

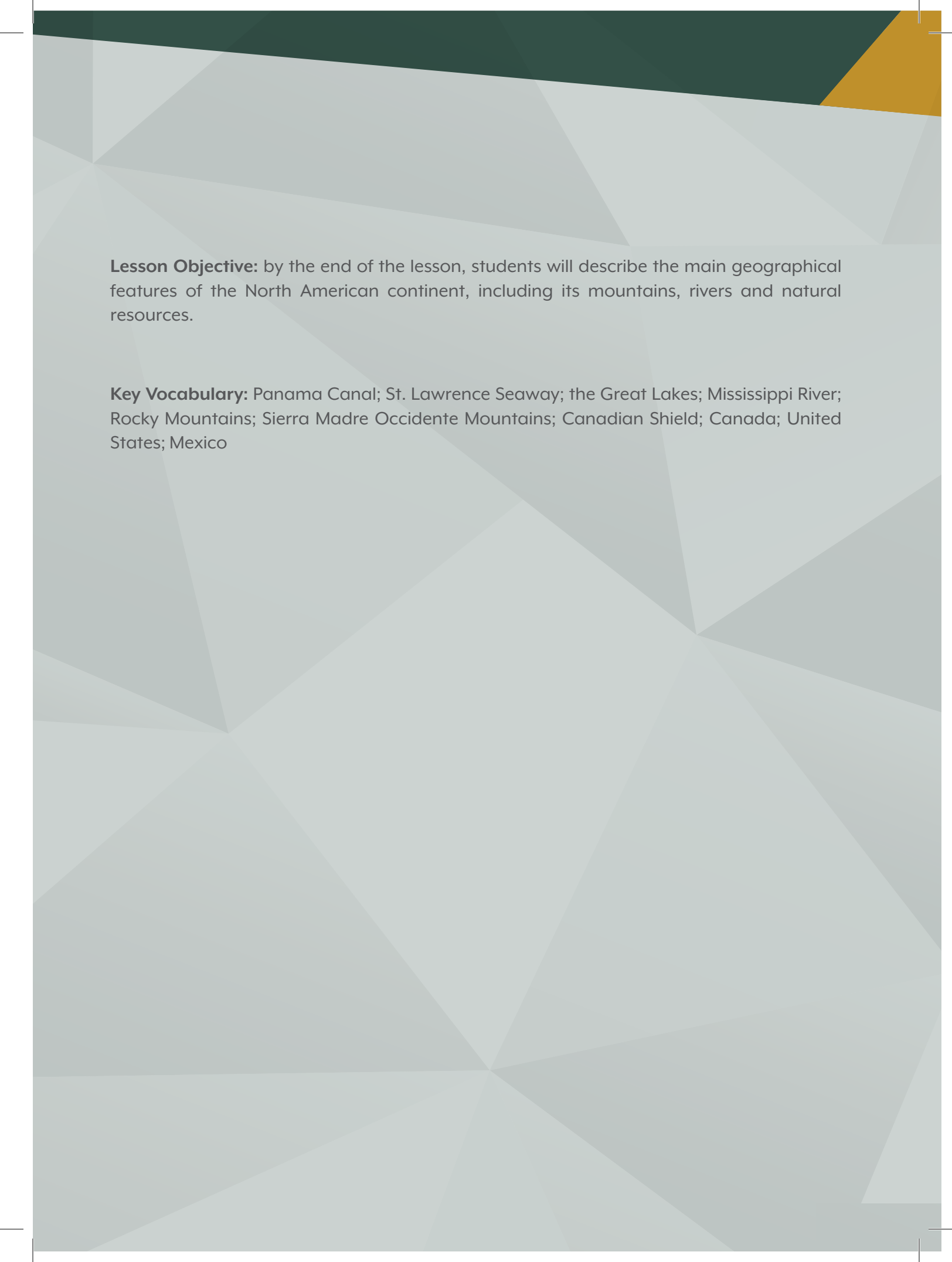


## **Lesson 1**

# **The Land and Physical Geography of North America**

**Grade 8**

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



**Lesson Objective:** by the end of the lesson, students will describe the main geographical features of the North American continent, including its mountains, rivers and natural resources.

**Key Vocabulary:** Panama Canal; St. Lawrence Seaway; the Great Lakes; Mississippi River; Rocky Mountains; Sierra Madre Occidente Mountains; Canadian Shield; Canada; United States; Mexico



## Activity 1: Draw and Discuss

Try to label as many countries in North America as you can in 3 minutes. Discuss your labels with a partner and add more countries. Create a legend to the right of the map and add at least 2 landforms such as rivers or mountains.



Figure 1 A Map of North America

### Geography of North America

There are ten countries on the continent of North America, and about 13 different nations and territorial islands in the Caribbean Sea. There are other countries on the North American continent to the south of Mexico: Belize, Honduras, Guatemala, El Salvador, Nicaragua, Costa Rica and Panama. These are often referred to as Central America. Panama is the end point of North America and where South America begins.

The island nations in the Caribbean Sea, include the larger island countries of Cuba, Haiti, the Dominican Republic and Jamaica. Puerto Rico and the U.S. Virgin Islands are part of the United States. The British Virgin Islands are part of the United Kingdom.

## The Arctic North

North America has a large land mass that spans across the Arctic regions of the North. Some of northern Canada lies within the Arctic Circle at  $66^{\circ}34'$  North latitude. Polar darkness happens during the winter month's peaking on December 22<sup>nd</sup> every year. Polar sunlight happens during summer month's peaking during the summer on June 21<sup>st</sup> every year. This is because of the tilt of the Earth's axis toward and away from the Sun.

To the north of Canada lies the frozen Arctic Ocean and the North Pole that is at  $90^{\circ}$  (ninety degrees) North. The Canadian Shield is a large sheet of rock that stretches all the way from the St. Lawrence River in Eastern Canada to the Great Lakes in Southern Canada and the northern United States. There is only a thin layer of soil so farming is limited. Most of the population of Eastern Canada lives in the lower regions.

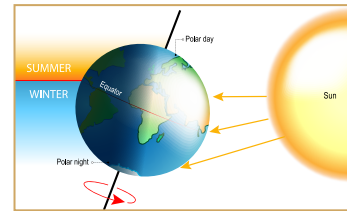


Figure 2 The Axial Tilt of the Earth

Western Canada and the US State of Alaska have long high mountain ranges and coastal forests and rivers, rich with fisheries. The Canadian Rockies and the Denali Range in Alaska have the highest mountain peaks in North America.



### Activity 2: Concept Check

The countries to the south of Mexico: Belize, Honduras, Guatemala, El Salvador, Nicaragua, Costa Rica and Panama are often referred to as .....

List 3 Caribbean Islands. ....

Why do some areas of the Arctic have for darkness half the year and sunlight for half the year?






Figure 3 Physical Map of North America



### Activity 3: Map Skills

Read the description of each North American land area and write the number of each highlighted form on the map.

The continental area of the United States has an **Eastern seaboard** [1] that borders the cold and icy waters of the North Atlantic, with cold winters and hot and humid summers. The

southeastern coastal areas have moderate winters and longer hot humid summers. The areas of southern Florida have tropical weather.

The **Appalachian mountain** [2] range stretches from the Northeast to the South, where it gives way to a large coastal plain that spans from the Atlantic Ocean across the northern areas of the **Gulf of Mexico** [3] into the Great Plains. The **Great Plains** [4] are a rich agricultural area with topsoil that extends from southern Canada down through the middle of the United States.

The Western United States is divided from the Great Plains by the **Rocky Mountains** [5]. northern California has long agricultural valleys and forests that stretch up the northwest coastal mountain ranges with the **Cascade Mountain Range** [6] extending toward British Columbia in Canada. The upper areas of the Northwest are quite wet with rain forests and a large amount of precipitation from rain. The rest of the Far West has a dry climate with extreme cold winters in the northern areas near the Rocky Mountains, but hot dry summers. The southwestern United States remains hot and dry through most of the year.

The **Central Mexican Plateau** [7] is in the southern half of North America. It has rich valleys set between the long **Sierra Madre Occidental mountain range** [8] and volcanic mountains that surround the great plain of Mexico City. Mexico's eastern coastline borders the Gulf of Mexico. The **Yucatan Peninsula** [9] in Mexico's southeast was the location of many of Mexico's earliest sites of civilisation belonging to the Olmec and Mayan civilisations.

Mexico's western coast borders the Pacific Ocean where the climate is drier, and the area is sheltered from most tropical storms that seasonally arise in the Gulf of Mexico. The Central American countries of Belize, Guatemala, El Salvador, Honduras, Costa Rica and **Panama** [10] are smaller in size and have a tropical climate.



## Activity 4: Map Skills

Colour and fill in the names of North America countries.



Figure 4 North America Map







- ☐ Canada
- ☐ United states
- ☐ Mexico
- ☐ Belize
- ☐ Guatemala
- ☐ El Salvador
- ☐ Honduras
- ☐ Casta Rica

Figure 5 Legend of Countries of North America



## Activity 4: Read and Match

Answer Match the photo with the description.

Photo	Feature and Description
	A. Yellowstone National Park in Wyoming, United States has open active geological features such as hot springs, natural geysers and mineral pools such as this one, known as the Grand Prismatic Pool.
	B. The rain forests of the Pacific Northwest contains lush ferns and other plant life as ground cover and tall evergreen forests with cedar, spruce and fir trees. This scene is from Macmillan Provincial Park in British Columbia.
	C. The Canadian Shield is a rock base with lakes and marshes in this northern landscape that was sculpted by the retreat of glaciers during the Ice Age about 200,000 years ago.
	D. The Grand Canyon is one of the deepest chasms on Earth at 1.6 km deep. It was carved by the flow of the Colorado River. Rock formations that date back about 17 million years can be found.
	E. The Columbia Ice Fields in Banff National Park in Alberta, Canada is one of the largest glaciers in the Canadian Rockies. It is the source of the Columbia River that stretches 2,000 km from Canada to Washington and Oregon on the Pacific Ocean.
	F. Mt. Denali, in Alaska, also referred to as Mt. McKinley, is 6,190 meters tall. It is the highest peak in North America.

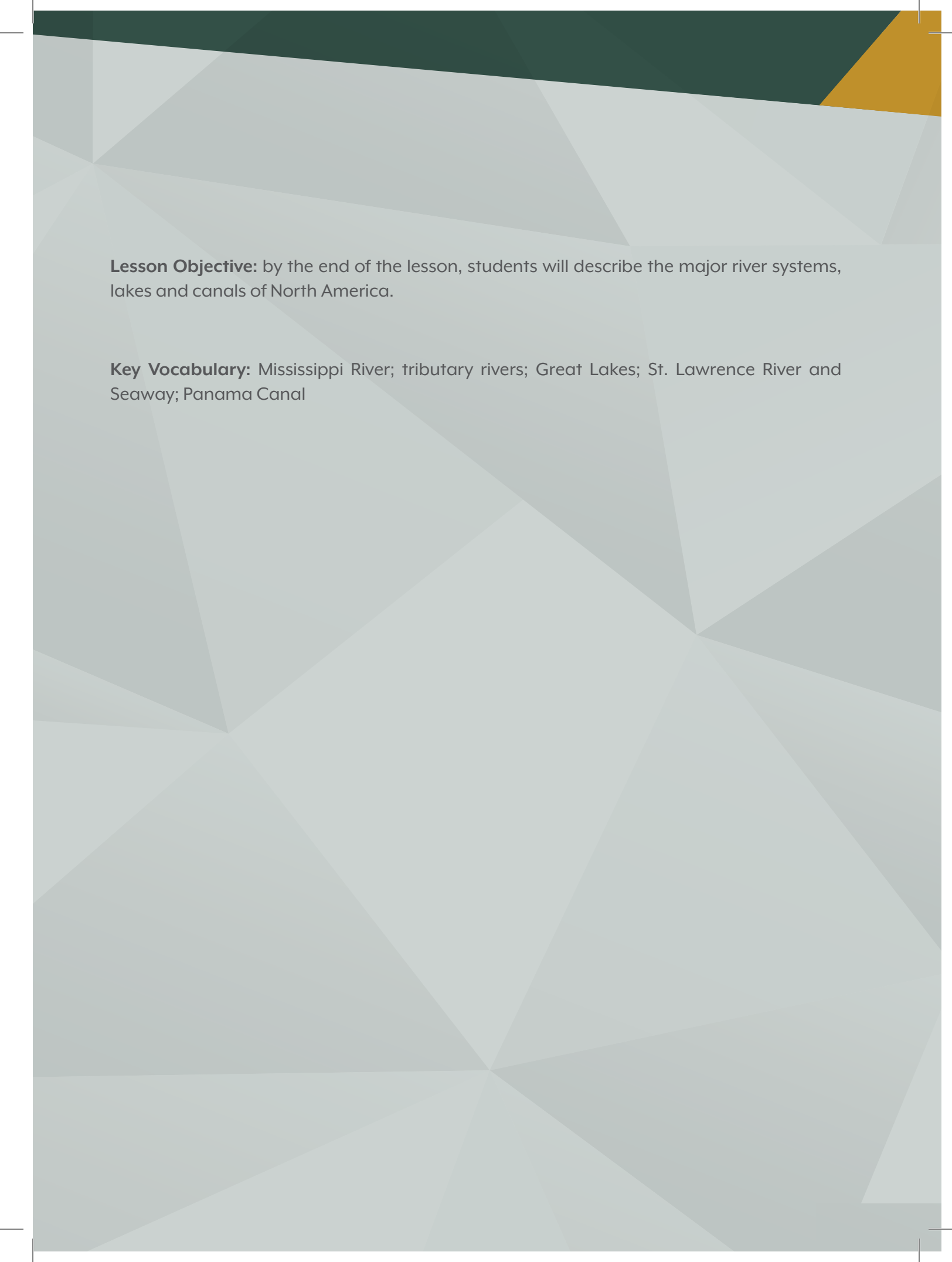


## Lesson 2

# River, Seaways and Canal Transportation

Grade **8**

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



**Lesson Objective:** by the end of the lesson, students will describe the major river systems, lakes and canals of North America.

**Key Vocabulary:** Mississippi River; tributary rivers; Great Lakes; St. Lawrence River and Seaway; Panama Canal





## Activity 1: Class Discussion

Why were rivers and canals important for economic development in the past? Discuss and write notes.


### The Mississippi River of the Midwest

Indigenous people of the Americas used the rivers of the American continent to fish, travel and trade goods. Some of these native tribes are identified by anthropologists as the Mound Cultures that thrived from around 3500 BCE to around 1600 CE. They built great cities of Earth mounds along the Mississippi and Ohio Rivers where they traded.

At Cahokia, Illinois, there is evidence of about 120 Earth mounds on which homes, temples and administrative centres were built. At its peak, the city housed as many as 10,000 to 15,000 people, making it the largest city in the territory of what is now the United States, until about the late 18<sup>th</sup> century.



Figure 6 Cahokia Mound near St. Louis and the Mississippi River, built around 1100 CE and 1350 CE



Figure 7 Moundville Native American Archaeological Park in Alabama

Commercial goods were transported through the river systems of the United States. One route, along the Mississippi River system connects the northern state of Minnesota to the

port city of New Orleans on the Gulf of Mexico.

In the late 18<sup>th</sup> and early 19<sup>th</sup> century, a system of canals added to naturally occurring waterways. The Erie Canal in New York state, and the Chesapeake Canal in Maryland connected inland areas with major cities along the East Coast of the United States.



Figure 8 Map of the Mississippi River System, the Great Lakes and St. Lawrence River

By the 19<sup>th</sup> century goods could be transported against the current and upriver in steamboats. This allowed major cities to grow. Much of the increased transportation was needed to move cotton along with other Southern products to textile mills in the cities of the northeast. Products from the northern cities such as animals, meat, food, clothing and manufactured goods were sent to markets in the South.





Figure 9 Bird's-eye artist view of St. Louis in the 1850s of the Mississippi River



Figure 10 Historic photo circa 1905 of steam-powered paddle riverboats.



Figure 11 A modern barge towed by a tug boat going under bridge over the Mississippi River at Savanna, Illinois.



Figure 12 The modern port of New Orleans with a tug boat pushing a barge toward the port



## Activity 2: Concept Check

The indigenous people of North America use the rivers for

.....

What were the mounds found at Cahokia used for? .....

Name two ways to transport goods over land by water, one natural and one man-made.

.....

Which invention allowed two-way water travel, down river and up river?

.....

Which product moved from south to north?

.....

Which products moved from north to south?

.....

What are the tributary rivers of the Mississippi? (What rivers empty into the Mississippi River?)

.....



### Activity 3: Map Skills

Use the map to find major cities along the Mississippi River or its tributary rivers. Fill in the name of the state through which the river or tributary flows.

City	River	State where it is located
New Orleans		
St. Louis		
Minneapolis		
Little Rock		
Louisville		
Jefferson City		



Figure 13 Map of Mississippi River and Tributaries and major Cities along the rivers

### The Great Lakes and St. Lawrence River

One of North America's great features are its Great Lakes, a series of large lakes that border Eastern Canada and the United States. These lakes are deposits from melting glaciers around 14,000 years ago after the Ice Age.

These lakes are connected and flow downward feeding the St. Lawrence River that passes from the province of Ontario in Canada and through Quebec. On the southern shores of the Great Lakes is the United States, where the states of Minnesota, Wisconsin, Illinois, Indiana, Michigan, Ohio and New York share borders.



Figure 14 The Chateau Frontenac Hotel in Quebec City overlooks the St. Lawrence River



Figure 15 The City of Montreal and the Biosphere Geodesic Dome on an island in the St. Lawrence River



#### Activity 4: Critical Thinking

Use the maps in the lesson to find a route for ships to sail from the Atlantic Ocean to Lake Superior in the middle of the North American continent?


The red line represents the border between the United States and Canada.



Figure 16 Map of the Great Lakes and its principal cities that lie along its shores

Niagara Falls sits on the border of the US state of New York and Ontario, Canada. The drop



off in the height between Lake Erie and Lake Ontario is so great (about 51 meters or 167 feet) that ships could not go through.



*Figure 17 Niagara Falls sits between Lake Erie and Lake Ontario.*

In 1959 the St. Lawrence Seaway was opened to solve that problem. It is a 189 mile (304 km) long system of canals and locks constructed to allow ships to pass around the waterfall.



*Figure 18 Aerial image of the St. Lawrence Seaway locks near Ottawa in Ontario Canada*



*Figure 19 Entrance to the Welland Canal in Lake Erie that allows ships to bypass the Niagara Falls.*



### Activity 5: Matching

Identify the five Great Lakes that flow or connect to the St. Lawrence River in the East.  
Draw a line from the Great Lake name to the bordering land areas..

Name of Lake	Canadian Provinces or American States that border it
Lake Superior	The province of Ontario (Canada) the states of Minnesota, Wisconsin, Michigan (United States)
Lake Michigan	The states of Wisconsin, Illinois, Indiana, and Michigan
Lake Huron	The Province of Ontario (Canada); the state of Michigan
Lake Erie	The Province of Ontario (Canada) the states of Michigan, Ohio, Pennsylvania and New York
Lake Ontario	The Province of Ontario (Canada); the state of New York

### The Panama Canal

Early explorers of the Americas wanted to find a shipping route that could go from the Atlantic Ocean to the Pacific Ocean. At the time, the only reliable shipping route took ships south of the Straits of Magellan at the tip of South America and up the Pacific Ocean. This part of the journey took weeks or months depending on weather.

This was so difficult that during the 17<sup>th</sup> and 18<sup>th</sup> centuries the Spanish chose to move goods overland for part of the journey. They unloaded goods at the port at Vera Cruz on Mexican side of the Caribbean Sea, transport transported the goods across Mexico overland, then loaded again at Acapulco, Mexico. From there the goods were shipped on to Manila in the Spanish colony of the Philippines.

In 1869 the Suez Canal was completed. The French engineers who built it began plans in 1881 to construct a similar canal across the narrow Isthmus of Panama. At first difficult tropical conditions and diseases, including malaria, typhoid and other tropical disease stalled construction. In 1904 the project was restarted by the United States.

Over ten more years, construction teams dug the canal through tropical landscape and mountains to connect the two oceans. Because the canal cuts through the mainland of Panama, it is about 26 meters higher than the ocean level. The ships must be raised up and then back down through a system of locks.

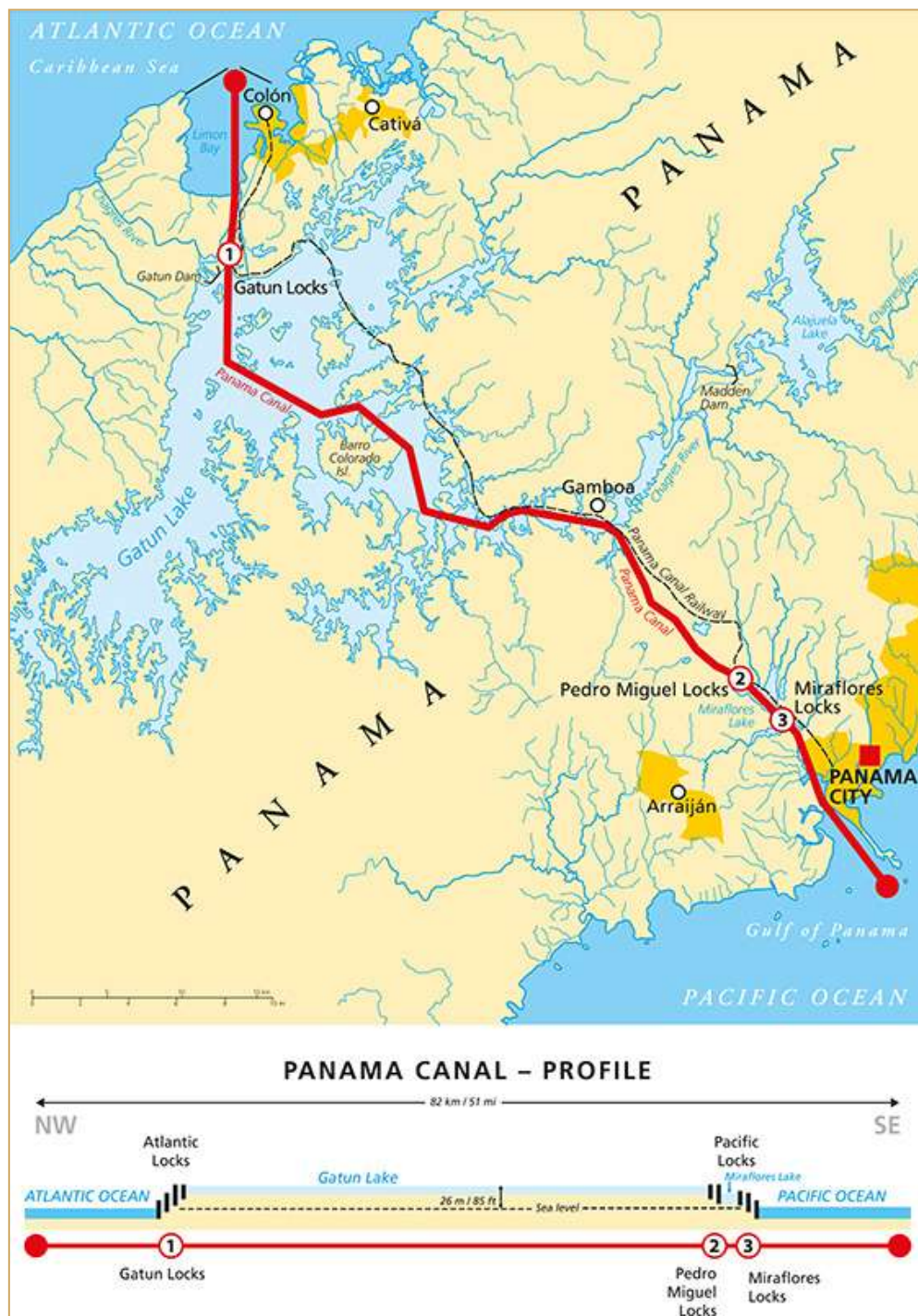


Figure 20 Map of the Panama Canal with Cross-Section of the levels of the locks



### Activity 6: Critical Thinking

Why did explorers want to find a way across the North American continent? (hint: Think of the reason that European explorers went to the Americas.)

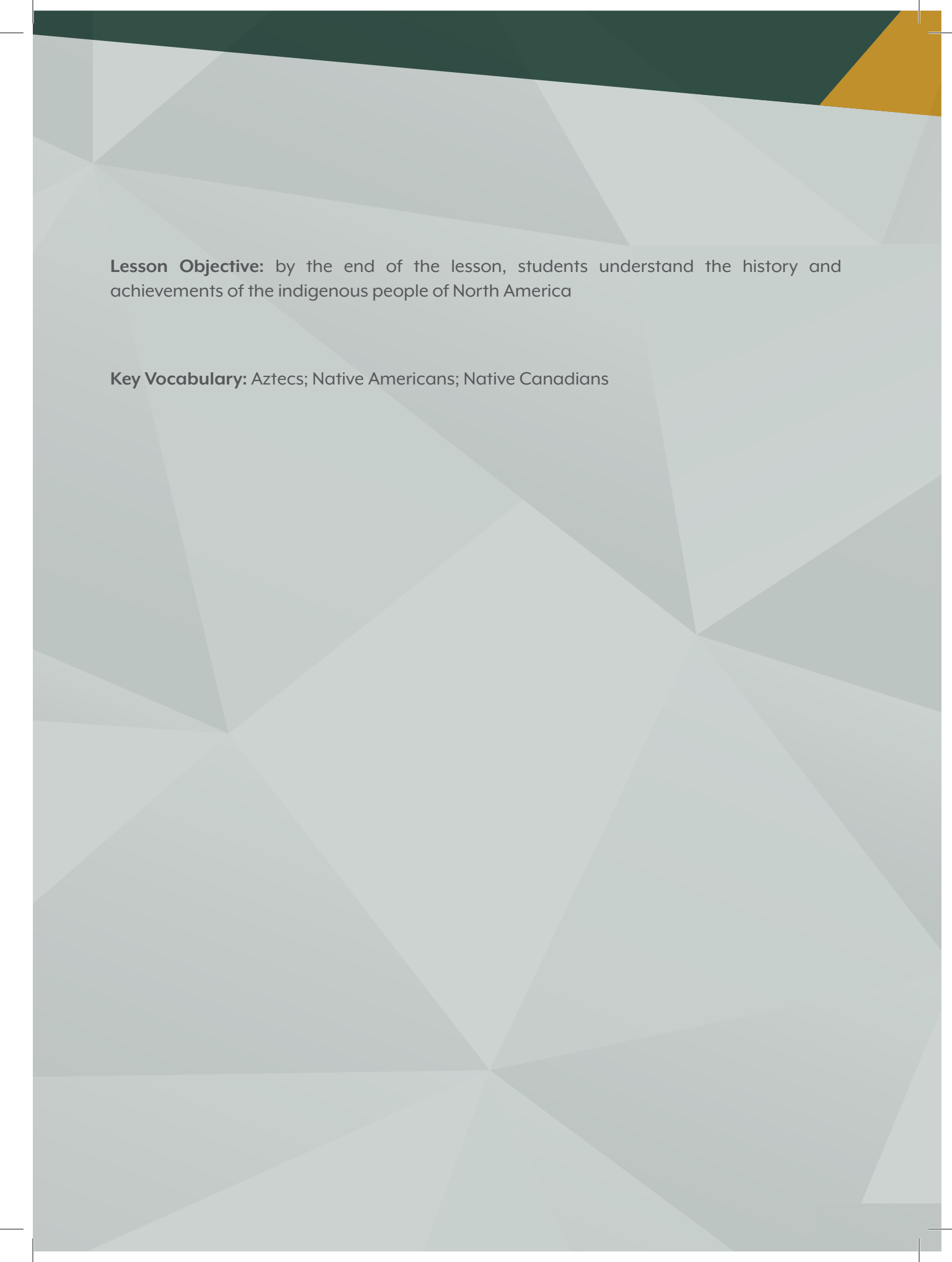



## **Lesson 3**

# **Indigenous People of North America**

**Grade 8**

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



**Lesson Objective:** by the end of the lesson, students understand the history and achievements of the indigenous people of North America

**Key Vocabulary:** Aztecs; Native Americans; Native Canadians



### Activity 1: Class Discussion

Were the Europeans the first people to travel to North America? Who visited or lived in North America before the European explorers of the 15<sup>th</sup> century? Discuss and write notes.


### The First People Arrive in North America

It is not clear when the first people arrived in North America. Some scientists believe that people migrated to North America from Asia during the last ice age of 20,000 years ago. The migration would have taken people from a northern area in what is now Russia across the Bering Strait. At the time the strait would have not had water. It would have appeared as a shallow valley.

Other scientists believe that there were several migrations. Evidence has been found showing settlements in the Orogrande Cave in New Mexico, USA, from around 35,000 BCE. This was before the last Ice Age. The evidence suggests that earlier migrations could have happened as early as 40,000 BCE.

The people who were living in the Americas before the European explorers arrived are considered indigenous people. Indigenous people are called First People in Canada or Native Americans in the US.

Indigenous people were called Indians because the first European explorers thought they were in the East Indies when they landed in the Americas. Native people of the Americas should not be called Indians.



Figure 21 Coastal Landscape in Chukotka, Russia where people might have crossed from Asia to North America.



## Activity 2: Concept Check

Answer the questions.

What are the time periods of migration suggested by evidence?


Why were the indigenous people of North America called “Indians” by the European explorers of the 15<sup>th</sup> century?


What are appropriate names for indigenous people of North America?


### Adapting to the Land

The map shows cultural areas of North America where indigenous tribes adapted themselves to the environmental conditions of their areas.



Figure 22 Map of Cultural Regions of First Peoples in North America

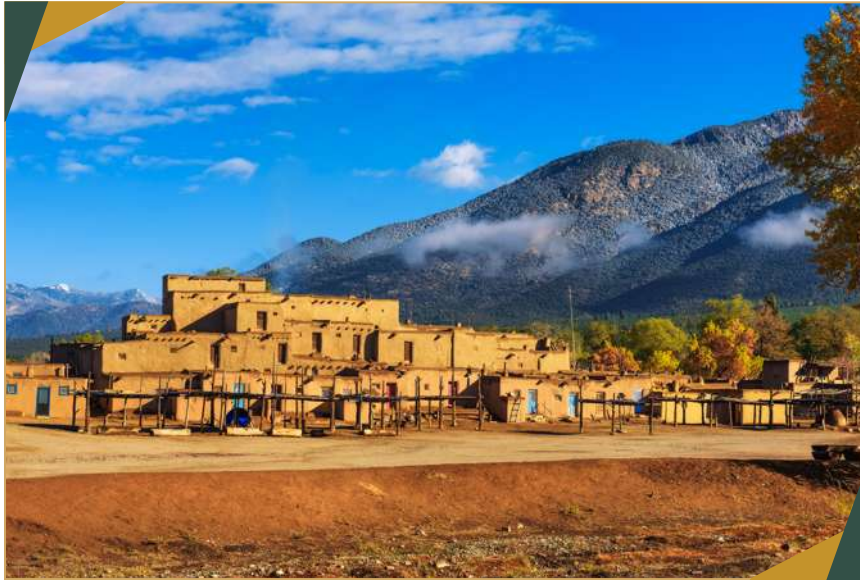
In the Arctic regions of the far North, the Inuit tribes lived by hunting in the polar region and fishing in the icy waters.

The Northwest Coastal tribes, including the Salish tribes of British Columbia lived from fishing and gathering the plentiful shellfish they found along the Pacific Coast. The California Native Peoples hunted, gathered and fished.

On the Plains, the tribes included the Sioux and Cheyenne who hunted buffalo as they migrated across the grasslands of the Great Plains. In the East the Six Nations of the Iroquois Confederation thrived well into the 18<sup>th</sup> century.

In the Southeast the Mound Cultures that populated the great city of Cahokia in around the year 1300 CE flourished. The Mound Culture was still intact in the 16<sup>th</sup> century when Spanish explorers reached the area in the early 1500s.

In the Southwest, the Apache and Navajo tribes lived in the dry areas of Arizona, New Mexico and to the South in Mexico. In earlier centuries, people built pueblos of stone in cities carved into rock in the dry climate of the Sonoran Desert. In Taos, New Mexico, the pueblo style of construction has been continuously maintained since the 1300s and is recognized as a World Heritage Site.



*Figure 23 Taos Pueblo, New Mexico, United States*

### **Tools and Inventions of the Early People of North America**

Native Americans in North America adapted to their local environment in various ways.

In the Pacific Northwest, they used the bark of coastal fir trees to make fibres and materials for shelter and for rain gear to keep dry in the wet climate.

In the Southwest they used stone and mud bricks to make permanent housing shelters and in other places carved their housing into soft stone canyon walls. In the Eastern regions of Canada and the United States, the Iroquois tribes and other First Peoples carved canoes out of trees and used them to travel great distances along the rivers and lakes of their region.

In the Plains region, the native people lived in a semi-nomadic pattern of movement to follow herds of buffalo and other animals across the great grass plains of the Plains region. They used arrows with stone tips to hunt buffalo. After the Spanish introduced horses, they used horses to travel and hunt animals. The native people used the skins of the buffalo and deer that they hunted to make tents and clothing to protect against the cold weather.



### Activity 3: Concept Check

Match a solution used by the native peoples in their local environment with their region or people.

Technology	Description
Buffalo and deer Skins	A. Pueblo peoples of the Southwest
Stone, mud brick and carving of housing out of soft stone cliffs	B. The Salish and people living on the Pacific Northwest Coast
The bark of fir trees and cedar trees were used for making clothing and shelter	C. Tent making and clothing in the Plains region
The carving of canoes from tree trunks to make boats for travel along rivers and lakes	D. The people living in the East, including the Iroquois tribes.

### Aztec Civilisation in Mexico

In 1519, the Spanish viceroy, Hernando Cortes, conquered Tenochtitlan, the largest city of the Aztec Empire in Mexico.. At that time, Tenochtitlan was the largest city in North America. After the Spanish conquest, it became the site of Mexico City, the capital city of Mexico today.

When Cortés entered Mexico City for the first time he found a highly developed civilisation. The Aztecs had their own written language and a highly developed system of city planning, irrigation, agriculture, markets, public spaces, temples and a long-distance system of trade.



Figure 24 The Codex Borbonicus, an ancient codice written by Aztecs



The Aztecs were not liked by other tribes. Cortés took advantage of these rivalries among Mexican tribes. He got some of them to join him in attacking the Aztecs. Cortés had the Aztec chief Moctezuma imprisoned where he died of disease or poisoning.



*Figure 25 Model of the Aztec Palace at Tenochtitlan .*

European countries sent their own people to North America to live so that they could grow crops or make products to send back to Europe. These people were called settlers. Europeans saw the Americas as a place to expand into. They felt that they had the right to use the land and resources as they wished.

When indigenous people came in contact with European settlers, they sometimes became ill and died. Indigenous Americans lacked immunity to diseases that the Europeans brought with them. Large numbers of their tribe members died from smallpox and other diseases.

For indigenous people this was confusing and frightening. They did not know how the diseases were transmitted. They simply knew that often when they had contact with European settlers many of them became ill and died. Even if they used items such as blankets or clothing purchased from settlers, people who used the products became ill and died, especially elderly and children.

As settlers arrived in greater numbers, they took over land the indigenous people lived. Sometimes European soldiers were used to move indigenous people to make the land available to settlers. Troops had guns and cannons which were superior to the arrows and spears that indigenous people produced. About 350 years later, the indigenous population was very small and mostly relocated to isolated areas called reservations.





#### Activity 4: Matching

Match the term on the left with the definition on the right.

Key Word
Aztec
Salish
Tenochtitlan
Taos
Smallpox

Description
The name of the Aztec Capital
A deadly disease that ravaged, killed and depleted the populations of most Native American tribal peoples
A tribe in the Pacific Northwest in Canada who lived in the area of British Columbia and prospered from fishing and collecting of shellfish
A major civilisation in Mexico whose capital was in the present city of Mexico City
The name of a place in New Mexico where the Pueblo people have populated since the 1300s



#### Activity 5: Critical Thinking

Read the text and follow the instructions after it.

During a period of about 350 years, the indigenous population of North America decreased by more than 90 %. In 1492 it is estimated that there were between 8 to 112 million indigenous people in North America. By 1650 the estimates were less than 6 million. By 1800 the population was reduced to about 600,000 and in the 1890 only about 250,000 remained.

Fill in the table with information from the text.

Population Estimates of Indigenous People of North America	
Year	Estimated Population

List major factors from the text that caused the indigenous population of North America to decline.





## Lesson 4

# Colonial North America

Grade 8

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



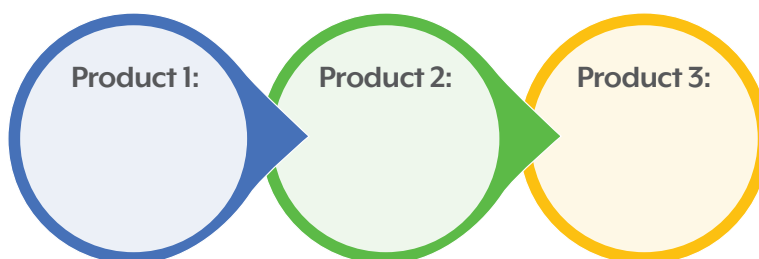
**Lesson Objective:** by the end of the lesson, students will describe Colonial North America and its settlement by different European Colonists.

**Key Vocabulary:** French; Dutch; English; Spanish; American Revolution; Pueblo peoples of New Mexico



### Activity 1: Class Discussion

What products from North America do you think were the most prized in Europe? Try to think of three.



### Spanish Colonies of North America

From early 1400s Europeans were trying to find a way to get to China and India by sea. Europeans wanted to get silk, tea, spices and porcelain to sell in European markets.

The Portuguese were the first to explore a route around Africa to India. On this route, they met with the powerful Malian kingdoms and Igbo kingdoms along the coast of Western Africa. To trade with these kingdoms, the Portuguese established forts and colonies off the African coast in the Atlantic at the Cape Verde Islands. In the colonies, they started sugar plantations. By 1498, Vasco de Gama had travelled around Africa and explored India. For the next 150 years, the Portuguese explored and colonised the Indian Ocean region.

When Christopher Columbus sailed from Spain and discovered the Caribbean Islands, he called them Hispaniola. Today, the first island he landed on has the countries of Haiti and the Dominican Republic on it.

By the mid-1500s, the Spanish had conquered or settled much of South America, Central America and Mexico. Together these regions are referred to as Latin America. The Spanish Empire forced the indigenous populations who had not died of disease to perform the hard labour of their colonies. They worked on plantations and in other areas such as the gold and silver mines.

Later in the 1500s, the Spanish moved northward into the land that is now the state of Florida in the US. The local populations along the coast of the Gulf of Mexico decreased in numbers drastically due to diseases carried by the Spanish and fighting with the Spanish. Hernando DeSoto was one of the famous Spanish explorers who expanded the influence of

Spain in the Americas.



### Activity 1: Concept Check

Match the key term with the definition or concept.

Vasco de Gama	1. A Spanish conquistador who led an invasion of Spanish forces into Florida and the Southeast in the 1520s
Malian kingdoms	2. The Spanish forced native indigenous people to work these
Gold and silver mines	3. These were powerful and rich kingdoms in West Africa who the Portuguese began to encounter in the 1400s during their explorations down the African coast
Hernando de Soto	4. Portuguese explorer who in 1498 made the first voyage from Portugal around southern Africa and the Cape of Good Hope to India


### North American Colonies

In the early 1600s, French, Dutch, and English settlers established colonies in North America. Each concentrated in a specific area and concentrated on producing goods to sell to European traders.

The French explored and settled mostly in the area of Canada. Many French settlers were fur traders along the Mississippi River system down to New Orleans. The French colonised along the St. Lawrence River and established the new cities of Quebec City and Montreal as fortified cities for the fur trade with the indigenous people of the region.

The Dutch settlers tried to settle in the area of New York along the Hudson River. However, this settlement was soon colonisation by the English who came to dominate the Eastern seaboard of North America. The Dutch focused on their possessions of the Caribbean islands of Curacao and Aruba on the north coast of South America. They established sugar plantations through the Dutch West India Company.

The first English settlement was in 1607 at Jamestown, in a new colony called Virginia. The English settlers were interested in finding precious metals or other goods, but the colony



was largely a failure as few of the settlers had good farming skills. Most of the colonists died of starvation. The colony was reorganised as a farming and plantation colony. The plantation system created huge farms and brought enslaved people from Africa to do the hard work starting in 1619.

English settlers did not mix with the indigenous people. When they moved into areas, they forced native populations to leave. In the northeast, the British established the New England colonies. By 1627 a settlement at Plymouth in the colony of Massachusetts was established. It faced great difficulty, especially due to the poor soils, short growing season and harsh winters of the area.

In the British colonies, people were not allowed to trade directly with people in non-English colonies. All valuable products from the American colonies first had to be shipped across the Atlantic to England and then put on English ships for trade to other parts of the world.

Disputes between British and French in Europe spilled over into conflicts in North America. When Britain and France fought the Seven Years War (1753-1764) in Europe, colonists in French and British colonies also fought each other. After the French were defeated, they were forced to withdraw from North America and the British gained colonial control of the areas of Canada that the French had controlled. The Iroquois tribes of the region of Ontario and New York were used by both sides to fight against the other. This weakened the Iroquois who suffered from loss of warriors and attacks in their home lands.

### **The American Revolution (1776-1783)**

By 1776, British colonies wanted to separate themselves from Britain. Leaders from each of the 13 colonies met and drafted a Declaration of Independence which was submitted to the King George III, the ruler of Britain at the time. When the British King refused to accept the declaration, a war started called American Revolution. After seven years of warfare, in 1783 the British retreated to England. In 1786, the Treaty of Paris was signed by Great Britain who recognized the former colonies as the United States of America. Americans celebrate July 4<sup>th</sup> as their independence day, even though the document was not signed until August 2, 1776.



### Activity 3: Identifying Details

Fill in the blanks with the correct word or phrase from the text.

In the early 1600s, ..... established colonies in North America. The French were mostly ..... along the Mississippi River system down to New Orleans. They colonised the St. Lawrence River area and established the new cities of ..... and ..... The Dutch settlers originally tried to settle in ..... but were forced out of the area by the British and then focused their colonisation efforts in ..... by establishing ..... plantations through the Dutch West India Company. English colonies established ..... systems that used the labour of enslaved people. In 1776, representatives from the 13 British colonies declared independence from Britain and after the Revolutionary War became a country called .....



### Activity 4: Critical Thinking

One of the biggest reasons that American colonists wanted independence from Britain was the law that all valuable products from the American colonies first had to be shipped across the Atlantic to England and then put on English ships for trade to other parts of the world.

Discuss in small groups why this would be concerning to American colonists. Write notes to summarise the discussion. (Think about buying and selling and where the profit is made).

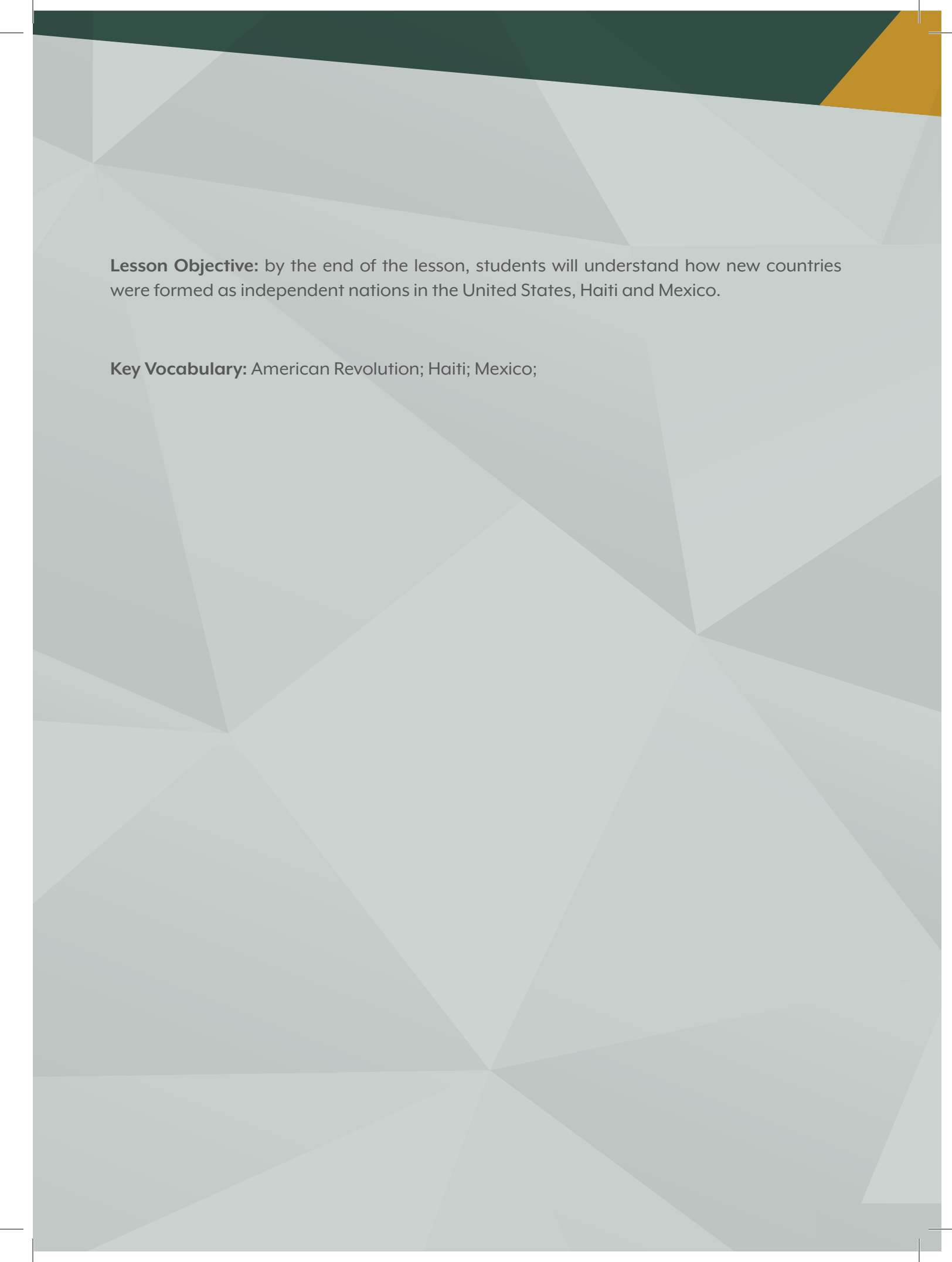



## Lesson 5

# New Countries: The United States, Haiti and Mexico

Grade 8

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



**Lesson Objective:** by the end of the lesson, students will understand how new countries were formed as independent nations in the United States, Haiti and Mexico.

**Key Vocabulary:** American Revolution; Haiti; Mexico;



## Activity 1: Map Activity

On the early map of North America from 1795, shade the area colonised by the British blue, the area colonised by the French green, and the area colonised by the Spanish yellow. Use the text in the last few lessons if you need help.



Figure 26 Early Map of the United States printed in 1795

## The Federal Government and the US Constitution

In 1786 at a constitutional convention, the United States issued its first constitution that was approved by the states in 1788. It created a federal system of government that reserved certain rights to the individual states to have their own elected legislatures and governors and law courts. The federal or national government kept the powers of military and defence, the regulating of trade, and a federal court system to resolve issues between the states. It established a system of electing representatives to the Congress. General George Washington, famous from the Revolutionary War, was elected as the first president

The issue of slavery became a complicated part of the new constitution. The first five Presidents of the United States were slave owners and 12 of the first 18 presidents were slave owners at some time during their lifetimes. Although bringing in newly enslaved people ended in 1807, the practice of owning people was not forbidden until 1865 after the American Civil War. Even after slavery was outlawed, African Americans were treated much the same as they were before. More than 150 years later, African Americans and other minorities, struggle for equal rights under the law.

## Activity 2: Concept Check

Answer the questions.

How did the federal system work? List the rights of the federal government and the rights of the states.

Powers Granted to States	Powers Reserved for Federal Government

Who was elected as the first American president? .....

When was the practice of owning people brought to an end in America after which event in American history? Date: ..... Event: .....

### Haiti and the Caribbean

The island of Hiati was originally settled by Spanish and called Hispanola. The western third was given to France who called it Saint Domingue or St Dominique. The island was France's most prized possession because it had sugar plantations.

Toussaint L'Ouverture, formerly an enslaved person, is credited with leading a revolt in 1791 that eventually led to establishing the country of Haiti. In 1803 L'Ouverture was captured and sent to a prison in France where he died. Nevertheless, the Haitian revolution succeeded, and the independent nation of Haiti was declared in 1804. Haiti shares with the island with the Dominican Republic.



Figure 27 Toussaint L'Ouverture (1843-1803)

## The Mexican Declaration of Independence

In 1821 the former colony of New Spain declared itself an independent country. In 1824 it became the Republic of Mexico with a new constitution. Soon after, the Republic of Mexico attempted to consolidate its territories to the North in Texas, New Mexico, and California and which came into to conflict with the American expansion of the United States into these same territories.



### Activity 3: Concept Check

Choose the best answer.

In what year did Mexico declare its independence?

1. 1821
2. 1829
3. 1824

The leader of the Haitian Revolution was .....

1. Toussaint L'Ouverture
2. Napoleon
3. Pierre Dessaint

Mexico reformed itself into the Republic of Mexico in which year?

1. 1824
2. 1829
3. 1839
4. 1863



#### Activity 4: Critical Thinking

Establishing European colonies was seen as a way to increase the wealth of a country. Colonists saw themselves as part of the county they were sent from. After a few generations, this perception changed and colonists wanted to rule themselves.

Work with a partner to come up with some reasons colonists might no longer see themselves as part of the colonial power.



## **Lesson 6**

# **American Civil War and Reconstruction**

**Grade 8**

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





**Lesson Objective:** by the end of the lesson, students will understand the long-term influence of the American Civil War and ending slavery upon American society

**Key Vocabulary:** Abraham Lincoln; Emancipation Proclamation; Frederick Douglass; Confederacy; Union



### Activity 1: Class Discussion

How does the cost of labour affect the price of goods and services? Summarise the discussion.


### The War with Mexico

Mexico became Independent from Spain in 1821. In 1824 the Republic of Mexico began to strengthen its ties with its territories to its north. This included Texas, New Mexico and California. However, California split off from Mexico and became an independent republic in 1848. Later California joined the United States as state.

Rivalries between Mexicans and Americans for control of the American Southwest resulted in a two-year war between the United States and Mexico. The war ended when American troops entered Mexico City. When Mexico surrendered in 1848, the United States forced Mexico to give up its Southwest territories New Mexico and Arizona. With the addition of the Mexican territories, the United States extended from the Atlantic to Pacific oceans.

### The American Civil War

The American Civil War was fought more for economic reasons than for human rights issues. The industrial North relied on paid labour and was the manufacturing centre of the United States. The agricultural South relied on large numbers of enslaved people to produce cotton as the most important cash crop of the time.



Figure 28 Eli Whitney

The cotton gin, invented by Eli Whitney in 1821, made cotton cloth cheaper and faster to produce. Most of the cloth was woven on power looms in the North, not in the South where the cotton was grown. Southern states wanted to sell their cotton to foreign countries would pay more than the factory owners in the Northern states wanted to pay. They also wanted the new territories to adopt their slavery-based systems rather than the paid labour based system of the North.

Some states in the South wanted to secede, or stop being part of the United States. On February 4, 1861, seven states met and formed the Confederate States of America, declaring Jefferson Davis as their president. Other states joined later to make a total 13 states. For some, the American Civil War was fought to keep the United States together more than to free enslaved people.

The North was richer and had a population of 22 million, while the South had a population of about 9.5 million. About one third of the population of the South were enslaved people and would not be expected to fight.

Abraham Lincoln was elected as President in 1861 (reelected in 1864) and he was committed to keeping the country together. The North expected the war would be won quickly but soon it became clear that the new weapons and warfare practices on land caused terrible losses of men and supplies. Both sides became overburdened with trying to get supplies, medical care, and more soldiers to fight in the war. Both the North and South drafted new troops into the army. A draft is a requirement of men to serve in the army.

During the war, Southern plantations were destroyed. Slaves and slave owners were homeless. The system of slavery began to break down as more slaves were able to escape the South or joined the Union (Northern) troops as they approached. Some freed African Americans became inspirational leaders. The former slave and self-educated African American, Frederick Douglass, had a series of meetings with President Lincoln.

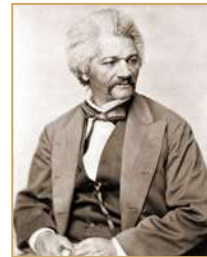


Figure 103 Frederick Douglass  
(1818-1895)



## Activity 2: Concept Check

Use the text to answer the questions.

Why did Mexico and the US fight the Mexican-American war?


With the addition of the former Mexican territories, the land belonging to the US stretched from the ..... Ocean to the ..... Ocean.

What was the most important cash crop for the US during the American Civil War?

.....

What did the southern states want to do that threatened the economic stability of the Northern States?

.....

The North thought the war would be over soon but what happened instead?

.....

### Activity 3: Map Activity

Use the map to answer the questions.



Figure 29 Map of Civil War at start of the war in 1861

1. How many states were Confederate States (shown in red) .....
2. How many states were Union states (shown in green) .....
3. How many states were considered Union states but still had slaves? .....
4. How many territories (light purple) were there that had not been made a part of the United States? .....

## The Emancipation Proclamation of 1863 and the End of the Civil War

The document that abolished or cancelled slavery in the US called the Emancipation Proclamation of 1863 was issued on January 1, 1863. It was delayed by Lincoln for more than a year, but the practical need for more soldiers made it necessary. The effect of the proclamation was immediate, and soon African-American battle units were formed within the Union Army.

But just as the war ended, Lincoln was assassinated while watching a theatrical play at Ford's Theatre in Washington, DC. Lincoln's death created a crisis of leadership over what should take place after the war. As Northern Union troops occupied the defeated Confederate lands of the South, many considered whether several million freed slaves were to be considered as citizens.



### Activity 4: Concept Check

Answer the questions.

What was the Emancipation Proclamation of 1863?


What necessary resource did it provide for the North in the Civil War? Explain.


When President Lincoln was assassinated, what question were people considering?




## Activity 5: Critical Thinking

Read the text and follow instructions.

### Cotton Production in the 1800s



Figure 31 Cotton Seeds

In the 1800s cotton was grown on large southern plantations. Cotton is the part of the plant that has the seeds. The seeds must be removed before the cotton can be processed into threads.

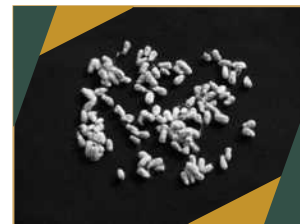


Figure 30 Cotton plants

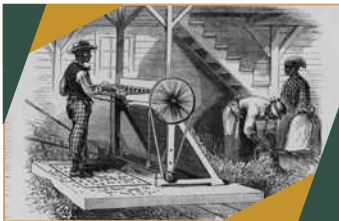


Figure 32 Workers using a Cotton Gin to Prepare Cotton

Picking out the small seeds of the cotton plants was extremely time consuming. With the cotton gin, invented by Eli Whitney in 1821, cotton production was made faster and more efficient. The cotton gin could be attached to a power source to make the process even faster.

The cotton gin had a device that pulled the cotton through wire teeth. The seeds were caught by the teeth and pulled from the cotton fibres. By solving the tedious and time-consuming problem of the cotton seeds, the cotton gin made cotton extremely profitable.

Explain how the cotton gin cause cotton to become the most important cash crop in the United States and how it affected the economy of the South and the North.



## Lesson 7

# Immigration and Civil Rights in the US: -1865 1965

Grade 8

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





**Lesson Objective:** by the end of the lesson, students will understand **history of the United States following the end of the Civil War and the development of civil rights**

**Key Vocabulary:** Reconstruction; civil rights; Martin Luther King Jr.; Women's Suffrage



### Activity 1: Discussion

Who was Dr. Martin Luther King, Jr.? What is he known for? Summarise the discussion.


### America after the Civil War

After the Civil War, the southern states reformed their state legislature and courts. The legislatures passed laws to prohibit or restrict African Americans from voting or from having equal rights. African-Americans were not allowed to live in the same areas or use the same facilities as others. African Americans children were sent to separate schools.

After the Civil War, many African Americans moved out of the South and into the northern cities. African Americans faced challenges in the north as well. Sometimes they were paid less or not allowed to work in certain jobs. W.E.B. Du Bois was a sociologist and the first African American faculty member at Harvard University. Du Bois wrote many works on the problems and potential of African Americans who moved into the northern cities.



Figure 33 Martin Luther King Jr.

African Americans established their own colleges that were funded and cared for by African Americans themselves. Out of these colleges emerged a new generation of leaders in the 1950 and 1960s. Leaders like Dr. Martin Luther King, Jr. raised awareness of the challenges of African Americans. During 1964 and 1965 laws were passed to protect civil rights for all. Dr. King was assassinated in 1968.



## Activity 2: Concept Check

Describe the challenges that African Americans faced in America after the Civil War.


What did many African Americans do when they are not allowed into colleges?


What is Dr. Martin Luther King, Jr. remembered for?


### Immigration 1870 - 1920

Immigration into the United States was a major development in the country's growth in population throughout the 19<sup>th</sup> and early 20<sup>th</sup> centuries. Difficult conditions in other countries often led to the decision to immigrate to the United States. For example, the Irish famine that ravaged Ireland between 1846 and 1850 forced several million Irish to leave for the United States during the 19<sup>th</sup> century. Between 1836 and 1914 over 30 million Europeans immigrated to the United States.

### Public Schools and Women's Suffrage

In the 19<sup>th</sup> century the public school system through high school was established in the United States. Many students only received a grammar school education. In the 1830s Horace Mann emphasized the important principles in establishing a public school system up through high school.

1. the public should be educated
2. this education should be publicly supported (funded)
3. public schools should admit all children from a variety of backgrounds

4. education must have well-trained professional teachers
5. education must include girls as well as boys

There was also a gradual improvement in women's rights. After the school reforms women received a high school education. New colleges for women were built. In the 19<sup>th</sup> century women worked mostly to the professions of teaching and nursing. Women in America earned the right to vote, called suffrage, in 1920.



### Activity 3: Concept Check

Why did the US have increase in immigration in the 19<sup>th</sup> and 20<sup>th</sup> centuries?


Explain the important points emphasized by Horace Mann in the 1830s.

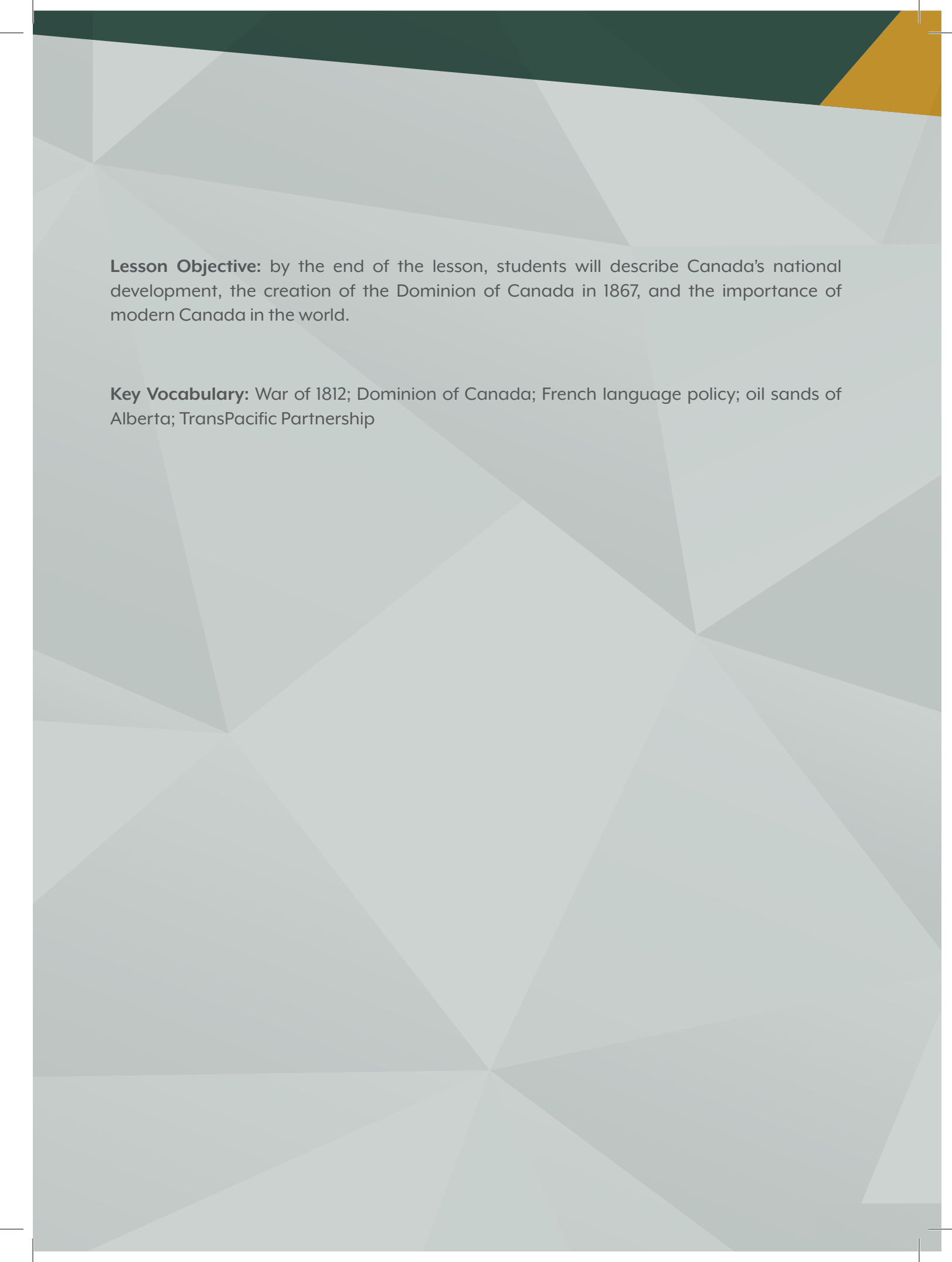

What is suffrage? When did American women get it?


## **Lesson 8**

# **Modern Canada**

**Grade 8**

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



**Lesson Objective:** by the end of the lesson, students will describe Canada's national development, the creation of the Dominion of Canada in 1867, and the importance of modern Canada in the world.

**Key Vocabulary:** War of 1812; Dominion of Canada; French language policy; oil sands of Alberta; TransPacific Partnership



## Activity 1: Map Exercise

Find the cities and rivers on the map of Canada and write the corresponding number.

1. St. Lawrence River
2. Montreal
3. Ottawa
4. Toronto
5. Vancouver
6. Yukon River

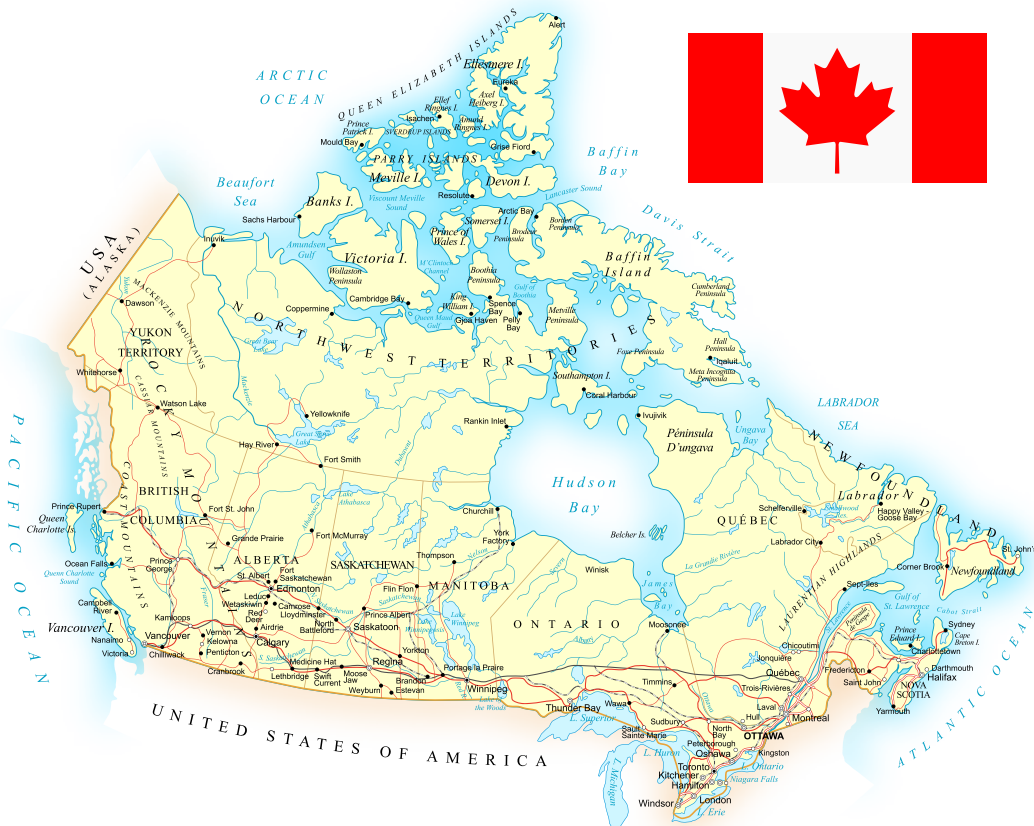


Figure 34



## **Creation of the Dominion of Canada in 1867**

After the American Revolution, many Loyalists, those who were loyal to crown of England, chose to leave the new country of the United States and resettle in Canada. Canada remained a colony of Great Britain.

During the American Revolution some American forces tried to attack Canada across the St. Lawrence River but were defeated. During the War of 1812 British forces attacked and burned part of the American capital including the White House in Washington, D.C. American forces attacked again across the St. Lawrence River.

Once again the Canadian and British forces defeated the American forces both on land and at sea. Canada, with less than one-tenth the population of the United States, has been invaded twice by the United States and never lost a battle. The development of Canada's West was dominated by the Hudson's Bay Company, that monopolized the fur trade of the Pacific Northwest and across Canada.

On July 1, 1867, the nation of Canada was established. The first of July is celebrated as Canada Day, a national holiday. The first Prime Minister was Sir John Alexander Macdonald. In 1885 the Canadian Pacific Railway was completed connecting Vancouver, British Columbia with Eastern Canada. The railway was one of the great railroad engineering feats in the world because of the difficult and high mountain terrains that had to cross. Much of the work was done by Chinese railroad workers, many of whom became Canadian citizens.



## Activity 2: Concept Check

Answer the questions.

Why did loyalists in America go to Canada after the American Revolution?


What did British forces in Canada attack and burn during the War of 1812?


Which company was dominated Canada's economy during its development period? What was the major product?


Why was the railway important for the development of Canada as a country?




## Activity 3: Interpreting Photographs

Use the text to help you match the photos with the reflective description.

### Picture



Figure 35



Figure 36



Figure 37



Figure 38

### Description

#### Canadian Pacific Freight Train

The train is passing through the Canadian Rockies at Banff National Park and shows the landforms that the train had to pass through to connect the corners of the Canadian Domain.

The Royal Canadian Mounted Police are police that use horses. Horses can be more effective in mountainous areas and wilderness areas in Canada. They have uniforms that represent the connection that Canada has to Britain.

#### First Peoples Totem Poles

In Stanley Park, Vancouver, British Columbia, the totem poles show the connection that First Peoples have to the land.

Memorial to Chinese Labourers  
Chinese labourers were instrumental in building the Canadian Transcontinental Railroad and the monument shows appreciation to them.



#### Activity 4: Search for Information

Choose one of the pictures. Search for information about it from your school library or online resources. Write notes on what you find.

1. The Royal Canadian Mounted Police
2. The Monument to Chinese Labourers who built Canada's Transcontinental Railway
3. The Transcontinental Railway
4. The Totem Poles and culture of the Coast Salish Tribes of British Columbia

Notes on my chosen topic:




## Activity 5: Canada's Modern Cities

Another facet of Canada's modernisation is its urbanization and development of modern cities, like Calgary, Alberta, Vancouver, British Columbia and Toronto, Ontario.



Figure 39 Toronto, Ontario skyline



Figure 40 Montreal, Quebec Canada



Figure 41 Banff National Park in the Canadian Rockies, Alberta Province



Figure 42 Vancouver, B.C. Canada

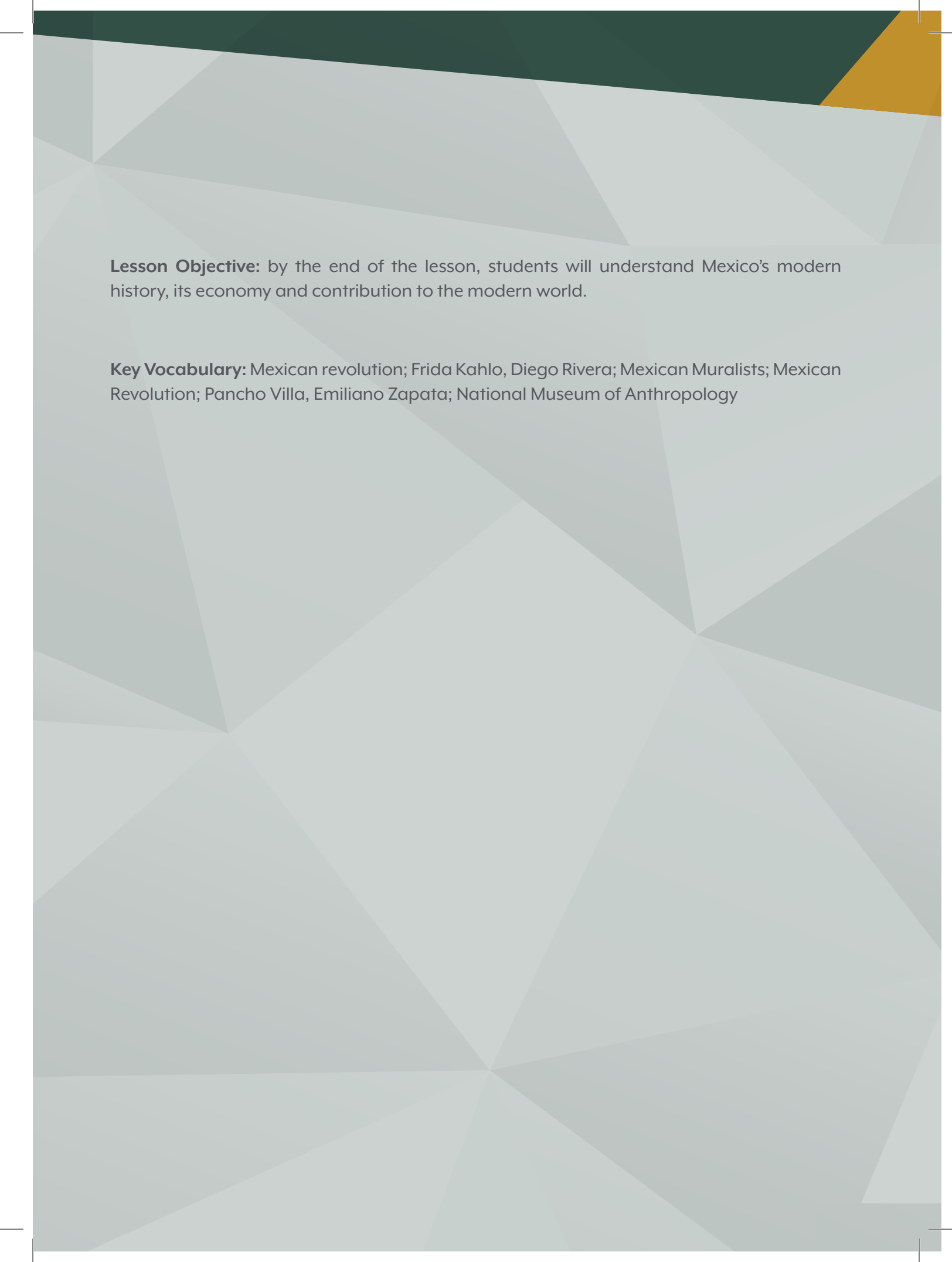
What do the images suggest about the rate of growth of cities in Canada?


## Lesson 9

# Modern Mexico

Grade 8

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



**Lesson Objective:** by the end of the lesson, students will understand Mexico's modern history, its economy and contribution to the modern world.

**Key Vocabulary:** Mexican revolution; Frida Kahlo, Diego Rivera; Mexican Muralists; Mexican Revolution; Pancho Villa, Emiliano Zapata; National Museum of Anthropology





### Activity 1: Class Discussion

List products, people, or events that Mexico is famous for today. Summarise the discussion.


### Understanding Mexico's Past

Despite Mexico's status as an independent republic, the European country of France wanted to expand its Empire. In 1852 the French Emperor Napoleon III took advantage of a change in Mexican leadership to intervene. He seized control of the Mexican state and placed an Austrian prince, named Maximilian, as the Emperor of Mexico from 1864-1867. Mexican forces captured Maximilian and the French troops and restored Mexican rule.

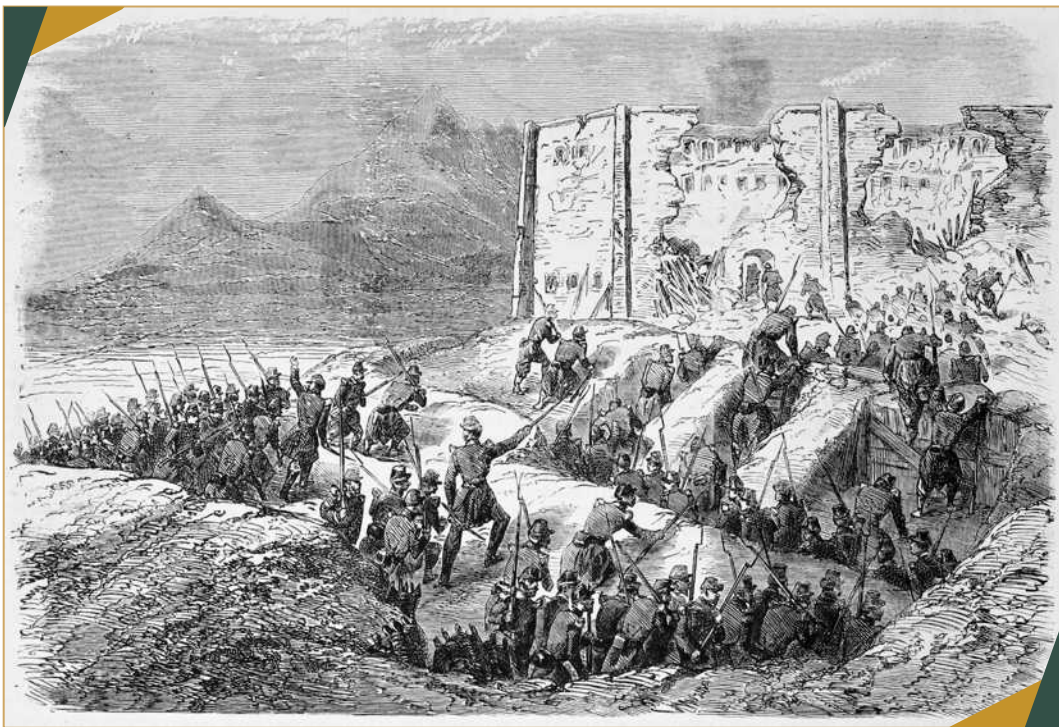


Figure 43 French intervention in Mexico: assault to Puebla prison by French army soldiers.  
Created by Gaildrau, published on L'illustration, Paris, 1863

Modern Mexican history is closely associated with the Mexican Revolution of 1911-1920. It marked the overthrow of the long dictatorship of Porfirio Díaz who had ruled from 1876 to 1911. Two different peasant armies emerged from different parts of Mexico to take control of the government and to implement land reforms. They sought other changes to benefit the farmers and peasants who made up the poorest sectors of society. The two peasant armies were led by Pancho Villa who led the army from the North and Emiliano Zapata who led the army from the South. Neither Villa nor Zapata were interested in becoming a president. They turned power over to Venustiano Carranza who ruled until his assassination in 1923. All three leaders, Villa, Zapata and Carranza were assassinated during the revolution.

### Modern Mexican Artists and Writers

Mexico is famous for its great writers, artists, filmmakers and architects. The Mexican writer Octavio Paz was awarded the 1990 Nobel Prize in literature. This tradition of literature and the arts has roots in the excellence of Mexico's cultural institutions. Of these, the Academy of San Carlos was established in 1783. Among its graduates have been two of Mexico's most famous artists, Diego Rivera and José Orozco.



Figure 44 Museum of San Carlos, Mexico City.



### Activity 2: Interpreting Art

José Posada was another Mexico's famous artists whose cartoons and caricatures of people and scenes in Mexican life were published in newspapers of the time. He was a supporter of the Mexican Revolution and drew and printed cartoons and posters in support of its leaders.

Describe the drawing and try to interpret what it means. Remember is about the Mexican skyline drawn sometime during the period of 1880 to 1910.



Figure 45 José Posada, Cartoon of People looking at Mexico City's skyline (dated between 1880 and 1910).




### Activity 3: Comparing Art and Photography

Use the photo and the drawing to fill in the table.



Figure 46 Mexico City Panorama in the 21st Century!

The photo a panoramic view of Mexico City. However, it was taken about 100 years after Jose Posada made his cartoon sketch. List some differences in the two images.

How has the skyline changed?


Are there types of buildings that appear in both images?


## Mexico's Modern Economy

In 1904 a major oil field was discovered in Mexico. This gave Mexico a valuable resource that was in great demand as ships and industries were switching from coal to oil.

Mexico has a highly productive agricultural region and is a manufacturing centre for automobiles and technology. Mexico's main exports are Cars (\$45.1B), Vehicle Parts (\$28B), Delivery Trucks (\$26.7B), Computers (\$22.5B) and Crude Petroleum (\$19.5B).

Mexico exports large amounts of agricultural products worldwide. Although the total value of agricultural exports less than the value added or obtained from selling cars and auto parts, this is still a very productive and important part of Mexico's economy.

The top export countries of Mexico are the United States (\$307B), Canada (\$22B), China (\$8.98B), Germany (\$8.83B) and Japan (\$5.57B). The top import countries are the United States (\$181B), China (\$52.1B), Germany (\$14.9B), Japan (\$14.8B) and South Korea (\$10.9B).



### Activity 4: Interpreting Graphs

Use the graph to answer the questions that follow.

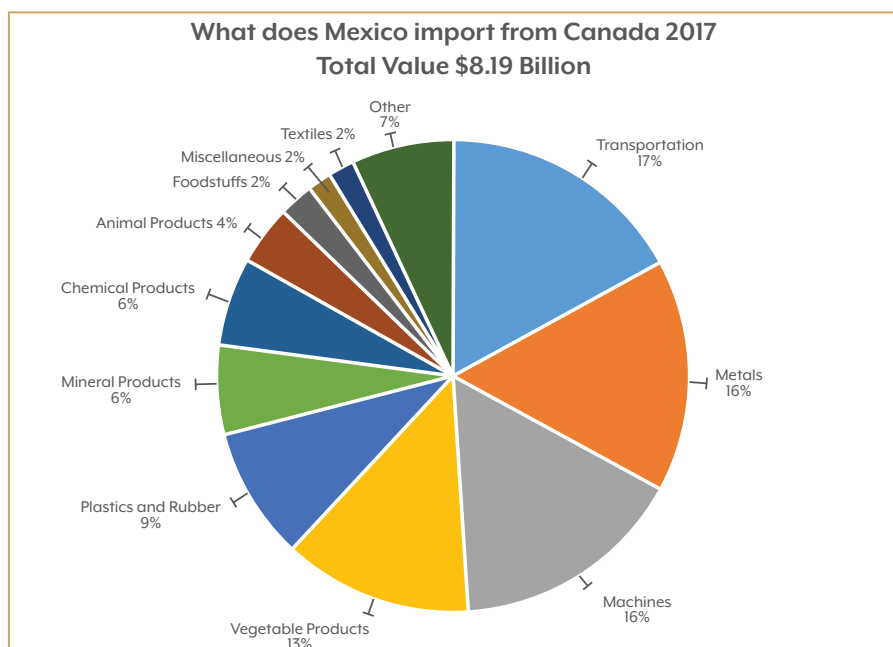


Figure 47 Mexico's Imports from Canada

What is the total value of Mexico's Imports from Canada in US\$ ? .....

What are the top three import product categories? .....

Calculate how much Mexico spends on machines in US\$. .....



### Activity 5: interpreting Graphs

Use the chart to answer the questions that follow.

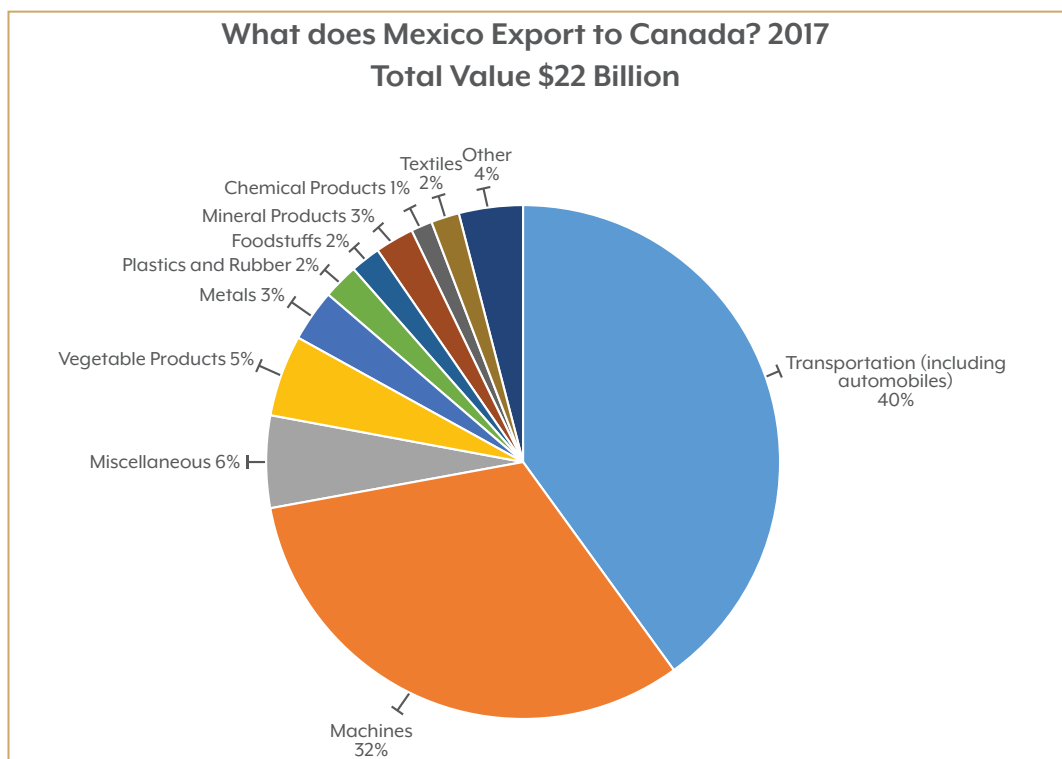


Figure 48 Mexico's Exports to Canada

What is the value of Mexico's Exports to Canada in US\$ ? .....

Which export product has the highest value? .....

Calculate the value of that category of product in US\$. .....



### Activity 6: Computing Trade Deficit or Surplus

Find information from the charts and write it in the table. Subtract the export value from the import value. Answer the questions that follow.

Column A	Column B	Total
Value of Mexico's Exports to Canada in \$US	Value of Mexico's Imports from Canada in US\$	Difference in value (Subtract Column B from Column A)

Based on the calculations you have made above, does Mexico have a trade surplus or trade deficit with Canada? Circle the correct answer.

Answer A: Mexico has a trade surplus

Answer B: Mexico has a trade deficit.




## Lesson 10

# The Modern United States

Grade **8**

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





**Lesson Objective:** by the end of the lesson, students will understand America's industrial growth and contribution to the 2nd Industrial Revolution (Mass Production of automobiles); 3rd Industrial Revolution (the digital revolution) and the 4th Industrial Revolution (Automated Intelligence).

**Key Vocabulary:** 2nd Industrial Revolution (Mass Production); 3rd Industrial Revolution (the digital revolution); 4th Industrial Revolution (Automated Intelligence); Silicone Valley; NASA and the Space Program



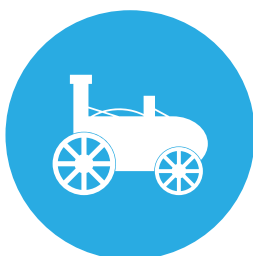
### Activity 1: Class Discussion

What is an “industrial revolution”? Why is it important to the world economy? Summarise the discussion.


### The Automobile Industry and the 2<sup>nd</sup> Industrial Revolution

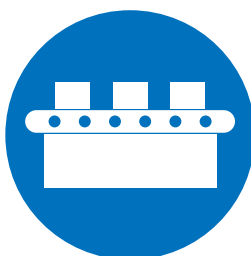
The modern economic history is categorized in four stages based on the technology used to produce goods and services.

#### 1st revolution



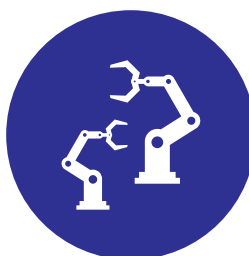
Mechanization, steam  
and water power

#### 2nd revolution



Mass production and  
electricity

#### 3rd revolution



Electronic and IT  
systems, automation

#### 4th revolution



Cyber physical  
systems

Figure 49 Stages of Industrial Revolution

The term **Second Industrial Revolution** is generally defined as the era of improved mass production. Mass production refers to making products on a large scale in factories. Along with it came improvements in communication and the spread of electricity in cities. The telephone and telegraph were major inventions that connected the world with near instant communication. In 1903 the Wright brothers are credited with inventing the first airplane. A decade later, the airplane was a reliable means of transport and was being used as a war weapon during World War I.

Perhaps the most representative invention of this era was the mass production of automobiles. Mass assembly lines to make cars were powered by electricity and made use of skilled labour who assembled the parts and finished the car in one continuous standardised process. In mass assembly lines, the parts are all made ahead of time in standard sizes and then are bolted, fitted or welded together, and painted etc. to complete the car.



## Activity 2: Interpreting Photographs

Use each Photo to answer the questions that follow.



Figure 50 Auto Assembly line circa late 1930s

Photo A



Figure 51 B-24 Liberator bombers nearing completion on the assembly line at the Consolidated Aircraft Corporation plant, Fort Worth, Texas. 1942.

Photo B

What is being produced in each photo?

Photo A:

Photo B:

How many workers do you see in each photo?

Photo A:

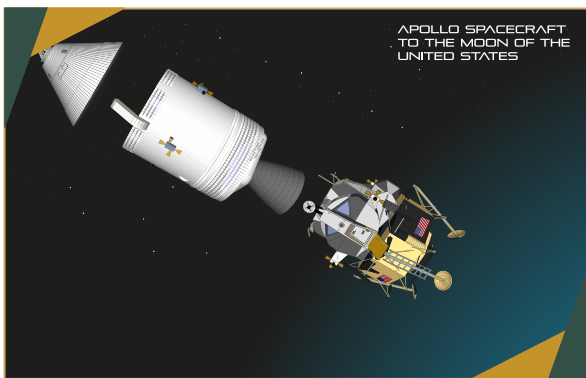
Photo B:

Which assembly line do you think is a moving Assembly line? .....



## Activity 2: Fill in the Blanks

Exploring Space and the Third Industrial Revolution (Digital Revolution) is shown in the technology picture below are dependent on each other. Use the photos to help you fill in the blanks in sentences.



*Figure 52 Apollo Spacecraft and Moon Lander used on the first landing on the moon in 1969*

Spacecraft and Moon Lander



*Figure 53 Satellite Station*

Satellite Technology

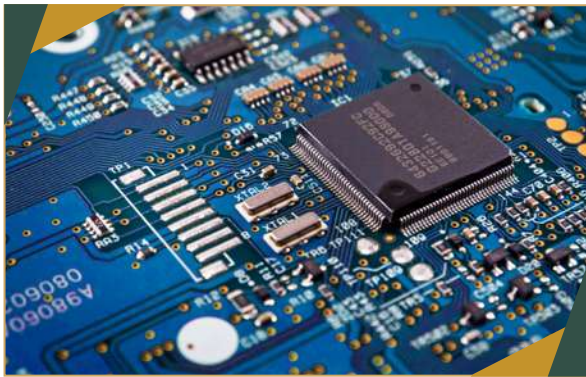


Figure 54 Modern microchips and transistors.

Microchips and transistors



Figure 55

Wireless Technology

Keywords for the gaps

astronauts    wireless communication    Satellite    transistors and microchips

In 1957, Sputnik was the first satellite launched into space by the Soviet Union. This began a new phase that allowed for the idea of .....to be used to communicate from space to the Earth. After Sputnik was launched, the Soviet Union and the United States began a race to see who could land a human crew on the moon and return.

In 1969 the first .....reached the moon as part of the Apollo 11 mission. Neil Armstrong and Buzz Aldrin were the first two humans to walk on the moon. The ability to calculate the trajectory needed to fly to the moon and return to Earth required new computing power.

This was made possible with the invention ..... that enabled better computing power and eventually the rise of the personal computer. Altogether this technology has combined to allow for the invention and development of the .....that we use for communication today.

### Technological Infrastructure and the 4<sup>th</sup> Industrial Revolution

The 4<sup>th</sup> Industrial Revolution is a term used in the 21<sup>st</sup> century to project how automation, robotics and artificial intelligence may be used to design and improve our future.



### Activity 3: Critical Thinking

Reflect on the photo of car being assembled in factory. What are the red machines? What do human workers do in this process? Explain.




Figure 56 Industry 4.0 Automotive, manufacturing processes, robot manipulators assemble a car chassis






#### Activity 4: Interpreting Charts

Use the chart to answer the questions that follow.

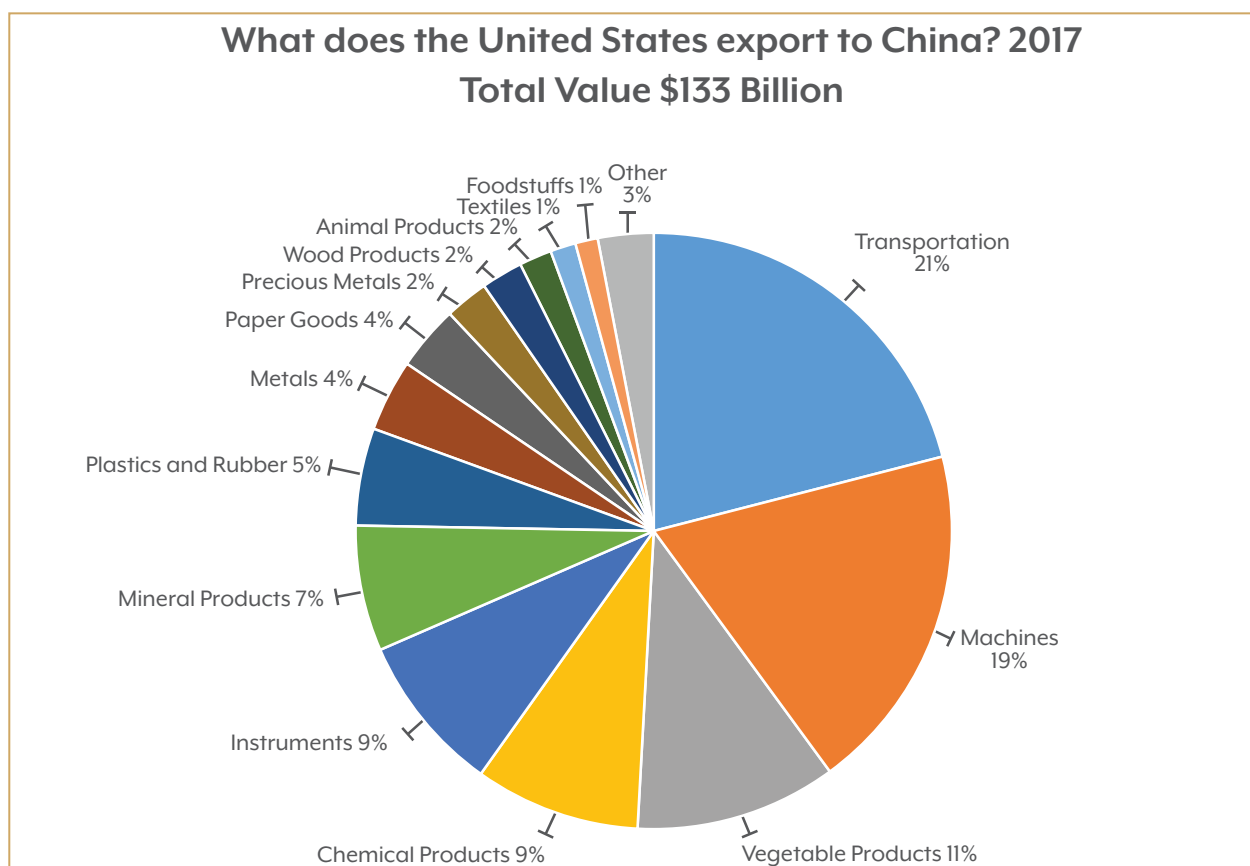


Figure 57 US Exports to China

What is the percentage of the largest agricultural product that the United States exports to China? .....

What is the total value of exports from the United States to China? .....



## Activity 5: Interpreting Charts

Use the chart to answer the questions that follow.

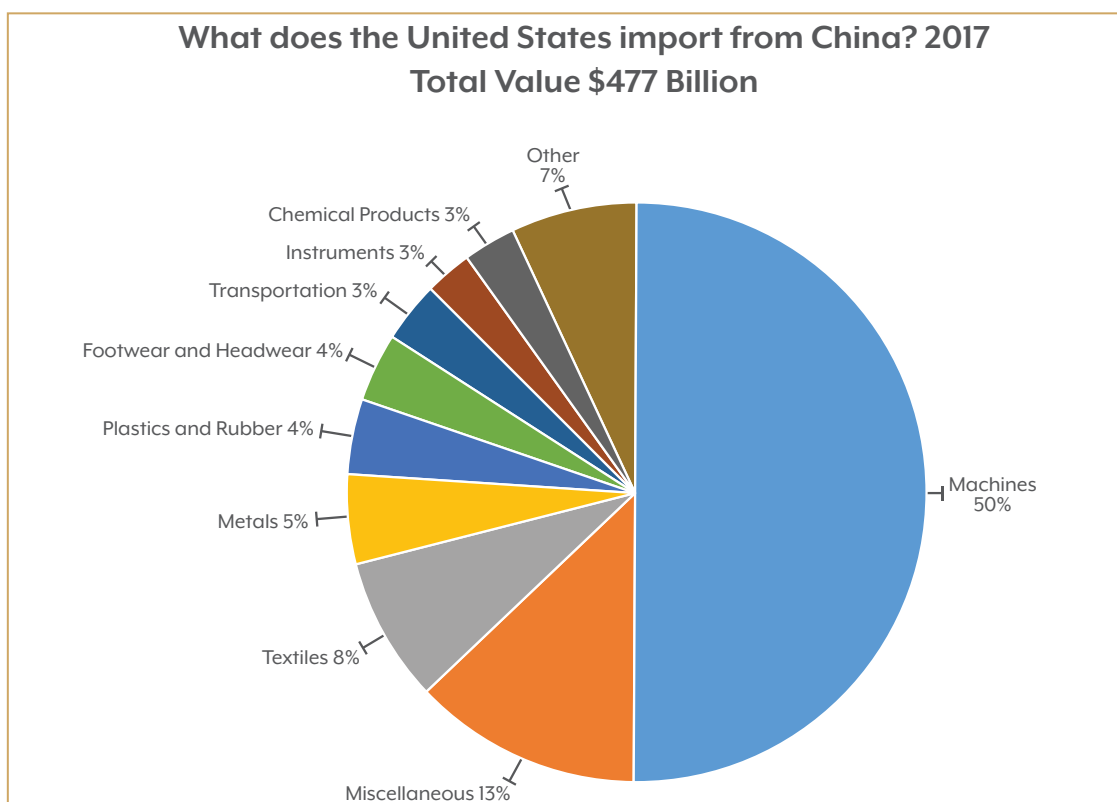


Figure 58 US imports from China

What category of import does the US have from China? .....

What is the total value of imports the United States receives from China? .....

Which country has a trade surplus?

Answer A: China

Answer B: United States

How much is the trade surplus? .....

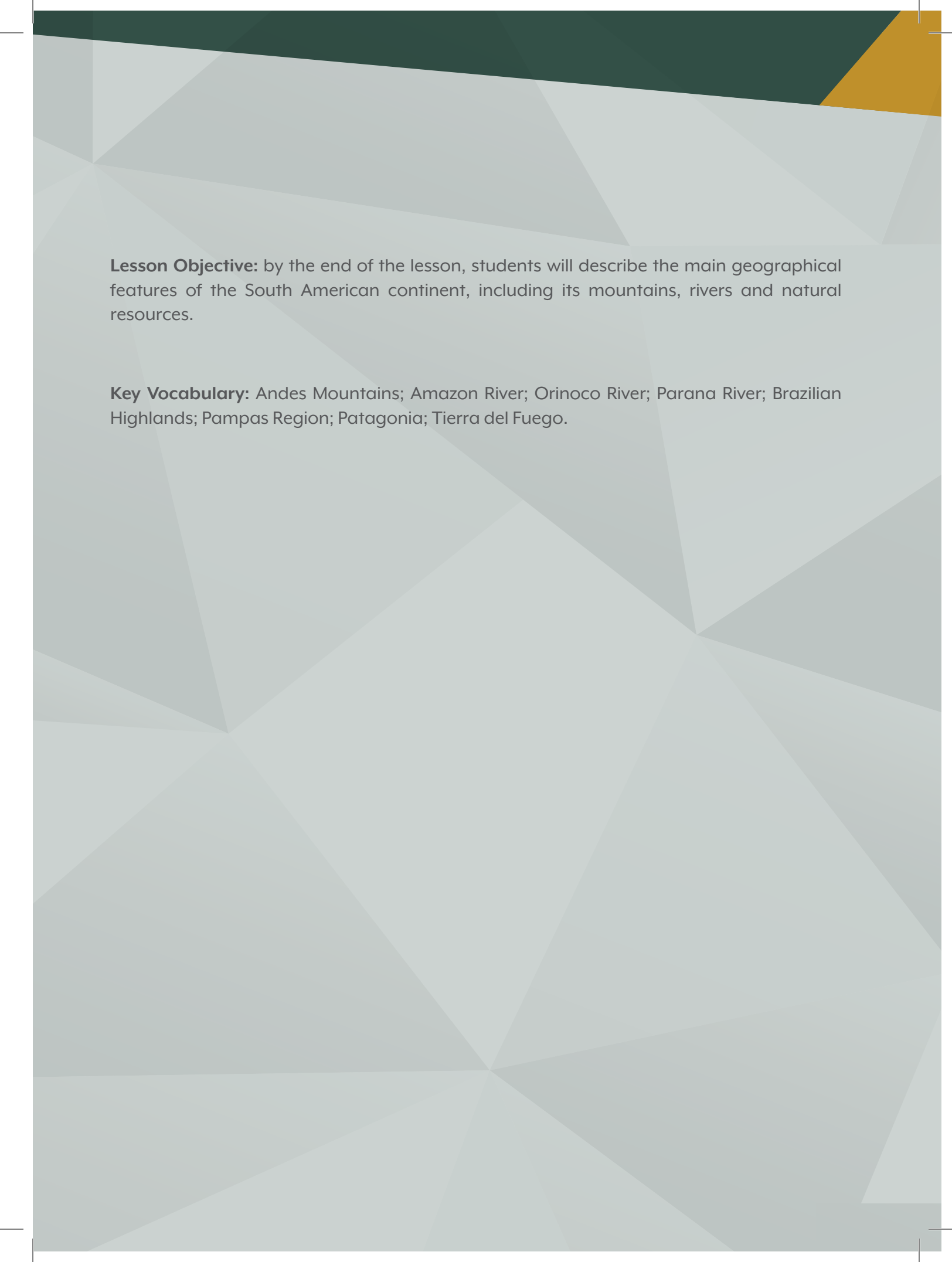


## **Lesson 11**

# **Land and Geography of South America**

**Grade 8**

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



**Lesson Objective:** by the end of the lesson, students will describe the main geographical features of the South American continent, including its mountains, rivers and natural resources.

**Key Vocabulary:** Andes Mountains; Amazon River; Orinoco River; Parana River; Brazilian Highlands; Pampas Region; Patagonia; Tierra del Fuego.



## Activity 1: Map Review

Use the map to find the landforms listed.



Figure 59 Physical Map of South America/

Write the number of the landform on the map.

1. Andes Mountains
2. Amazon River
3. Orinoco River (hint: it is in the North)
4. Parana River (hint: look to the East)
5. Brazilian Highlands
6. Pampas Region
7. Patagonia
8. Tierra del Fuego

### Landforms in South America

South America is the longest of all the world's continents to run in a north-to-south direction. As a result, it is the only continent that crosses both the equator at 0 and reaches a subarctic zone at Tierra del Fuego at its southernmost point. The driest place on Earth is the Atacama Desert in South America.

One of the world's longest rivers, the Amazon River, is in South America.. The Amazon is sometimes called the lungs of the Earth. The Amazon is a major source of the exchange of carbon dioxide for oxygen. The Amazon region has the most biodiversity of any region in the world.

The Amazon has tributary rivers that feed into it. As these rivers feed the Amazon it gets wider and wider until it enters the Atlantic Ocean. There are many tribes of indigenous peoples living within the Amazon who have adapted to its tropical forest for thousands of years.



Figure 60 Traditional house along the Amazon River near Iquitos, Laredo, Peru



Figure 61 Giant Otter sitting on rock on the Amazon River in Peru



Figure 62 Dart Frog shown in comparison with human fingernail in Iquitos, Peru along the Amazon River.



## Activity 2: Map Skills

Use the map to answer the questions that follow.



Figure 63 South America

Trace the three longest rivers in South America on the map with coloured pencils.

- 🌀 Amazon River, the longest river in South America
- 🌀 Parana River, flowing through Brazil, Uruguay and Argentina into the Atlantic Ocean
- 🌀 Orinoco River that flows in the northern part of the South American continent.



Figure 64 A Traditional Indian Village along the Orinoco River in Venezuela



Figure 65 A cable bridge across the Parana River in Argentina



### Activity 3: Review Concepts

Which countries have rivers that feed into the Amazon River and Amazon River Basin. (Check all that apply)

<input type="checkbox"/>	Ecuador
<input type="checkbox"/>	Colombia
<input type="checkbox"/>	Venezuela
<input type="checkbox"/>	Guyana
<input type="checkbox"/>	Peru
<input type="checkbox"/>	Bolivia
<input type="checkbox"/>	Chile
<input type="checkbox"/>	Argentina



South America has the tallest waterfall in the world. Angel Falls is in Venezuela and has a drop of 807 meters.



*Figure 66 Angel Falls in Venezuela*

The world's widest waterfall is Iguazu Falls found on the borders of Argentina and Brazil.



Figure 67 Iguazu Falls on border of Argentina and Brazil



#### Activity 4: Critical Thinking

As the lesson has shown, South America has abundant natural resources and natural features. With climate change, pollution, and other modern effects on the Earth, what could happen to the natural features of South America? Explain.





## Lesson 12

# Indigenous Peoples of South America

Grade 8

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



**Lesson Objective:** by the end of the lesson, students will describe first civilisations in South America and understand how populations have developed through migration, colonisation, and modernisation.

**Key Vocabulary:** Asiatic, Sovereign, Hunter-Gatherer, Ice Age, Bering Strait, Olmec, Maya, Aztec, Inca, Cacao, Indigenous, Colonisation, Conquistador



### Activity 1: Fact Quiz

Which if the following did ancient South American civilisations have before Europeans came to South America? Circle the ones you think are correct. At the end of the lesson, check your answers.

	An accurate calendar
	Well organised city structures
	pyramids
	Written language using hieroglyphics
	Chocolate drinks
	Ball games
	Stone carvings
	Crops like corn, beans, potatoes, avocados, tomatoes, peppers, cucumbers, and cacao
	Populations of more than a million people
	Roads and water systems
	Carts with wheels

### The Indigenous Peoples of South America

South America is a continent comprised of 12 countries, which include Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, and Venezuela. Each of these countries have rich histories, diverse cultures, and interesting backgrounds. Before any of these South American nations existed as we know them today, they were inhabited and ruled by indigenous peoples that populated the North and South American land masses during the height of the Ice Age.

These **hunter-gatherers** are considered **Asiatic** because scientists think the people migrated from Asia into North America by crossing the **Bering Strait**, which served as a land bridge connecting the two continents. The hunter-gathers crossed the Bering Strait to hunt migratory animals such as bison, various types of deer, and even the now extinct mammoth. These people continued to migrate through North and Central America, and into what is now called South America. Once arriving in South America, they settled and

developed civilisations. The most prominent kingdoms to arise out of the South American migrations were the Olmec, Maya, Aztec, and Inca civilisation.

### The Olmec

The Olmec civilisation is one of the earliest South American civilisations. While originally established in present-day Mexico, the Olmec civilisation spanned as far as present-day Nicaragua before the Mayan, Aztec, and Incan civilisations. The Olmec reign lasted from 1200 BCE to 400 BCE. They made massive stone-carved head sculptures, some of which still exist today. The Olmec were among the first civilisations to cultivate cacao used to produce chocolate. They used chocolate to make ceremonial drinks for special events.



Figure 68: Olmec Sculpture

### The Maya

The Mayans were one of the most significant civilisations in the Americas. Originating on the Yucatan peninsula in present-day Mexico between 2500 BCE and 1500 CE, the Mayan influence spread throughout Central and South America and set the foundation for other civilisations that followed.

The Mayans built elaborate pyramids and great cities such as Tikal, Palenque, and Chichen Itza. At the height of the Mayan Empire, the civilisation is estimated the population is estimated to have been over 2,000,000 people. The Mayan civilisation was advanced and excelled in mathematics, agriculture, calendar making, and artwork. They used a system of writing called hieroglyphics, similar to the writing system of Ancient Egypt.



Figure 69 cacao beans

For entertainment, the Mayans played a game that was inherited from the Olmecs called Ulama. This game was similar to modern-day football and was played in large courts similar to a football stadium. Like the Olmecs, the Mayans also used chocolate produced from the Cacao plant in ceremonial drinks. Scientists believe Mayans learned about chocolate from the ancient Olmecs that preceded them.



Figure 70: Mayan Pyramids

## The Aztecs

The Aztec Empire was another early civilisation that flourished in the early Americas. Like its Olmec and Mayan predecessors, the Aztecs were a highly organised and advanced civilisation that left a significant impact on the culture of modern-day Mexico, Central and South America. The Aztecs established many large cities, including their capital city, Tenochtitlan, in 1325 CE.



Figure 71 Ruins of Tenochtitlan

By the mid-1350s, Nahuatl, the Aztec main language, was the dominant language in the region. The influence of the Aztec culture and language is still felt today as Aztec words such as chili, avocado, chocolate, coyote, and guacamole have been absorbed into the Spanish and English languages.

Like the Mayans and the Olmecs, the Aztecs were originally a hunter-gather society that developed advanced agricultural practices and a powerful military. In 1440 CE, a warrior named Montezuma became the ruler of the Aztecs and expanded the Empire. At its height, the Aztec Empire included over 500 small states inhabited by 5 to 6 million people. The Aztec Empire fell to Spain in 1521 CE.

### The Inca

The Inca civilisation was established between 1400 and 1533 CE in what is now called Peru. During this time, it was not only considered the largest Empire in the Americas, but one of the largest in the world. It was recorded that the Incan Empire included at least 10 million people and was very diverse, with at least 30 languages being spoken throughout the kingdom. The Empire spanned at least 5,500 km and included areas of present-day Ecuador, Peru, northern Chile, Bolivia, Argentina and Colombia.

As the largest and most successful civilisation in the Americas, the Inca were a fierce and conquering nation with sophisticated infrastructure, structured government, and advanced society. They even had an interesting communication system called a **quipu**, which was a series of strings woven together that can be read and interpreted as stories, symbols, and mathematical calculations. The Incans were successful farmers who grew a variety of crops including corn, beans, potatoes, avocados, tomatoes, peppers, cucumbers, and cacao.



Figure 72 Incan Quipu



### Activity 2: Concept Check

Answer the questions.

How were the Olmecs, Maya, Aztec and Inca similar to each other?




What does the word “indigenous” mean?


Where do scientists think the Olmec, Maya, Aztec, and Incan people originally come from?


Which indigenous civilisation do you think had the most lasting influence into the present? Explain.


### The Colonisation of South America

Prior to the 1500s, the indigenous civilisations of Central and South America grew and developed. Large kingdoms were established, after absorbing smaller ones. The end of the South American civilisations began with European colonisation.

During the 16<sup>th</sup> century, European explorers and traders sailed from Europe in search of a new route to Asia. The first ships, those of Christopher Columbus, landed on an island in South America's Caribbean Sea which contains the countries of Haiti and Dominican Republic. Columbus named the island Hispanola, after Spain, his sponsor.



Figure 73 New World Nautical Map

Columbus thought he was near India so he called the indigenous people he saw Indians, a name which is still misused today.

Other explores followed and eventually realised that they were visiting a place previously unknown to Europeans. Spain and Portugal created the Treaty of Tordesillas in 1494 to divide the new territory between themselves. More explorers equipped with more ships,

weapons, and groups of soldiers called Conquistadors followed. Spain and Portugal began colonising South America in search of gold, spices, slaves, and land.

The population of indigenous peoples of South America decreased drastically. The Conquistadors battled with guns, horses, and metal armour. The indigenous people had arrows, spears, and hand weapons. More importantly, European diseases such as smallpox and the measles were the devastating. Since Europe and South America had no previous contact, South Americans did not have immunity to European diseases and became ill very quickly. It is estimated that roughly 90% of the South American indigenous population died from European diseases.

When the Europeans established colonies in South America, they used the indigenous people as a labour source for their plantations and other hard work. Since the population declined so rapidly, Spain and Portugal began transporting Africans into South America to replace the lost labour.

Colonisation continued and large areas of South America were divided between Spain and Portugal. Later, other European countries such France, Britain, and the Netherlands began to establish colonies, however, Spain and Portugal retained the largest shares.



### Activity 3: Concept Check

Why did Columbus travel to the Americas?


Why were the indigenous people of North and South America called **Indians**?


Which two countries competed for rights to colonise South America?







The map shows the route taken by a conquistador named Pizarro. Pizarro explored South America from 1524 to 1532. His explorations took him to the east side of South America into the territory of the Incan civilisation. The Incan civilisation existed from 1438-1533. The map shows Pizarro's journey as a red line and Incan territory as purple shading.



How was the territory of the Incas different from the other civilisations (Olmec, Mayan, and Aztec)?


What do you notice about the time of Pizarro's visit and the time period that the Incan civilisation existed?


### South America Today

In today's time, South America can be described as a melting pot of cultures, traditions, languages, and customs. Modern South America has emerged from the ancient ruins. Today, South America consists of 12 countries.

The most widely spoken languages in South America are Portuguese and Spanish, followed by smaller amounts of Dutch, English, and French. Some indigenous languages are still spoken mostly by remote, uncontacted ethnic tribes. Brazil, the largest South American country, has the highest amount of indigenous languages spoken as well as the largest amount of uncontacted ethnic tribes. Currently, South America has an estimated population of over 418 million people, which includes the descendants of indigenous peoples, Europeans, Africans and modern immigrants from Asia.



### Activity 5: Use Your Creativity

The Amazon River and basin is a huge area with dense rainforests and huge diversity of wildlife. It is estimated that between 77 and 84 tribes live in the rainforests in their traditional way isolated from modern life.

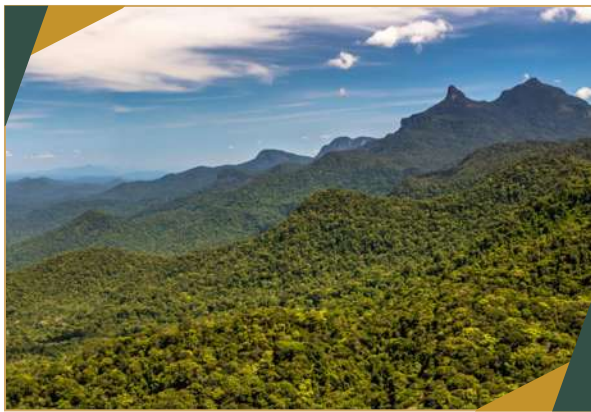


Figure 76 Remote rainforest of Amazon



Figure 77 Walking through a rainforest

Use the pictures and text to describe how tribes of people might still be uncontacted in the Amazon rainforest. Then write a few sentences about why some tribes may choose to remain isolated.


### Notes:


[illegible]

## **Lesson 13**

# **Early Colonial Society in South America**

**Grade 8**

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



**Lesson Objective:** by the end of the lesson, students will understand how global exploration occurred and how it set the foundation for the modern day world economy.

**Key Vocabulary:** Portugal; Spain; Brazil;





### Activity 1: Brainstorm

Imagine that you were an ancient Inca or Aztec at the time the conquistadors arrived in South America. What would you have seen that was strange and different from your own culture and civilisation? Summarise the ideas.


### The Incan Highway System

The Incans were a powerful civilisation with an Empire of land and territory that controlled trade routes up and down the Andes Mountain system and coastal lands and valleys. Incans maintained land highways that used llamas as animals to carry goods over the trails. Some parts of this overland route have been preserved and recognized as protected sites by the UNESCO World Heritage.



Figure 78 A Ancient Incan paved road in Bolivia



Figure 79 B A pack of llamas carry cargo along a trail in Peru

### Pizzaro's Conquest of the Incans

The first Spanish conquests of South America occurred when Francisco Pizarro (1475-1541) invaded South America and followed the historic roads of the Incan Empire until he found the capital city of the Incans in what is now Peru.

When Pizarro arrived in 1520 he found that the Incan population had already been devastated by the European disease smallpox. Many died including the king and his heir. Pizarro arrived at a time of great crisis for the Incan people.

Pizarro was met by an Incan army of 40,000 near Cuzco in Peru. Pizarro organised a meeting between the two sides but misled the Incans. The Incan leaders came unarmed into the meeting with the Spanish. Pizarro hid his armed troops and surprised the Incas. He capture their leader and killed the others.

Pizarro went on to the Incan capital city of Cuzco and seized control. The Spanish demanded a large ransom of gold and silver to get their leader back. They paid the ransom but the Spanish executed the leader. The Spanish gained full control of the Incan Empire although some Incans managed to resist for another 50 years.



### Activity 2: Concept Check

Use the text to answer the questions.

How did Pizarro find the Incan capital?


What happed to the Incan population that weakened them?


How did Pizarro trick the Incas into a quick defeat?




What did the Spanish demand from the Incas?


### The Division of South America between Spain and Portugal

In 1494, just two years after Columbus's discovery of the Americas, the Spanish and Portuguese were in competition for control of continent of South America. To avoid a war, they agreed on a division of the New World.

The Treaty of Tordesillas established an imaginary line drawn on a map of the time.

In the agreement, the Portuguese would keep lands to east of that line and the Spanish would keep lands to the west of the line. Because the maps of 1494 were not accurate this meant that Spain would have rights to all of Mexico, Central America and most of South America, including the lands of the Aztec and Incan Empires which had not yet been discovered.



### Activity 3: Concept Check

Use the text to answer the questions.

How did the Spanish and Portuguese avoid a war while competing for new land in South America?


Why did Spain end up getting more land than Portugal?


### Early Colonial Society in South America

During the first half century the Spanish soldiers were given rights to vast amounts of land taken from the native populations. These lands were called **encomienda**. In this system,

a Spaniard was given a specific area of land and the people who lived on it. The people performed work for the landowner in exchange for protection. Much of the work was in gold and silver mines. The Spanish became the wealthiest nation in the world at the time from the gold and silver they took from South America.

Another method used by the Spanish to make money was the hacienda system. Landowners established large plantations for agricultural products using the native people as workers. Landowners sold the produce of the hacienda. Once Europeans began expanding into the Indian Ocean and toward the Pacific. The plantation system was put in place in the Americas to grow sugar and other crops.

After Europeans discovered the Americas, the Atlantic became a centre for trade and commerce. Originally, Europeans forced the native people of the North and South America to work on plantations. Quickly disease and other issues killed so many indigenous people that Europeans looked for another source of labour. Europeans took Africans forcefully across the Atlantic to work on the plantations.



#### Activity 4: Concept Check

Answer the questions.

What were the two system used by the Europeans to gain wealth for their countries?


Where did the workers come from in these two systems?





## Lesson 14

# Power Shifts in South America

Grade 8

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



**Lesson Objective:** by the end of the lesson, students will understand the independence movement in northern South America led by Simon Bolivar

**Key Vocabulary:** Simon Bolívar; Venezuela; Ecuador; Colombia; Peru; Bolivia



### Activity 1: Brainstorm

What products come from South America? Summarise your notes.


### Power Shift in South America

In the early 1800s, most of South America was under direct or indirect rule from Spain. Brazil was under Portuguese control, while France, the Netherlands and Great Britain retained some small colonies along the northern coast of South America. Local viceroys and local rulers loyal to the King of Spain governed the colonies until around 1810. When the viceroyalty of New Granada arrived, the countries of Venezuela and Colombia today, began to seek greater independence.

One of the leaders of an independence to emerge was Simon Bolívar (1783-1830). He was born in Venezuela into a family that owned cacao plantations. After a trip to Europe, he led the effort that established Venezuela in 1812.

Over the next decade a civil war broke out between those loyal to the King of Spain and those wanting to establish independent countries. Bolívar joined forces with an Argentine general named José de San Martín (1778-1850) who agreed to cooperate to free South America from Spanish rule. The fighting extended across the continent to the high altitude of Peru. Eventually the Spanish ended their occupation in 1826. After success with the Spanish, the two leaders had disagreements and faced difficulties with different social groups including landowners and indigenous peoples.



## Activity 2: Map Activity

Write the names of the countries in the legend on the map. Search for the year that each country became independent. Write the date next to the country name.



Figure 80 Map of South America



### Activity 3: Interpret the Chart

Answer the questions using the chart showing the amount of frozen beef (bovine frozen meat = frozen beef) exported around the world from each continent.

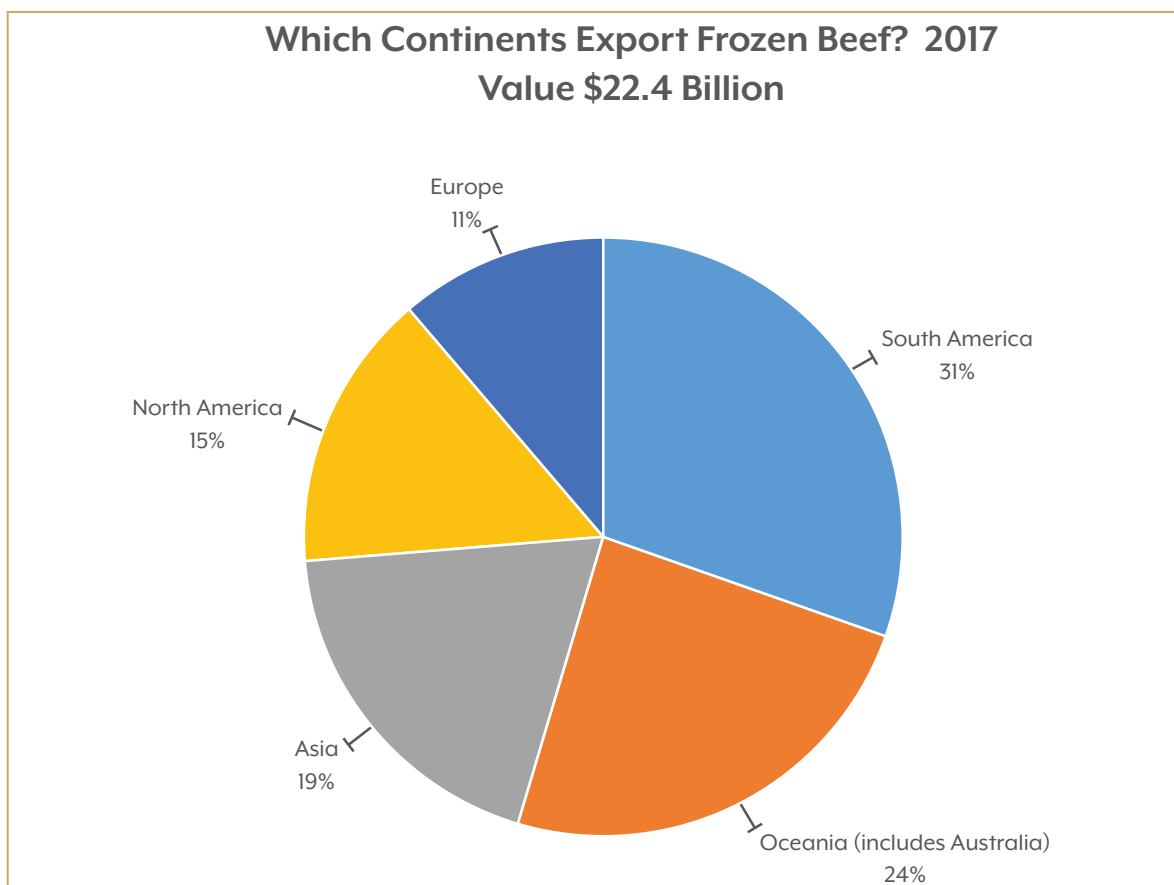


Figure 81 Frozen Beef Exports from South America compared to other continents

Which continent exports the most frozen beef around the world? (Oceania includes Australia) Circle the choice below:

1. Oceania (Includes Australia and New Zealand)
2. Asia
3. North America
4. South America





#### Activity 4: Interpret Chart

Answer the questions using the chart showing the amount of frozen beef (bovine frozen meat = frozen beef) exported around the world by country name.

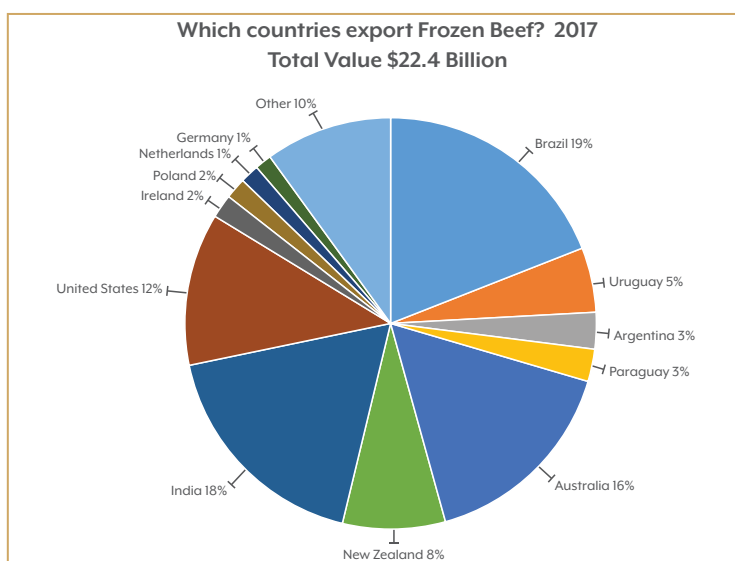


Figure 82 Exports of Frozen Beef by Country

Look at the chart above and fill in the information in the table below to show which countries export the most frozen beef around the world.

Rank	Country	Percentage of World Exports
1		
2		
3		
4		
5		
6		
7		
8		


How many of the top eight exporters of frozen beef are South American countries? .....

# Lesson 15

## Brazil

Grade 8

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



**Lesson Objective:** by the end of the lesson, students understand the history, culture, and society of Brazil.

**Key Vocabulary:** independence, descendants, demographic, import, export



## Activity 1:

### A Cultural Introduction to Brazil

Brazil is the largest country on the continent and the largest country in the Southern Hemisphere. The population of Brazil is about 214,600,000 people.

Culturally, Brazil shares some traditions with its neighbours, however, there are differences that are unique to Brazil. One such difference is found in language. Brazil was colonised by Portugal in the 1500s and gained independence in 1822. Brazil still uses Portuguese as its official language.



Figure 83: Map of Brazil

Brazil's capital city is Brasilia and the country is divided into 26 states. Brazil's largest cities include São Paulo, Rio de Janeiro, Brasilia and Salvador. São Paulo has an estimated population of 12 million people.

Brazil is culturally different from its neighbours. During Portuguese colonisation, millions of Africans were brought to Brazil to work on agricultural plantations. Their descendants live in Brazil and now make up the largest population of African descendants in any country outside of the continent of Africa.

Brazil's cultural melting pot is reflected in the music, food, celebrations, and fashion of the country. As a tropical country, many tourists from all over the world annually visit Brazil to enjoy the beautiful beaches, mountains, and rainforest.

The Amazon Rainforest, for example, is the largest rainforest in the world with 60% of the rainforest located within the Brazilian Amazon Basin. This rainforest stretches throughout Brazil and into surrounding countries such as Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname, and French Guiana. Since the Amazon is one of the last remaining rainforests on Earth, Brazil has implemented conservation strategies to help preserve the rainforest and its biodiversity.



## Activity 2: Concept Check

Answer the questions.

Brazil is the largest country in ..... and .....

The official language of Brazil is .....

The ..... rainforest is the largest one in the world.

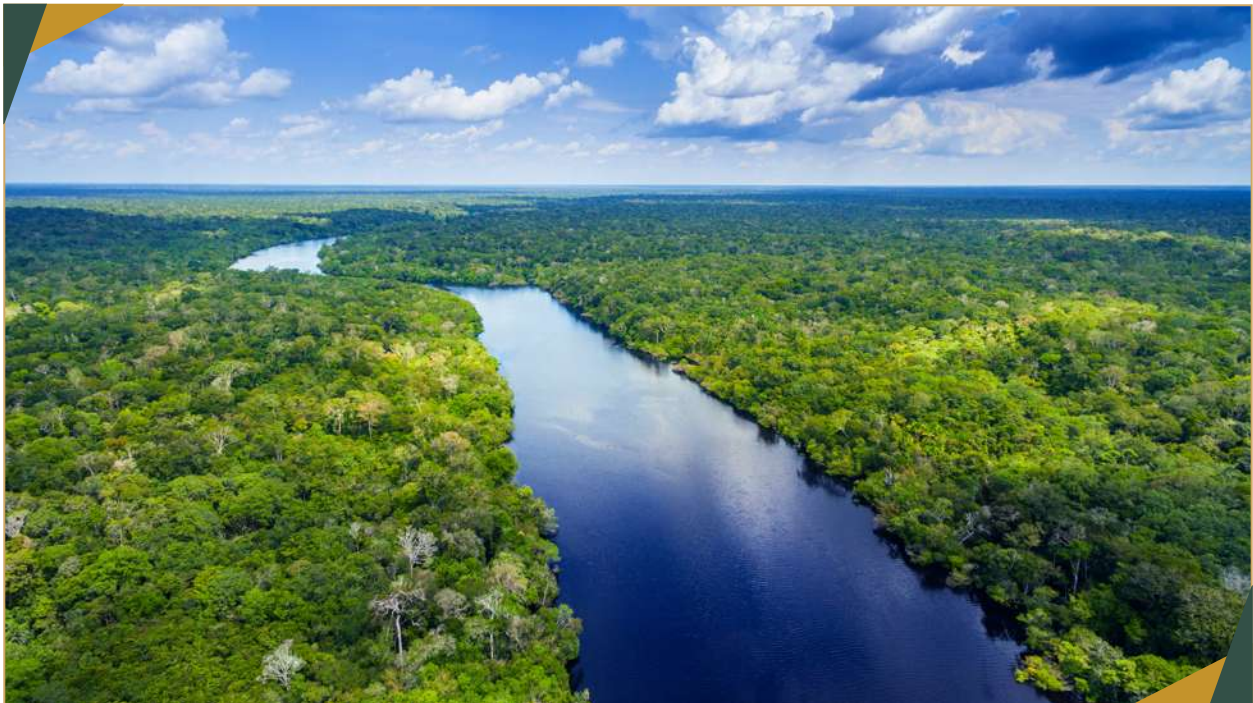


Figure 84: Amazon Rainforest

Most of Brazil's exports are shipped to Asian countries such as China (22%), Japan (2.6%), India (2.2%), South Korea (1.5%) and Saudi Arabia (1.2%) (OEC, 2019).

Some of Brazil's most important exports are shown on the chart.

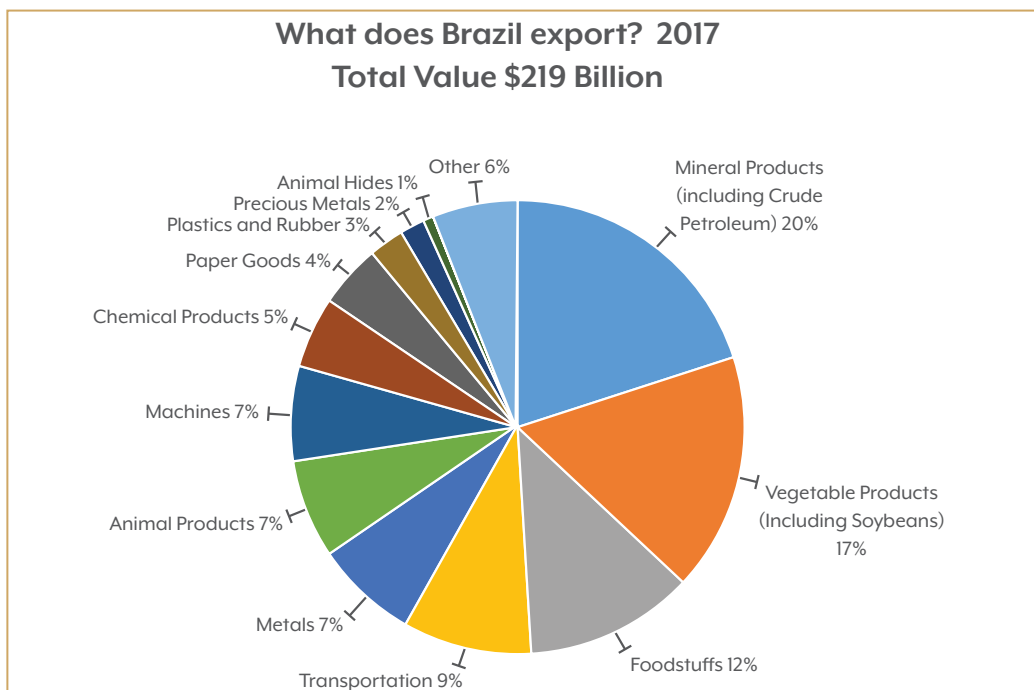


Figure 85 : Brazil Exports

Brazil annually spends roughly \$140 billion in imports, making it the 31<sup>st</sup> largest importer in the world. Some of Brazil's largest imports are listed on the chart

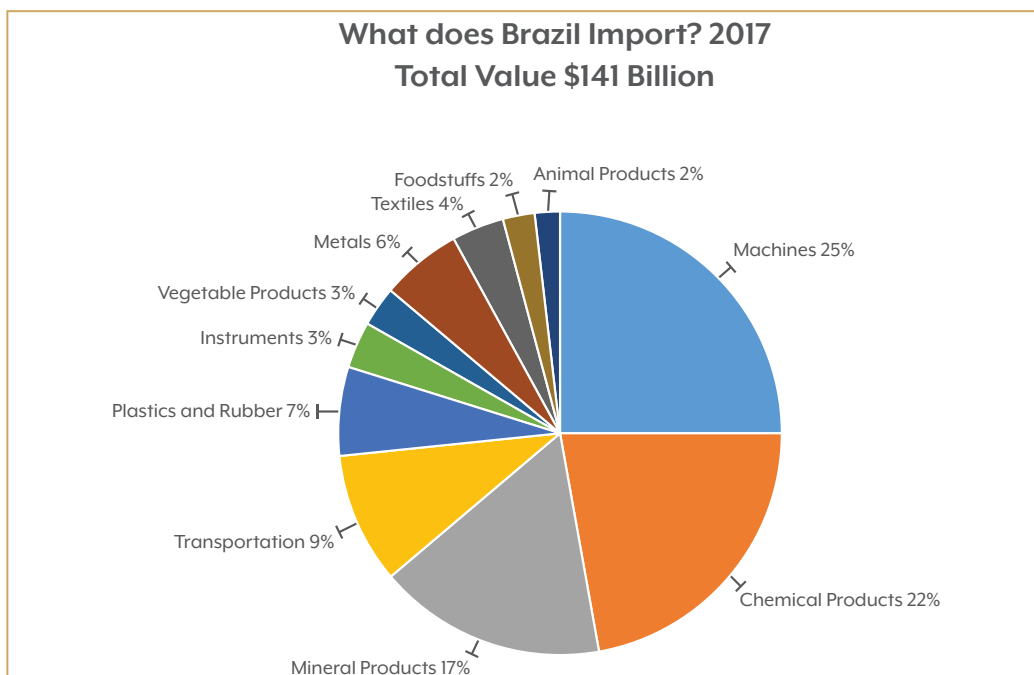


Figure 86 : Brazil Imports

While Brazil exports products all over the world, it also imports from a wide range of countries. The chart shows where most of Brazil's imports come from.

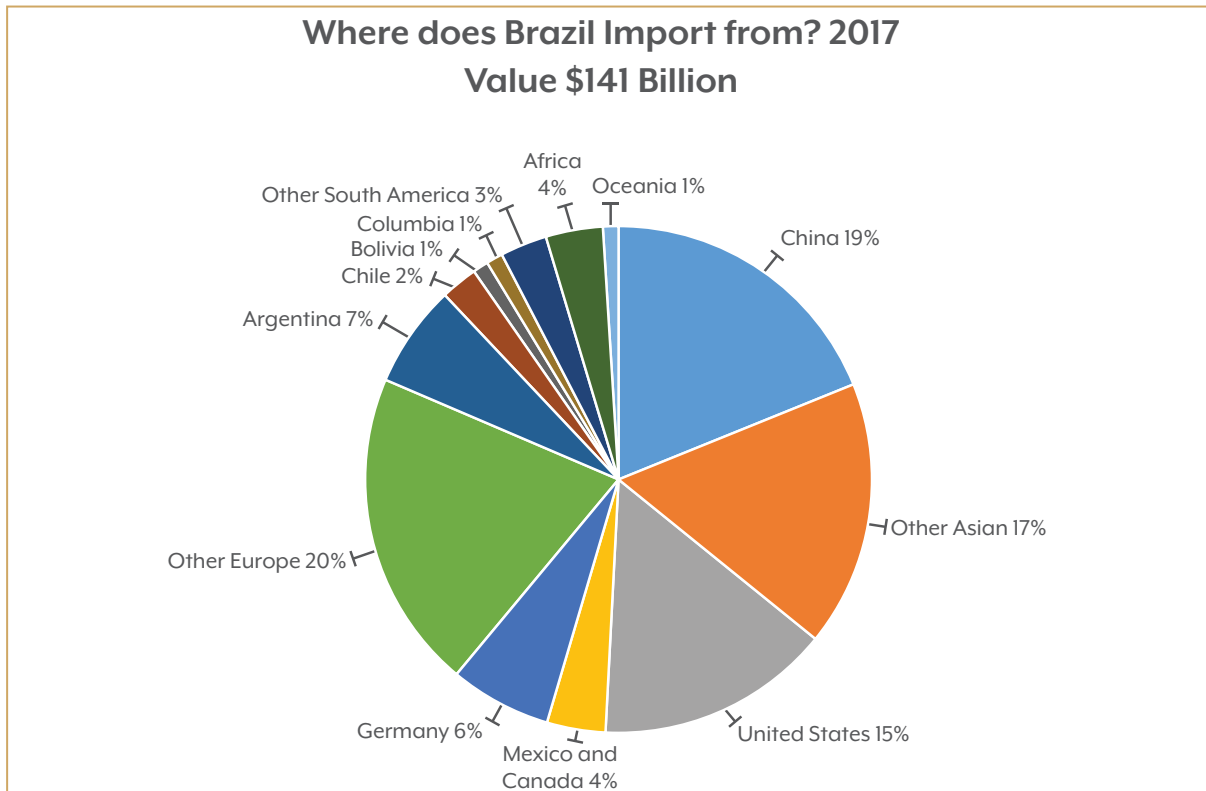


Figure 87: Brazil Import Origins



### Activity 3: Interpreting charts

Use the charts to answer the questions

Which of Brazil's imports has the largest percentage? .....

Which of Brazil's exports has the largest percentage? .....





#### Activity 4: Critical Thinking

Why do you think the Brazilian government has put in place strategies to protect the Amazon Rainforest? How does that affect people all over the world?


## Notes:

[illegible]




## Lesson 16

# Peru, Chile and Bolivia

Grade **8**

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



**Lesson Objective:** by the end of the lesson, students will describe the land and people of the nations of Peru, Chile and Bolivia in the Andes Mountains.

**Key Vocabulary:** Peru, Andes, Cuzco, Lima, Atacama Desert, Nazca lines, Santiago,



### Activity 1: Brain Game

List as many facts about the countries of Peru, Chile, or Bolivia as you can in 60 seconds. Compare your list with others in your class.


### The Driest Place on Earth

The Atacama Desert in Chile is considered the driest place on Earth. It receives only about 1 millimetre of rainfall per year. Some parts of the Atacama Desert have never received any rainfall in recorded history.



Figure 88 Atacama Desert in northern Chile

The Nazca Desert in Peru has similar features to the Atacama Desert but is also home of the unusual prehistoric drawings known as the Nazca lines. These are geometric and animal shapes drawn into the desert landscape around 2,000 years ago.



*Figure 89 Nazca Lines, Nazca Desert, Peru*

### **Cuzco and Lima: Peru's Ancient and Modern Capitals**

The historic city of Cuzco in Peru was the ancient capital of the Incan Empire until the arrival of Pizzaro and the Spanish conquest in the 1520s. The Spanish made their capital city in Lima, which is the capital city of Peru today.

In Cuzco stone walls from the old Inca city are found around various parts of the city. The walls are remarkable for how closely the stones are cut and fit together. These may be seen at the Incan Sacsayhuaman fortress that is preserved in the city of Cuzco today.



*Figure 90 Wall at the Incan Sacsayhuaman Fortress*

The Incan capital was connected by an extensive and well-engineered system of roads that led from the capital city along the Andes and to other valleys. The road were used to transport goods to other cities to be traded. Some of the roads were paved and are still visible today.

Archaeologists have not discovered any evidence that the wheel was used in the Americas before the arrival of the Europeans. The technology used by the Incas included field irrigation, building roads, and stone masonry.

Among the earliest civilisations uncovered in the Peruvian Andes was the Chavin culture that was established around 1000 to 200 BCE near Lima, in northern Peru. The Chavin were succeeded by the Moche and Nazca cultures. They lived in tribes with a chief and developed around agricultural areas. Pottery vessels made of terracotta have survived from these periods. The Moche culture seems to have thrived up until around 600 CE and disappeared by around 750 CE.



Figure 91 B Nazca Terracotta Pots

In Southern Peru, the Paracas and Nazca cultures were established in the drier part of the region. Their dead were wrapped in cloth in a manner similar to the ancient Egyptian practices. The Nazca developed a system of wells and shafts to tap underground water in the mountains and divert it to the agricultural fields in the valleys. This was like the falaj system of irrigation found in the UAE near Al Ain during the same period.



Figure 92 Tiwanaku, Kalassaya Gate in Bolivia

Tiwanaku was the successor to the Paracas and Nazca cultures. It was a conquering culture that left temples, such as the Tiwanaku Temple in Bolivia, and other structures behind in the Andes. The structures provide insight into its organisation. The city thrived from around 600 to 1100 CE with an estimated 20,000 residents.

To their north the Wari City-State expanded further north along the western slopes of the Andes Mountains.

During the period 1100 to 1400, the Tiwanaku and Wari cultures had disappeared and were replaced by the early formation of the Inca Empire. This Empire was named Tawantinsuyu, meaning, the Four Regions. With the success of a network of trading and roads they developed Cuzco into a capital city of about 100,000 residents.

The modern city of Cuzco is set in the high valleys of the Andes Mountains.





Figure 93 City of Cuzco



## Activity 2: Concept Check

Answer the questions.

What was the estimated population of the ancient Tiwanaku city? .....

What was estimated population of the Incan capital city of Cuzco? .....

Which technology have archaeologists NOT found evidence of in South American civilisations? .....

What did the early Incan Empire named Tawantinsuyu mean? .....

Why did it have that meaning? .....

### Bolivia's Modern Economy

Bolivia is a land-locked country, meaning that it does not have a sea port or any part of its border that touches an ocean. Its wealth comes from traditional agriculture and mining.

The Spanish discovered there were valuable silver mines in Bolivia and the city of Potosí was a major source of silver throughout the Spanish Empire. In the middle of the 16<sup>th</sup> century it accounted for one-half of all the silver mined in the Spanish Empire. It remains a mining centre today with major tin mines as well as silver mines. Potosí is one of the highest cities in the world at over 4,000 metres in altitude



Figure 94 The city of Potosi in Bolivia was an important silver mining area since the early Spanish conquest.

### Modern Chile: Copper and Agriculture

The country of Chile is a coastal and mountain country along the Pacific Ocean. The capital city of Santiago is linked to its major port city of Valparaiso for trade by sea. Chile is one of the major producers of copper in the world with rich copper mines. The chart shows the value of copper as a percentage of all exports



#### Activity 3: Concept Check

Answer the questions.

What does land-locked mean? .....

Where does most of Bolivia's wealth come from? .....

Which city is one of the highest in the world at over 4,000 metres high? .....



## Activity 4: Interpreting Charts

Use the chart to answer the questions that follow.

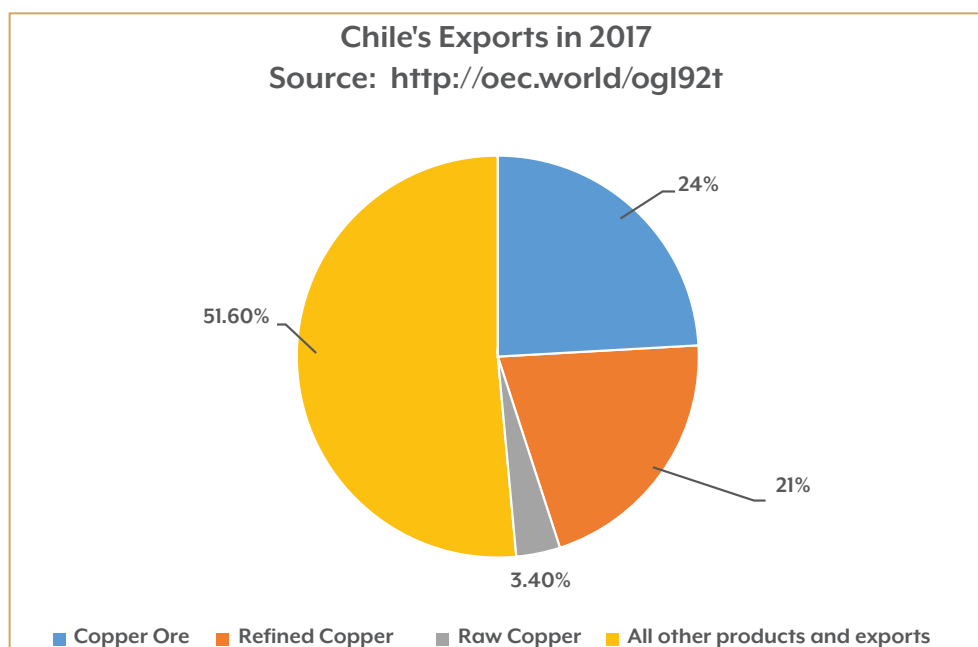


Figure 95 Chart of Chile's exports

According to the chart what is the total percentage of the three copper products as a total percentage of Chile's exports?

1. 24%
2. 45%
3. 48.4 %
4. 51.60%

According to the chart what is the value of all non-copper products as a percentage of Chile's exports in 2017?


1. 3.4%
2. 48.4%
3. 51.60%

## Lesson 17

# The Pampas, Patagonia and Tierra del Fuego

Grade 8

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



**Lesson Objective:** by the end of the lesson, students will understand the physical and human geography of South America's most southern regions: The Pampas, Patagonia and Tierra del Fuego; Straits of Magellan.

**Key Vocabulary:** The Pampas, Patagonia, Tierra del Fuego, Galapagos Islands; Strait of Magellan, Cape Horn, Drake Passage



## Activity 1: Brainstorm

What is a strait (geographic term)? Why did sailors try to avoid them? Write notes.


### Cape Horn and the Strait of Magellan

The tip of South America is called Cape Horn. While there were indigenous people living in the area until the 19<sup>th</sup> century, no one is known to have crossed from the Atlantic Ocean to the Pacific Ocean on a single voyage until the Portuguese explorer Ferdinand Magellan. He and his crew did so with a fleet of four ships in 1520. The passage around Tierra del Fuego is named the Straits of Magellan. An alternate route around Cape Horn was found by the English captain and mariner Sir Francis Drake in 1587. That passage is named Drake's Passage.



Figure 96 Map of Cape Horn and Tierra del Fuego Source



## Activity 2: Map Skills

Trace the route of Magellan with a black coloured pencil.

Trace the route of Drake with a red coloured pencil.



## Activity 3: Critical Thinking

The weather and sea conditions at the top of South America are extremely dangerous.



Figure 97 Mount Sarmiento from the Strait of Magellan, Patagonia

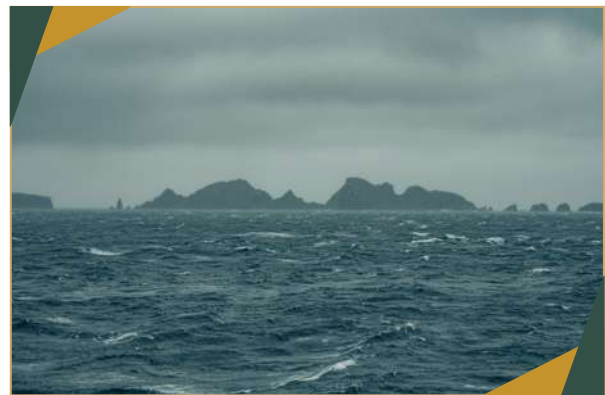


Figure 98 Winter passage in the Drake Passage around Cape Horn

Use the map and the pictures to list reasons that travel in this area is dangerous.

1

2

3

## Patagonia

The region of Patagonia borders the southernmost portion of the Andes mountain range on its eastern side. Because of its altitude and rough coastal areas, it has a limited economy based on fishing and some mining activity. In its higher altitudes near the Andes Mountains, Patagonia has glaciers.





*Figure 99 Perito Moreno glacier in Patagonia Argentina*

### **The Pampas**

Another region of the southern part of South America is the Pampas, a vast grassland stretching from the Andes mountain range to central Argentina. The traditional economy of this area was based on the gauchos, a type of cowboy, who herded large herds of cattle, sheep and goats on the grasslands and moved them to the markets in towns. The life of the gauchos changed dramatically after railroads were built. Further, the lands of the Pampas began to be divided up and sold as huge ranches with wire fences. This restricted the free movement of the gauchos and changed the terrain and grasslands.



*Figure 100 A gaucho on horseback leading a herd of goats to pasturage in Patagonia*

The Pampas was settled by a decision of Justo José de Urquiza, the new caudillo , or ruler, of Argentina. His policy favoured the removal of the gauchos and resettling them as hired labour on new ranching estates.

The Pampas became a settled region that was connected to markets by railroads. This further reduced the need for large numbers of gauchos to drive the cattle to the town markets.



*Figure 101 Cattle grazing on the Pampas grasslands, Argentina*



*Figure 102 A Gaucho leading cattle on the Pampas in Uruguay.  
Notice the wire fencing in the background.*



#### Activity 4: Concept Check

Match the concept on the left with the description on the right.

Place or name
Cape Horn
Pampas
Caudillo
Gaicho
Parana
Ferdinand Magellan
Patagonia
Tierra del Fuego


Description
An area next to the Andes of high mountain plateaus and glaciers
A traditional type of cowboy and herder of cattle and livestock found in Argentina and Uruguay who were dominant in the Pampas
The name of a major river that flows from Brazil to Argentina
The Southernmost point of South America
Portuguese mariner who found the first passage through or around Cape Horn
A land area near Cape Horn
The name for leaders of a country in South America in the 19 <sup>th</sup> century
A vast grasslands area between the Andes and the coastal towns of Argentina

## Lesson 18

# Select and Research Your City

Grade 8

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



**Lesson Objective:** by end of lesson, students will form groups and select a city from ancient or modern North or South America. Each group will search for information and take notes about their city.

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

## Choose Your City



### Activity 1: Getting Started

Form your groups and choose your city

Review cities covered in the term and choose the one your group will use for this project. You may propose another city other than what is on this list.

Name of City
Tenochtitlan and Teotihuacan, Mexico
Machu Pichu, Peru
New York City, USA
Chicago
San Francisco, California, USA
Quebec City, Canada
Toronto, Canada
Mexico City
Rio de Janeiro
Brasilia, Brazil
Buenos Aires
Cuzco
Lima
Caracas, Venezuela
Bogotá, Colombia



## Activity 2: Search for Information

Search for information about your city. Make notes, find pictures, and make a drawing of it..

Try to find all of the following information and more interesting facts.

- parts of the city with a drawing or map
- strategic or commercial importance of city
- culture area, archaeological sites or museums
- other features are unique about your city

Take notes to use to prepare your presentation.

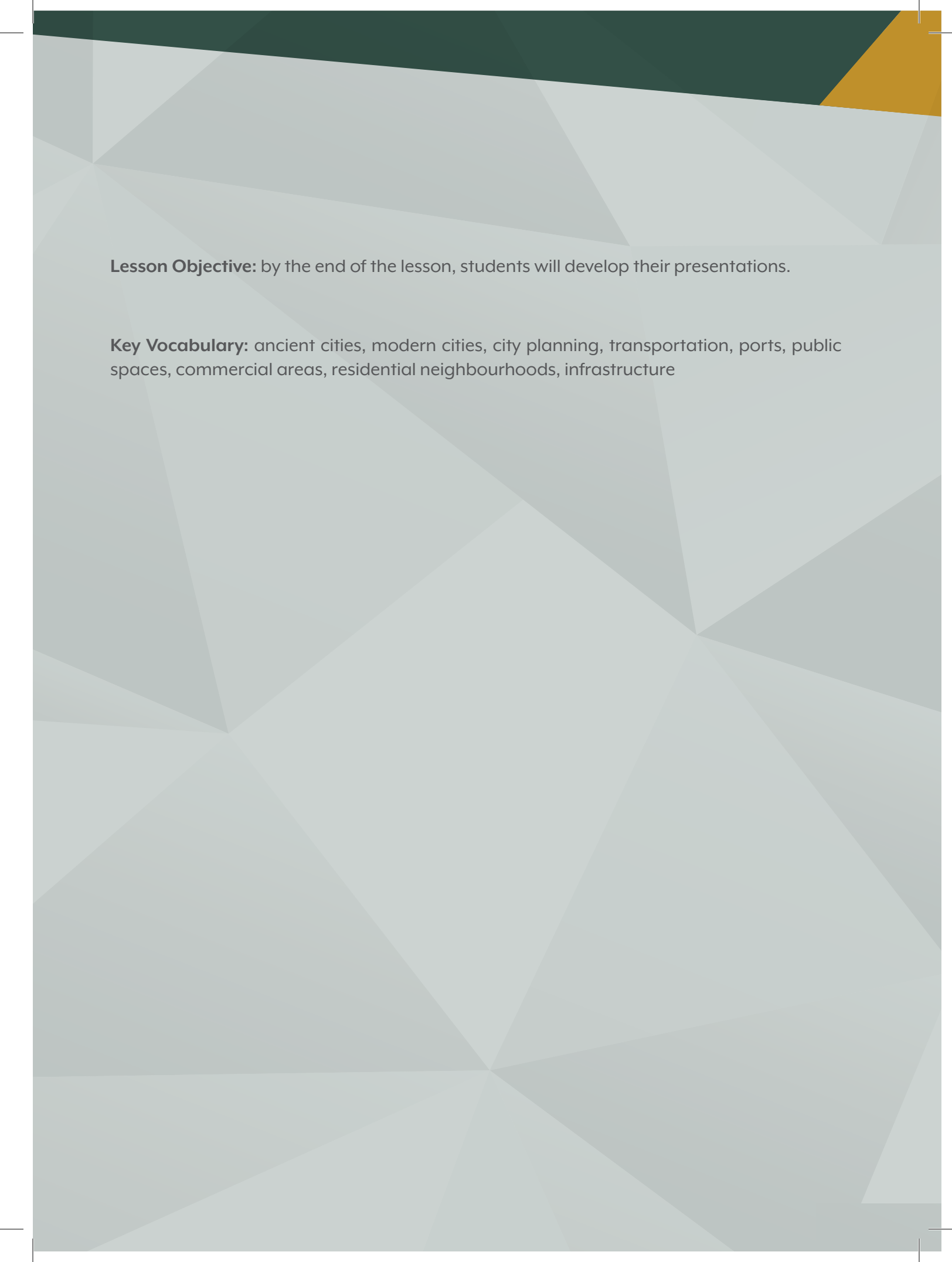



## Lesson 19

# Prepare Your City Presentation

Grade 8

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



**Lesson Objective:** by the end of the lesson, students will develop their presentations.

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

## Prepare Your Presentation

Prepare your final poster or PowerPoint Presentation. If it is a poster make the necessary title labels and drawings and paste any pictures that are needed. Think of the order of presentation from introduction to main points and a finish or conclusion.



### Activity 1: List of Requirements

List out or draw the items you want to include. Do you need illustrations or charts? Do you have a map ready to show?

List of Materials / Requirements




### Activity 2: Divide the Work

Decide which group member will provide part of each project. Write the division of work so that everyone in the group is clear on what they have agreed to do.

Division of Work

Group Member	Tasks



### Activity 3: Write the Introduction / Explanation

Write a short introduction for your part of the presentation. Next write a summary of the parts. What key points should be discussed?




### Activity 4: 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.

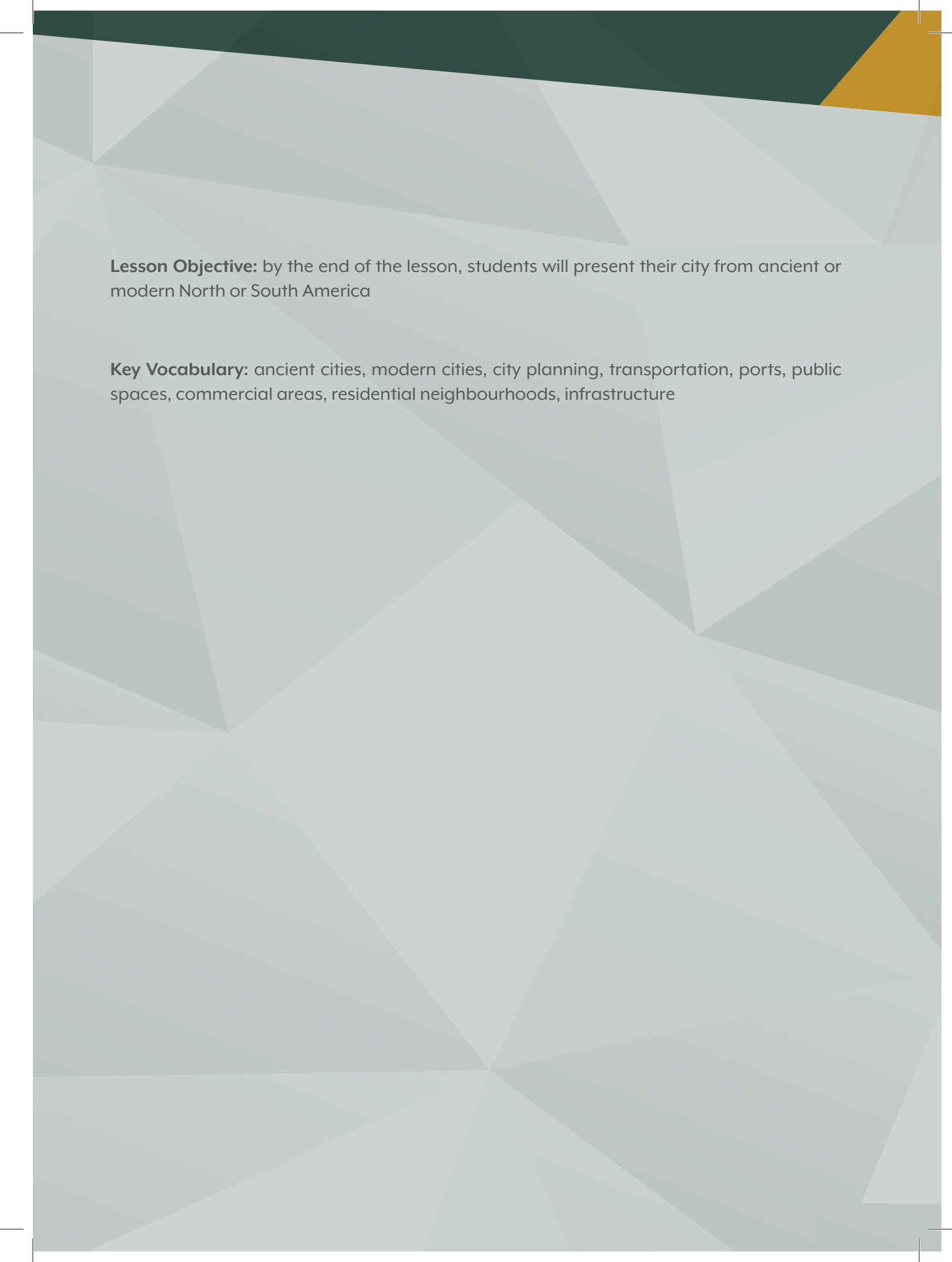



## Lesson 20

# Present Your City Project

Grade **8**

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



**Lesson Objective:** by the end of the lesson, students will present their city from ancient or modern North or South America

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





### Activity 1: Present your City

As you present your city, remember to use good presentation skills like being confident, maintaining eye contact, and using appropriate body language.



### Activity 2: Being A Good Listener

Listen well to the speakers and prepare questions to ask about the country, the subtheme, or the information presented.



### Activity 3: Reflection

What did you learn from the presentations? List at least one thing you learned from each group. For example, can you compare it to another city you know about?
