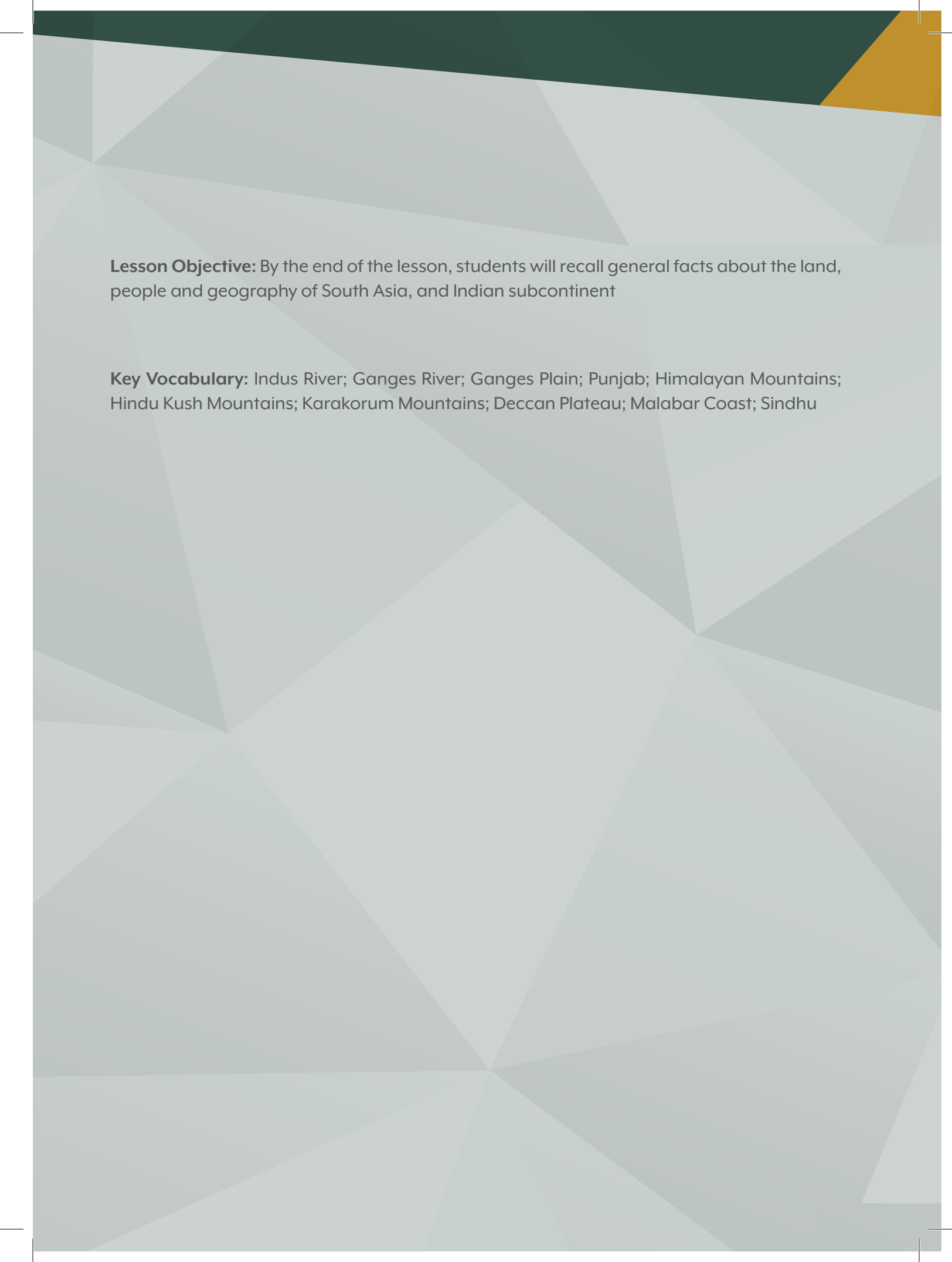


## Lesson 1

# The Geography of South Asia

Grade 7

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



**Lesson Objective:** By the end of the lesson, students will recall general facts about the land, people and geography of South Asia, and Indian subcontinent

**Key Vocabulary:** Indus River; Ganges River; Ganges Plain; Punjab; Himalayan Mountains; Hindu Kush Mountains; Karakorum Mountains; Deccan Plateau; Malabar Coast; Sindhu



## Activity 1: Map Reading

Look at the map of the Indian subcontinent and the region we call South Asia. Let's focus on the rivers, mountains, valleys and plains and coastal areas. How many of these are already familiar to you?



Figure 1 Map of South Asian Subcontinent. Source Equal Earth Map

Write down five physical geography features you recognize on the map (rivers, mountains, valleys, coasts, etc.)


Write down five new physical geography features that are new to you.


### India's Geography

During the invasion of Alexander the Great in around 332 BCE the Greeks named the region Indos, in reference to the Indus River. So, the modern word India is actually a borrowing from the Greek! The physical geography of the Indian subcontinent includes four types of landscapes. There are two major mountain ranges, plains, and coastlines.

In the far north there is the chain of mountains that include the Hindu Kush, the Karakorum and the Himalaya mountains. The world's highest peaks are found in these mountains, including Mount Everest. The mountains have glaciers that feed the major rivers systems. Water from the water systems flow into Indus River then into the Arabian Sea to the West and the Ganges River into the Bay of Bengal to the East.

There are important passes or places that allowed human travel through this difficult terrain. The Gomal and Khyber Passes in the north-west were used by invaders over many centuries to enter the Indus River valleys and the India plateaus. Other passes through the Chitral Valley and through the Karakorum Mountains allowed communication and trade with Central Asia over the valuable Silk Road.

The Indus River flows down from the Indian Himalyas through Kashmir and into the Punjab region where we find rich agricultural lands before passing into the Arabian Sea. Some of the earliest civilizations and cities were established along the plains of the rivers of the Indus River valleys.

A second geographic feature is the great Ganges Plains. In the plains of the Indus and Ganges Rivers as well as the Brahmaputra River there are concentrations of farms and people.

A third geographic feature is the Vindhya Mountain range that lies to south of the river plains and separates the north from the south of the Indian subcontinent. On the other side of the mountains is the great Deccan plateau. It is a drier land that is dependent on seasonal rains during the monsoon season. The annual monsoons come from winds off the Indian Ocean. There are rivers that bring water from the Vindhya but with much less water flow than those of the great northern rivers.

Because of the limited supply of water in the south, agriculture in the southern peninsula depends greatly on systems of irrigation. Volcanic rock of the Deccan plateau in the south was used to build temples and other structures. In the far south, along the lush Malabar and Coromandel coasts, the Kerala and Tamil people thrived and developed their own languages.

The fourth feature of the subcontinent is its coastlines. Ancient shipping trade routes were developed to the Arabian Gulf and the African coasts in one direction and to Southeast Asia in the other. Eventually, European fleets entered from the 16<sup>th</sup> century.



### Activity 2: Map Exercise

Use the map in Activity 1 to find the four geographic regional types discussed in the text. List another feature such as a river or land feature that is close to it.

Geographic Type or Region	Nearby Geographic Feature
1. The Northern Mountains	
2. Ganges Plain	
3. Vindhaya Mountains and Deccan Plateau	
4. Coastal areas	



### Activity 3: Matching Photos with Map Images

Match the photos below to the geographic features in Activity 2. You may need to review the description of each in the text. Write the number next to the picture. You may use the numbers more than once.

1. High Mountain Regions
2. Ganges River Plains
3. Deccan Plateau
4. Coastal Regions



Figure 2 The Ganges River in the Himalayan Mountain Range



Figure 3 The Ganges River begins at the confluence of Bhagirathi and Alaknanda rivers at Devprayag



Figure 4 Varanasi, India on the Ganges River



Figure 5 Indus River and valley at Karakorum, Pakistan



Figure 6 The Source of the Indus River



Figure 7 View of the Indus River Delta



## Activity 4: Describing Photos

Write a description of the landforms you see in the pictures in two or three sentences. Try to name as many formations as you can.



Figure 8 Vijayanagara, Hampi, Karnataka, India

Picture 1: Describe the landforms.




Figure 9 Tea Plantation near Nuwara Eliya, in Sri Lanka

Picture 2: Describe the landforms.


## Lesson 2

# Ancient Civilizations of South Asia

Grade **7**

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

**Lesson Objective:** By the end of the lesson, students will describe one of the earliest civilizations that were built along the Indus River: the Harappan city states.

**Key Vocabulary:** Mohenjo-Daro; Harappan Civilization; Indus River



## Activity 1: Class Discussion

Why do you think that some of the earliest civilizations in the world arose along the Indus River of the South Asian subcontinent?

### Indian Prehistory

The study of Indian history is based on archaeological evidence dates to around 7000 BCE when evidence of settled agriculture on the northern river plains and deltas appears. The earliest sites of settlement appear at Mehrgahr and other sites on upper tributaries of the Indus River and date from around 7000-4700 BCE.

Early settlements formed when people started growing grains in the deltas. Eventually the sophisticated urban centers of the Harappan civilization developed from the 3rd millennium BCE. The cities of Harappa and Mohenjo Daro were discovered through extensive archaeological work in the 1920s. This is around the same time that Howard Carter was uncovering the tombs of Tutenkhamen at Luxor in Egypt.

The cities were unique for their social organization and innovations in water systems with large open public baths and individual wells for houses. Collectively, the urban cities of the lower Indus are called the Harappan Civilization (2600-1700 BCE). The cities seem to have been abandoned due to lack of rainfall or a changing climate.

### Harappan Civilization c. 2600-1700 BCE

The Harappan Civilization, also called the Indus Civilization, was a cluster of urban and agricultural areas that spread along the major river valleys of the Indus River. The archaeological discoveries at Mehrgahr and Mohenjo Daro are located in modern Pakistan and Northwest India.

These cities exhibit considerable evidence of urban planning and cooperative civic life. Environmental changes including the build-up of silts and deposits and changing courses of the river that made a number of these cities obsolete or unsustainable.



## Activity 2: Compare and Contrast Geography

The map shows three of the largest cities of the Harappan Civilization: Mohenjo-Daro, Dholavira, and Harappa.



Figure 10 Map of the Harappan Cities Source Equal Earth Open Source Map

The pictures are of the city of Dholavira.



Figure 11 The ancient city of Dholavira, near Kutch, Gujarat, India



Figure 12 Ancient City of Dholavira in Gujarat, India

Answer the following questions about the location and planning of Dholavira.

Do the buildings appear to be made of brick or stone?

1. Brick
2. Stone

What does the rectangular layout of buildings in the photo on the left suggest?

1. A regular plan of laying out the city and its buildings
2. There is no real plan. It looks irregular



### Activity 3: Interpreting Images

Use the pictures to answer the questions that follow.

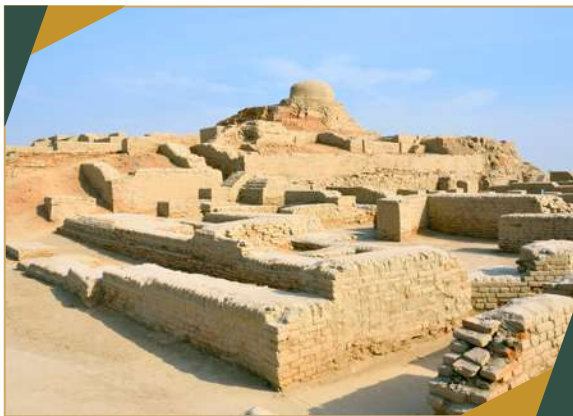


Figure 13 Mohenjo- built around 2600 BCE, flourished till 1900 BCE



Figure 14 Streets and houses of Mohenjo Daro

What do the images tell you about how the city was constructed? Are there streets or passages between buildings? Write one to two sentences describing what you see.




## Activity 4: Constructing a Hypothesis

A hypothesis is a theory based on evidence that tries to explain the cause or reason for an event or scientific phenomenon.

Make a hypothesis about the structures in each of the pictures. What you think each one was used for? Note that the structures are below ground level.



Figure 15 Mohenjo Daro.

What do you think the sunken structure is?




Figure 16 Mohenjo Daro.

What do you think the sunken structure is?




Figure 17 Mohenjo Daro

What do you think the sunken structure is?


### **The Vedic Age (1700-600 BCE)**

A group of people arrived in India around 1700 BCE who influenced the cultural development in the Indian subcontinent through 600 BCE. This is called the Vedic Age. During this period, a specialized class of people called Brahmins came to power. Brahmins were literate and became interpreters of a series of written texts. The texts, called Vedas, were the basis of their religion, social structure, and political system.

During this period, the economy was based on farming. Some landowners became wealthy from surplus agriculture products and while others specialized in making iron products. Their wealthy landowners established competing kingdoms leading to disputes and civil wars.

### Pre-Mauryan Era (600 BC - 321 BCE)

In this period, India continued to develop as a system of small kingdoms. Northern and northwest India were vulnerable to pressures of supporting or resisting foreign empires. At the end of this period, Alexander the Great's army invaded. He ruled over parts of Asia between 331 BCE and 323 BCE, then he went on to conquer parts of Central Asia before invading India in 326 BCE. Alexander was defeated in India and was forced to withdraw entirely. He died of disease in 323 BCE at the age of 32.



#### Activity 4: Concept Check

Fill in the gaps of each sentence.

During the Vedic Age, a specialized class called ..... gained power because they could read. The texts were called ..... which formed the basis of their social and political system.

Alexander the Great's army invaded ..... in 326 BCE where his army was .....

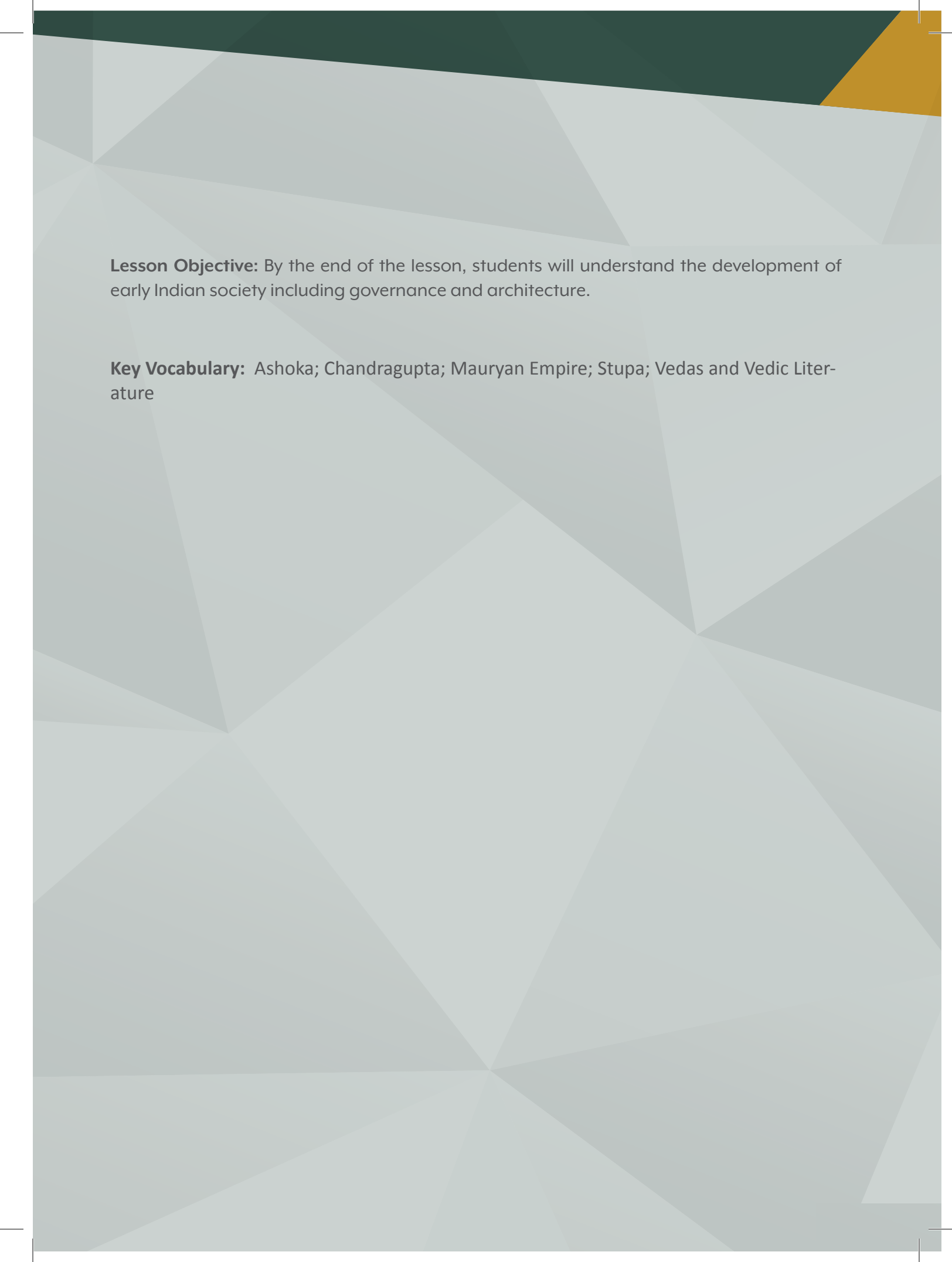


## Lesson 3

# Ancient India - Mauryan to Gupta Empires

Grade **7**

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



**Lesson Objective:** By the end of the lesson, students will understand the development of early Indian society including governance and architecture.

**Key Vocabulary:** Ashoka; Chandragupta; Mauryan Empire; Stupa; Vedas and Vedic Literature



## Activity 1: Class Discussion

What is tolerance? How can tolerance make a country stronger?

Write a brief summary of the discussion.


### Mauryan Empire (321 BCE - 184 BCE)

The Mauryan Empire became the most powerful empire of South Asia and was a rival to Roman power at same period. The term “Mauryan” is derived from the name of the empire’s founder, Chandragupta Maurya who ruled from around 321-297 BCE.

His grandson, Ashoka (r. 269-232 BCE) consolidated power and promoted the aggressive expansion of his kingdom into the empire through the use of missionaries and merchants.

At this time people were allowed to privately own land.

Ashoka was known for his tolerance of different religions in India. Ashoka ordered pillars of stone to be built throughout his empire. The pillars became tokens or symbols of his power. During this period and later, stupas or round monument temples were also built.



Figure 18 Stupa at Sanchi

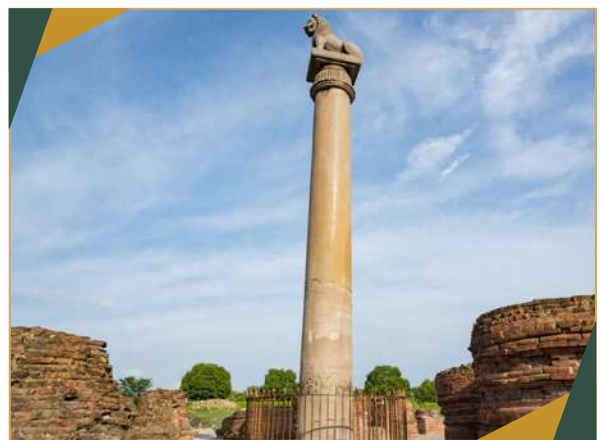


Figure 19 Ashoka Pillar at Vaishali, India



## Activity 2: Photo Evidence

Answer the questions about the photos at the end of the text.

What impression were the builders of the tall pillar shown in the picture, known as Ashoka's pillar, trying to make on visitors or others who saw the pillar?


How is the shape of the round stupa with dome differ from the pillar? What impression do you think the builders were trying to make? How does that contrast to the impression of the pillar?


### Post-Mauryan Period (185 BCE - 320 CE)

After the collapse of the Mauryan Empire in about 185 BCE, the region was again split into small kingdoms. In this period, the southern region, along with Tamil literature, became prominent.

In the Ganges region the Shunga dynasty was a local dynasty who encountered a great rivalry with the Kharavela dynasty. In Northwest India, Greek governors dominated the border regions of Bactria (modern day Afghanistan) and influenced the region until they were removed around the 1st century BCE. During this period Central Asia came under influence of the Kushans, a trans-Asiatic empire that was situated between the newly emerging regions and trade routes.

Around 320 CE, the Gupta Empire was created when power was consolidated by its third ruler, Chandragupta I. The Gupta rulers adopted rule by kings who were heads of large landholding and wealthy families. This system was possible because of the power shift during the Mauryan period which allowed local landlords and elites to claim titles and power as local princes.

The Gupta Empire was a period of social transition. Later dynasties in the north built large temples such as the Kajaraho temple complexes in Madhya between 950 and 1050 CE.



Figure 20 Ruins of the ancient monastery Mahavihara



Figure 21 Khajuraho Monuments built during the Chandella Dynasty

### Indian Literature and Historical Epics

The literary epics of the Indian subcontinent are among the most developed in length of narrative. The literature includes a historical epic of battle and conquest and other texts in the Sanskrit language and writing system. The rise of the Veda and Vedic literature dates to the end of the BCE period.



#### Activity 3: Reading a Primary Text

The text is an excerpt of Kautilya's Arthashastra, thought to be written during the Gupta Empire. Some of the philosophy and lessons contained in the book reflect the Gupta Emperor Chandragupta I's strategy and philosophy.

Read the text and underline the phrases that give instructions.

*Excerpt from Book II, **The Duties of Government Superintendents**, Chapter I. Formation of Villages* Either by inducing foreigners to immigrate or by causing the thickly-populated centres of his own kingdom to send forth the excessive population, the king may construct villages either on new sites or on old ruins. Villages shall consist of at least a one hundred families, but no more than five-hundred families of agricultural people...

Boundaries shall be denoted by a river, a mountain, forests, bulbous plants, caves, artificial buildings, or by trees...

There shall be set up fortresses of different sizes for every 800 villages, 400 villages 200, villages, and every ten villages. There shall be constructed in the extremities of the kingdom forts manned by boundary-guards whose duty shall be to guard the entrances into the kingdom. The interior of the kingdom shall be watched by trap-keepers, archers, hunters and wild tribes.



#### Activity 4: Interpreting Text

Answer the questions about the Gupta period reading text.

According to the text, how should the territory be expanded? Who was to live in the new lands?



How were these new lands to be protected? Why do you think the borders required special attention?


## Lesson 4

# Arrival of Islam in India and the Delhi Sultanate

Grade 7

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



**Lesson Objective:** By the end of the lesson, students will describe the formal arrival of Islamic Civilization into India and the establishment of the Delhi Sultanate

**Key Vocabulary:** Delhi Sultanate; Qutb Minar; Ashoka's Pillar; Islamic Architecture;



### Activity 1: Discussion

How can studying the architecture of a civilization give you clues about how the people in the civilization lived?


#### **Islamic Civilization in India 1200-1500 CE**

The Delhi Sultanate was established in 1206 CE with the Muslim conquest of Northern India. It was not the first part of India to be ruled by Muslims. Parts of the far Northwestern coastal area had been brought under Muslim control around 712 CE.

During the first dynasty, Iltutmish (r. 1210-1236) managed to hold out against the Mongol Invasion leaving troops on India's northern border in the Panjab. After his death, Iltutmish's daughter, Raziyyat, ruled from around 1236-1239.

A later ruler of Northern India, Qutb-ud-din, authorized the construction of a major mosque complex in Delhi, the capital of his new state. The Qutb Minar was distinguished by its towering decorative minaret.

The iron pillar or Ashoka's pillar, so-named after the famous emperor of India of the 3rd century BCE was left near the mosque. This is an example of how a symbols of power and ideology were absorbed and repositioned in a central position of later structures.

#### **The Vijayanagara Empire in the South of India (1346-1646)**

The Sultanate's influence over the central and southern Indian provinces was weaker where other groups held power. The Vijayanagara Empire emerged in Southern India in 1346 and lasted until the military defeat at Talikota in 1565. The Vijayanagara continued to have local power until about 1646.



## Activity 2: Concept Check

Answer the questions.

What did Qutb-ud-din authorize the construction of in Northern India?

Who managed to hold out against the Mongol Invasion of Asia?

Who ruled Northern India from about 1236-1239?

When was the Delhi Sultanate established?

What was Ashoka's Pillar a symbol of?

Where did the Vijayanagara Empire emerge?



Figure 22 The Qutb Minar at the Qutb Minar Mosque Complex



Figure 23 Detail of Islamic calligraphy on the minaret of the Qutb Minar.



Figure 24 Corner Detail of Qutb Minar complex



Figure 25 Ashoka's Iron Pillar at the Qutb Minar complex.



### Activity 3: Interpreting Images

Review the images and write why you think the Qutb Minar has the elements of earlier periods in it. Why do you think Qutb-ud-din decided to place his great Minar structure near the Ashoka Iron Pillar?




### Activity 4: Critical Thinking

What do the different styles of architecture during this period suggest about the differences between the north and the south?


## Lesson 5

# Mughal Empire

Grade **7**

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

**Lesson Objective:** By the end of the lesson, students will describe the Mughal Empire and the building of the Taj Mahal.

**Key Vocabulary:** Mughal Empire; Agra; Babur; Akbar; Shah Jahan; Taj Mahal



## Activity 1: Mind Map

What do you know about the Taj Mahal?

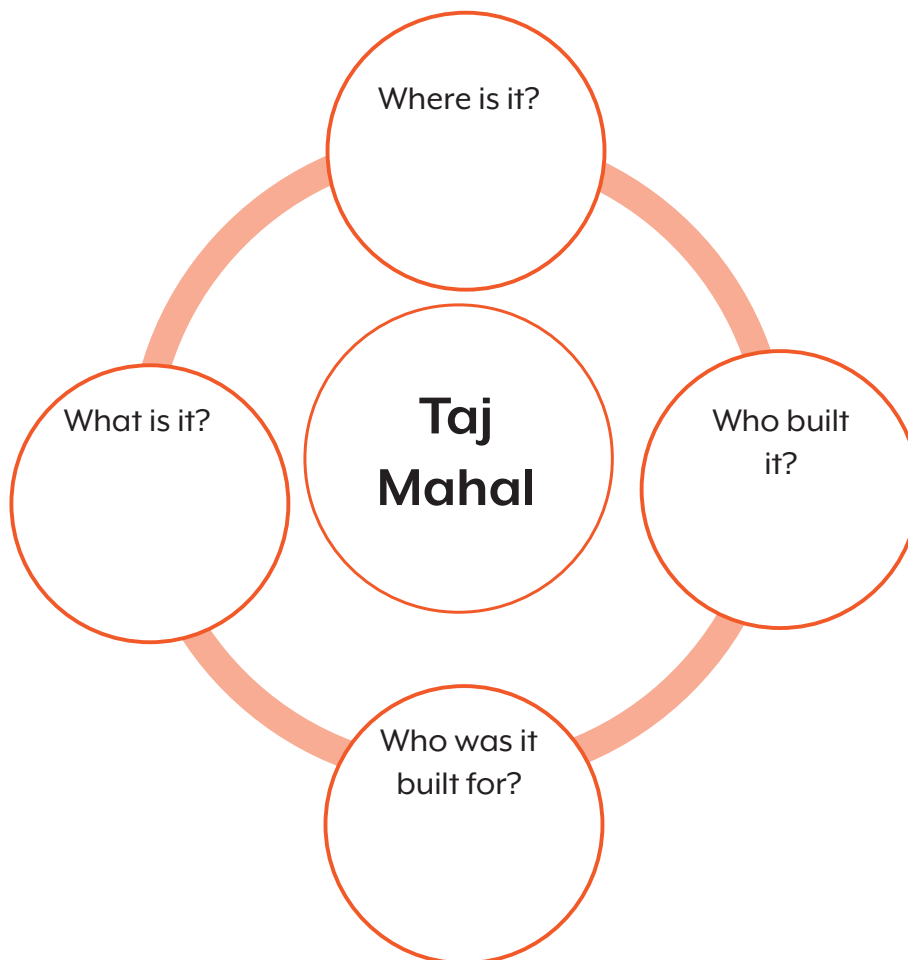


Figure 26

### Mughal Empire

The Mughal base of power originated in the Punjab region. The first Mughal Emperor who sought to conquer and expand power was Zahir-ud-Din Muhammad also known as Babur, or the Tiger. Babur was a distant descendant of Ghengis Khan, the Mongol conqueror.

By 1505 his armies captured of Delhi and Agra and held the major centers of power in Northern India. From there the he expanded and established an empire between 1525 - 1550.

Humayun and Sher Shah were sons of Babur. In 1556, an accident occurred when Humayun, a keen astronomer, tripped and fell to his death from the steps of one of the observatories. His son, 13 year old Akbar succeeded him and moved quickly from the Punjab to take power in Delhi.

The young Akbar had to mobilize his troops rapidly. After a series of battles with his loyal troops he took Delhi. He was known to sometimes slip out of the palace in ordinary clothes so he could mix with the ordinary citizens in the bazaars and markets of the city.

He identified with the mixture of cultures in India and tried to establish a policy of tolerance and peace among the divisions of Indian society. Akbar built a new capital outside of Delhi at Agra, where the immense Red Fort was constructed.

The Mughal Empire ruled from Northern India. It held influence and power in regions now known as Pakistan and India. The Fort of Lahore and the gardens of Lahore were built during the Mughal period.

The Mughal Empire is recognized by its most famous architectural building, the Taj Mahal. The Mughal Empire created institutions and a bureaucracy to maintain the empire as it traded with the neighbouring land-based empires such as the Ottoman Empire and the Ming Dynasty. After the British entered India, the last Moghul emperor maintained a position until 1857.

### **Mughal Architecture**

Akbar's Red Fort at Agra is one of the most symbolic and representative of Mughal architecture. It is a functioning palace fort that retains the symbolism of a grand scale building that demonstrates the power of the empire. It is highly functional as a defensive structure that could house and centrally control his army and other important bureaucracies of the government.

The most famous of the Mughal period buildings is the Taj Mahal built out of white marble with precious stones and gold inlays. The structure was started in 1631 and completed years later. The Taj Mahal was built as the final resting place for the ruler Shah Jahan's wife, Mumtaz Mahal, who died during childbirth. The Taj Mahal faces the river and had enormous gardens that can be visited today.



## Activity 2: Concept Check

Answer the questions.

Where did the Mughal power base originate? .....

Who was Babur? .....

Who was Akbar? .....

What was the Red Fort famous for? .....

What building was built entirely of white marble? .....



## Activity 3: Interpreting Pictures

Use the pictures to answer the questions.



Figure 27 Red Fort in Delhi, Mughal Architecture



Figure 28 Reflecting pool at the Taj Mahal

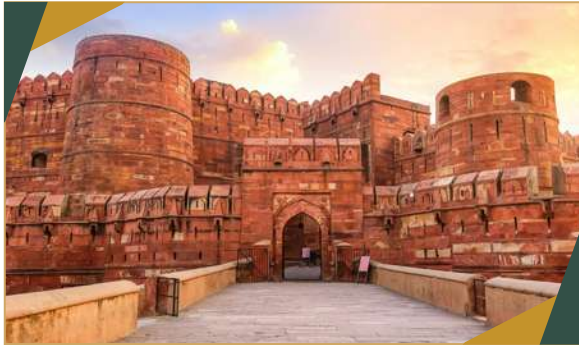


Figure 29 Agra Fort - Mughal Empire



Figure 30



Figure 31 Interior of Agra Fort



Figure 32 26 Lattice screen and interior of the Taj Mahal

How do the form, shape and use of red sandstone in the Mughal forts on the left column indicate a military and administrative purpose to the buildings?


How do the form, layout and use of white marble at the Taj Mahal shown in the right column suggest a building designed to be a place of rest?




#### Activity 4: What do You Think?

Which ruler mentioned in the lesson assumed power at age 13? What would do you do if you became the emperor at your age?

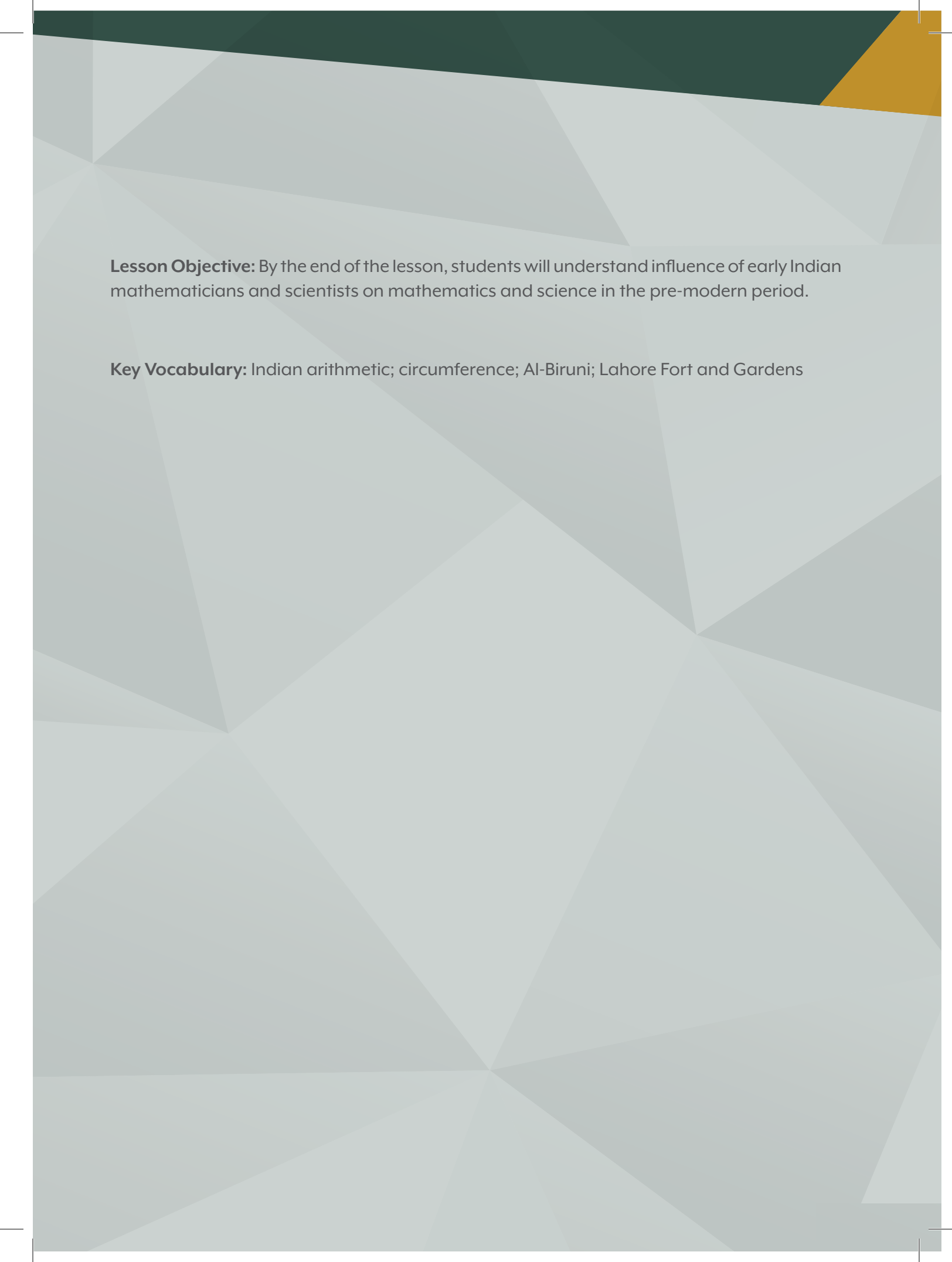



## Lesson 6

# Origins of Science in South Asia

Grade **7**

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



**Lesson Objective:** By the end of the lesson, students will understand influence of early Indian mathematicians and scientists on mathematics and science in the pre-modern period.

**Key Vocabulary:** Indian arithmetic; circumference; Al-Biruni; Lahore Fort and Gardens



## Activity 1: Brainstorm

Do you know which advancements in science and math came from early India?

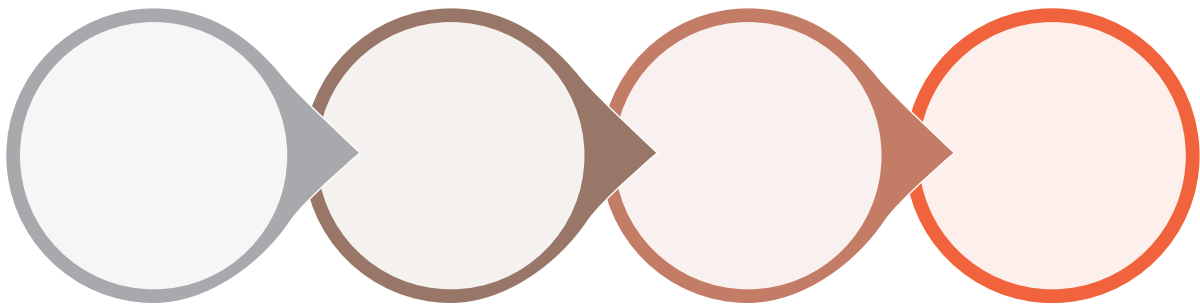


Figure 33

### Al-Biruni and Indian Mathematics

Some pharmacies in the UAE are named for Ibn Sina. He was a physician, poet and scientist. In a book about his life, Ibn Sina states that he was tutored in mathematics by an Indian teacher in the Indian manner. This meant that Indian systems of calculation and numeric notation were advanced for the time. Indian style mathematicians used the number system with zero and had a decimal system similar to the one we use now.

Abu Rayhan Al-Biruni (973-1048 CE) was a polymath scholar, scientist, mathematician and historian and sociologist that lived during the same period as Ibn Sina. He was born in what is now Uzbekistan. Al-Biruni wrote in detail about India at the time and its people including important social and economic systems.

Al-Biruni wrote extensive notes on Indian mathematics and science as he found it in the 11<sup>th</sup> century. He wrote about how Indians used fractions. He later developed a system of measuring and estimating the size of the earth, using principles of trigonometry and careful observation. Al-Biruni, measured the height of a mountain and the angle of point to the horizon on the sea to calculate the circumference of the earth to within an accuracy of 1%.



## Activity 2: Concept Check

What was Ibn Sina remembered for?

What was special about the number system used by Ibn Sina?

What did Al-Biruni write about?

What did he measure and calculate?

Why were his calculations important to our knowledge of the earth and for navigation?

## The Great Observatory at Jantar Mantar in Jaipur, India

The Great Observatory at Jantar Mantar was built in the early 18<sup>th</sup> century. It included 20 fixed structures that served as stations to observe specific objects or positions in the night sky. Although the telescopes were not developed yet in this part of the world, the observatory allowed people to make precise observations about movements in the sky. The observations were used in mathematical calculations and in astronomy.



Figure 34 Observatory at Jantar Mantar



### Activity 3: Astronomy and Observatories

How does observing the night stars and their positions help navigators find their way at sea?


### Fresh Water, Fountains and Baths

The Shalimar Gardens complex in Lahore, Pakistan was built during the Mughal period. It featured a constant supply of flowing fresh water. The water fed the **hammams** or baths of the residents of the palace complex. These fountains found at the Lahore Fort were also built in the Mughal Period before British rule.



Figure 35 Fountains and flowing water at the Shalimar Gardens in Lahore, Pakistan.



Figure 36 Lahore Fort fountains.



### Activity 3: Critical Thinking


Explain briefly how the gardens, fountains, and baths built during the Mughal period were a sign of public health and cleanliness?


## Lesson 7

# British in India

Grade 7

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



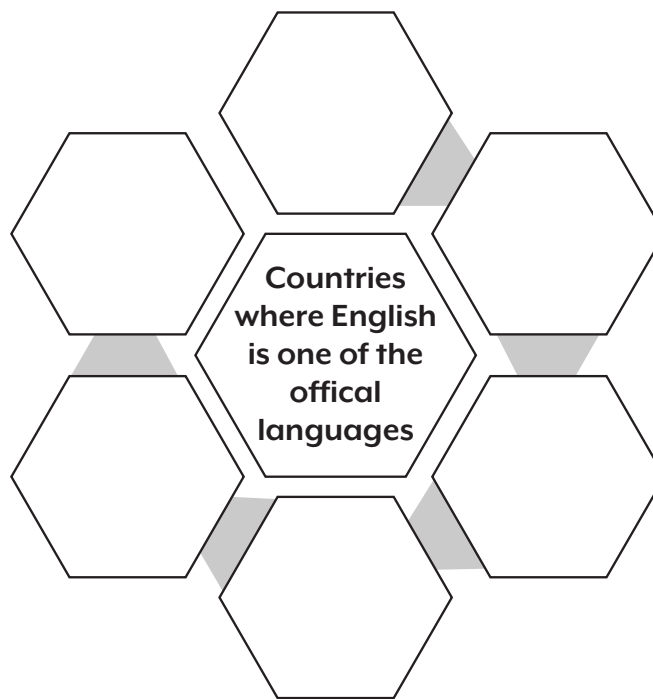
**Lesson Objective:** By the end of the lesson, students will describe the British Empire's role in India up to 1947.

**Key Vocabulary:** British Empire; Indian Rebellion of 1857; Calcutta; East India Company; The British Raj; Rajput Princes; Sikh faith and people



## Activity 1: Brainstorm

List countries that use English as one of the official languages of the country? Do you know why?



### The British in India 1757 - 1947

In 1600, the English East India Company received a royal charter to take control of Great Britain's merchant trade and activity in the Indian Ocean and Asian regions. In the 1650s the East India Company operated in the area of the Bay of Bengal, where it established a port city at Calcutta on India's East Coast.

Over the next century, the East India Company grew as it took over the trade. The Mughal Empires were allowed to continue trading in Bengal through agreements with the British until the 1680s. When Mughal shipping and merchant traders competed with British fleets they started being attacked.



Figure 37 A granary to store grain built by the British East

Other European countries established trading forts on both the East Coast and West Coast of India by 1740. Mughal rulers made concessions to allow them to gain control of the port cities. Rivalry between the French and British traders created divisions among the Indian rulers. The British were forced to leave Calcutta in 1756. In response, the British navy recaptured Calcutta and occupied it in 1757, beginning the formal occupation and control of India.

From Calcutta, the British forced their way north to take control over Bengal at the northern tip of the Bay of Bengal. By 1856 the British had gained control of territories from Panjab and across the north, and most of the coastal regions of India.

In 1857, the British created a permanent colonial administration based from their capital at Calcutta. Thousands of British soldiers and colonial administrators made their careers by service in India. Because the Rajput princes supported the British in 1857, they were allowed to have control over their local areas for nearly a century. This period is known as the British Raj.



*Figure 38 Chittor Fort, one of the hill forts of the Rajput Princes.*

From 1880 to 1930, many Indians wanted to have the British out of their country. Mahatma Gandhi (1869-1948) was an Indian lawyer who led people to think about fairness in society. He raised awareness of the situation of very poor people in India. He and others helped put on pressure that eventually pushed the British out of India. In 1947 the independent states of India and Pakistan were formed.



Figure 39 Rashtrapati was the former home of the British Viceroy's House in New Delhi



Figure 40 Since 1947, Rashtrapati Bhavan is the official home of the President of India



## Activity 2: Concept Check

Answer the questions.

Which company received a British royal charter to control trade in India?

What was the port city that was the base of British operations?

What event led to the formal occupation of India by the British?

Who was a famous person who organized people to help push the British out of India?

When did India become free of British rule? What other country was created at the same time?



### Activity 3: Gap Fill

Fill in the blanks from the words below to complete the sentences.

Bengal      Kolkat (Calcutta)      East India Company      monopoly      salt tax  
Mahatma Gandhi      Rajput Princes      British Raj      Indian Rebellion

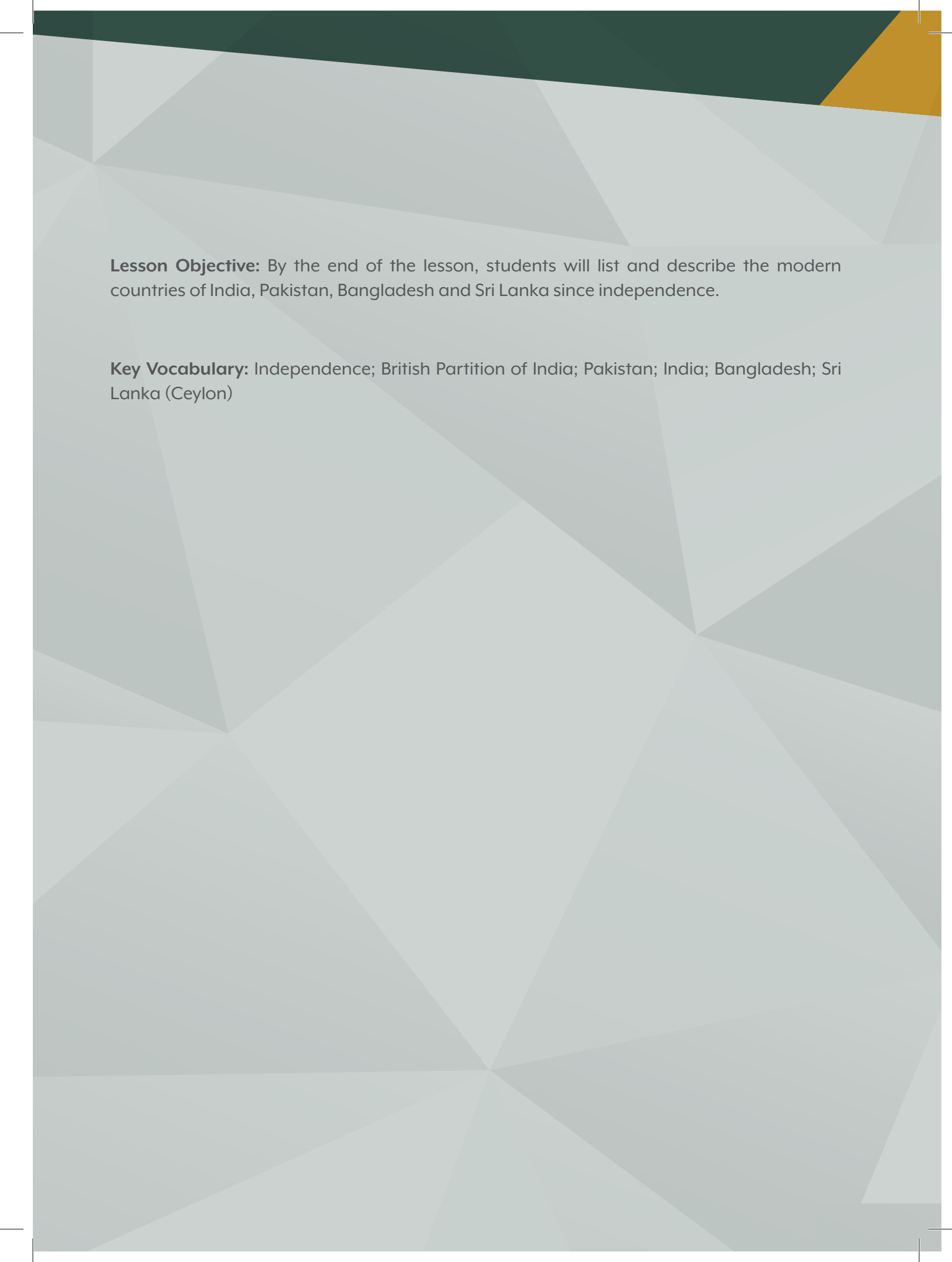
In the 1600s, Great Britain granted rights to a charter company known as the ..... to conduct its merchant trade and interests in India. The company built a port city called ..... on the Bay of Bengal. From there the East India Company grew in power 1756. The following year the British returned to Calcutta and began to take over control of the ..... region. British rewarded the ..... in Northern India because they had the British in India. The granting of privileges to these princes is the start of the period known as the ..... A lawyer named ..... helped raise awareness of the situation of poor people in India. He helped organize people to force the British out of India.

## Lesson 8

# India, Pakistan and Bangladesh: from 1947 to Present

Grade **7**

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



**Lesson Objective:** By the end of the lesson, students will list and describe the modern countries of India, Pakistan, Bangladesh and Sri Lanka since independence.

**Key Vocabulary:** Independence; British Partition of India; Pakistan; India; Bangladesh; Sri Lanka (Ceylon)



## Activity 1: Brainstorm

Imagine a time you were in a group with people who were different from you. How did you feel? What did you do?

**How did you feel?**

- 
- 

**What did you do?**

- 
- 

### The Partition of India in 1947

Modern India and Pakistan are two countries created in 1947 when British India was partitioned into two countries. The partition of British India was ordered and planned by the last Viceroy Earl Mountbatten.

The borders for the two new countries created a problem for both new countries because people with the same values, beliefs, and culture were separated from each other. At the same time, people who had different values, beliefs, and cultures were grouped together.

The partition caused an immediate crisis as many families were divided and the minority populations felt pressured to move to the country where their culture was a majority.

About 14 million people relocated across the borders. Both India and Pakistan were established in 1947. In 1971 East Pakistan became Bangladesh.


The first Prime Minister of India was Jawaharlal Nehru who served from 1947 until his death



Figure 41 Partition museum

in 1964. Indira Ghandi was India's Prime Minister from 1966 to 1977, and from 1980-1984 until her death. She was the daughter of Jawaharlal Nehru, the country's first Prime Minister. Muhammad Ali Jinnah served as Pakistan's first Governor-General.

Previously called Ceylon, Sri Lanka became an independent state in 1972. Chandrika Kumaratunga, the first woman head of state, served as Sri Lanka's President from 1994 to 2005.



## Activity 2: Concept Check

Who ordered the partition of India?

Describe the problem that the partition caused.


Which country was once called East Pakistan?

When did the following countries become independent states?

India .....

Pakistan .....

Bangladesh .....

Sri Lanka .....

What was the relationship between Jawaharlal Nehru and Indira Ghandi?




## Activity 1: Matching

Match the pictures and names with leadership position held. Use the text to help you.

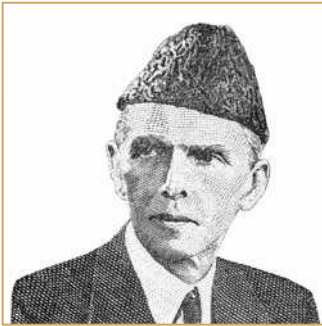


Figure 42 Muhammad Ali Jinnah

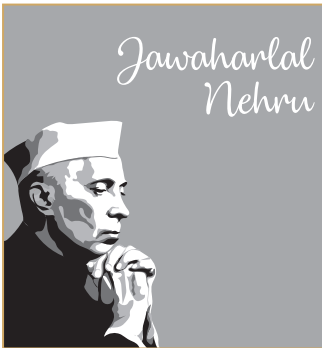


Figure 43 Indian Postage Stamp



Figure 44 Indira Gandhi

The first Prime Minister of India.

The first Governor General of India.

Served as Pakistan's first Governor-General.



### Activity 4: Gap Fill

Fill in the gaps in the sentences below with the correct name or words from the list below

Indira Gandhi    Jawaharlal Nehru    Chandrika Kumaratunga  
Earl Mountbatten    Muhammad Ali Jinnah

The last British Viceroy of India was ..... In 1947 the first leader of Pakistan was ..... The first leader of India was ..... The first female prime minister of India was ..... The first female president of Sri Lanka was .....



### Activity 1: Map Exercise

Fill in the names of the countries on the map of South Asia and write in the dates of independence where indicated.



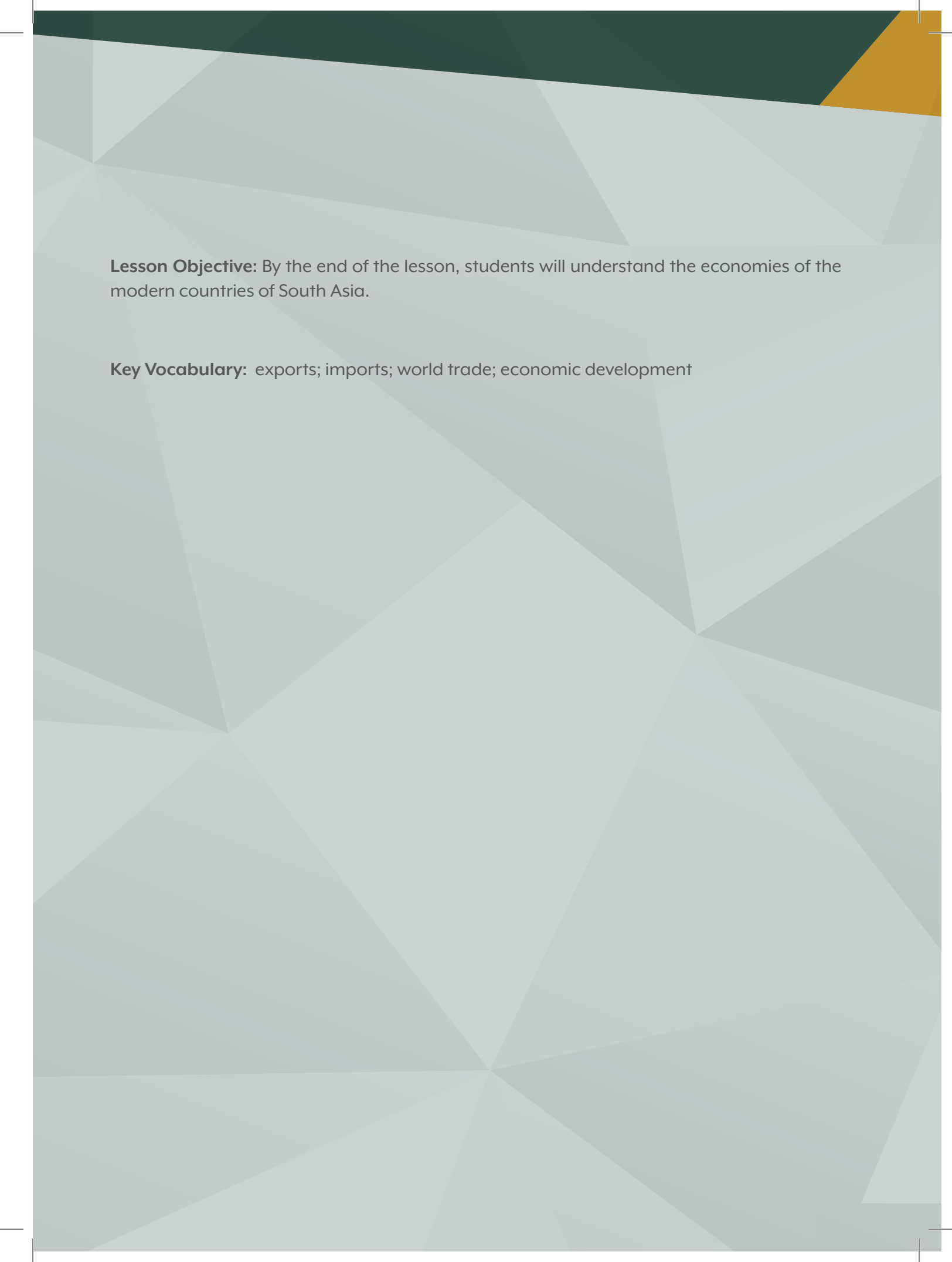
Figure 45 Map of South Asia

## Lesson 9

# Economy and Resources of South Asia

Grade **7**

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



**Lesson Objective:** By the end of the lesson, students will understand the economies of the modern countries of South Asia.

**Key Vocabulary:** exports; imports; world trade; economic development



## Activity 1: Brainstorm

What do the countries in South Asia produce? List as many products and services as you can.


Review the chart below of Pakistan and Bangladesh's major exports. Exports are products and services that are produced in one country and sold in other countries around the world.

**Pakistan Exports in 2017**  
Value \$24.8 Billion

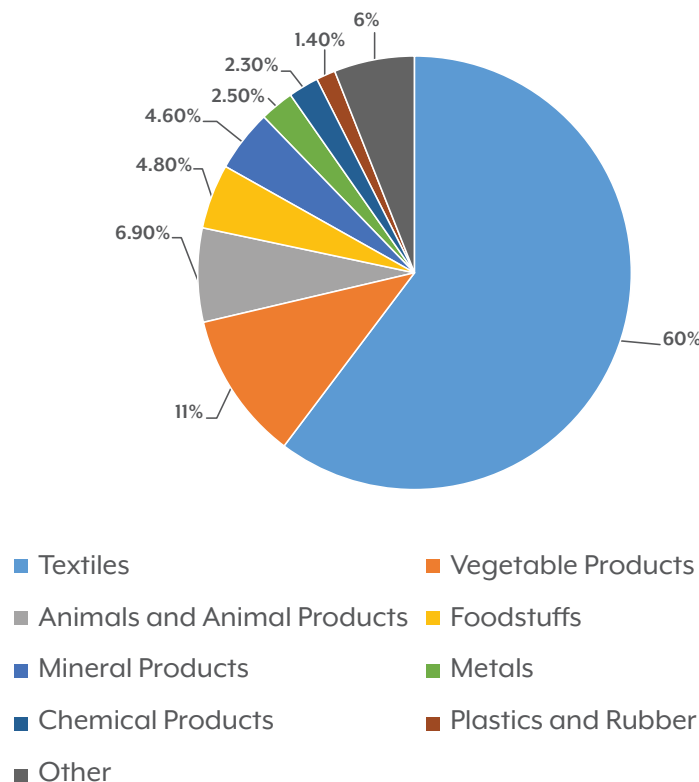


Figure 46 Table of Exports from Pakistan

Bangladesh Export in 2017  
Value \$39.2 Billion

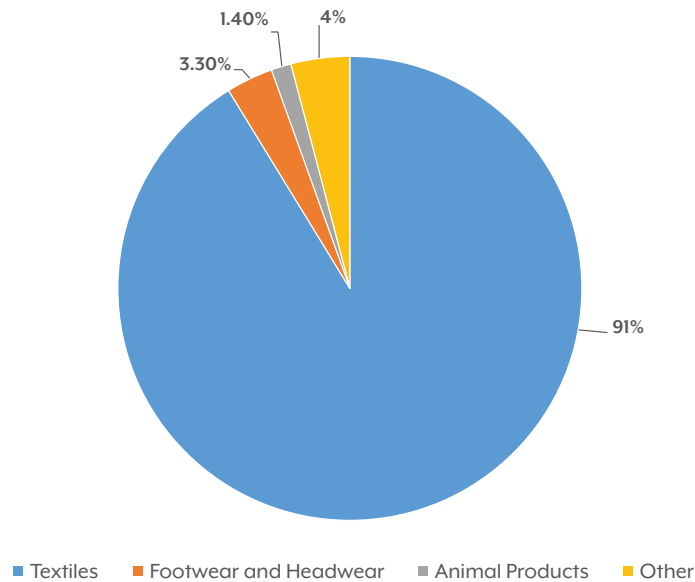


Figure 47 Bangladesh



## Activity 2: Compare Charts

The charts above are about each country's exports. Answer the questions below.

Which country has the least amount of different export products? Circle the correct answer.

- Pakistan
- Bangladesh

Which country has a higher value in the total of its exports? Circle the correct answer.

- Pakistan
- Bangladesh

Which country produces more food products for export? Circle the correct answer.

- Pakistan
- Bangladesh



### Activity 3: Interpreting Charts

Use the charts to answer the questions that follow.

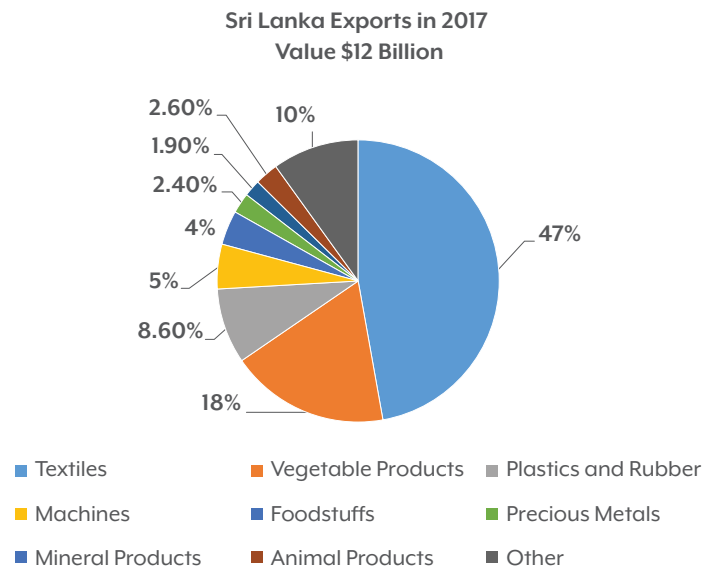


Figure 48

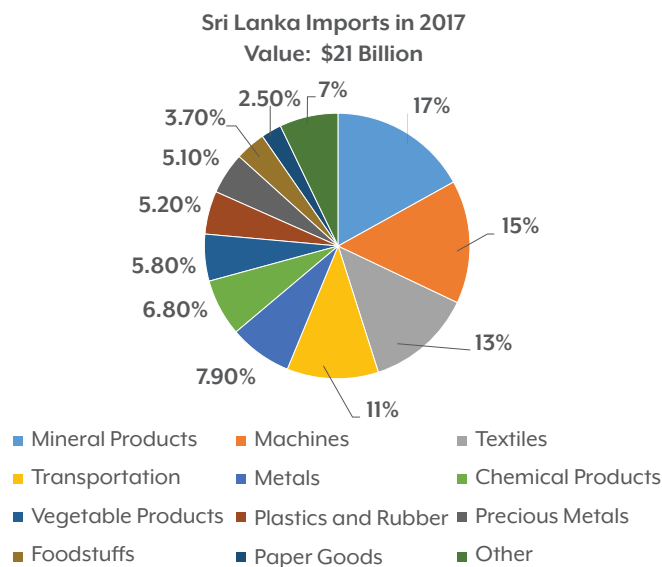


Figure 49

What is Sri Lanka's highest value import? Explain.


What is Sri Lanka's highest value export? Explain.



Which is higher, the value of Sri Lanka's imports or exports? Explain.


## Lesson 10

# Great Cities of South Asia

Grade 7

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



**Lesson Objective:** By the end of the lesson, students will examine some of the major cities of South Asia, in both ancient and modern times.

**Key Vocabulary:** Delhi and New Delhi; Kolkata (Calicut, Calcutta); Mumbai (Bombay), Kathmandu, Lahore, Kandy (Sri Lanka)



## Activity 1: Map Review

Use the map to list the capital cities for each of the countries in the table. (Look for the cities marked by a star!)

Country	Name of Capital City	Country	Name of Capital City
Bangladesh		Nepal	
Bhutan		Pakistan	
Afghanistan		Sri Lanka	



Figure 50 Political Map of South Asia. Equal Earth



## Activity 2: Information Search

In pairs or groups, search for information and write at least 3 important facts such as famous structures, previous names, events in history. Share your facts with your class.

Moenndjodaro, Pakistan	
Lahore, Pakistan	
Kathmandu, Nepal	
Vijayanagara complex at Hampi, India	
Delhi, India	
Agra, India	
Mumbai, India	



### Activity 3: Interpreting Pictures

In pairs or groups, choose a picture and write a five sentence description of it. Be sure to include landforms, structures, nature.



Figure 51

Picture 1



Figure 52 Dhaka, capital of Bangladesh

Picture 2



Figure 53 Hyderabad, India

Picture 3



Figure 54 The Blue Mosque in Kabul, Afghanistan

Picture 3



Figure 55 Karachi, Pakistan is the country's largest city and its main port city.

Picture 5



Figure 56 Kolkata, India

Picture 6

Picture Number: .....

Description


## Lesson 12

# Ancient African Civilizations

Grade **7**

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

**Lesson Objective:** By the end of the lesson, students will list and describe several ancient African civilizations.

**Key Vocabulary:** Horn of Africa, Abyssinia, Negus, delegation,



## Activity 1: Brainstorm

Do you know any of the names of ancient African civilizations? List as many as you can.


### Ancient Aksum

Modern day Ethiopia is a country located in the Horn of Africa. As a diverse country, Ethiopia is populated by many ethnic groups. The diverse population reflects the rich history of Ethiopia. In ancient times Ethiopia was called Abyssinia and its most prominent kingdom was called Aksum.



Figure 72: Ancient Ethiopia

The kingdom of Aksum was established in 400 BCE. As a powerful empire, Aksum served as a major hub between the African, Arab, European, and Indian trade communities.

The people of Aksum had their own written language called Ge'ez and printed their own coins to use as currency.

Today, the remains of the Kingdom of Aksum are still visible in Northern Ethiopia. With a population of over 50,000 people, the city of Aksum is considered one of the oldest continuously inhabited cities in Africa. Archaeologists have discovered large structures called obelisks, which were erected by Negus Ezana in ancient times. These obelisks serve as a reminder to the powerful and tolerant past that ancient Aksum enjoyed.



Figure 73: Aksum Obelisk

### Ancient Harar Jugol

Another powerful kingdom from Ancient Abyssinia is called Harar Jugol. The city was founded as early as the 10<sup>th</sup> century as the capital of the Harari Kingdom. The Harari kingdom was an important trading society that connected merchants from the Ethiopian coast to those in the Ethiopian highlands.

Ancient Harar had five walled gates that surrounded the city. These gates not only served as protective barriers for the city, they also divided Harar Jugol into five separate neighbourhoods and corresponded with main roads and walkways throughout the city.



Figure 74 Walls of Harar



Figure 75 Walking through Harar Walls



## Activity 2: Compare and Contrast

List 5 facts from the text about Ancient Aksum and ancient Harar Jugol.

Ancient Aksum	Ancient Harar Jugol

Explain how they were similar and different.


### The Kingdom of Zimbabwe

Located in southern Africa, the Kingdom of Zimbabwe was established by the Kalanga people of present day Zimbabwe, Botswana, and South Africa. Between 1000 CE and 1500 CE the kingdom was the Great Zimbabwe.

Present-day Zimbabwe took its name from the original Kingdom of Zimbabwe after independence from the British in 1980. This name comes from the stone architecture that was present throughout the kingdom. The structures included stone houses and massive walls surrounding the entire kingdom as a means of both protection and artistic design.



*Figure 76 Ruins of the Great Zimbabwe*

The kingdom rose to become an important regional power through trade with other kingdoms in other areas. One of Great Zimbabwe's major trading partnerships was with another civilization called the Kingdom of Mapungubwe, located in the present-day Limpopo area of South Africa.

The relationship between the Kingdom of Great Zimbabwe and the Kingdom of Mapungubwe was prosperous. Through this relationship Great Zimbabwe was able to control the ivory and gold trade that crossed from the interior of the African continent to its south eastern coasts. Additionally, Great Zimbabwe established its own gold, copper, and iron mines for production and trade.



### Activity 3: Concept Check

Why was ancient Zimbabwe referred to as “Great Zimbabwe?” Give two examples.

What was another kingdom that traded with “Great Zimbabwe?” Which products were traded?

### Ancient Ghana

The Kingdom of Ancient Ghana, or Wagadou as it was called, was a large and powerful West African kingdom located in present-day Mauritania and Mali. Its influence was spread throughout the West African coast and across the Sahara Desert.

Like the Great Zimbabwe, the present-day West African country of Ghana took its name from its ancient predecessor. The Kingdom of Ancient Ghana has a very long history dating back to times before writing. Ancient Ghana appears in written records of travellers in 830 CE. Ghana is mentioned again in an 11th century book entitled *The Book of Routes and Kingdoms*.

Ancient Ghana was known along trade routes and in distant kingdoms as the Land of Gold. Travellers told stories of gold-embroidered caps, golden saddles, shields and swords decorated with gold, and other items in use made of gold.



Figure 77: Gold Weighted Animal



Figure 78 : Akan Crocodile Gold

Ancient Ghana rose to power as a dominant force in ancient international trade. Occupying important areas in present-day Mauritania and Mali, Ancient Ghana stood at the gates of the Sahara Desert. This strategically placed the Kingdom at the best place for Trans-Saharan trade.

With West African gold mines to the southwest and Arab traders to the northeast, Ancient Ghana profited from the ability to trade resources to countries across the Sahara and into Arabian, Asian, European, and Indian trading markets. Gold, copper, iron, ivory, salts, cola nuts, and other resources were traded between international merchants and the Kingdom of Ghana.

Since Ghana was known as the Land of Gold, the gold mined within the kingdom was of high importance. There was a common rule that all gold nuggets belonged directly to the king, while the miners and other citizens can freely collect the gold dust. This made the kingdom very wealthy since both the king and his subjects had access to tradable gold.

Early travellers described Ancient Ghana as a complex civilization with a heavy Islamic and traditional West African culture. Islam was introduced to Ghana through trans-Saharan trade as West African and Arab merchants traded resources and culture.

Ghanaian scholars began to write their oral stories. The writers sometimes wrote in their native Wolof language, but used Arabic script. This mixture of Wolof words in Arabic script was called Ajami, which refers to the use of Arabic script to write in different languages.



Figure 79 Traditional Ghanaian Mosque



#### Activity 4: Concept Check

Which present day countries made up the ancient Kingdom of Ghana?

What was a major product of Ghana, one that it was remembered for in history?

What is Ajami? How was it important in recording the history of the Ancient Ghanaian people?

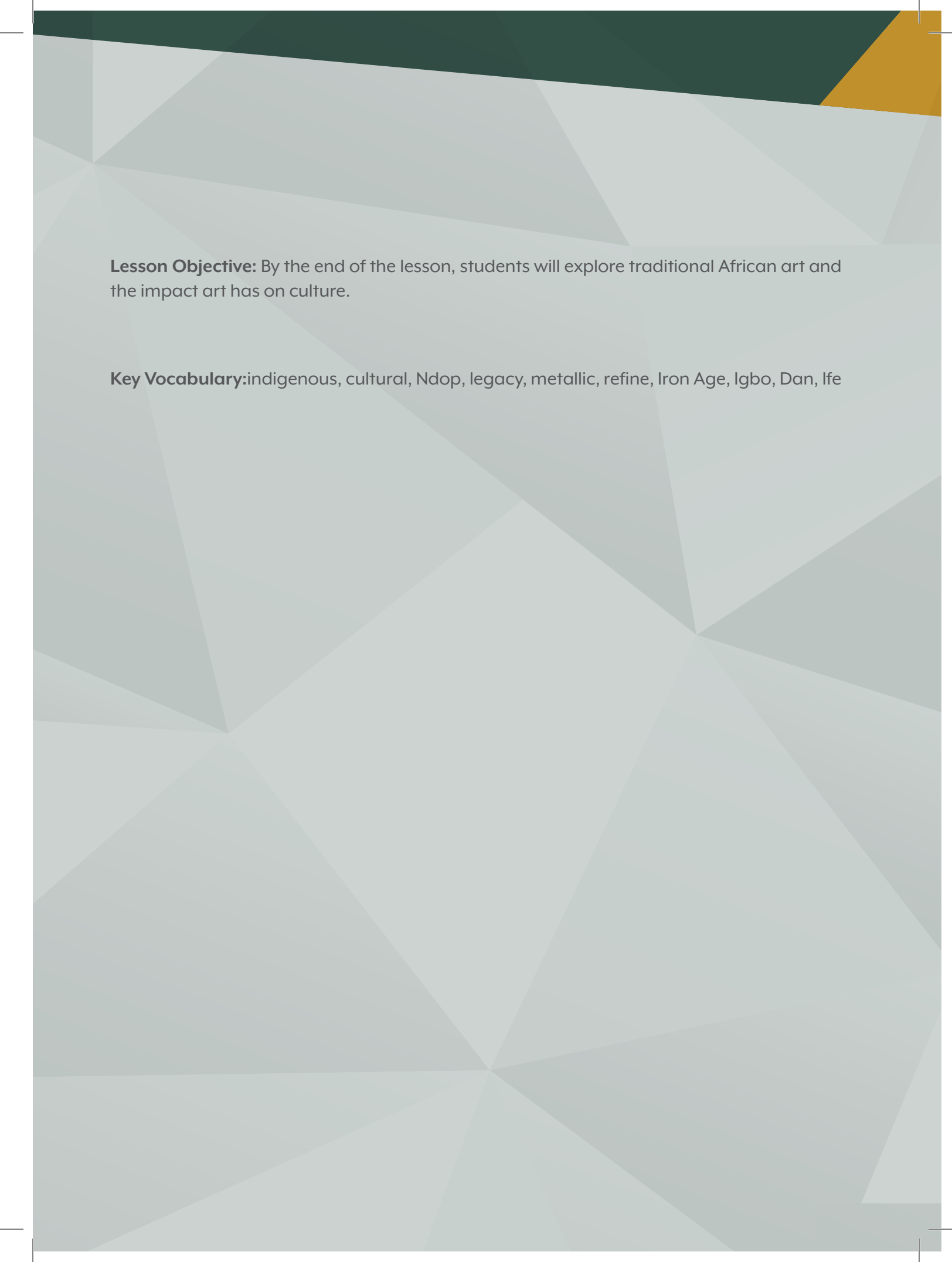



## Lesson 13

# Traditional African Art

Grade 7

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



**Lesson Objective:** By the end of the lesson, students will explore traditional African art and the impact art has on culture.

**Key Vocabulary:** indigenous, cultural, Ndop, legacy, metallic, refine, Iron Age, Igbo, Dan, Ife



## Activity 1: Discussion

Have you ever seen a piece of traditional African art? If so describe it to your class. Where did you see it?

Draw a sketch of the piece you or one of your classmates have seen.

A large, empty rectangular box with a thin gold border, intended for drawing a sketch of traditional African art.

Traditional African art combines stone, wood, clay, iron, brass, gold, and other materials. The items were used for different purposes in each culture that created them. Examples of traditional African art include masks, statues, paintings, and fabric. African stone art is the earliest form of traditional African art. The earliest known stone art is a carving of giraffes found in Dabous, Niger, which dates back to 6500 BCE.



*Figure 80: Dabous Giraffe Rock Art*

### **Traditional Wooden Art**

Wood was used to make expressive masks, figures, doors, and ornaments. In West Africa, for example, many ethnic groups created wood carvings that were used in ceremonies. The carvings were used to represent animals, loved ones, and important cultural figures.

Some cultures, such as the Dan of present-day Ivory Coast, created ceremonial masks made of solid wood and decorated with gold, copper, silver, and cowrie shells. Most of the time, the masks were worn by special people in society like the king, or other important people in the society.



Figure 81: Dan Mask



Figure 82: Ghanaian Mask

In addition to masks, traditional African wooden art included sculptures, plaques and even decorative doors. Traditional sculptures represented something similar to the traditional masks. During the 17<sup>th</sup> - 19<sup>th</sup> centuries, the ancient Kuba Kingdom was well known for creating artwork and decorations. Around 1700 CE, the Kuba King introduced a new type of wooden sculpture called an Ndop. Ndops are wooden carvings that were created to represent the king and elements of his personality. Later kings had their own Ndops made to create their own legacy.



Figure 83: Ndop of King Mishe miShyaang maMbul



## Activity 2: Concept Check

List two traditional art forms from the text. What were they made from?


What are Ndops? Who had them made? For what purpose?


### Traditional Metallic Art

Another type of art used materials such as gold, copper, iron, and other metals. The Nok civilization in present-day Nigeria and Benin created metallic art form. The Nok civilization was one of the first civilizations on the African continent to experiment with and eventually begin the African Iron Age around 1500 BCE.

The African Iron Age was not like to the Iron Ages of other non-African cultures. In Asian and European cultures, the Iron Age came after the Bronze age ended. In the ancient African countries, iron, copper, gold, and other metals were used at the same time.

Beginning with the Nok, Ancient Africans began the process of metal smelting. Smelting is the process that separates metals from the rocks dug out of the earth. Often times, Ancient African cultures mixed metals to create masks or ornaments for decorative purposes. Some of the most impressive examples of traditional African art come from the Igbo Ukwu civilization in present-day Nigeria and Benin.

The Igbo Ukwu were very skilled iron smelters who were able to create some of the most iconic art forms on the African continent. Characterized by their intricate detail, the masks, statues, figures, and jewellery created by the Igbo Ukwu, are highly valued and serve as strong representations of African culture and society. Though iron was commonly used in the metal smelting processes of the time, the Igbo Ukwu perfected the use of bronze in their art.



Figure 84: Benin Iyoba Mask (Copper, Iron, & Ivory)-  
MET Muesum - Public Domain

Bronze artwork was used throughout the Kingdom of Benin in the 16<sup>th</sup> and 17<sup>th</sup> centuries. Artists of Benin created very detailed representations of their culture through the use of advanced bronze and copper smelting. The artwork that was created during the rise of the Kingdom of Benin is among the most detailed and impressive representations of Ancient African culture on the continent.



*Figure 85: Bronze Plaque from Kingdom of Benin*

The Yoruba civilization in present-day Nigeria and Benin took metal smelting art to a higher level. Like the Igbo Ukwu and Nok, the Ife also used metal to represent various aspects of their culture, society, and government. Ife bronze art has detail that is shown in the facial features of the subjects. Ancient African shows scenes of everyday of the people of the time and is an important source of historical information.



Figure 86: Ife Bronze Art



Figure 87: Ife Copper Mask



### Activity 3: Critical Thinking

Why do you think that so much detail went into the artwork of Ancient Africa?


Choose one of the African art pieces shown in this lesson. Describe it in one or two sentences. Tell who or what you think the art piece represents.


## Lesson 14

# West African Islamic Civilizations

Grade **7**

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

**Lesson Objective:** By the end of the lesson, students will describe the ancient kingdoms of Mali, some of the Islamic cities and civilization in West Africa.

**Key Vocabulary:** Mansa Musa; Mali Kingdoms; Timbuktu; Djenne; Gold Trade



### Activity 1: Connecting Lessons

You learned about the Sahel Region in Africa in an earlier lesson. Write a short description of the landscape.


### The Spread of Islam in Africa 715-1500 CE

The spread of Islam into Africa occurred through several separate phases of development. Islam spread to Egypt and across North Africa from 685 CE to 715 CE. Islam then spread across the Sahara to the Sahel. Islam spread through the West African states and East Africa through merchant contacts and long-distance caravan routes to Arab Muslim cities of northern Africa.

By the 11th century, Islam reached the Senegalese coastal region and large areas of the Sahel across to the Sudan. By the late 13th and 14th centuries large well-established cities in the Sahel and Mali had large Muslim institutions. Large mosques at Timbuktu and other cities in Mali reflect this development. Cities in the Sahel prospered as West African cities and kingdoms prospered from trade in gold, salt, and other metal wares produced in the region.

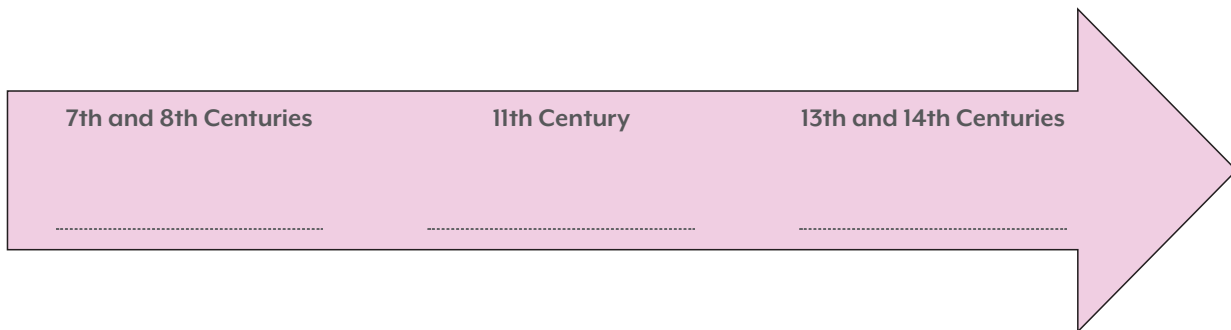


Figure 88 Map of Mali's Cities



## Activity 2: Concept Check

List the progression of Islam across Africa as stated in the text on the timeline. Write the area that corresponds to the time period.



Timbuktu was a prominent city by 15th and 16th centuries and the cultural center of Mali and the Sahel region. It had three great mosques: Djingarey Ber, Sankore and Sidi Yahia and the Koranic Sankore University. Timbuktu became wealthy from the gold trade of the 14<sup>th</sup> century.



Figure 89: Djingarey Ber Mosque, Timbuktu

The Great Mosque of Timbuktu, also known as Djingarey Ber Mosque was originally built in 1327. The building style is typical of the people of Sudan and Sahel of the time. The style originated from the King of Mali, Mansa Musa, who went the Hajj in Mecca and brought back a famous architect to design the mosque.

Mansa Musa ruled Mali between about 1312-1337. He was the great nephew of Mari Jata (Sunjata), the legendary king who established the kingdom of Mali. Mansa Musa was famous for his long caravan expedition across the Sahara to Cairo, where he took with him vast amounts of gold from the rich gold fields of West Africa. In Cairo, he spent so much gold that the value of gold fell throughout Egypt.

The library of Arabic manuscripts in Timbuktu shows how its cultural heritage has been connected to the Arab Muslim world by visits of Muslim scholars travelling across the Sahara since at least the 14<sup>th</sup> century. One of the famous visitors was the traveller, Ibn Battuta, who wrote about his visit to these cities.



Figure 90 manuscript from the Timbuktu library



Figure 91 Manuscript Library in Timbuktu



### Activity 3: Concept Check

Mali is a kingdom located in which region of Africa? Circle your choice.

- Southern Africa along the Orange River
- The Sudan where the Blue Nile and White Nile meet at Khartoum
- Western Africa in the Sahel region along the Niger River

Mansa Musa was related to which of the following famous Africans?

- Ibn Battuta the famous North African traveller
- Ibn Khaldun, the famous North African historian
- Sunjata (also spelled as Sundiata) the king who founded Mali

### Djenné

Djenné has been occupied since 250 BCE and became a market centre along the trans-Saharan gold trade routes of the 13<sup>th</sup> to 14<sup>th</sup> century. Its traditional mud houses and its large mosques make use of the local materials of mud from the nearby river. Each year these traditional mosques are renewed with a community effort of teams of builders who bring fresh mud plaster to refresh and reinforce the walls of the structure.



Figure 92 Terracotta vessel



Figure 93 Djenné Mosque



### Activity 4: Concept Check

Fill in the gaps of the sentences below with the keywords listed below:

mosques      library      education      Niger River Delta  
Djenné      Timbuktu      Mansa Musa      Songay

One of the most famous rulers of the Malian and ..... Empire was ..... He led a caravan across the Sahara to Cairo and to Mecca to make his pilgrimage or hajj. The famous city of ..... in Mali, has a great ..... of manuscripts where Arabic books and Korans are preserved for scholars to study. .... is a major achievement of Timbuktu. The city of ..... is located in the Niger River Delta and features many ..... made of traditional mud architecture.



### Activity 5: Make a Map

On the map below draw how you think Mansa Musa made his caravan trip from Timbuktu in 1324 to Cairo, his pilgrimage to Mecca, and his return back to Timbuktu in Mali. List five geographical features that Mansa Musa would have crossed during his journey.





Figure 94 Nap

## Lesson 15

# Africa from Colonialism to Independence

Grade **7**

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



**Lesson Objective:** By the end of the lesson, students will understand Africa's transformation in the 20th century from colonialism to independence.

**Key Vocabulary:**



### Activity 1: Class Discussion

Some European languages are widely spoken (or used as official or second languages) in African countries. Try to list countries where the European language is the native language or a common spoken language of the people of the country.

Come up with some theories of why some European languages are spoken in Africa.

English	French	Portuguese
Afrikaans	Spanish	


### European Colonialism in Africa

As Europeans explored more area outside of Europe, they found huge lands rich in natural resources. The land area of Africa about 30.37 million square kilometres. That means that Africa is three times larger than China. In fact, Africa is larger than the combined areas of China, Canada, and the USA. Africa has inhospitable deserts but it also has milder areas ideal for growing crops. Natural resources found in Africa include diamonds, raw materials for sugar, gold, iron, cobalt, uranium, copper, bauxite, silver, petroleum in addition to the agricultural products.

The first Industrial Revolution ranged from the mid-1700s to the mid-1800s. People in European countries needed more natural resources to produce goods than could be found in Europe. In addition, the population of Europe was high compared to the land area available in Europe causing overcrowding. Many people lived in large cities with poor living conditions and poverty was widespread. Some European powers saw the African continent as a way to increase their natural resources and way to give economic opportunities to people in their own countries.

People from Europe were sent out into Africa to set up farms, mines, and other types of businesses to get or make products to send back to their countries in Europe. People from different countries in Europe sometimes claimed the same area or lands and had disputes. Some of the disputes led to fighting and wars between the countries.

In 1884-1885, diplomats from the countries of Great Britain, Germany, France, Belgium, Italy and Spain met to discuss the situation in Africa. The meeting was called the Berlin Conference because it was held in Berlin, Germany. At this diplomatic conference the countries agreed to divide the continent of Africa among themselves to be ruled as colonies. A colony is a place far away from one country yet ruled as a part of that country. Usually, the laws in a colony are based on the laws of the ruling country, not the country that was colonized.



## Activity 2: Concept Check

Answer the questions.

According to the text, Africa is about ..... square kilometres or larger than the combined areas of .....

What were some problems facing Europe in the 18<sup>th</sup> and 19<sup>th</sup> centuries?

.....

List some of the important natural resources of Africa .....

.....

What did some European powers want to use Africa for? .....

.....

Why was the Berlin Conference of 1884-85 organized? .....

.....

What was the outcome of the Berlin Conference of 1884-85? .....

.....



### Activity 3: Map Skills

The map shows how the colonies were divided in 1914, about 30 years after the Berlin conference. Use the map to answer the questions. The legend has been enlarged.

- Great Britain
- Italy
- Spain
- Germany
- France
- Portugal
- Belgium

Which European country had the most colonies? .....

Which two countries controlled the most area? .....

Which European country colonized Algeria and Tunisia? .....

Which country colonized South Africa? .....

Other than resources, why do you think Italy would want to colonize Libya? .....

Which two countries were not colonized (white color on the map)? .....

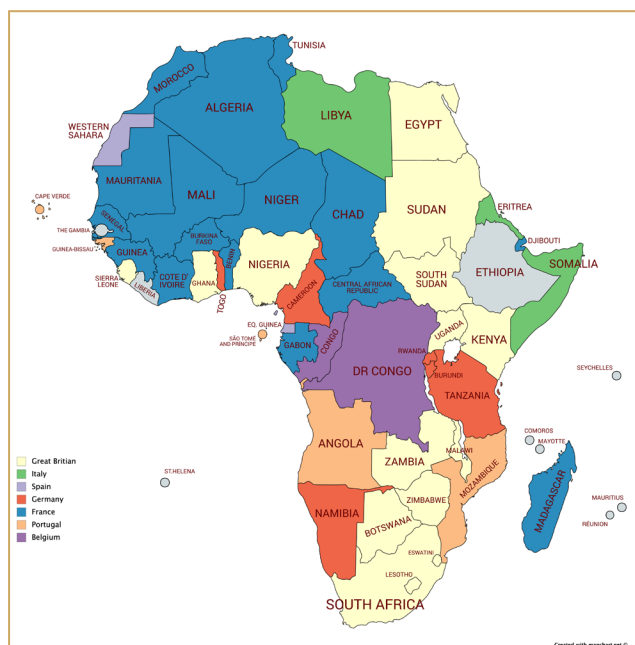


Figure 95 Map of Colonial Africa to 1914 (with modern country labels)



### Activity 4: Critical Thinking

Review your discussion in Activity 1. What is the relationship between the languages commonly spoken in some African countries today and the European colonial powers on the map in activity 3. Explain with at least three examples.




### Activity 5: Combining Sources

Read the text and combine the information in the text with other information in the lesson to form a conclusion.

#### **New Countries in Africa**

Previous lessons in this term presented past civilizations in Africa. Many were rich and prosperous. At the time that European countries colonized Africa, the ancient civilizations had declined or disappeared. European powers had more advanced weapons and were able to establish the African colonies.


The colonial boundaries were very different from traditional or customary boundaries between people and cultures that existed before colonialization. When the colonial boundaries were drawn, they often separated people and tribes that shared the same culture, language, values and beliefs and restricted their movement. In other cases, people and tribes with very different cultures, values, and languages were included in the same area. These practices often led to conflicts and wars.

Eventually, the European colonial powers withdrew from African colonies. In some cases the colonies became too expensive or difficult to manage. In other cases, people in the colonies wanted to set up their own government.

Only Liberia and Ethiopia were not colonized. The modern day country of Egypt was formed in 1922, although Great Britain retained control of parts of Egypt along the Suez Canal until 1956. Most of the rest of Africa only received independence after 1956. Areas of West Africa became independent states in 1960. This set in progress a movement to allow the remaining countries of Africa to become independent nations.

Were the “new” countries created in Africa after colonization really “new” counties?

What do you think some of the challenges would be for countries which had been colonized? List at least three challenges and explain.


 **Activity 6: Matching**

Match the picture of the leader to the description and name.

**Picture of Leader**



*Figure 96 Emperor of Ethiopia*

**Name and Description**

Nelson Mandela was first indigenous person in his African country to be president. Before his election as president, his country had a political system called Apartheid, in which indigenous Africans had little rights. He was put in prison from 1964 to 1982 for trying to gain rights for indigenous Africans in his country. He used his time as president to get people in his country to work together in peace.



Figure 97 First Prime Minister of the Democratic Republic of Congo.



Figure 98 President of South Africa from 1994–1999

Haile Selassie, the leader of one of the African countries which was not colonized. He ruled the country from 1930 to 1974 during the period when many African countries were forming.

Patrice Lumumba was the first Prime Minister of the country which was formerly called the Belgian Congo. He served from June – September of 1960.

## Lesson 16

# Modern Kenya

Grade 7

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

**Lesson Objective:** By the end of the lesson, students will understand the economy of one African country, Kenya.

**Key Vocabulary:** Nairobi; Mombassa; China; imports; exports



## Activity 1: Interpreting Charts

Using the chart to answer the questions.

What is an import? .....

What is an export? .....

What is Kenya's most valuable export category? .....

What export category is about 8% of total exports? .....

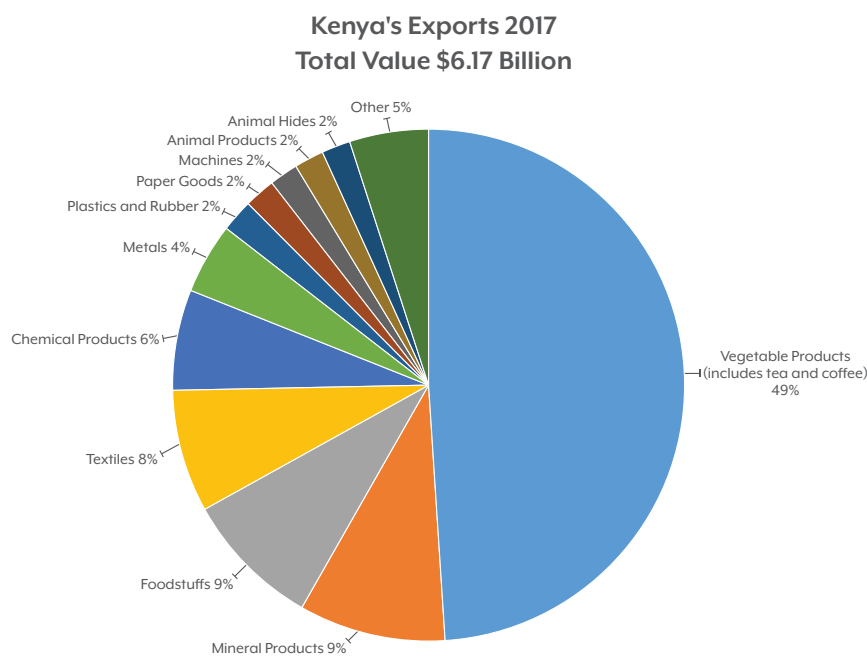


Figure 99 Kenya's Exports

Products included in the vegetable category, Kenya's largest export category, include tea and coffee. Tea is grown on huge plantations. Other examples of crops grown in and exported from Kenya are spices, live trees, live and cut flowers, fruits, and nuts. A growing area of export is the export of gems and precious stones.



Figure 100 Tea Plantation in Kenya



## Activity 2: Interpreting Charts

Use the chart to answer the questions.

What are Kenya's top three import products? .....

.....

What is the combined percentage of Kenya's food-related imports? .....

.....

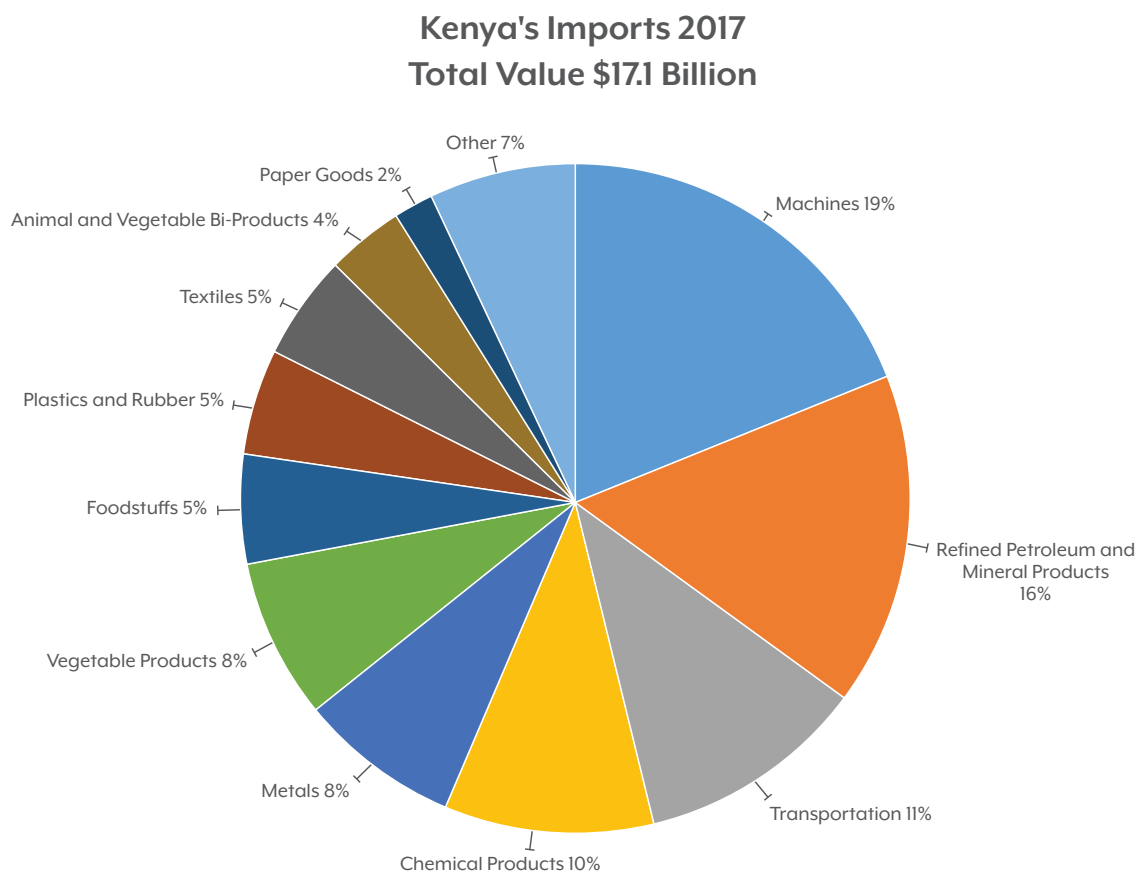


Figure 101 Kenya's Imports

## Kenya Gets New Railway System

In 2019, Kenya opened its new railway link from the coastal port town of Mombassa to Nairobi and other parts of the Rift Valley. With an investment of US\$1.5 billion, Chinese engineers and building contractors worked with local companies to build an updated railway system.

The railroad has two purposes. The first is to carry passengers between Kenya's main cities. The second is to carry freight or cargo from the interior of Kenya to the coastal port city of Mombassa for export. The cargo trains bring imported goods to the markets of Nairobi and cities of the interior.

About 2.1% of Kenya's exports go to China. Kenya's main export products to China are titanium ore and mineral products including rare metals. However, more than 21% of all its goods are imported from China, making China the number one supplier of goods to Kenya. Goods that Kenya imports from China are mostly machines.



Figure 102 Modern High Speed Train from Mombassa to Nairobi



Figure 103 Container vessels at Mombasa, the port city of Kenya



### Activity 3: Critical Thinking


Why would China want to support transportation development in Kenya? Explain.


## Lesson 17

# African Resources and Economy

Grade **7**

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



**Lesson Objective:** By the end of the lesson, students will compare the economic resources of some African countries.

**Key Vocabulary:** imports, exports, trade balance, trade surplus, trade deficit, South Africa, Nigeria



## Activity 1: Interpreting Charts

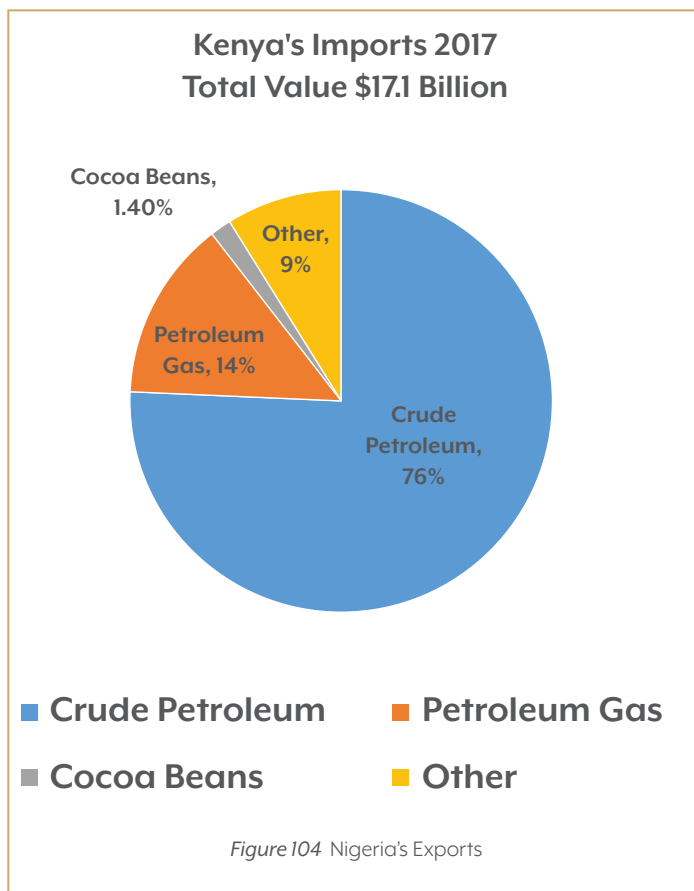
Use the chart to answer the questions.

What is the major export of Nigeria? .....

What is the combined percentage of all petroleum products as a total of Nigeria's Exports?

Circle the correct answer.

1. 76%
2. 85%
3. 90%



*Figure 105 Nigerian Offshore Oil Platform*



*Figure 106 Petroleum Refinery*



## Activity 2: Interpreting Charts

Use the chart to answer the questions.

What are Nigeria's top three imports?

.....

What percentage of Nigeria's imports are for plastics and rubber?

.....

Which product is about 12% of Nigeria's imports?

.....

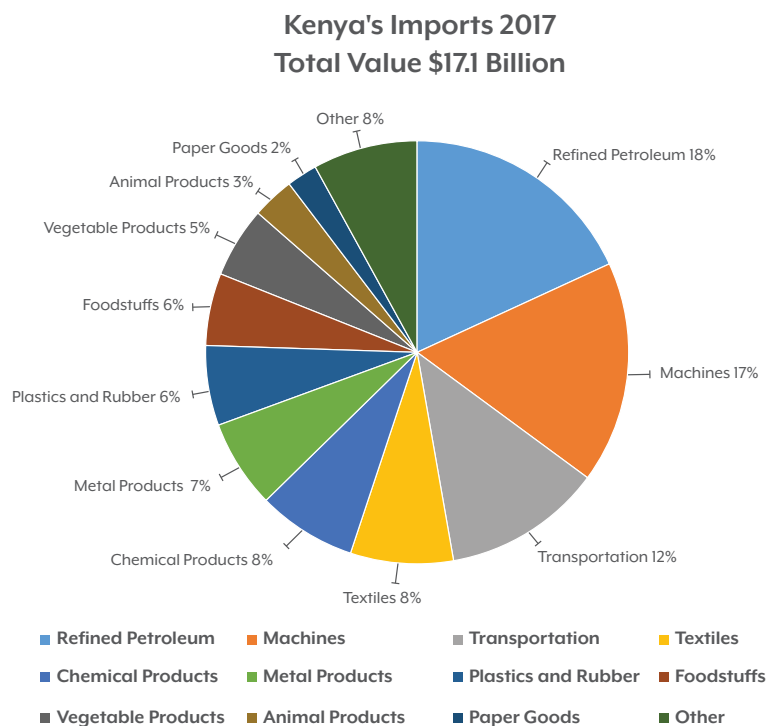


Figure 107 Nigeria's Imports



### Activity 3: Comparing Charts

Use the charts from lessons 16 and 17 to compare imports and exports for Kenya and Nigeria.

Compare the imports of Kenya and Nigeria? How are they similar and different?


Compare the exports of Kenya and Nigeria? How are they similar and different?


List some reasons for the similarities and differences in the imports and exports of the two countries. Think of the history, geography, or other factors covered this term.

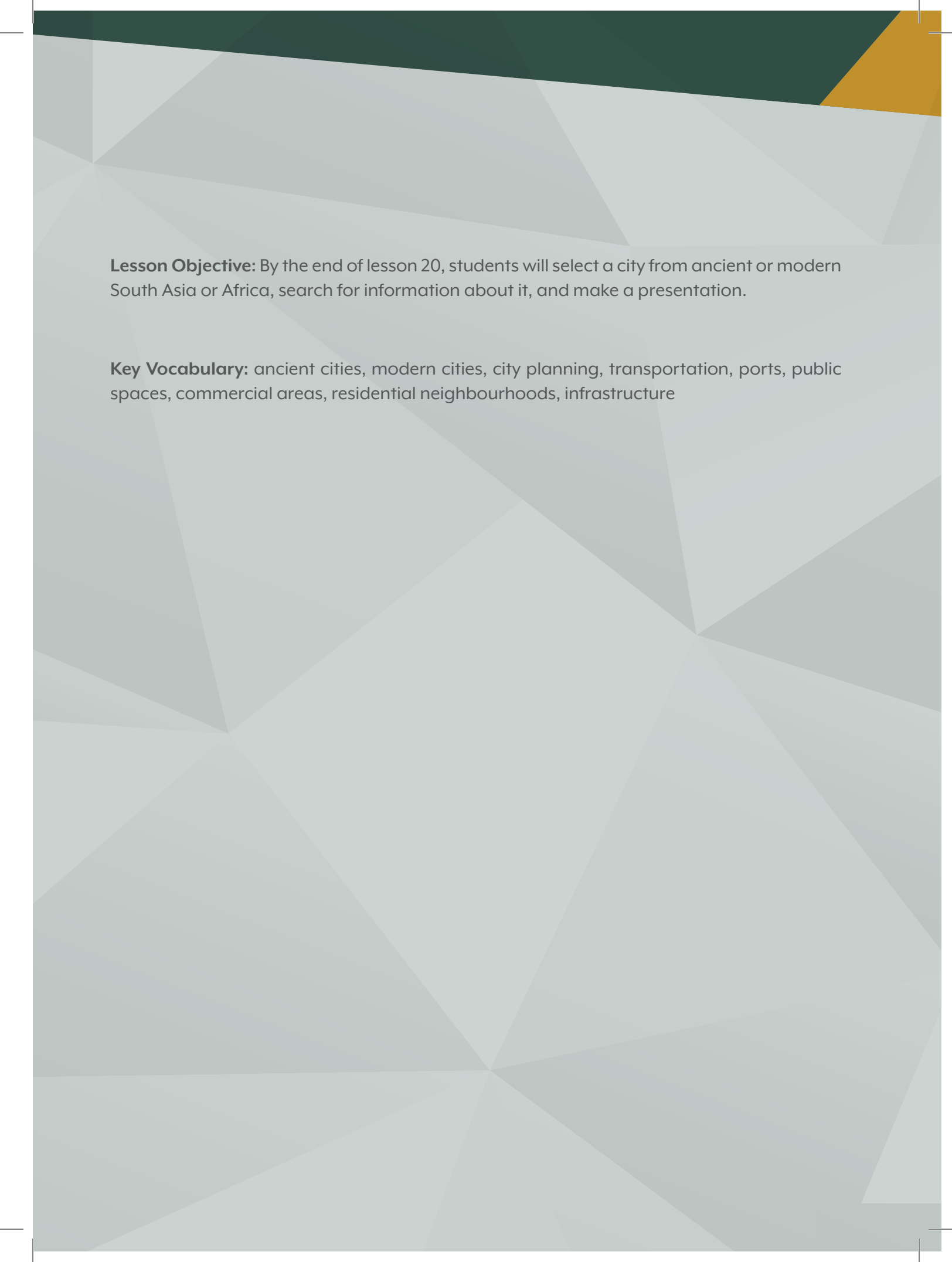



## Lesson 18

# Your City Presentation

Grade 7

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



**Lesson Objective:** By the end of lesson 20, students will select a city from ancient or modern South Asia or Africa, search for information about it, and make a presentation.

**Key Vocabulary:** ancient cities, modern cities, city planning, transportation, ports, public spaces, commercial areas, residential neighbourhoods, infrastructure



## Activity 1: Getting Started

Form your groups and choose your city from the list below.

Great Zimbabwe
Timbuktu and Djenne
Dakar, Senegal
Moendjodaro, Harappan period, Pakistan
Lahore, Pakistan
Kathmandu, Nepal
Vijayanagara complex at Hampi, India
Delhi, India
Agra, India
Mumbai (Bombay) India

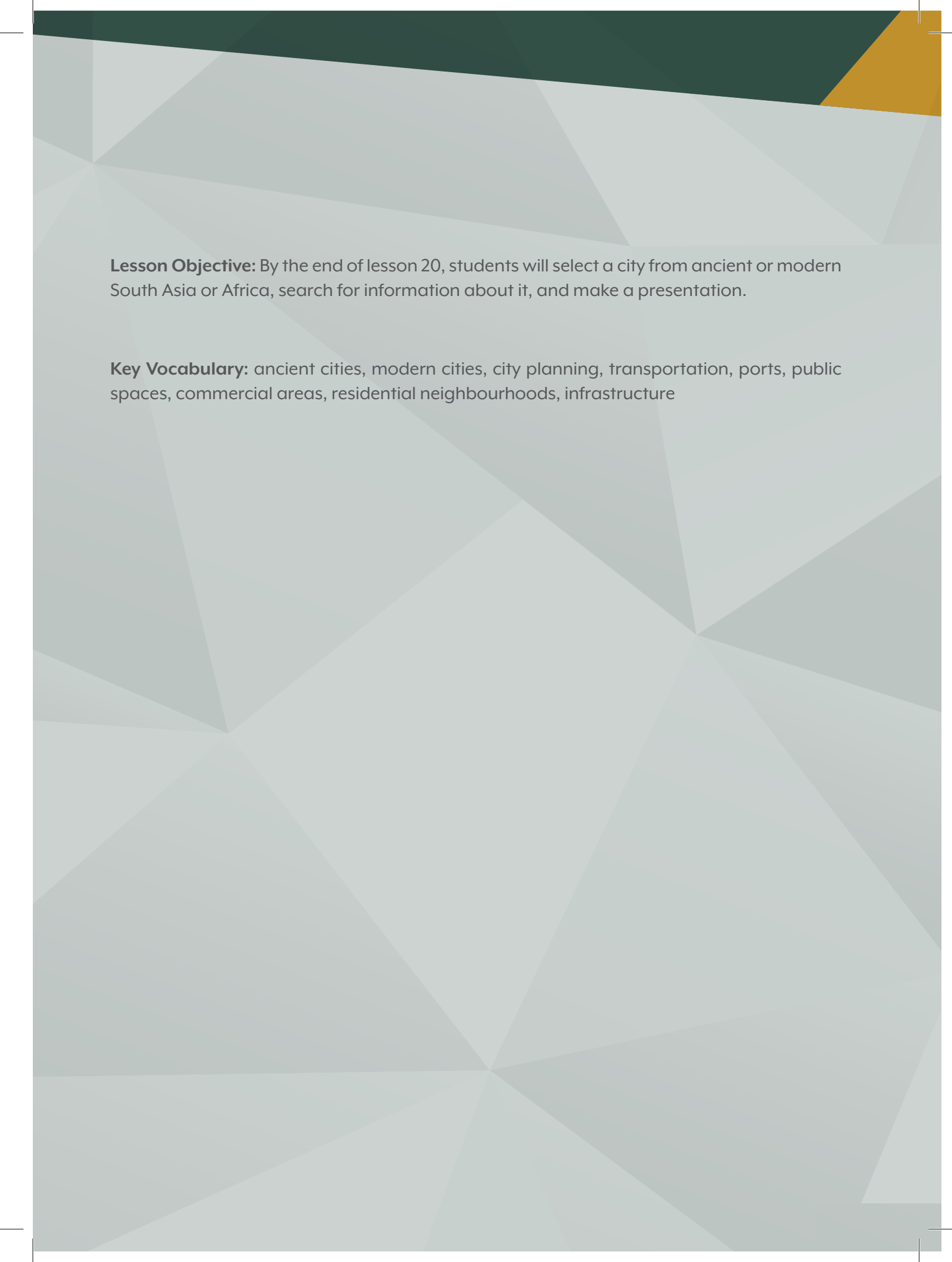


## Lesson 19

# Your City Presentation

Grade **7**

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



**Lesson Objective:** By the end of lesson 20, students will select a city from ancient or modern South Asia or Africa, search for information about it, and make a presentation.

**Key Vocabulary:** ancient cities, modern cities, city planning, transportation, ports, public spaces, commercial areas, residential neighbourhoods, infrastructure



### **Activity 1: Search for Information**

Search for information about your historical or modern city. Make notes, take pictures, or make a drawing.



### **Activity 2: Design Your Poster or PowerPoint**

Decide how your poster will look. You should include the following:

Map or pictures of your city

Its commercial or economic importance

Cultural areas or museums that tourists would like to visit

Other features are unique about your city.



### **Activity 2: Prepare your Presentation**

The team should come together to prepare your finished presentation for the next class session. Finish assembling your poster or PowerPoint presentation. Make sure everyone has finished and submitted their part. Make a backup copy if needed.



## Activity 5: Practice your Presentation

Practice your finished presentation for the next class session. Make sure each team member knows how to explain their contribution and knowledge to the project. Each member should write notes to be prepared for their presentation in the next class.


## Lesson 20

# Your City Presentation

Grade 7

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

**Lesson Objective:** By the end of lesson 20, students will select a city from ancient or modern South Asia or Africa, search for information about it, and make a presentation.

**Key Vocabulary:** ancient cities, modern cities, city planning, transportation, ports, public spaces, commercial areas, residential neighbourhoods, infrastructure



## Activity 1: Reflection

After you have presented your city. Take a few minutes and answer the questions.

What did you like about the project?


What do you think you did well?


What do you think you could do better?


Did your team work together well? Explain.


What did you learn from the presentations of the other groups?
