why countries trade with each other.
- ❖ Define scarcity and its impact on decision making such as trade

Key Vocabulary: income, to determine, to occur, destructive, workforce, essential, to rebuild, agreement



Activity 1: Brainstorm

What are some things you get from other countries? Write them or draw pictures of them here. Can you guess what countries they come from? Write the countries beside each item.

Goods	Where the goods are from

The Role of Scarcity in an Economy

Economics is the study of how people make choices about what they want to buy. Therefore, every choice you make about what you buy, from a piece of candy to a car or a house, is an economic choice. Now, imagine you can have anything you want for free. Whatever you want, you can just take. This means you don't have to really make any choices at all, and there would be no need for a concept like 'economics.'

Of course, you know that this is not the world you live in. You may want many things, but you only have enough money to buy some of those things. Not having enough of something, such as money or resources, is called scarcity. Scarcity is the main focus of economics.

Since we can't buy everything we want, we need to make choices about what will make us as happy as possible. We have a scarcity of income that determines our economic choices. Scarcity can occur in other areas of economics too. On a national level, scarcity can apply to resources. A country may have a scarcity of water, or natural resources, or even skilled people. Or it may have a scarcity of infrastructure—hospitals, roads, and electricity—that can affect its economy.



Figure 45 Scarcity

Scarcity can also happen suddenly to a country's economy. A rich country may have a very destructive war and now must choose how to rebuild itself again. Or a natural disaster may occur—an Earthquake, volcano, or tsunami—that causes billions of dollars of damage, with thousands of people suddenly needing expensive medical care.



Figure 46 Natural Disasters Can Cause Scarcity

Governments constantly face difficult decisions about where and how to spend money. These are all examples of scarcity. Many economics scholars identify four important resources that a country needs to have to make its people happy: labour, land, capital, and enterprise.

Labour is a country's workforce, or all of the people that are working in the country to produce things. Land refers to the natural resources—trees, water, minerals, and food—that country possesses. Capital refers to the money, technology, and infrastructure of a country, which helps the country produce more goods. And enterprise is about the knowledge that can help people use their labour, land, and capital effectively to develop the country's economy.



Figure 47 Labour is an Economic Resource

Almost all countries have a scarcity in one or another of these essential resources. This scarcity influences governments to make trade agreements with other countries to provide these resources. For example, a country such as Sri Lanka may not have land resources to trade. However, it has labour resources. So, workers

emigrate from Sri Lanka to other countries to find jobs and contribute to the economy. Or a country such as Canada may have rich natural resources but a scarcity of labour, leading to trade agreements with other, more labour-rich countries. In this way, scarcity influences international trade, leading to the growth of national economies.



Activity 2: Concept Check

Complete this summary with words from the word bank.

Word Bank

infrastructure	capital	scarcity	land	resources
----------------	---------	----------	------	-----------

..... is when a person or a country does not have much of something. A country can have several important that it can use to develop its economy. One of these is, which is all of the natural things that a country produces—trees, minerals, and food. Another is, which is the money, technology, or that a country has to help it produce goods. If a country does not have these important things, it needs to trade them with its neighbours.



Activity 3: International Trade Game, Part I

You are going to play an international trading game with your class. Your teacher will put you into groups of three or four. Then, you will receive an envelope with some items in it. Listen carefully as your teacher explains what you have to do.

Good luck and have fun!



Activity 4: Language Support

Create a complex sentence from the two sentences provided.

Ex. Scarcity influences international trade. This influence leads to the growth of national economies.

Scarcity influences international trade, leading to the growth of national economies.

Rainfall has been continuing around the country for several days. This rainfall has caused several fatal accidents.

.....

The deadline was extended for another week. This gave everyone more time to finish their reports.

.....

The storm caused a great deal of damage. This damage resulted in the loss of electricity for many people.

.....

Sara got a special award from her teacher. She was the only student who got a perfect score on the test.

.....

Several of our best athletes got sick this week. This contributed to our poor results in the football tournament.

.....

Lesson 13

How Do We Earn a Living?

Grade 6

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

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

Learn about a country's resources and how these resources help the economy.

- ❖ Investigate how physical geography, productive resources, specialisation, and trade have influenced the way people earn income

Key Vocabulary: means, living, to obtain, cattle, equator, expertise, abundance, advantage, deposit, field (as area of study)



Activity 1: Brainstorm

Think about things you need in your life: products, medicine, education, and so on. Who gives these things to you? How do people get these things?

Discuss with your class and summarise ideas:

How People Make a Living

There are four main resources that can contribute to a country's economy: labour, land, capital, and enterprise. These four resources have a special name in economics. They are called productive resources because they are used in the production of goods and services.

For centuries, land and natural resources were the most important of these resources. Natural resources provided the means for its people to make their living, either by obtaining and processing the resources or by trading them with other countries.

The physical geography of a country determined what types of natural resources the country could produce. For example, countries that were near the sea could develop a fishing industry. Countries with fertile fields could grow crops, like corn and wheat, or raise cattle that could be used to produce milk and meat. The products could then be traded with other countries that had scarcity of these resources.



Figure 48 Natural Resources

In most cases, a country does not have all the resources it needs. Therefore, it must trade with other countries.

For example, northern countries cannot grow coffee, chocolate, or sugar, and so need to trade these things with countries closer to the equator. They may have an abundance of wood or other building materials to trade. They may trade skilled labour, expertise, money, or anything else that their trading partner has a scarcity of.



Figure 49 Ship full of Containers

Countries try to produce as much as they can for trade. The more valuable goods or resources a country can produce, the more money it can make, and the more comfortable its citizens can be.

This desire to produce and sell more and more products can lead to a concept called specialisation. Specialisation is when a company or a country focuses on a small area of production. Specialisation has many advantages for both a country and its citizens. If a country specialises in a smaller variety of goods, it can produce them more efficiently. For example, if a country or an area has rich deposits of coal, it can focus more on building coal-mining technology and less on building wood-processing technology. This will allow the area to obtain more and more coal to trade.

Specialisation can help individuals too. If people focus on a single area of knowledge, they can become experts in that area of knowledge. They will know best how to increase production in their area of specialisation, which will lead to more productivity. They will also become experts in their field and be able to ask for higher salaries and increase their standards of living.



Figure 69



Activity 2: Concept Check

Draw lines to connect the halves of these sentences based on the information from the reading.

Sentence Part 1	Sentence Part 2
Productive resources are resources that...	...focuses on a small area of production.
Through history, the geography of a country determined...	...trade with other countries.
If a country doesn't have the resources it needs, it can...	...are used to produce goods and services.
The more valuable goods a country can produce, the more...	...money it can make.
Specialisation is when a company or person...	...what natural resources it could produce.



Activity 3: Trading Game, Part II

In our last lesson, we started to play a trading game. Let's continue! Try to make as much money as you can.

Good luck and have fun!



Activity 4: Language Support

You have practiced combining sentences several times this term. Fill in the blanks with the correct word or expression.

whereas

since

until

although

in order to

He drove as fast as possible get home before dark.

Amal's favourite class is math, mine is science.

..... it's already November 29, there's still time to register for the contest.

I watched television I fell asleep on the sofa.

..... he came to the UAE in 2011, he has seen a lot of changes.

Lesson 14

Competition

Grade 6

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

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

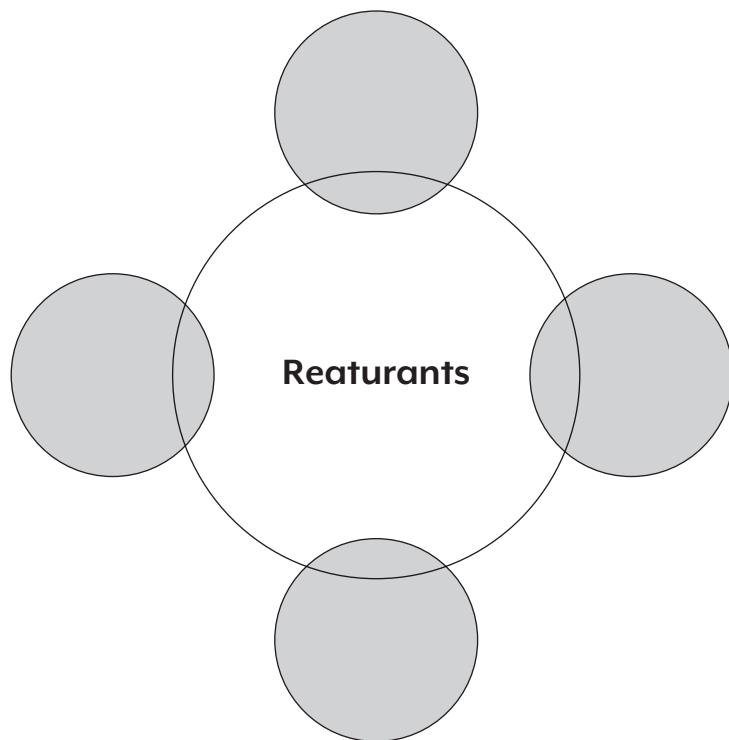
- ❖ Learn about how companies compete for customers.
- ❖ Explain the role of competition in developing the national economy

Key Vocabulary: competition, to attract, campaign, to appreciate, to avoid, to adapt, profit, to prevent, to ensure



Activity 1: Brainstorm

Let's imagine you want to go to a restaurant for dinner. How many restaurants do you know? What kind of food do they specialise in? Write as many of them as you can.



The Role of Competition in an Economy

In any country, there are many businesses all producing and selling similar products. For example, a country may have many different fast food restaurants, all producing hamburgers and chicken burgers. And all these restaurants want to increase their number of customers and increase their food sales. This creates competition among the restaurants, as they try to think of ways to sell more food.



Figure 50

Competition is what keeps an economy healthy. It leads to newer and better products, increased sales and profits, and new ideas about how to improve business processes. Competition also benefits the people who buy these products, who we call consumers.

Consumers want better products at cheaper prices, and competition can help this to happen. If you go back to our example of fast food restaurants, maybe one restaurant comes up with a new hamburger recipe that becomes very popular. Another restaurant may decide to lower its prices or offer its consumers discounts to attract them. Another restaurant may design an interesting advertising campaign or make a partnership with a movie to sell toys or tickets. These are all ways that competition forces companies to adapt, change, and improve their businesses. This competition keeps the economy constantly moving forward, changing, and developing.

This does not mean that all businesses appreciate competition. In many cases, they do not. After all, competition means sharing profits with other companies and selling products at cheaper prices than a company wants to. So, sometimes, businesses try to avoid competition, so they can raise the prices of their products and keep as much profit for themselves as possible.

An example of a way companies may avoid competition is by establishing a monopoly on a certain product or resource. A monopoly is where there is only one producer for a type of product. If that product is popular or valuable, a monopolistic producer can raise their prices without worrying about competition. Another way companies can avoid competition is by collusion. In our example of fast food restaurants, maybe the restaurants all agree to sell their hamburgers for the same price. That way, consumers do not have a cheaper option.



Figure 51

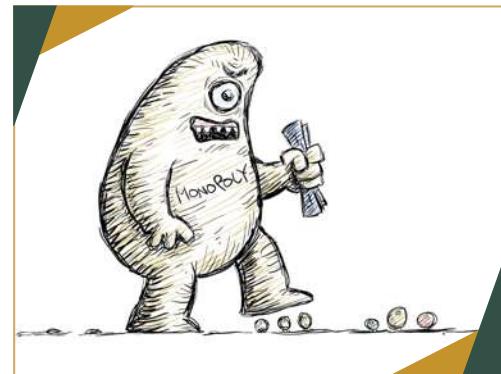


Figure 52 Monopoly

Competition ensures that the economy stays healthy and consumers can buy the products they need at fair prices. It also keeps the economy strong by forcing companies to constantly think of ways to improve their products, lower their prices, and come up with innovative strategies to make money.



Figure 53 Business Improvement Ideas



Activity 2: Concept Check

Decide if these statements are True or False, based on information from the reading.

T F

All businesses like competition.

A monopoly keeps competition healthy.

.....

Collusion is when businesses agree to sell products for the same prices.

Governments need to make laws to increase competition.

Competition in business keeps the economy moving forward.



Activity 3: International Trade Game, Part 3

Now, you are going to write about your experience of playing the international trade game. Write your answers to the questions in the table.

QUESTIONS	ANSWERS
How much money did you make in the game?	
How did you feel when you opened your envelope?	
What problem did your envelope cause for you?	
How did you first try to solve this problem?	
Was your solution successful? Why or why not?	
How did this game help you understand international trade?	



Activity 4: Language Support

Fill in the blanks with the correct words.

want to	help	lead to	force	to
---------	------	---------	-------	----

Not enough competition can an unhealthy economy. However, companies often don't be competitive. Therefore, governments must sometimes companies be competitive. Companies can also increase competition by lowering their prices or offering a new product.

Lesson 15

Renewable and Non-Renewable Resources

Grade 6

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

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

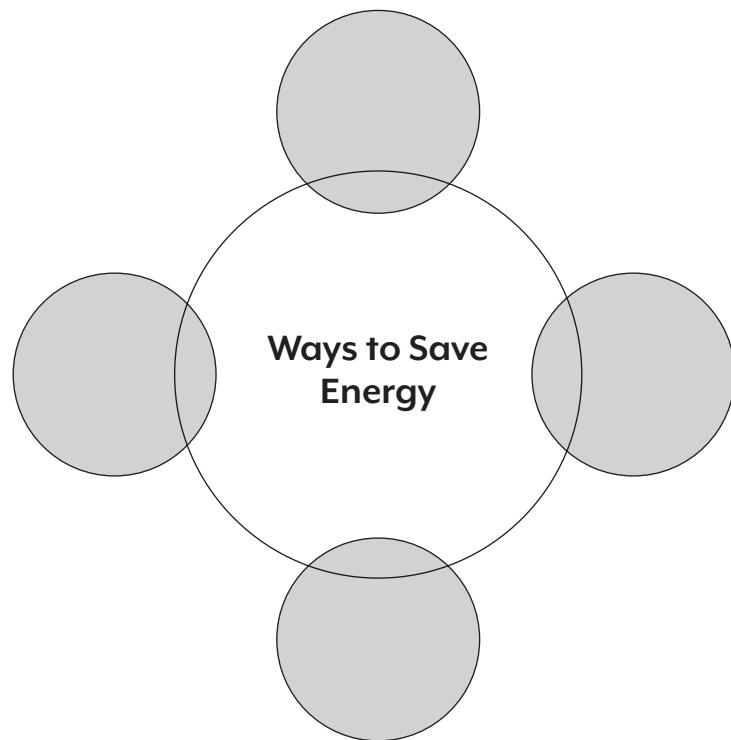
- ❖ Compare renewable and non-renewable resources
- ❖ Understand how they affect sustainability

Key Vocabulary: standard of living, basis, to decrease, substance, to run out of, fossil, to turn attention to, alternative, to regenerate, permanent



Activity 1: Brainstorm

What are some things you can do around your home to save energy?



Renewable and Non-renewable Energy Sources

Countries use their productive resources (labour, land, capital, and enterprise) to develop their economies and raise their standards of living. One of these resources, land, has been a main source of income and economic development throughout human history. For thousands of years, the production and trade of natural resources has been the basis for how different countries have gained wealth.

Some of these resources are defined as renewable. That is, they can either be made again or there is so much that they cannot be decreased. Wind, water, trees, if they plant more in its place, and the Sun are all renewable resources. Other renewable resources include fish crops, and livestock. All these resources, if they are protected properly, can be used and replaced naturally.



Figure 54 Fruits are Renewable Resources

Other types of resources are defined as non-renewable. That means, there is only a certain amount in the world, and once this amount is used completely, it cannot be replaced or made again. Some examples of non-renewable resources are coal and fossil fuels, like petroleum and oil. Others include substances like phosphorus, used in fertiliser, and helium, which is a natural gas.

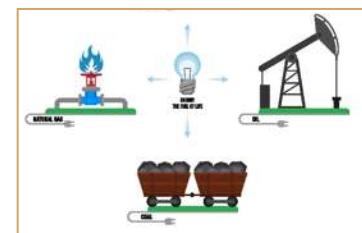


Figure 55 Non-Renewable Resources

People started designing new machines to take more and more of these non-renewable resources out of the Earth. Cars, trucks, trains, and airplanes, needed even more fossil fuels. Today, there is a lot of concern about running out of these fossil fuels and scientists are turning more of their attention to alternative resources.



Figure 56 Renewal Energy Sources

Wood and other plant materials have been used for fuel in many parts of the world. However, it is unlikely that wood and plants could replace oil or gas as sources of fuel, simply because there is not enough of it. Wood and plants are renewable resources, but they do not regenerate fast enough to be practical. Wind energy is another renewable energy source. Wind farms are popular in many countries, such as the U.S. and China and they do produce a lot of energy. But they still cannot keep up with global energy demands. Solar energy is endlessly renewable but building solar energy farms requires a great deal of land.

Even with these limitations, though, scientists are always developing energy innovations. Instead of finding new resources, though, perhaps the best approach is to use our current resources more efficiently. For example, new light bulbs have been invented that use less power. New car engines have been designed to be more energy efficient. And computers and other electronic devices have automatic shutdowns and other features that reduce the amount of energy they use. These ideas may not solve all our energy problems, but they could help us manage our current resources until we can invent more permanent solutions.



Figure 57 Innovation



Activity 2: Concept Check

Circle the answer that best answers the questions and complies with the passage above.

Which of these is a renewable energy source?

- oil
- the Sun
- natural gas
- coal

Trees are what type of productive resource?

- labour
- land
- capital
- enterprise

What is a feature of non-renewable resources?

- You will always have them.
- They regenerate quickly.
- We don't use them anymore.
- They cannot be replaced.

Why did we not worry about running out of fossil fuels for a long time?

- Because the global population was small.
- Because everyone lived in cities.
- Because they existed in nature.
- Because they were renewable.

According to the passage, what might be a better approach than trying to find new sources of energy?

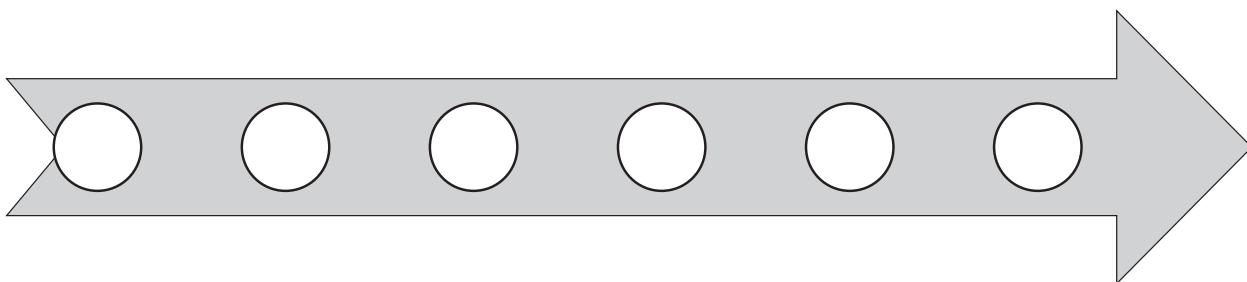
- Finding a permanent solution to the problem.
- Using renewable resources instead of non-renewable resources.
- Using our current sources of energy more efficiently.
- Building bigger and bigger cities.



Activity 3: Ordering

Over time, people have learned to use their resources in different ways. Put the historical events into the correct order by writing the letter on the timeline.

A People traded silks and other goods along the Silk Road.	B The Industrial Revolution led to new technologies and building materials.	C Scientists started finding innovative ways to improve sustainability.
C The Europeans founded companies in different parts of the world.	D The world began running out of non-renewable resources.	E People lived on natural resources near their homes and did not trade with each other.



Activity 4: Language Support

‘There is’ and ‘there are’ are common expressions in English. Complete the sentences by writing ‘there is,’ ‘there are,’ ‘there was,’ or ‘there were’ in the blanks.

..... twenty cookies on this plate yesterday, and now they are gone.

..... only five days left before the report deadline.

..... a good chance that it will rain tomorrow.

..... a terrible accident last night.

..... a black bag on the floor. Please pick it up.



Activity 5: Challenge

In this lesson, you learned about renewable and non-renewable resources. These are connected to a much larger topic, called sustainability. Sustainability is about how you should use resources to make them last as long as possible. Search for information about sustainability and the ecological footprint.

Find information about the Country Overshoot chart.

QUESTIONS	ANSWERS
Explain briefly what an Ecological Footprint is.	
What are the two things that an Ecological Footprint can tell us about resource consumption?	
What are two 'productive areas' mentioned in the text?	
Who created the Ecological Footprint concept?	
Look at the Country Overshoot chart. This chart tells us how fast the world would run out of resources if we all consumed resources at the same rate as a certain country. So, if the world consumed resources like the UAE, what day would we run out of our resources for that year?	

Lesson 16

Issues in Social Studies—Social Media

Grade 6

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

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

- ❖ Understand different opinions on social media
- ❖ Present arguments on a certain event for discussion

Key Vocabulary: case, insight, engagement, activism, clear, broadcasting, to weaken



Activity 1: Brainstorm

What are the types of social media you know about? How often do you use them? What do you do on them?



The Social Media Debate

In this lesson, you will look at two sides of a social studies issue to see how each side argues its case. These arguments will give you some insight into the debating process and will help you when you present your own arguments for or against an issue.

Social media is a term for the posting of messages online or the sharing of content online. Platforms like Facebook, Twitter, and Instagram allow their users to communicate with people all around the world. Now, billions of people log onto these platforms every day to share pictures of life events, discuss and debate political issues, and get their news.



Figure 59 Child on Social Media

Social media gives people a way to spread messages without needing large publishing or broadcasting companies to do it. Social media has had a strong positive influence on political engagement. In the UAE, citizens and residents can closely follow the TWEETs of the Prime Minister's office or other political news. They can post their suggestions and other feedback as well. These are just some of the many different views on how social media affects political engagement.



Figure 58 Social Media



Activity 2: Concept Check

Circle the answer that best answers the question and complies with the reading passage,

What is the main topic of this reading?

- examining the different ways people use social media
- comparing social media use between younger and older people
- seeing how social media use affects political engagement
- showing how social media use harms personal relationships

Which is not a platform mentioned in the reading?

- Facebook
- Flickr
- Instagram
- Twitter

What is a benefit of using social media to convey messages?

- People who use social media tend to get better grades in school than people who don't.
- Social media helps young people find jobs more easily.
- People who use social media are generally happier than people who don't.
- People can spread messages without needing big companies to help them.



Activity 3: Questionnaire and Conclusions

Your teacher will put you into groups of four or five. Ask the following questions about your partners' use of social media. Then, make some conclusions based on your findings.

QUESTIONS	PARTNER A	PARTNER B	PARTNER C	PARTNER D
How often do you use social media?				
What is your favourite social media platform?				
What do you mostly do on social media? Just give one activity.				
Do you think social media is good for society?				
Give one suggestion about how social media can improve our lives.				

For your conclusions, see how your partners answered each question. Did they mostly say the same thing? Or mostly said different things? If they said mostly the same things, you can make a conclusion. If they said mostly different things, you can't make a conclusion.

QUESTIONS	CONCLUSIONS
How often do you use social media?	
What is your favourite social media platform?	
What do you mostly do on social media? Just give one activity.	
Do you think social media is good for society?	
Give one suggestion about how social media can improve our lives.	



Activity 4: Language Support

The present perfect tense (has/have + past participle) was used several times in the reading passage. Find and circle each example of the present perfect tense.

Which of these definitions best explains how the present perfect is used in the reading? Put a checkmark in front of the correct one.

	DEFINITION
	The present perfect is used for actions that started in the past but are still happening now.
	The present perfect is used for actions that happened in the past but it is not important when they happened.
	The present perfect is used for actions that happened recently (not long ago).
	The present perfect is used for actions that started in the past but are still important now.

Lesson 17

Issues in Social Studies—Sources of Information

Grade 6

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

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

- ❖ Understand the difference between primary and secondary resources in a social studies topic.
- ❖ Compare and contrast information given in primary and secondary sources
- ❖ Provide an accurate summary of a text related to social studies topics
- ❖ Cite specific textual evidence to support analysis of a primary or secondary source

Key Vocabulary: to recognise, first-hand, account, autobiography, to critique, to venture, to maintain, superiority, immeasurable, viewpoint



Activity 1: Brainstorm

Three countries are shown on world maps. List at least 3 facts about each country.

Greenland	Brazil	Japan
Figure 60	Figure 61	Figure 62
Facts:	Facts:	Facts:

Primary and Secondary Sources of Information

As you learn more and more about social studies issues, you will someday be asked to do your own research on social studies topics. You will need to write papers, give opinions, and find evidence to support our opinions. In your research, you will need to collect data or search for information.

Two types of sources of information are primary and secondary. The main difference is how far away the author is from the actual event. Primary sources are eyewitness accounts or original sources. They could be first-hand accounts, diaries, autobiographies, speeches, interviews, or video recordings. Primary sources are written or spoken by someone who witnessed the event or experienced it directly.



Figure 63 Researcher

Secondary sources present data that has been collected and interpreted. Secondary sources could be academic journals, articles, or books.



Activity 2: Concept Check

Read each statement. Write whether it is referring to primary sources or secondary sources.

Statement	Primary Source	Secondary Source
1. Interview with people who witnessed an event.		
2. A book about the history of a country.		
3. A documentary about whales and their habits.		
4. A video diary of archeologists digging up an ancient city.		
5. A TV program in which experts discuss the economics of 5 th century Europe.		



Activity 3: Try it Yourself

Imagine that you need to investigate opinions of people in your school about using social media. What are two primary and two secondary sources that you can use?

.....

.....

.....

.....

.....

.....



Activity 4: Language Support

The passive voice is a grammar structure. Here are five sentences in the passive voice:

Primary sources are written by someone who witnessed the event.

The window was broken last night.

English was taught to Indian students during the 1800s.

She was invited to speak at a conference in June.

Three hundred jobs were lost when the company closed.

And here are two reasons you might use the passive voice in our writing:

1. When you want to focus on who or what received an action, and not on who performed the action.
2. When you don't know who or what performed the action.

Write the number of the correct reason in the blank after each sentence.

Now, look at the sentences to see how to write the passive voice, and change these active verbs into passive verbs. Be careful. Some of the verbs are in the past tense:

ACTIVE FORM	PASSIVE FORM
make	
wrote	
did	
introduced	
need	



Notes:

Lesson 18

Issues in Social Studies—How a Bill Becomes a Law

Grade 6

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

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

- ❖ Understand how a bill became law and the different issues around it.
- ❖ Debate different points of view on the same historical event or issue
- ❖ Provide evidence to support conclusions

Key Vocabulary: act, crash, to face



Activity 1: Brainstorm

A debate is a formal argument where one side agrees with a topic and another side disagrees. Here are some debate topics you might have in school. Do you agree or disagree with them? Give your reason why.

TOPIC	AGREE or DISAGREE	WHY?
All students should wear uniforms at school.		
Students who bully others should be punished by the law.		
Homework should be banned.		
Grades should be abolished (got rid of).		
Students should be able to choose what courses they want to take.		
Students should be paid money to go to school.		
Cell phones should be banned from classrooms.		
Electronic technology helps students to learn better.		

Debating a Bill: The Smoot-Hawley Tariff Act

Over the next three lessons, you are going to imagine that you are a member of a legislature. In groups, you will debate a law and decide whether or not to approve it.

You are going to look at a trade law that was approved in the United States in 1930. You will examine different opinions that lawmakers had at the time and how they decided to approve it.

You will examine the Smoot-Hawley Tariff Act of 1930. A tariff, as you know, is a tax on goods and products that come into one country from another country. First, you need some background. In the 1922, the United States passed the Fordney-McCumber Tariff Act that raised tariffs to very high rates. High tariffs are not good for international trade. High tariffs make international trade difficult and unpopular. However, they do protect a country's own producers from international competition. If fewer foreign products come into a country, consumers do not have as much choice. They must buy products made in their own country.

The Smoot-Hawley Tariff Act increased tariffs to an even higher degree. The American legislature was divided about the Tariff Act. The debate was really between two opposing economic ideas: free trade and protectionism. With free trade, tariffs are lowered or eliminated, and countries can trade freely with each other. This increases competition, which is good for the consumers. With protectionism, foreign competition decreases. Although this helps local producers, it means less choice for the consumer.

At the time, the American economy just experienced an economic crash. The economy was facing heavy competition from European farmers. American farmers and agricultural companies tried to influence the American president Herbert Hoover to protect them by raising tariffs. American farmers were producing too many crops and they needed to sell them. They argued that higher tariffs would force Americans to buy local food instead of imported food.

Many economists disagreed with the idea of raising tariffs. They knew it would make European countries unhappy. Even some business leaders like Henry Ford knew that, if the U.S. raised tariffs, Europe would also raise tariffs, and global trade would decline. President Hoover also disliked the bill because he felt it would damage the spirit of international cooperation. In the end, however, he passed the bill. This began a period of global economic decline.



Figure 64 International Trade



Figure 65



Activity 2: Concept Check

Answer these True or False questions about the reading.

T F

The Smoot-Hawley Tariff Act lowered tariffs for international trade.

Low tariffs are an example of a protectionist economic approach.

In 1930, the American economy was not doing well.

Free trade is good for the consumer.

Protectionism leads to an increase in competition.



Activity 3: Analysing Evidence

Find out more about the Smoot-Hawley Tariff Act of 1930.

Decide if they are arguments for the Smoot-Hawley Tariff Act or against it. Put a checkmark in the correct column.

QUOTATION	FOR	AGAINST
<p>“The Fordney-McCumber tariff prompted retaliation from European governments but did little to dampen U.S. prosperity.”</p> <p>to prompt = to cause to happen</p> <p>retaliation = a response to an attack</p> <p>to dampen = to decrease</p> <p>prosperity = wealth</p>		
<p>“In response to the stock market crash of 1929, however, protectionism gained strength”</p> <p>“making worse an already beleaguered world economy and reducing global trade.”</p> <p>beleaguered = having many difficult problems</p>		
<p>“the tariff may have contributed to the rise of political extremism”</p> <p>extremism = having strong political opinions and not willing to cooperate</p>		
<p>“U.S. imports from and exports to Europe fell by some two-thirds between 1929 and 1932”</p> <p>import = product brought into one country from another</p> <p>export = product sent from one country to another</p>		



Activity 4: Discussion

Your teacher will put you into groups of either three or five. One of you will take notes. The others will divide up into two smaller groups (or into individuals). One side will argue for and the other side will argue against the Smoot-Hawley Tariff Act. You can use information from the reading passage and from the Encyclopaedia Britannica website. You can also use any other information you have learned about economics.

ARGUMENTS FOR	ARGUMENTS AGAINST

Notes:

Lesson 19

Issues in Social Studies—How to Debate

Grade 6

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

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

- ❖ Understand the process of a formal debate.
- ❖ Recognise and assess the importance of any factor influencing a current local issue
- ❖ Critique arguments presented by others providing evidence

Key Vocabulary: affirmative, timekeeper



Activity 1: Brainstorm

In Lesson 18, you gave your opinion on a number of school topics. Now, change all of your answers to the opposite. If you agreed with a topic, now you should disagree. And then give a reason for your new opinion.

TOPIC	AGREE or DISAGREE	WHY?
All students should wear uniforms at school.		
Students who bully others should be punished by the law.		
Homework should be banned.		
Grades should be abolished (got rid of).		
Students should be able to choose what courses they want to take.		
Students should be paid money to go to school.		
Cell phones should be banned from classrooms.		
Electronic technology helps students learn better.		

The Formal Debate Process

In Lesson 18, you looked at two different sides of the Smoot-Hawley Tariff Act, an economics bill from 1930. In today's lesson, you will focus on the overall structure of a formal debate.

In formal debates, two teams argue either to support or oppose a topic. The supporting side is called 'affirmative' and the opposing side is called 'opposing.' Before the debate begins, the debate topic is stated to everyone. The debate topic is called a 'resolution' and is always stated in a positive way, like this: "Resolved: Speed Limits Should be Increased."

The debate begins with the affirmative side. The first member of the affirmative team has a certain amount of time, usually five to seven minutes, to give arguments for the resolution. Then, the first member of the opposing side has the same amount of time to give arguments against the resolution. It is important that each person's opinions are supported by evidence. A timekeeper also makes sure that no one speaks for a longer time than they are allowed.

When the first opposing member is finished speaking, the second affirmative team member gives more evidence to support the affirmative side, and answers questions asked by the opposing speaker. Then, the second opposing speaker gives the first rebuttal. The rebuttal is where you show how your opponent's opinions are wrong ('if you can!') The second opposing speaker also answers any other questions the affirmative side has and makes any other points they want to.

The first speaker of the affirmative team gives a rebuttal to any opposing arguments and makes the final affirmative argument. And this is the end of the debate. Now, the judges must decide who made the better arguments and who should win the debate!



Figure 66 Debate



Activity 2: Concept Check

Circle the answer that best answers these questions and complies with the reading passage.

Who makes the first statement?

- the affirmative side
- the opposing side
- the judges
- the timekeeper

What is the debate topic called?

- subject
- rebuttal
- opposing
- resolution

What is the rebuttal?

- It is when you present your first arguments.
- It is when you try to show that your opponents are wrong.
- It is when it is decided who wins the debate.
- It is when each team presents more arguments.

What is the job of the timekeeper?

- to decide which side wins the debate
- to make sure that all of the arguments are supported by evidence
- to make sure no one takes longer than they are allowed
- to introduce the resolution of the debate

How is the resolution stated?

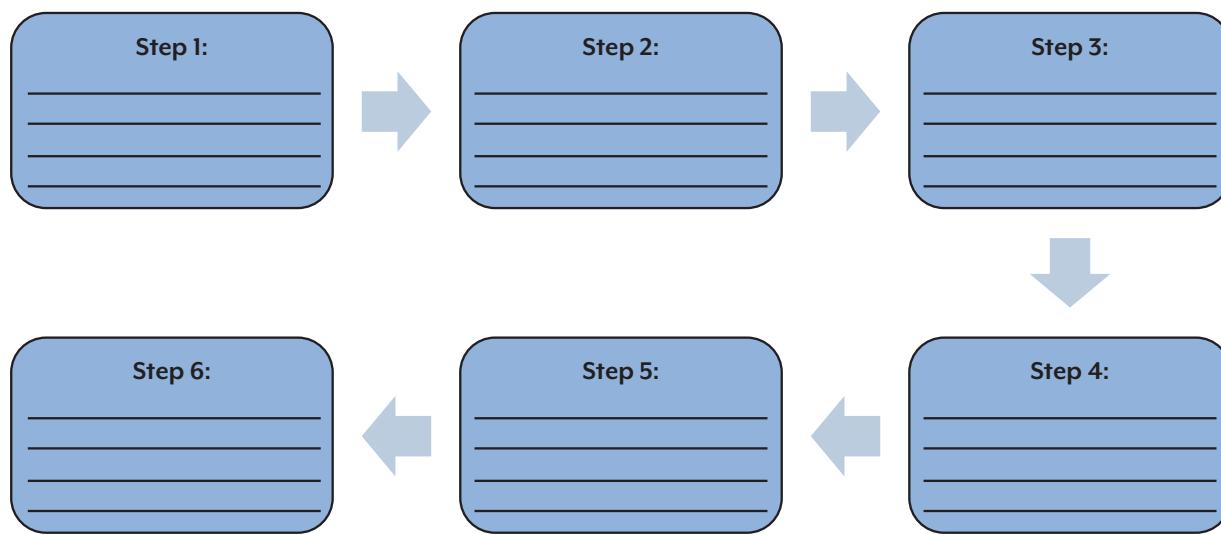
- in a positive way
- as a question
- in a negative way
- after the debate begins



Activity 3: Ordering

Put the steps of a debate into the correct order.

The first affirmative team member speaks.	The second affirmative team member speaks.	The second opposing team member gives a rebuttal.
The first affirmative team member gives a rebuttal.	The debate resolution is stated to everyone.	The first opposing team member speaks.



Lesson 20

Issues in Social Studies—A Formal Debate

Grade 6

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

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

- ❖ Debate a social studies topic using arguments from evidence.
- ❖ Construct explanations using examples and relevant information recognising the strengths and weaknesses of the explanations

Key Vocabulary: none



Activity 1: Brainstorm

Your teacher will put you into groups of four and divide you into two teams: affirmative and opposing. Then, you will receive a random debate resolution. Brainstorm with your partner to think of opinions about the resolution, either for or against. Write your ideas here.

Figure 67



Activity 2: Gathering evidence

Your teacher will give you evidence to support your position, either affirmative or opposing. When you and your partner get your evidence, you need to prepare your opinion first and then use the evidence to support it. You must also find opposing evidence for your rebuttal.

Write your notes here:

A lined notebook page with a spiral binding on the left side. The page has a brown border and a vertical brown line on the left side. There are eight horizontal blue lines for writing, each preceded by a small spiral binding icon.

Figure 68



Activity 3: Formal Debate

You will now debate your topic in your groups one by one. Your teacher will decide which team won the debate.