Lesson 1

The Main Geographic Features of the UAE

Grade 9

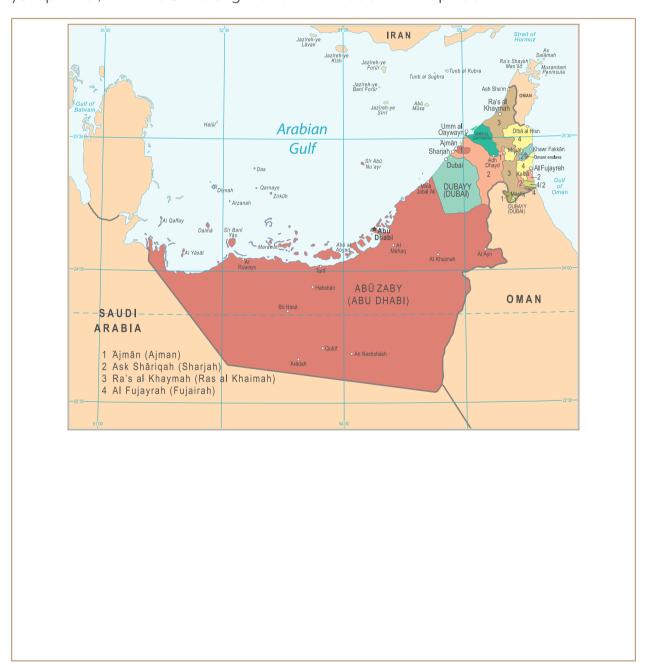
Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: Students will identify the main geographic features of the UAE and determine their impact on people, ecosystems, and economies.

Key Vocabulary: mountain ranges, terrain, salt flats, mangroves, desert, monsoon, longitude, latitude, oasis, hydrology, climate



The UAE is located at Longitude: 51° 35' - 57°10' east and Latitude: 22°35' - 26°25' north. With your partner, write the UAE's longitude and latitude on the map below.





Activity 2: Read and Discuss

Read the text and discuss with your teacher the main geographical features of the UAE:

The Geography of the United Arab Emirates

The United Arab Emirates stretches south from the Arabian Gulf with a land consisting of three geographical zones: (1) a flat, barren, low-lying area with a mixture of sandy desert, gravel, and salt flats, (2) rolling sand dunes that expand from the coast to the south of the country and blend into the Empty Quarter (Al-Rub-Al-Khali), and (3) part of the Al-Hajar Mountain Range, which the UAE shares with the Sultanate of Oman on the Musandam Peninsula. The UAE has two coastlines: the Arabian Gulf Coast, and a shorter coast that extends on the Gulf of Oman. The UAE has many islands. In particular, the emirate of Abu Dhabi has more than 200 islands.



Did You Know?!

Tel Moreeb is the tallest towering sand dune in the UAE. It is over 300 metres high with 50-degree inclines. That's equivalent to the height of the Etihad Towers Complex - the fourth tallest building in Abu-Dhabi.

The highest points in the UAE are mountains, like Jebel Jais (1,934m), Jebel Yibir (1,927m), and Jebel Hafeet (1,240m), although the summit of Jebel Jais lies in the territory of Musandam. In Dubai, there is the iconic waterway known as Dubai Creek, or Khor Dubai.

Oases add life to barren areas and create many different ecosystems in the UAE. The Emirate of Abu Dhabi has two major oases. The largest oasis is the Al Ain Oasis. Another oasis is the Liwa Oasis. It is in the western region of Abu Dhabi. These oases provide water to cultivate date groves and numerous plantations. These oases provide a spectacular mix of palm trees and tall, massive, reddish sand dunes.

The UAE is the home of beautiful mangrove forests. These forests can live in salty soil near the coast and in high temperatures. Mangroves are very unique in their shape, as they look like an up-side-down plant. They are woody and have the ability to exist in salty marine environments by sweating salt through their roots and leaves. The mangrove forests prevent the Abu Dhabi coastline from eroding.

The UAE has a desert climate. The UAE's winter is warm and sunny, and the summer is hot and humid. In the past, local monsoons were the guide for announcing the diving season,

UAE. The "Al Mezer", which means "full" in English, is a monsoon with strong winds and condensed clouds in the sky, but those clouds don't cause rain. The "Al Kous" is the most famous monsoon in the country and across the Arabian Gulf countries. It usually blows from the north in the summer, creating higher sea waves and lower humidity along the coast. The "Al Na'shi" is the winter's monsoon. It blows from the north, like the "Al Kous", but the "Al Na'shi" is stronger than the "Al Kous". The "Al Kous" is colder and is followed by rain.
How do you think that the geographical features of the UAE have affected the economic growth of the country?

the planting season, and the harvest season. There are several types of monsoons in the



Activity 3: Oases of the UAE

How are the Oasis of Al-Ain and the Oasis of Liwa important for the people, the ecosystem and the economy of the UAE?

For the People	
For the Ecosystem	
For the Economy	



Activity 4: Search and Find

Describe how mangroves help prevent climate change.



Activity 5: The UAE Map

n the box below, draw the map of the UAE with all the geographical features mentioned in he text of Activity 1. Add more features from your own searches, as well.				

Lesson 2

Features of the Climate of the UAE and the Arabian Peninsula

Grade 9

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

Lesson Objective: Students will describe the impact of the climate of the Arabian Peninsula on the UAE and the initiatives that the UAE is undertaking to benefit from its climate.

Key Vocabulary: peninsula, Tropic of Cancer, water bodies, semi-annual, Shamals, Empty Quarter (Rub'a al-Khali), sand dunes, quartz sand, Climograph



Activity 1: Brainstorm

In groups, list some of the features of the UAE's climate and geography that you know of.



Activity 2: Create an Infographic

Read the text and make an Infographics poster with your group about the major factors of the Arabian Peninsula's Climate.

Climate of the Arabian Peninsula

The Arabian Peninsula is always referred to as the Arabian Desert, and it is located between a number of bodies of water. The peninsula is generally south and west of the Arabian Gulf, north and west of the Arabian Sea and the Indian Ocean, north of the Gulf of Aden, and east of the Red Sea. The Arabian Peninsula is connected to the Mediterranean Sea by the Suez Canal, which is northeast of the peninsula.

The peninsula lies north of the Tropic of Cancer, so it is considered a Tropical Desert. The

summer temperature reaches 55° C/130°F. The interior is dry, while the coastlines have high humidity. Monsoon winds from the Indian Ocean cause occasional rains in the summer. The winter is cool in this region. The coldest region of the peninsula is Turayf Tapline, which is in the north of the peninsula. The lowest recorded temperature was – 12° C/10°F.

The western area of the Empty Quarter (Rub' al-Khali) is the most arid region of the Arabian Desert, but winter rains do occur in the northern part of Rub' al-Khali. The various water bodies around the peninsula create the predominant winds blowing from the Mediterranean Sea to the east and southeast.

The Arabian Peninsula has two major semi-annual windy seasons. These windy seasons announce the beginning of a new season. One windy season is in December and January, announcing the winter season. The second windy season is in May and June, announcing the summer season. The wind during these seasons is called "Shamal", which means "north" in English. Shamals carry millions of tons of sand



Did you Know?!

There are more than 15 million Date Palms in Abu Dhabi alone!

into the Empty Quarter. Shamals modify the shapes of sand dunes in the second largest desert in the world. The average speed of Shamals is 48 kilometres per hour. During the 30-50 days of the seasonal Shamals, winds blow dust and sand to Najd and to the southeastern part of the Rub' al-Khali from all directions. These winds carry and distribute seeds, soils, quartz sand, and minerals to different parts of the peninsula.

Make the intographic here.	



Activity 3: Comprehension Check

How do the semi-annual windy seasons of the Arabian Peninsula enrich the ecosysthe UAE?	tem of
	•••
	••••
Activity 4: Think Like an Environmentalist	
How can date palms help save the Arabian Peninsula and the UAE from climate ch Write your statement based on data that you collect through research.	ange?
	ange?
	ange?
	ange?
	ange?



Activity 5: Critical Research

out information by doing research in the following ways:		
	Search on the Internet.	
	Ask your parents.	
	Read local newspapers about the UAE's Initiatives.	
	Visit the website of the UAE Ministry of Climate Change and Environment.	
	Watch videos about the UAE's environmental initiatives.	
	Interview some people in charge of environmental tasks in the UAE.	
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What are the UAE's initiatives in utilising the semi-annual windy seasons effectively? Find



Activity 6: A Map of the Shamal Winds

In the box below, draw a map of Arabian Peninsula, showing where and what direction the Shamal winds blow over the peninsula. You may need to do some research to find out.

Notes:

Lesson 3

Data Interpretation of the UAE

Grade 9

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

Lesson Objective: Students will analyse and interpret data regarding the UAE, including the UAE economy in the future.

Key Vocabulary: export, import, Gross Domestic Product (GDP) per capita, economic complexity, crude petroleum, refined petroleum, human capital



Activity 1: Brainstorm

In the box below, list all of the products in your home that were produced in the UAE.



Activity 2: Read and Comprehend

Read the following data about the UAE and answer the questions below:

According to the Economic Complexity Index (ECI), the United Arab Emirates is the 32nd largest export economy in the world, and according to the same source, the UAE is the 54th most complex economy. An economy is complex if it produces many different types of goods and services.

Let's Read Data:

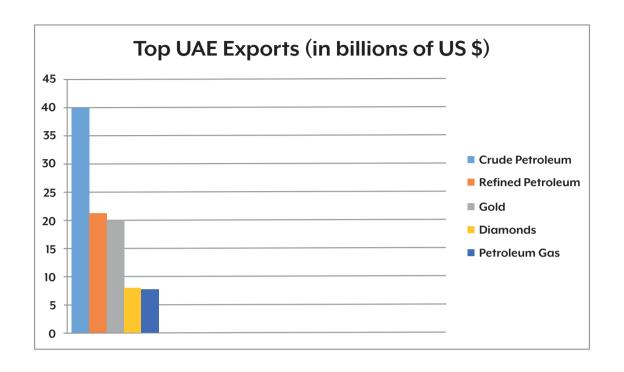
The UAE in 2017

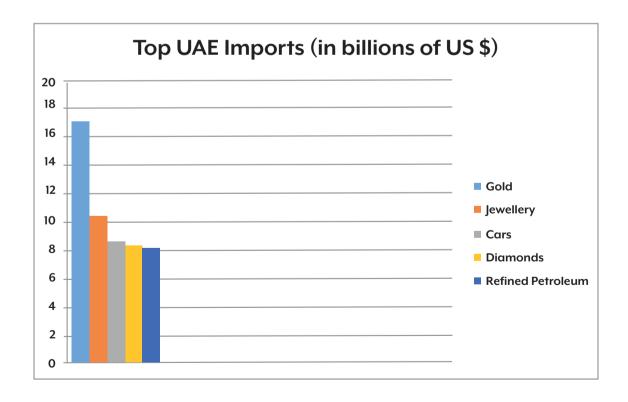
Exports = US \$142,000,000,000 (142 Billion US \$)

Imports = US \$175,000,000,000

Gross Domestic Product (GDP) of the UAE = US \$382,000,000,000

GDP per Capita (per Person) = US \$73,900







Activity 3: Comprehension Check

the UAE
ring the



Activity 5: Critical Understanding

How important are the natural resources in the exports and imports for the UAE? Why do you think these resources are at the top of exports and imports in the UAE?



Activity 6: Lesson Check

Can you foresee the future of the economy of the UAE? In the box below, predict the UAE's top exports and imports for 2040. Do some research to find data to support your prediction.	

Lesson 4

Climate Change Knowledge

Grade 9

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

Lesson Objective: Students will identify the effects of climate change and analyse trends related to climate change.

Key Vocabulary: climate change, global warming, climate baseline, topography, vulnerability, risk reduction, projections, adaptation, natural hazards, depletion, poverty, desertification, floods



Activity 1: Prevention-Knowledge Check

aw a mind map of things you need to make sure that your city doeing for the next 20 years.	es not



Activity 2: Math Skills

Read the following Climate Baseline for the UAE and New Zealand for the temperature during the period time from 1995 to 2015. Then answer the questions.

UAE- Temperature (Celsius)		
Temperature	Year	Statistics
19.403	1995	January Average
33.9595		August Average
19.5456	2000	January Average
34.6423		August Average
18.2847	2005	January Average
34.3284		August Average
20.2389	2010	January Average
34.4066		August Average
19.5128	2015	January Average
34.8899		August Average

New Zealand- Temperature (Celsius)			
Temperature	Year	Statistics	
14.6746	1995	January Average	
5.28441		August Average	
14.2633	2000	January Average	
5.69396		August Average	
14.8486	2005	January Average	
6.5912		August Average	
14.7637	2010	January Average	
6.59362		August Average	
15.8278	2015	January Average	
5.4507		August Average	

What is the average August temperature in the UAE from 1995 – 2015?
In what year did New Zealand have the highest January temperature?
In what year did the UAE have the lowest January temperature?
Activity 3: Analysis
According to the above data, what trend do you see for global warming in the UAE and New Zealand?
New Zealand?



Activity 4: Passages and Answers

Read the following texts about the effects of climate change in Togo and Yemen. Then, complete the Venn Diagram, showing the differences and similarities of how climate change is affecting each country.

The Togolese Republic (Togo) lies in West Africa at the coastline of the Atlantic Ocean of the Gulf of Guinea. The annual temperature has increased in Togo by 1.1.°C since 1960. Togo faces some major climate risks that affect agriculture, health, fishing, water, and coastal resources. These natural hazards are flooding, poor distribution of rain, drought, violent winds, and coastal erosion.



Figure 2

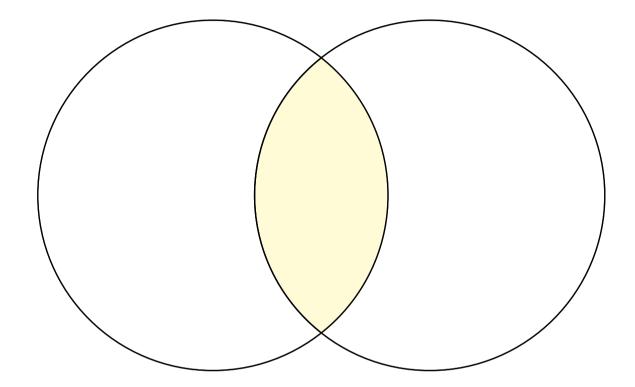


Figure 1

Yemen occupies an area of 527,970 km² at the south and southern-west of the Arabian Peninsula. The World Bank Climate Change Report says that Yemen has experienced at least one natural disaster every year for the last twenty years. As a result of such natural hazards, the negative impacts of climate change hit agriculture, in spite of the increase of flooding by intense rainfall.

Another significant threat to the country's development caused by climate change is a shortage of water.

In the Venn Diagram below, show the similarities and differences in how climate change is affecting Togo and Yemen.



Lesson 5

Economic Geography of the UAE

Grade 9

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

Lesson Objective: Students will draw conclusions about the impact of artificial geographical and topographical features on the economy of the UAE. Then, students will design an example of artificial geography and describe its benefits.

Key Vocabulary: species, man-made lakes, topography, conservations



Activity 1: Brainstorm

ch as a humo	ın-made lake		he UAE or oth n? Why?	



Activity 2: Artificial Geography

The United Arab Emirates became a pioneer in humanmade topography. Dubai is well-known as the unparalleled architect of nature. Numerous artificial geographical features were built as authentic parts of the land. Islands, lagoons, and conservations create a robust ecosystem for better living. From the bottom of the desert, two giant lakes sprout out, taking the shape of interlacing hearts surrounded by planted trees presenting the word "LOVE".



Figure 3

The Love Lake is clearly visible from space and from Google Maps and Google Earth because it is large enough to be seen clearly from the air or by satellite. It is part of Al Qudra Man-Made Lakes - a famous site in the Al Marmoum Conservation Area in Dubai.

Al Qudra Lakes became a new shelter for roughly 180 species of unusual birds. The lakes are a safe habitat either for migratory birds or for the resident ones. The popular Indian Moorhen made the lakes its new home. Other common bird species live there as well, such as bulbuls, doves, sandpipers, bee-eaters, lapwings, plovers, and herons. Also, more than 300 shovelers and 400 cormorants migrated to Al Qudra Lakes from Central Asia and Northern Europe.

i. Give 2 examples of artificial geography mentioned in the article.
2. Where is Love Lake located?
3. About how many species of birds live in Al Qudra Lakes?
J. About now many species of birds live in Al Quara Lakes:
4. From where have birds come to live in Al Qudra Lakes?



Activity 3: Research

Search for another example for an artificial geography in another Emirate, and de features.	escribe it
	· · · · · · · · ·
Activity 4: Benefits of Artificial Geography	
Activity 4: Benefits of Artificial Geography	
Activity 4: Benefits of Artificial Geography What are the benefits of this new feature for the artificial geography you have selected.	ected?
	ected?
	ected?
	ected?
	ected?



Activity 5: Challenges in Building Artificial Geography

What are the main challenges for creating new features on land?



Activity 6: Create an Artificial Land Feature

Design a new artificial land feature to enhance the economic geography in your country.

Design your artificial land feature here:

Lesson 6

Population Trends in the UAE

Grade 9

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

Lesson Objective: Students will analyse the ratio of male and female young population in the UAE and interpret trends. Then, students will compare trends of another country and the UAE.

Key Vocabulary: population trends, gender ratio, population growth, prenatal sex determination



Activity 1: Calculate the Population

According to the World Bank, the UAE's Population 2019 was 9,771,000. Of that, 28% were women, and 72% were men.

Draw a circle graph that shows the percentage of women and men. Give your graph a title.

Graph Title:

1. Calculate the number of women.....

2. Calculate the number of men.



Activity 2: Interpreting Data

Read the table about the percentage of males and females aged 0-4 years old in the UAE.

	Percentage of UAE Population Aged 0 – 4 Years Old														
Gender	1970	1980 1990 2000 2010 2020 2030 2040 2050 2060													
Female	21.1	20.9	17.7	12.7	10.0	7.7	6.5	6.2	5.6	5.3	5.3				
Male	12.5	9.4	9.7	6.4	3.6	3.2	3.1	3.3	3.2	3.3	3.4				

1. What percentage of the population in 1990 were 0 – 4 year old males?
2. What is the ratio of the percentage of females to males in 2020?
3. What is the trend for the percentage of females aged 0 – 4 years old from 2020 – 2070?
4. What is the trend for the percentage of males aged 0 – 4 years old from 2020 – 2070?
How would you compare the growth in the percentage of males with the growth in the percentage of females in the future?



Activity 3: Gender Ratio and the Impact on Society

Work in pairs to research for the impact of the gender ratio	on a country and its economy.
Activity 4: Changes the Ratio of Men to	o Women
What are the forces that change the ratio of men to wome	n in the country?



Activity 5: Gender Selection

How could gender selection through prenatal sex determination affect the pop the future? If possible, support your ideas with data from research.	ulation i



Activity 6: Comparing Countries

Using the Gapminder World Tool Database, look for a country of similar size to the UAE and complete the table below. Then, compare the trends in male and female populations between the UAE and the other country.

	Percentage of UAE Population Aged 0 – 4 Years Old														
Gender	1970	1980	1990	2000	2010	2020	2030	2040	2050	2060	2070				
Female															
Male															
•••••															
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Lesson 7

Social and Economic Data Trends

Grade 9

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

Lesson Objective: Students will compare the UAE with another country (Austria) regarding economic trends. Students will then graph the data.

Key Vocabulary: human development, Gross Domestic Product (GDP), socio-economic



Activity 1: Interpreting a Graph

Read the following data about the UAE and Austria and analyse it according to the following:

The Human Development Index

The Human Development Index (HDI) is a measure of a country's overall achievement in social and economic areas. The HDI for a country is based on the people's health, the level of education achieved, and their economic standard of living. The higher the HDI, the higher the country's human development.

Below is a table showing the HDI of the UAE and Austria over the last 20 years. Read the table, then answer the questions that follow.

Human Development Index (HDI)											
The UAE	Year	Austria									
0.764	1995	0.816									
0.798	2000	0.837									
0.823	2005	0.854									
0.824	2010	0.880									
0.840	2015	0.893									

What was the HDI in the UAE in 2005?	
n what year was the HDI for Austria 0.837?	
Which country has had the higher HDI from 1995 – 2015?	
What is the trend for the HDI for each country?	



Activity 2: Predicting the Future

How do you think that the HDI for UAE and Austria will change in the future? Support you answer by searching for and using more data from the Gapminder Tool.



Activity 3: Understanding GDP

The data below shows the yearly growth in Gross Domestic Product (GDP) for UAE and Austria. Write down your analysis for the data by interpreting the main facts in this table.

	GDP- Total Yearly Growth	
UAE	Year	Austria
11.2	2000	3.38
1.86	2001	1.01
0.825	2002	1.25
11.5	2003	1.64
12.9	2004	2.83
15.8	2005	2.53
21.1	2006	3.65
16.4	2007	3.75
13.9	2008	1.39
0.107	2009	-3.77
6.47	2010	2.04
7.28	2011	2.53
4.08	2012	0.521
2.99	2013	0.277

 	$\cdots \cdots$	 	 	 	\cdots	 	 	 	 										



Activity 4: Socio-economic Factors and GDP

Socio-economic factors are things like educational attainment, occupation, income, and vealth. How do socio-economic factors play a role in growing the Total GDP and the Pel Capita GDP of a country?



Activity 5: Graph Your Data

In groups, create two graphs for the data above about the UAE and Austri graph about the Human Development Index (HDI) and the other graph about tyearly growth.	

Lesson 8

UAE Gross Domestic Product (GDP)

Grade 9

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

Lesson Objective: Students will analyse the impact that having an energy resource has on Per Capita GDP.

Key Vocabulary: energy, Per Capita GDP, oil energy, tonne



Activity 1: Brainstorm

In the box below, write the main energy resources the UAE relies on in the recent time, and predict what energy resources the UAE will use in the future.



Activity 2: Oil Production Per Capita

The table below shows the per capita (per person) oil production for the UAE and China. Read the table, then answer the questions below.

Oil Production Per Capita in Tonnes														
(1 tonne = 1000 kg)														
Country	1975	1985	1995	2005	2015									
China	0.084	0.117	0.12	0.137	0.154									
United Arab Emirates	148	41.9	45.9	29.6	19.2									

- 1. What was the oil production per capita in the UAE in 1985?
- 2. In what year was the per capita oil production of China 0.137 tonnes?
- 3. How does the per capita oil production of China compare with the UAE?

.....

Per Capita Gross Domestic Product (GDP)
The table below shows the Per Capita GDP for China and the UAE. Compare this table with the table showing Per Capita Oil Production above. How do more resources of energy strengthen the GDP of the country?
Activity 3: Energy Sources and GDP
3. Why can it be better to compare the oil production per person instead of the total oil production for the whole country?
2. Why do you think that this is the trend of per capita oil production in the UAE?
1. What is the trend for the oil production per capita in the UAE?

	Per Capita Gross Domestic Product (GDP) (in US Dollars, Adjusted for Inflation)														
Country	1975	1985	1995	2005	2015										
China	272	539	1230	2740	6500										
United Arab Emirates	102,000	79,400	61,800	56,200	40,800										
				•••••	• • • • • • • • • • •										



Activity 4: Analyse the Resources and GDP of Another Country

Use the Gapminder World Tools to select another country with energy resources. In the title of the table, write the name of the country, the resource, and the unit of measure (kg, barrels, etc.). Then complete the table with the amount of the resource and the GDP for each given year.

	Country and Resource: (with unit of measure)															
	1975	1985	1995	2005 2015												
Amount of Resource																
Per Capita GDP																
•••••	• • • • • • • • • • • • • • • • • • • •				• • • • • • • • • • • • • • • • • • • •											
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Activity 5:

use Gapminder World Tools to select another country with more resources of energy and state the impact of more recources in the country you choose with its GPD.
Activity 6: Make a Graph
Make Graphic Data for the country you select
Title:

Lesson 9

UAE Macroeconomics

Grade 9

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

Lesson Objective: Students will compare the UAE and India by analysing macroeconomic data of both countries. Key Vocabulary: macroeconomics, economic complexity, unemployment



Activity 1: Macroeconomics

Macroeconomics are economics on a large scale, like the economics of a country. Compare the UAE and India Macroeconomics from the data below:





Figure 4 Figure 5

UAE's Macroeconomics														
Economic	Exports	GDP Per Capita												
Complexity*														
0.13	\$142B	\$175B	\$73.9K											
(54 th of 126 countries)	(32 nd of 221 countries)	25 th of 221	7 th of 214											
	India's Macr	oeconomics												
0.36	\$292B	\$417B	\$7.06											
(45 th of 126 countries)	(17 th of 221 countries)	11 th of 221	126 th of 214											

^{*}Economic complexity measures a country's ability to export a wide range of products. The higher the number, the wider the range of products that a country can export.

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	······································
Activity 2: Expo 2020	
How do you think Expo 2020 will affect the macroeconomics of the UAE and I reasons to support your opinion.	ndia? Give
reasons to support your opinion.	
reasons to support your opinion.	
reasons to support your opinion.	



Activity 3: Unemployment and Expo 2020

Changes of unemployment is one of the main indicators in macroeconomics. How do you think that Expo 2020 will affect unemployment? Use data to support your opinion.
Activity 4: Effect of Imports and Exports on Economic Growth
How do you think a country's amount of imports and exports affects a country's rate o economic growth?

Lesson 10

Trends in Education Levels in the UAE

Grade 9

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

Lesson Objective: Students will compare statistics in education between the UAE and another country (China). Students will express their opinion on the impact of education on economic success.

Key Vocabulary: youth literacy, education, illiteracy, human capital, national income



Activity 1: Youth Literacy

Youth Literacy refers to the percentage of people ages 15-24 who are able to read and write with understanding. Analyse the data below about the UAE and China on the literacy rate of male and female youth. Then, on the lines below, interpret the data. Compare males and females, as well as China and the UAE. Also, describe trends over time.

Youth Literacy Rate Ages 15-24 - China														
Year		Females	Males											
1982		82.1		95.2										
1990		91.5		97.0										
2000		98.5		99.2										
2010		99.6		99.7										
		uth Literacy Ro es 15-24 – The U												
Year		Female		Male										
1985		84.5		81.0										
2005		97.0		93.6										

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Activity 2: Education Trends

Data for trends in education takes longer to record than in other fields. Why d this is?	o you think
Activity 3: Literacy and Economic Strength	
How does the youth literacy empower human capital and grow the national in country?	ncome of c



Activity 4: Other Improvements

What other trends in education should we analyse in order to improve? Support you opinion with data from the Gapminder World Tools website.
Activity 5: Current Data
Search for the latest percentage of illiteracy in China and the UAE. Compare the illiteracy rate and its impact on economics.

Lesson 11

Trends in Sustainability in the UAE

Grade 9

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

Lesson Objective: Students will compare carbon emissions of the UAE and the UK. Students will also explore alternative energy sources.

Key Vocabulary: emissions, carbon dioxide (CO₂), fossil fuels, quantum computers



Express your thoughts and understanding of the below visual:



Figure 6



Activity 2: Analysing Data

The table below shows the total ${\rm CO_2}$ emissions for the UAE and the United Kingdom (UK). Compare the two countries. Also, describe the trend of emissions for each country over time.

Total CO2 Emissions in metric tonnes (1 tonne = 1000 kg)								
Country	1974	1984	1994	2004	2014			
United Arab Emirates	31,300	46,400	73,100	113,000	211,000			
United Kingdom	618,000	529,000	547,000	539,000	420,000			
Activity 3: Emissions Over Time								
Use the Gapminder World Tools website to find the UK's Total CO_2 emissions in 1751. Describe how its emissions changed over time. Suggest an explanation for the change.								



Activity 4: Current Issues

What are the current issues for ${\rm CO_2}$ emissions? What measures are being taken in the UAE to create energy with fewer ${\rm CO_2}$ emissions?



Figure 7



Activity 5: The UAE's 2050 Energy Strategy

According to the UAE's 2050 Energy Strategy, what are the possible solutions that will evolve to save future environment?
Activity 6: Quantum Computers
Activity of Quantum Comparers
What are quantum computers? Could quantum computers serve the environment better Research quantum computers, and write a paragraph about how they could help the environment.

Lesson 12

The UAE's Foreign Aid

Grade 9

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

Lesson Objective: Students will describe the foreign aid that the UAE provides, including aid for immunisation, education, and refugees.

Key Vocabulary: foreign aid, ODA, OECD, human objectives, tolerance, poverty, contributions, donor, entities



Activity 1: Brainstorm

What is the main work of the organisation below? Mention its name and talk about it.



Figure 8



Activity 2: The UAE's Foreign Aid

Read the text below and discuss the main idea of the text.

Less developed countries have been given special concern by the United Arab Emirates. Through specific policies, the UAE distributed aid to foreign countries widely over the world. As a country of tolerance with solely humane objectives, its aid is not limited to geography, colour, race, or religion; nor is it even governed by any politics. The UAE ranked as one of the top ten donor states in the Official Development Aid (ODA) in 2015, according to the OECD - The Organisation for Economic Co-Operation and Development.

The UAE's contribution to foreign aid between the years 1971 and 2014 by governmental and non-governmental organisations reached AED 173 Billion. These contributions were for 155 countries through 40 donor entities as foreign assistance. There are more than 35 charitable organisations (governmental and non-governmental) in the UAE.

Poverty, lack of water, clean water, education, immunisation, and accommodations are

the concentrations for the UAE's contributions to meet human needs all over the world. The UAE is answering any call for assistance from poor countries and countries constantly suffering from natural disasters.



Activity 3: Effects of Foreign Aid

How does foreign aid add to the country and the people of the country that receives the aid? How do human services strengthen societies?
Activity 4: The UAE's Immunisation Program
The UAE's immunisation program has reached millions of poor people around the world How does this meet human needs in poor countries?



Activity 5: Educational Aid

Do some research to find out about the educational initiatives of the UAE to make education accessible to poor people around the world. Write your findings below.
Activity 6: Aid Towards Refugees
What role have the charitable entities in the UAE served towards refugees? How does the Emirates Red Crescent Authority help refugees find better accommodations?

Lesson 13

Social Systems and Social Institutional Support

Grade 9

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

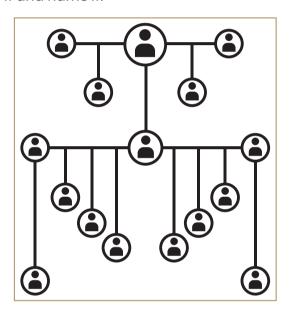
Lesson Objective: Students will analyse various aspects of the human condition. Then, they will analyse gender equality in the UAE.

Key Vocabulary: social systems, gender equality, life expectancy, population, natural disaster, power distribution



Activity 1: Family Tree

What does the following picture tell you? Do you have your own one? Draw it in the box next to it and name it.



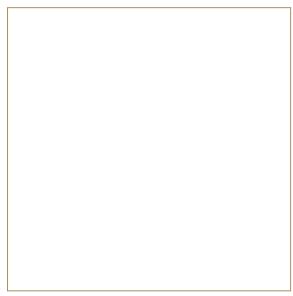


Figure 9

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Activity 2: Learning About the Human Condition

Choose one of the questions to learn information about, and find data about it on the Gapinder Tools website.

- What is the percentage of people who have been living in extreme poverty world for the last 20 years?
- How many children have been vaccinated from diseases in the last 10 years?
- Whow has the average number of deaths from natural disaster change each year?
- In what financial condition does the majority of world's population live?
- What is the main reason for the increase in the population of the world?
- In low-income countries across the world, how many girls go to school at early ages?
- What is the percentage of people who have access to electricity around the world?
- What is the life expectancy for people in different countries in the world?
- What are the endangered species in our planet?
- How has the proportion of people living in extreme poverty changed in the last 20 years?

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Activity 3: Gender Equality

Gender equality is an indicator for a social system and for social institutional support for building a cohesive community. There are five indicators for gender equality: 1) power distributed by gender, 2) women's participation, 3) female vs male mean years of schooling, 4) lower chamber female legislators 5) elected omen in the cabinet. Read the data below and analyse the gender equality for the UAE over the last 40 years.

Gender Equality UAE														
Year	Average	Year	Average	Year	Average	Year	Average							
1975	8	1985	16	1995	16	2005	19							
1976	8	1986	16	1996	16	2006	26							
1977	8	1987	16	1997	16	2007	32							
1978	8	1988	16	1998	16	2008	32							
1979	8	1989	16	1999	16	2009	32							
1980	8	1990	16	2000	16	2010	32							
1981	8	1991	16	2001	13	2011	37							
1982	8	1992	16	2002	13	2012	36							
1983	8	1993	16	2003	13	2013	36							
						2014	36							
						2015	37							
1984	16	1994	16	2004	19	2016	37							
						2017	37							
						2018	39							

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Activity 4: Gender Equality Around the World

Use the Gapminder World Tools website to explore gender equality in different countries Choose the country and present your analysis below.													
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Lesson 14

Social Institutions in the UAE

Grade 9

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

Lesson Objective: Students will describe the roles organisations play in providing people with social welfare.

Key Vocabulary: Dollar Street, elderly, senior citizens, social initiatives, community development, health care, social welfare, rehabilitation, therapy.



What is your interpretation of the following visual? Discuss it with your partner.



Figure 10



Activity 2: Dollar Street

Read the following about "Dollar Street" and discuss your understanding of the value of such a project.

Dollar Street

Collecting data is the major work for all Gapminder workers. Anna Rosling Ronnlund at Gapminder spent 15 years collecting data about families, from the poorest families in countries like Burundi to the richest families in the most developed countries. She named this research project "Dollar Street", where all of the houses in the world are lined up in two lines – one line on the right and one line on the left. Families with low incomes line up on the left of the street, while the rich line up on the right of the street. Visit Dollar Street at the Gapminder website, and explore the real life and houses of the poorest families in the world on this tremendous street.



Activity 3: Unemployment and Marriage in the UAE

The tables below present two different sets of data:

- The percentage of men aged 25-54 that have been registered as unemployed during the years 2016-2017 in the UAE. What do you think about the percentage? How can you justify it?
- The age of marriage for women in the past and more recently. Tell us about your understanding of the change that has happened over the years., and how does this change improve social welfare?

Males- Aged- 25-54 Unemployed in the UAE											
Year	Average Percentage										
2016	0.64%										
2017	0.94%										

Age- at- 1st Marriage Women in the UAE											
Year	Average Age (in years)										
1975	18.0										
2005	23.1										



Activity 4: Care for the Elderly

Read the following and write down the role of the UAE and Abu Dhabi social institutions in the development of the community and support of elderly people.

Caring for the Elderly

The elderly or, as they are called in the UAE, senior citizens are provided with numerous initiatives and services that help them continue their life very confidently and with a high self-esteem. The Ministry of Community Development supports senior citizens (60+ years of age) in the UAE with primary health care, social, psychological, and physical therapy. Abu Dhabi is well-known for its care centres, either health care centres like Health Point Centre, or for rehabilitation centres like the Abu Dhabi Rehabilitation Centre. The latest established organisation in Abu Dhabi – the Department of Community Development (DCD) – aims to meet the needs of senior citizens and other groups of people in society in order to achieve sustainable growth and social development. Social welfare is highlighted by every organisation in the country in charge of social development as an important category for a fundamental sector. Social welfare is a bouquet of initiatives and projects from different entities, like social, economic, health and educational organisations in the UAE. These organisations are for people of any income level based on criteria to help people live happily, which is the major role of the Ministry of Happiness in the UAE.

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Lesson 15

The Dynamics of the Emirate and the City of Abu
Dhabi

Grade 9

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

Lesson Objective: Students will identify key historical and modern features of the Abu Dhabi Emirate and City.

Key Vocabulary: geospatial technology, Buraimi Oasis, Trucial Coast, Muraijib Fort, Umm al Zamul, Empty Quarter



Activity 1: Abu Dhabi on a Map

Point out the Emirate of Abu Dhabi on the map. Find out the total area of Abu Dhabi.

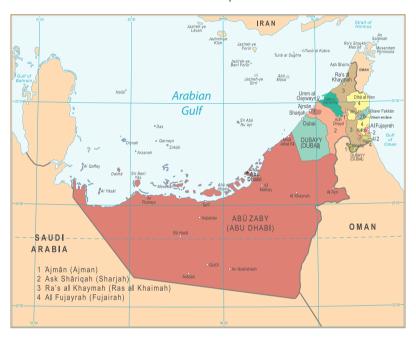


Figure 11

Total Size Area of Abu Dhabi



Figure 12



Activity 2: Abu Dhabi Geography History

Read the history of Abu Dhabi Emirate and answer the questions.

From the uncharted area beyond the coastal line and the opposite side of the Gulf of Oman, the Buraimi Oasis existed in Al Jau at the northern edge of Dhahirah as a substantial area in the desert. It was considered a major meeting point for various nomadic tribes in the region from Saudi, Oman and the whole region around Abu Dhabi and the Trucial Coast. This historical area of Buraimi witnessed significant wars and invasions that left many forts in the area. Buraimi was comprised of a cluster of oases, which were divided into nine villages, and its name came from one of them. A rooted footing in Buraimi was for Al Bu Falah Family – the ruling family of Abu Dhabi. In the 19th Century, Shaihk Shakhbout bin Dhiyan built the first fort in Muraijib in the northwestern area of the oasis.

As Shaikh Zayed bin Sultan Al Nehayyan became the Ruler's Representative in Buraimi in 1964, the Buraimi zone with the whole region of Al Ain gained numerous amplifications for the villages, settlements and farms. It was probably for demarcating the frontiers of Abu Dhabi with the Sultanate of Oman and Saudi Arabia that Umm Al Zamul was declared as the boundary of Abu Dhabi that met Oman and Saudi Arabia at a point in the Empty Quarter.

I. Who was the ruling family in Dubai?	
2. Why are there many forts in the Buraimi area?	
3. What three countries share a border at Umm Al Zamul	



Activity 3: Archaeological Sites in Abu Dhabi

Research the following archaeological sites in Abu Dhabi online. Write what you find out about them on the lines below each picture.

1. Hafeet Tombs

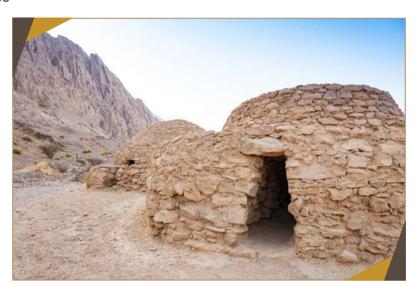


Figure 13

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2. The ruins of a pre-Islamic Christian monastery on Sir Bani Yas Island



Figure 14

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Activity 4: Abu Dhabi Landmarks

Research the famous buildings or landmarks in various areas in Abu Dhabi and discuss the importance of what you have found.

Building/ Landmark	Year Built	Facts about it

Notes:

Lesson 16

Local History of the Northern Emirates

Grade 9

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

Lesson Objective: Students will study the local history and urban development of cities in Fujeirah, Ras Al Khaimah, Umm Al Quwain, and Khor Fakkan (Sharjah) on the Gulf of Oman

Key Vocabulary: Ajman, Umm Al Quwain, Ras Al Khaimah, Fujeirah, Magan Civilization, Julfar, Khor Fakkan

Lessons from Our Ancient Past: the Seafaring Tradition around Umm Al Quwain

Archaeologists have found that during the Stone Age (Neolithic) Period around 5,500 BCE, our ancestors who lived along the coasts of Abu Dhabi and Umm Al-Quwain were active fishermen. Archaeological evidence on Dalma Island shows that their diet was based on seafood from local shellfish harvested in the shallow waters. They also used stone hooks to catch fish. They bore holes in the hooks to tie a line to catch

the fish. They also fished for large sharks in open, deeper waters.



Figure 15 Fishing Nets on Dalma Island, Umm Al Quwain

Later, in the Bronze Age (5000 to 3500 BC), the outside of the boats was coated with bitumen as hot liquid to coat the outside of the boat. It waterproofed the boat. The Stone Age boat builders built sails. They used these boats to go to sea to hunt for sharks and fish for tuna. These were brave sailors to go to sea on such fragile but cleverly designed boats. Before camels were domesticated, travel by sea was the easiest way to travel up and down or across the Arabian Gulf. The local Magan Civilization traded its valuable copper mined from the local mountains. Some texts on cuneiform tablets in Mesopotamia mention the Magan Civilization. Boats of palm tree materials coated with bitumen were built. Bronze smelted with tin and locally mined copper were shipped up the Arabian Gulf to Mesopotamia. They reached as far as the Indus Valley. In return they brought back other goods.

On Al-Kalba Island, off of Al-Quwain, researchers found a stash of ancient pearls. These are the oldest pearls found in the world. Dr. Sophie Méry, an archaeologist, made these early discoveries. Pearl diving started in the late Stone Age, around 5000 BCE. These days, Major Ali Al Suwaidi is keeping the craft of pearl diving alive by teaching others its methods.



Activity 1: Concept Check

Work in teams to fill in the blanks in the sentences below.

Magan	bitumen	Mesopoto	ımia	Al Kalba Island	sharks	tuna
		Neolithic	Dalmo	ı boats		

Use the words from the list above to fill in the blank sentences below.

Our ancestors in the region of Umm Al Q	uwain used fish hooks of carved stone to catch
and hunt for fish and sea animals. Archae	eology has unearthed some of the earliest fishing
tools onIsland in U	Jmm Al Quwain These early fishing tools were
developed during the Stone Age, which o	llso called thePeriod which
was around 5,500 BCE or about 7,500 ye	ears ago! The earliest known pearls were found
on in Umm Al Quw	vain. Later during the Bronze Age, copper was
found in the mountains of the Emirates.	Local people used, a form
of natural petroleum that rose to the surf	ace, to coat the outside of their boats. The name
of our local civilization was known as the	civilization. This made the
waterproof and enal	oled them to travel long distances across the Gulf
of Arabia and into the Arabian Sea. And	ent mariners from our region hunted at sea for
and fished for	They travelled northward along
the coastal waters toward	and across the Arabian Sea

The Coming of Islam to the Gulf Coast

The coming of Islam to our region includes the preaching of Islam and the Battle of Dibba, where Muslim armies defeated the non-believers in a major battle. In around 630 AD, Prophet Muhammad (Peace be Upon Him) sent representatives of Islam to Suhar and the Emirates region to convert the people there to Islam. The Al-Julanda brothers and their tribe accepted Islam.



Figure 16 Dibba, Uae - site of the vidtory of the Muslim Army circa 632-634 CE

Julfar and Ras Al Khaimah: Traditional and Modern Seafaring in the Arabian Gulf

Julfar was the name of the area that became Ras Al Khaimah. The town stretched up and down the coast for 7 kilometers and housed about 40,000 people. It was a melting pot of Indians, Arabs, people from the Ottoman Empire, and part of the Kingdom of Hormuz. It was a part of the Indian Ocean trade network all the way to China. Julfar had a reputation for safety in trade. Also, shipbuilding was an important industry in Julfar.

Famous mariner Ahmed bin Majid, author of the Kitab al-Fawa'id fi ilm al-Bihar (Manual of Sea Navigation), Ahmed bin Majid wrote this text around the year 1490 CE. In it, he discusses sea navigation by the stars (celestial navigation) and trade routes by sea all the way to China and along the African Coast and up the Red Sea to the Mediterranean. He included stories and poems as guides to navigation. He mentions Polaris, the North Star. Arab sailors knew their north-south position by using a small rectangular piece of wood with measures to correspond by sight their position on the horizon with respect to the North Star.



Activity 2: Concept Check

What is the former name of the city of Ras Al Khaimah? Circle the correct number below

- 1. Dalma
- 2. Al Kaalba
- 3. Mleiha
- 4. Julfar

Local mariners, including the famous Ahmed Bin Majid, were able to navigate across the oceans by recording and noting their relative north to south position. They did this through what methods? Circle the correct number below

- 1. They used a compass to locate their position
- 2. They observed the position of the North Star (Polaris) relative to the horizon
- 3. They relied upon clocks to determine the time when the sun set.

Khor Fakkan

Khor Fakkan became a target of Portuguese assaults and invasions along the Gulf in the early 1500s. The Portuguese were interested in gaining access to Indian and Chinese trade. Also, the Portuguese sought to control the Arabian Gulf. The Portuguese were led by Alfonso d'Albuquerque. The town of Qalhat was destroyed by the Portuguese. At Khor Fakkan, the Portuguese met resistance, and they captured the men who resisted and cut off their noses and ears as punishment. This resulted in suppressing the local population, who suffered for about one century until the Portuguese were driven out in the early 17th century by locals.

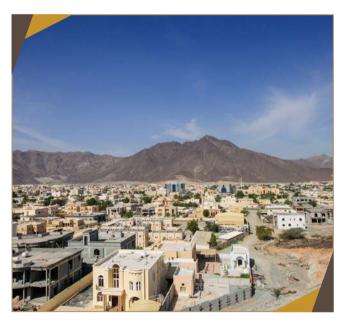


Figure 17 Khor Fakkan

The Qawasim and Ras Al Khaimah

The Qawasim (the collective name of the tribe of the Al Qassimi family and tribe) were well established in the northern Emirates in the late 18th century. The first written record shows up in 1648, and by the 1700s, they ruled the northern Emirates as well as the area of the Emirate of Sharjah. They would run into conflict with the British Emprie. The Qawasim attacked the British ships and held their own. The British decided to falsely label the Qawasim as pirates, and in 1809 the British attacked Ras Al-Khaimeh, as depicted in a series of famous colour engravings. The British underestimated the ability of the Qawasim to rebuild their fleets. In 1819, the British attacked again along the beach at Ras Al-Khaimeh. For a whole day, the British attacked, but even local Emirati women fought back. We have a British captain who noted that the women fought back and were among the casualties. Women fought in these battles against the British. Because of this the British dragged ashore two heavy cannons, forcing the Qawasim to retreat to the old fort above Ras Al-Khaimah at Al Dhaya, but it was bombarded by British cannons, forcing them to surrender. The Treaty of 1820 forced the surrender of naval power to British along with other towns up and down the Arabian Gulf. This is the origin of the Trucial States system invented by the British. The British found the Maritime Treaties allowed them to control the trade of pearls and other goods.



Activity 3: Concept Check

What role did women have during the British attack on Ras Al Khaimah in 1819? Circle the correct number below

- 1. They fought back against the British.
- 2. Only the men were allowed to fight.

The term "Trucial States" was a designation that originated from which of the following?

- 1. It was a system of British control over the Emirates and other Arabian Gulf coastal sheikhdoms that limited their rights to free sailing and trade.
- 2. It was a temporary peace treaty that was abandoned after 1820

The Portuguese viceroy who attacked Khor Fakkan in the early 1500s was which of the following? Circle correct choice below

- 1. Vasco de Gama
- 2. Alfonse d'Albuquerque
- 3. Prince Henry the Navigator



Activity 4: City Population

Look up and list the population of the Northern Emirates or cities by population size

City Name	Population Estimate	Rank by Size
Ajman		
Fujeirah		
Ras Al Khaimah		
Umm al Quwain (the Emirate)		



Activity 5: Extension Activity

Find an interesting fact about several of the Northern Emirates or its cities. Then, share what you found with the class.

Building or Landmark	Emirate or City	Year built or other facts of interest

Lesson 17

Urban Development of Dubai and Sharjah

Grade 9

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

Lesson Objective: We'll look at facts and landmarks of the urban development of Dubai and Sharjah

Key Vocabulary: Sharjah, Dubai, Burj Khalifa, airports, architecture, heritage areas, historic preservation and conservation

Traditional Buildings and Modern Architecture

Dubai and Sharjah have preserved several heritage areas of their traditional architecture. These include the Bastakiya quarter, also known as the Al-Fahidi Neighbourhood of Dubai, on the southern bank of Dubai Creek. This area grew during the 19th Century, when the local population settled in the town along with merchants who introduced the distinctive form of construction that made use of wind towers to cool the interior of rooms. The wind tower is known as a barjeel. In the Bastakiyya District you can find today wind towers built in the traditional way, with some of them rising 15 meters high. The design allows wind to enter the top of the tower and then filter and push down through the tunnel of the tower, creating a cooling breeze into the rooms below. These wind tower houses were also built around a courtyard. The lower floors were warmer in the winter and the upper floors were cooler in the summer.



Figure 18 Bastakiyya District Traditional Architecture

Some of the masonry blocks were made of local petrified, old coral blocks of residue coral reefs that dried up as they were exposed to land. In addition, some of these wind tower houses used a distinctive mashrabiyyah screen of decorative wood screens to allow both privacy and air circulation.

Al Bastakiya Conservation Project

The Bastakiyya District has influenced new architecture in the adjoining neighbourhood and throughout other parts of Dubai, where some owners seek to build new construction using these older forms of design. Since 1995, the Bastakiyya Conservation project has

conserved 56 residential units of this group of traditional wind tower court houses and saved them from demolition while the city around it grew with rapid pace.

The Museum of the Poet

One of the outstanding examples of historic preservation is found in the Al Ras area of Deira, at the Museum of the Poet. It preserves the house built in 1923 of the Saudi born poet Mubarak bin Hamad bin Mubarak Al Manea Al Oqaili, (1874-1954). You can visit this house today where it is open to the public as a museum.



Figure 19 Former House of the Poet Mubarak bin Hamad bin Mubarak Al Manea Al Oqaili, in Deira

Mureijah Art Spaces, Sharjah Heritage District

The Sharjah Heritage Area is a large area of preserved architectural buildings along Sharjah's waterfront and near the fort. As in the Bastakiyya District of Dubai, there is great interest in preserving and in new construction that makes use of the forms and designs of these traditional buildings. Some of the oldest buildings, such as the Naroodah House, were preserved with their distinctive coral masonry construction. The Sharjah Art Foundation wanted to construct new buildings in the Al Mureijah Neighbourhood that adjoined the Heritage Area. When completed, it



Figure 19 Traditional Buildings of the Sharjah Heritage Area

allowed for a fusion of new construction that fit in with the Sharjah Heritage area's traditional architecture. Of the new construction of the project, about 40% of the traditional buildings were preserved.



Activity 1: Concept Check

barjeel	ventilation	coral
preservation	traditional	moderr

Fill in the blanks with the key words above in the sentences below based on your review of the text and pictures above.

Some examples of wind tower houses can be found in Bastakiyya District of Duba. A wind
tower is known in Arabic as a
15 meters tall and provided for the rooms below and helped to cool
them. Some of the traditional buildings found in Dubai and in Sharjah's heritage areas
usedrocks in the masonry foundations and walls of the building. These
were petrified coral blocks that came from the sea but are found near the shore that had
formed over hundreds of years as they dried up when exposed to air and sun. Respect for
architecture and construction has led to a conservation movement also
known as historic
revisit and study these traditional designs to learn lessons from them.

Dubai and Sharjah's Modern Architecture Highlights of New Projects

While historic preservation and conservation is important and holds many lessons in appropriate architecture and a human scale of building, the spectacular examples of modern architecture that fill Dubai's and Sharjah's skyline represent a local adaptation of international modernism.



Activity 2: Modern Architecture

Write a review of a new building in either Sharjah or Dubai. Write a few sentences of about 25 words about what you like or find most interesting about the building. You may also choose to make observations about any elements you find odd or strange! Would you like to visit this building? Why or why not?

Name of the building	Write a review of your impression of the building
Would you like to visit this building?	Why or why not?

The Architecture of Expo 2020 and its Pavilions

One of the most innovative new forms of architecture will appear at Expo 2020. Each country that is participating is constructing a national pavilion. These are clustered according to the one of the three subthemes that the country has chosen to belong to.

The main theme of Expo 2020 is "Connecting Minds, Creating the Future." This idea is then divided into three subthemes around which the different national pavilions are clustered together. Those subthemes are: Opportunity, Mobility, and Sustainability



Activity 3: Research and Reflect

Explore some of the pavilions that are shown on the official Expo 2020 website and choose your favourite. Discuss the design of the building and why you find it of interest as an example of good architecture or design.

National Pavilion (country)	Subtheme (list which one it belongs to: Sustainability, Mobility or Opportunity)	Describe in a few words how the design of the pavilion fits the subtheme



Activity 4: Extension

Find interesting buildings in Sharjah and Dubai. Then, share what you found with the class.

Building or Landmark	Emirate or City	Year built or other facts of interest

Lesson 18

Select and Research Your City

Grade 9

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

Lesson Objective: Each group will select an ancient or modern city from one of the Emirates of the United Arab Emirates. Each group then begins researching and taking notes about their city.

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



Activity 1: Form Your Groups and Choose Your City

List your group members' names. Also, choose the city you will report on. Below is a list of the cities we have considered so far in this course. You may propose another city other than what is on this list.

Abu Dhabi	Ajman	Dubai	Fujeirah
Khor Fakkan	Ras Al Khaimah	Sharjah	

If you have already decided on your city then you may begin, otherwise take a vote and decide which city you want to research.

Name	Vote for which city?	



Activity 2: Begin Your Research

Do some research about your historical or modern city. Make notes, take pictures, or make a drawing if it helps. Then, in groups, decide who will research and present each part of your city. One of you may want to find a map to describe the layout of the city. Another member may want to talk about the city's economic importance. Another member may choose to show cultural areas or museums that tourists would like to visit. What other features are unique about your city?

Group Member	Part(s) of the City the Member Will Present

Lesson 19

Prepare Your City Presentation

Grade 9

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

Lesson Objective: Students 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 the presentation from the introduction to the main points to the conclusion.



Activity 1: List of Requirements

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

List or draw your requirements here:	



Activity 2: Divide the Work

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

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?

L19: Prei	pare Youi	City Pres	entation



Activity 4: Prepare your Presentation

The team should meet to prepare your finished presentation for the next class session from the next class session from the 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 su knows how to explain their contribution and knowledge of the project write notes to be prepared for their presentation in the next class.	

Lesson 20

Present Your City Project

Grade 9

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

Lesson Objective: Students present their ancient or modern city from one of the Emirates of the United Arab Emirates

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?	