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# Moral, Social & Cultural Studies

Teacher Guide

Grade 5

Term 2



**First Edition** 1442- 1443 A.H. /2021- 2022

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan
President of the United Arab Emirates

"Extensive knowledge and modern science must be acquired. The educational process we see today is an ongoing escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

## **Table of Contents**

Onit i: N	Moral Character, Virtue Ethics		
Lesson 1	What Are Virtue Ethics?	8	
Lesson 2	Patience		
Lesson 3	Forgiveness		
Lesson 4	What Makes a Good Person?		
Lesson 5	Lesson 5 Change and Personal Development		
Unit 2: S	Settlement, Family and Kinship in the U.	<b>4.E.</b>	
Lesson 1	Early Tribal Settlements	40	
Lesson 2	Learning from the Past		
Lesson 3	Diverse Communities and Contexts		
Lesson 4	My Tribe, My Family	60	
Lesson 3	Change and Continuity - The Pearl Industry	66	

## **Unit 3: Classic Civilizations**

Lesson 1	Classical Civilizations – East and West	
Lesson 2	Greek City-States and Governments	84
Lesson 3	The Achaemenids and Alexander the Great	96
Lesson 4	Trade Routes in Classical Times	106
Lesson 5	The Roman Empire	118
Lesson 6	City Planning in Classical Civilizations	130
Lesson 7	Fall of the Western Roman Empire	140
Glossary		148

#### Domain: Moral

### Unit 1:

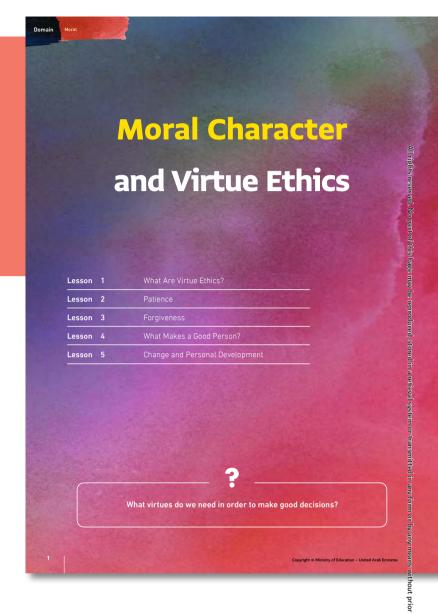
## Moral Character and Virtues

#### **Unit Objectives**

The aim of this unit is to introduce students to the concept of virtue ethics. They will explore values such as patience and forgiveness and consider what makes a person a good person. And they will examine the role of change and personal development in morals.

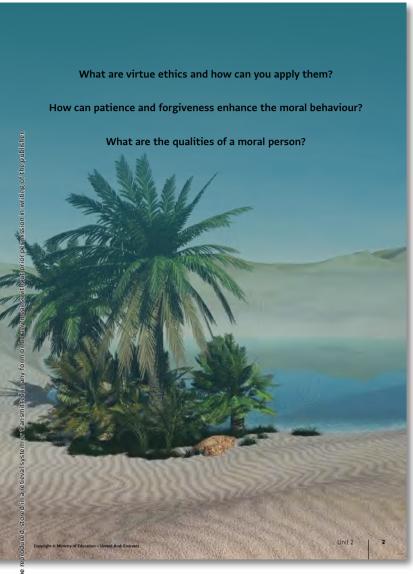
#### **Unit Description**

The concepts underpinning this unit are taught over five lessons and are designed to answer the central question.



#### **Central Question**

Each unit has a Central Question, around which all the lessons of the unit are structured. Throughout the unit, students explore the concept of the Central Question.



#### **Exploratory Questions**

These questions provide an overview of the concepts that the students will learn throughout the lessons in this unit.

#### **Learning Outcomes**

- 1. Behave virtuously, for example by demonstrating a capacity for patience or forgiveness, in dealing with other people.
- 2. Engage in a discussion about what it might mean to be a 'good person'.
- 3. Recognise that it is possible for humans to change for the better and that nobody is inherently a good or bad person.

#### **Lesson Objectives**

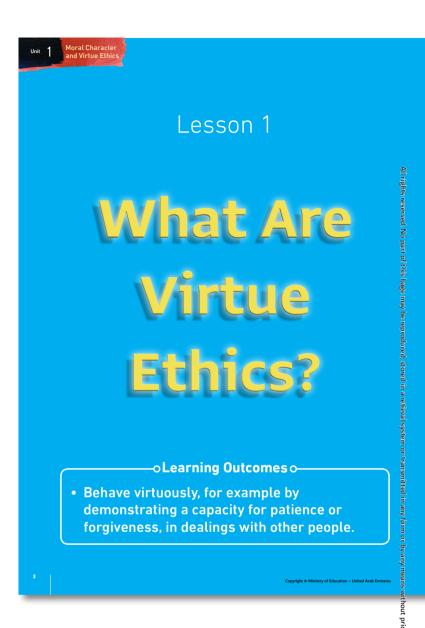
Understand what virtues are and how to apply them.

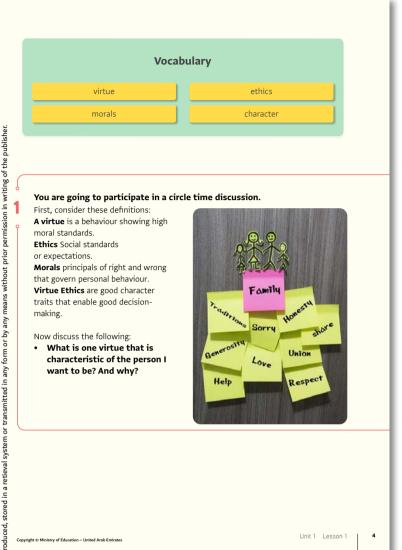
#### **Required Materials**

- Speaking object for circle time a small item such as a painted rock, shell or stuffed animal
- Large chart paper for list of virtues
- Art material and paper for poster making
- Access to a dictionary hard copy or online
- Paper, glue and scissors for ranking activity

#### **Learning Outcomes**

 Behave virtuously, for example by demonstrating a capacity for patience or forgiveness, in their dealings with other people.





#### Activity 1 (10 minutes)

Explain that, in order to behave in a moral way, we have to understand virtue and ethics.

Read through the definitions in the student books. After you read each definition, check for understanding and address any questions that students have about the term.

Sit your students in a circle. Remind them about the rules of circle time:

- Every person will have a chance to speak.
- You speak when you have the 'speaking object'.
- Others will listen and not judge.
- If you do not want to speak, you can 'pass'.

Use a 'speaking object' to pass around and allow each student to answer the question in the book .

Virtue	Behaviour showing high moral standards.
Ethics	Social standards or expectations.
Morals	Principals of right and wrong that govern personal behaviour.
Character	A person's personality, including behaviour, thoughts and actions.

You can begin by modelling an answer. "One virtue I would like to have is patience because I would be better able to help other people and maybe even learn from them."

#### **Suggested Answers**

May include kindness, courage, confidence or creativity.

Begin to make a list of the virtues that the students name.

Following a round where everyone has the opportunity to answer you can then open up a discussion about the virtues. Add more virtues to the list as they come up in the discussion.

#### **Differentiated Learning**

#### Ask Beginners to name some other virtues.

#### **Suggested Answers**

Strength, compassion, trustworthiness, generosity and so on.

## Ask Advanced Students why these virtues are important.

#### **Suggested Answers**

They teach us to live by values that ensure that we don't hurt ourselves or others and that we work together towards a common good.

You can access a list of virtues on http://www.virtuesforlife.com/ that has over 70 virtues listed.

#### Activity 2 (15 minutes)

Explain that acting in a virtuous way requires effort. And sometimes we might get lazy.

Ask students to read the story and pay particular attention to the idea of virtue as they are reading it.

Then discuss the questions in the student book with the class.

#### **Suggested Answers**

- He wasn't virtuous. Although he was clever, he was cheating and being lazy.
- The virtue of being honest and not copying his essay from the internet. This virtue will prepare him for life.
- c. Abdul's father was happy when his son realized that cheating is not the correct behavior. When he told him that he is cleverer, he meant that he is being virtuous.

Moral, Social and Cultural Studies | Grade 05 | Term 2

## Read the story Abdul's Great Idea then answer the questions that follow.

Abdul was feeling stressed!

He was late with his homework essay. It had to be finished by tomorrow morning. But he also wanted to watch his favourite television programme. Tonight they were going to review the latest games for his smartphone. "Why are you sighing so much?" his father asked, looking up from his newspaper.

"It's this stupid essay!" Abdul moaned. "I'll never finish it." "Your homework is important," his father reminded him. Abdul knew that homework was important. But so were smartphone games!

Then he had a great idea! Abdul always admired his intelligence.

He could just copy the essay from the internet. He'd be able to finish the essay and watch the review of the games.

"Now you're smiling!" his father remarked.

"Yes," Abdul said. "I can finish my essay without having to work hard at it."

"That's very clever," his father agreed. "You don't need to learn how to work hard, because you'll never have to work hard in your life, will you?"

Abdul was puzzled. Of course, he'd have to work hard later in life. All adults had to work hard. His father

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Then Abdul noticed that his father was smiling. Of course! He was just fooling with him.

"Maybe the games aren't so important," Abdul remarked. "Maybe it's more important to finish this essay after all." "You're even cleverer than you realise," his father said, before returning to his newspaper.



- a. Abdul was clever when he came up with a way to finish the essay quickly. But was he virtuous? Why?
- b. Which virtue does Abdul learn about? Why is it important?
- c. "You're even cleverer than you realise." What do you think Abdul's father meant by this?

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Unit 1 Lesson

#### Activity 3 (10 minutes)

Read the quote of Sheikh Zayed to the class, then start a discussion on its meaning.

#### **Suggested Answers**

Sheikh Zayed was the leader of the UAE and he felt it was his duty to advise young people to be virtuous. The virtues discussed in this quote is vitality, hardwork, strong work ethics, conscientiousness... It is important to be vital and active and to work hard.

Prompt students to give the advantages of working hard which include:

Productivity, energy, growth, evolution, development, progress, achievements, self confidence, independence.

The person who does not work hard is depriving himself and others from the advantages of work, at all levels wether individual, family or national.

#### Activity 4 (15 minutes)

Remind students of the importance of virtue in building moral character.

Divide the class into pairs. Ask each pair to choose a virtue.

Tell students that they will design a poster. Make sure students have access to the necessary resources in order to find quotes and images for their virtue (online, dictionary, magazines, books and so on).

After students have completed their designs, display them on the classroom wall.

Throughout the day, point out virtues that you notice students are embodying: thank them for their patience, praise their kindness, applaud their perseverance and so on.

Draw students' attention to the **Did You Know?** section. Have a discussion about virtue and character.

Moral, Social and Cultural Studies | Grade 05 | Term 2

3

Read the following quote for Sheikh Zayed Bin Sultan Al Nahyan (May Allah have mercy upon him), and answer the following question.

"It is my duty as the leader of the young people of this country to encourage them to work and to exert themselves in order to raise their own standards and to be of service to the country. The individual who is healthy and of a sound mind and body but who does not work commits a crime against himself and society."

a. What is the virtue in this quote?



4

With your partner, design a poster. Choose one virtue from the list you have created with your class:

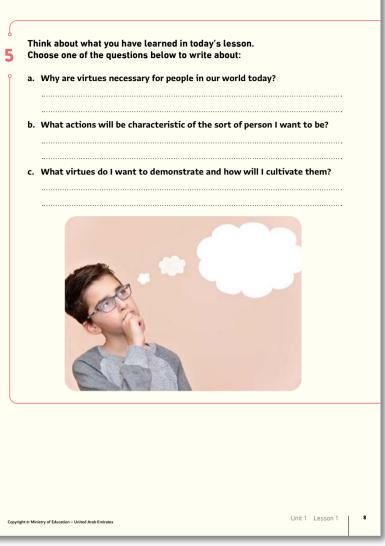
- Think of what actions are linked to this virtue
- · Consider images that would display the virtue in a creative manner

Plan out your design and have fun!

DID YOU KNOW?

Character Day is a global event for people to screen films on the topic of science as it relates to character development. Participants have a discussion globally about their own character, who they are, who they and to be, and how to develop these character strengths. have do no evidence-based research. The day takes nate in the Sentemble reach wear.

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#### Activity 5 (10 minutes)

Remind students that they should practice virtue when dealing with their classmates, their friends, their family and with people in society.

Ask students to reflect and write their thoughts about the topics covered in today's lesson. You can add more statements for your students to choose from taking their needs and the local situation into account.

If time allows you can ask some of your students to voluntarily read aloud what they wrote to the class.

Collect and read your students responses in order to assess learning and to adapt the following lessons if necessary.

#### **Key Skills (Head, Heart, Hands)**

- Moral Reasoning
- Empathy
- Dealing with complexity

#### **Evaluation/Reflection**

**Share learning outcomes** with students before lesson begins and then check their understanding at the end of it.

#### **Differentiated Learning**

Use multiple question levels to ensures that students of differing abilities can be challenged at a level that is appropriate to them.

Allow for 'think time' after questions or concepts are posed to allow all students time to process.

#### **Lesson Objectives**

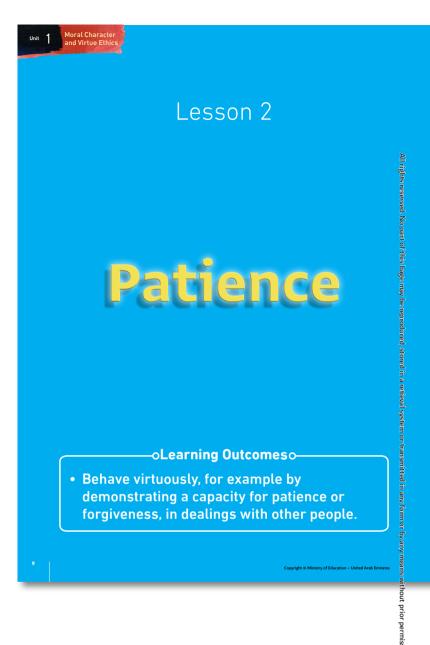
Understand how patience can help develop moral character.

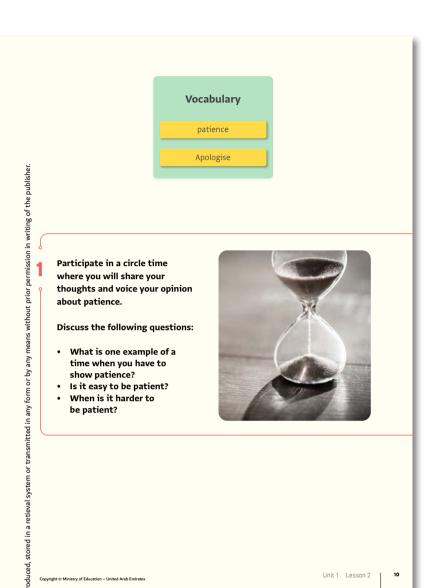
#### **Required Materials**

- Speaking object for circle time a small item such as a painted rock, shell or stuffed animal
- Pots recycled containers from yoghurt or other food will also work
- Soil or compost
- Seeds any seeds from flowers, vegetables or fruit will do
- Lollipop sticks or something else to make signs for their seeds

#### **Learning Outcomes**

 Behave virtuously, for example by demonstrating a capacity for patience or forgiveness, in dealings with other people





#### Activity 1 (10 minutes)

Explain to students that one very important virtue is patience. Ask students what they think patience means. Model a definition of patience on the board:

Unit 1 Lesson 2

Patience is the ability to stick with a difficult or annoying task or situation for

long time.

Sit your students in a circle.

Use a 'speaking object' to pass around and allow each student to answer the question.

#### **Suggested Answers**

- When my parents are speaking with someone else.
- When I'm waiting for my sister to be finished in the bathroom.
- When I'm waiting for the school day to be over so I can play with my friends.



Following a round where everyone has the opportunity to answer you can then continue the discussion. Use the questions in the student book to guide you.

#### **Differentiated Learning**

Use these questions for further discussion:

#### **For Beginners**

How do you feel when someone is not patient with you?

#### **Suggested Answers**

i might feel sad or angry.

#### **For Advanced Students**

Why is it difficult to be patient sometime?

#### **Suggested Answers**

You are in a hurry, you are late, you are in a bad mood, you have already explained something many times.

#### Activity 2 (15 minutes)

Explain that acting in a virtuous way requires effort. And sometimes we might get lazy.

Ask students to read the story and to pay particular attention to the idea of virtue as they are reading.

Then discuss the questions in the student book with the class.

#### **Suggested Answers**

- Abdul was so excited to arrive early to the exposition. He did not think of anyone or anything else.
- b. Because he felt embarrassed about his behavior. He was impatient with his friend. He wanted him to walk faster and did not notice that he was in pain. He realized how much patience is an important virtue when he said "The exposition is there all day."
- Ibrahim noticed that Abdul was excited to arrive early to the exposition. He did not spoil his happiness. He is a compassionate person.

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## Read the story *The Racing Game*. Then answer the questions that follow.

This was one of the best days in Abdul's life. The game exposition was in town!

He couldn't wait to see the latest apps and games. He loved all those shiny screens with their flashing lights and buzzing alerts. He could spend hours testing out the latest releases. Abdul was going to the exposition with his best friend Ibrahim.

They both loved playing games on their laptops and smartphones. They competed on different games and it was always good fun.

Today, Ibrahim was walking very slowly. And it was annoying Abdul.

"Hurry up, Ibrahim!" Abdul shouted. "We'll be late." "I'm coming." But Ibrahim didn't walk any faster.

All Abdul could think about was the game conference. He was so excited!

Then he turned to Ibrahim and said angrily:

"Why are you so slow today?".

my pace."

"It's nothing," Ibrahim said with a shrug. "I will walk faster." But Ibrahim still didn't walk any faster.

"Tell me," said Abdul, stopping. "What's wrong?"
"It's my leg. I fell down yesterday and my leg is hurting me.
I am trying to walk faster, but that's the best I can do. If you are in so much hurry, go ahead and I will follow you at

"I'm sorry Ibrahim! Let's walk slowly, the exposition is there all day!" Abdul said.

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- a. Why do you think Abdul was walking quickly?b. Why did Abdul apologise to his friend? What did he realize?



c. What made Ibrahim not tell his friend about his leg? What does that tell you about him?

#### Activity 3 (15 minutes)

Ask students to read the paragraph in their book about waiting for things. Then ask each pair to come up with a list of things worth waiting for.

If students are struggling with this it may be helpful to take a few examples in front of the whole class to get their minds on the right track:

- Waiting for a cake to bake,
- Waiting for a celebration day,
- Waiting for someone to visit,
- Waiting for the seasons to change.

Explain that it's important for students to be patient with their classmates.

Divide the class into a 3 teams and get each team to stand in a line. Explain that they need to pass the fruit (orange, apple or other fruit) from the first person all the way to the last person in the line, but they cannot use their hands. They can use elbows instead. If the piece of fruit drops to the ground, it has to go back to the first person to start again.

Allow students 5 minutes to complete the game. Then divide the students into pairs. Ask them to think about the guestions in the book and to discuss them with a partner. Then ask for some feedback.

#### **Suggested Answers**

- Yes, sometimes I didn't get a chance to pass the fruit at all.
- I started to feel frustrated.
- Yes, I had to remember not to get impatient if someone dropped the fruit.
- People dropped the fruit less often.

Draw students' attention to the Quote text. Have a short discussion about the quote.

Moral, Social and Cultural Studies | Grade 05 | Term 2 Read the following article and then complete the activity that follows. In our world, we have become used to getting things instantly. We send texts and emails and expect immediate responses. We no longer have to wait for the postman to deliver a letter. We can take a photo and post it online immediately; we don't have to wait as our parents or grand-parents had to. Non-digital studio required the presence of a film roll in the camera, which needed to be "developed" do require our patience...

using chemicals at a professional studio. We can watch the next episode of a show without having to wait until the next week. We can "binge watch" an entire season of our favourite programme online over the weekend. Who needs to be patient when most things are available instantly? But sometimes the greatest things in life

Now work with your partner:

Make a list of things that are worth waiting for.

Play the "Pass the Fruit" game with your class. Listen carefully as your teacher explains the rule.

Don't forget to be patient with your teammates! After the game, discuss the following questions with your partner:

- Did you have to be patient during this game?
- How did you feel when it wasn't going as smoothly as you hoped?
- Was it difficult to be patient?
- What improved the longer the game took?



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#### **Differentiated Learning**

#### For Beginners

Do you like waiting for something? Why?

#### **Suggested Answers**

We may get angry and impatient while we wait, but it can also be exciting as we get closer to the time when we get what we want.

#### For Advanced Students

How should you act while you are waiting for something:

#### **Suggested Answers**

You could check progress; you could work on something else; you could see if there's anything you could do to shorten the waiting time.

#### Read the text below and answer the questions that follow

When we plant a real seed in the ground. we have to display patience as we wait for our plant to grow. We need to give our seeds the right conditions - sunlight, water and space. We also have to wait for the flowers to blossom or the fruit to ripen.



We plant seeds in our minds when we come up with a plan or a goal. For example, I would like to run a marathon or I would

like to perform on stage. When a seed like this is planted, we then have to have patience as we provide the right conditions and prepare ourselves, sometimes over a significant amount of time, to be ready for the task.

Today, you are going to plant seeds in a pot, and in your mind!

- a. What plant do you want to grow?
- b. What goal do you want to achieve?
- c. What virtue will you need to develop?

Make a sign for your plant that displays the goal and the virtue.

Choose one of the questions below. In your notebook, write an answer of 10 lines.

- a. What is patience?
- b. Have you ever found it difficult to be patient?
- c. What things do you think are worth waiting for?
- d. How do you think patience could help you develop your character?

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Unit 1 Lesson 2

#### Activity 4 (15 minutes)

Explain to students that we all need patience if we want to achieve our goals. Ask them why this is. Then explain that it takes time and hard work and patience to achieve a goal.

Read out the introduction to the activity and address any questions that students might have.

Explain to students that they are going to plant seeds in pots. Use seeds that can be grown in a pot at this time of year. Make sure to get seeds that do not need extra special care. Follow the instructions on the seed packet.

Ask students to consider the questions in the student book.

Next, use lollipop sticks for the students to create their signs. On the signs, ask the students to write:

- The seed or plant type
- Their goal
- The virtue required

Explain that the signs will be a constant reminder to the students of the importance of goals and virtues.

Keep the plants in class, or in an appropriate place at school for the students to be able to take care of and observe their development. Then you will have the chance to show students how they should treat their goals and be patient to achieve them.

#### Activity 5 (10 minutes)

Remind students that patience is an important virtue at home, in school and in society.

Ask students to reflect and write their thoughts about the topics covered in today's lesson.

If time allows you can ask some of your students to voluntarily read aloud what they wrote to the class.

Collect and read your students responses in order to assess learning and to adapt the following lessons if necessary.

#### **Key Skills (Head, Heart, Hands)**

- Critical reflection
- Care
- Taking action

#### **Evaluation/Reflection**

**Share learning outcomes** with students before lesson begins and then check their understanding at the end of it.

#### **Differentiated Learning**

Use multiple question levels to ensure that students of differing abilities can be challenged at a level that is appropriate to them.

Allow for 'think time' after questions or concepts are posed to allow all students time to process.

#### **Lesson Objectives**

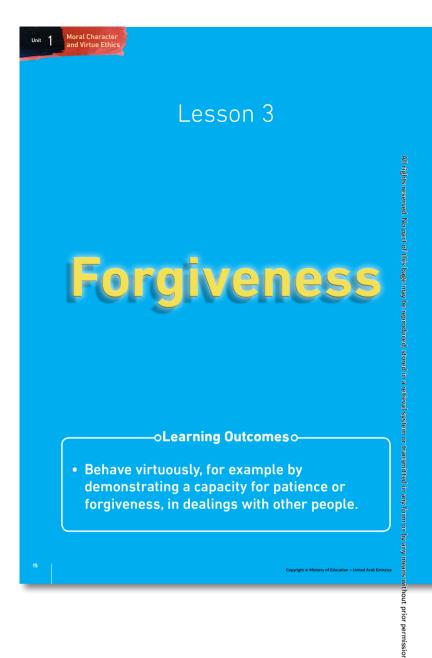
Understand how forgiveness can help develop moral character.

#### **Required Materials**

• Pieces of paper for 'drama improvisation' task.

#### **Learning Outcomes**

 Behave virtuously, for example by demonstrating a capacity for patience or forgiveness, in dealings with other people





#### Activity 1 (10 minutes)

Explain that forgiveness is an important virtue because it helps us to interact with other people. Ask students if they know what forgiveness is. Model a definition on the board and ask the students to write it in their books.

Forgiveness is the ability to let go of a sense of hurt or anger you feel towards another person.

Start a discussion by asking the students the following questions:

When do people need forgiveness?

What is one example of a time when you had to show forgiveness?

What is one example of a time when you had to receive forgiveness?

Is it easy to forgive?

You can begin by modelling an answer. "People need forgiveness if they have done something wrong but are trying to fix the hurt they have caused."

Forgiveness	The ability to let go of a sense of hurt or anger you feel towards another person.
Regret	Feeling of disappointment or sadness when one fails to do something.
Apology	The expression of regret for your actions or words, and for the hurt you have caused others.

Following a round where everyone has the opportunity to answer you can then continue the discussion. Use the questions in the students' book to guide you.

Draw students' attention to the Quote text. Have a short discussion about the quote, using the following questions:

#### **Differentiated Learning**

#### **For Beginners**

How do we show forgiveness?

How does it feel when someone doesn't forgive you?

#### **Suggested Answers**

We let the person know we are no longer angry with them. We don't keep on reminding them of the incident.

You may feel sad, confused or angry.

#### **For Advanced Students**

What do you think is necessary for forgiveness?

Do you ever need to forgive yourself? Why?

#### **Suggested Answers**

An apology, an admission that you did something wrong, a promise not to do it again, an effort to repair any damage or hurt caused.

You might realise that you have done something wrong, even if nobody pointed it out to you. You might then try to repair the situation and then forgive yourself.

#### Activity 2 (15 minutes)

Explain that acting in a virtuous way requires effort. And sometimes we might get lazy.

Ask students to read the story and to pay particular attention to the idea of virtue as they are reading.

Divide students into groups, and ask each group to discuss the questions in the student book. Then invite the groups to share their answers with the class.

Then discuss the questions in the student book with the class.

#### **Suggested Answers**

- Mary and her brother were close and played together. But when Mary got her new tablet, she was less willing to spend time with her brother.
- He was probably crying because he knew Mary would be angry about the tablet. But he was also sad because she didn't play with him as much anymore.
- Mary felt bad because her brother is envious of her tablet. She will forgive him and will give him more of her time.

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Read the story *It's Just a Scratch* and then answer the questions that follow.

Mary couldn't believe what had happened!

She loved her tablet. It was her favourite gadget in the whole world.

And now it was ruined! And it was her brother's fault.

Actually, Mary knew that it was her own fault. She should never have left the tablet in her brother's room.

Ado was six and was always playing with her things. Each evening, when Mary had finished her homework, she would spend an hour reading to Ado or chasing him around the room or helping him build some crazy castles or fortresses.

But then Mary got a new tablet. It had all the latest apps and games. There was so much to learn. Suddenly, she couldn't find the time to play with Ado anymore. Even when they were chasing each other, Mary would become distracted by the buzzing of her tablet.

That evening, Mary was trying to reply to a message on her tablet. Meanwhile, Ado was begging her to read him a story. Then their mother called Mary. Leaving the tablet on Ado's bed, Mary went downstairs to her mother.

When she came back, Ado was crying. And the tablet was on the floor.

Horrified, Mary picked it up. There was a big scratch right down the middle of the screen.

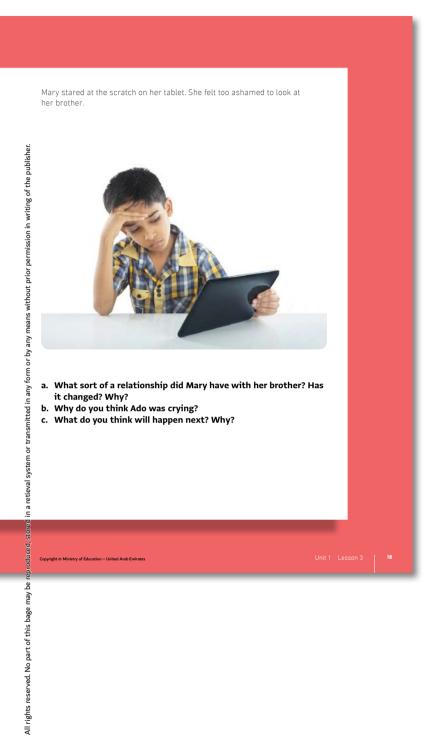
"You stupid boy!" she shouted at her brother. "You broke my tablet!"

"I didn't mean to," Ado replied, through his tears.

"Why did you touch it?" Mary could feel her anger rising. "You know it's my tablet."

"I wanted to find out why you like your tablet more than you like me."

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#### Activity 3 (5 minutes)

Read out the activity introduction. Address any guestions that students might ask.

Then divide the class into two halves. Instruct one side to come up with alternatives ways to say 'I'm sorry.' And instruct the other half of the class to come up with alternatives for 'I forgive you.'

#### **Suggested Answers**

#### For "I'm sorry"

- "I didn't mean to hurt you. I apologise for what I did. Can you please forgive me? Can we still be friends? Your friendship means a lot to me."
- · You could shake hands or give them a hug.
- · You could write them a card or bring them a small gift.

#### **Suggested Answers**

#### For "I forgive you"

- "That's ok. I know you didn't mean to hurt me. Everyone makes mistakes. I want to stay friends with you."
- You could give them a hug. You could show you care by listening.

Read the following article and then complete the activity that follows. When we apologise, we often say 'I'm sorry.' When we forgive, we often say 'I forgive you'. These words are very powerful. When you say 'I'm sorry,' you are letting the other person know that you realise that you have hurt them and done something wrong. You are expressing regret for your actions. You know that you have done something wrong and you are seeking to make things right again. Equally powerful are the words 'I forgive you.' When you say these words, you let the other person know that you are no longer holding any anger towards them. You are not saying that you agree with what they did or that you will forget about it. You are

saying that you are willing to move on.

However, there are other ways that you can ask for and grant forgiveness.

- Write out another sentence or action that you could use to ask for forgiveness.
- Write out another sentence or action that you could use to grant forgiveness.

#### Activity 4 (25 minutes)

Read the instructions for the first part of the activity (Scenario) and check for understanding. Address any questions that students have.

Instruct your students to work in pairs to come up with a scenario that will be improvised by other members of the class. Allow 3-5 minutes for this.

Collect all the scenarios and place them folded up in a hat for groups to choose.

Read the instructions for the second part of the activity (Drama) and check for understanding. Address any questions that students have.

Divide the class into groups. Explain that students will then work in groups of four to act out the scenarios. If only two characters are described then the other students will improvise their roles. Explain that forgiveness may or may not be reached during the drama.

Allow the students about three to five (3-5) minutes to prepare the drama. And then allow each group two to three (2–3) minutes to act out the drama.

Afterwards ask the class to provide feedback.



· Was forgiveness achieved?

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• If not why and how could the characters have acted differently?

Draw students' attention to the Quote text. Have a short discussion around its meaning.

#### **Differentiated Learning**

#### **For Beginners**

How can we show that we forgive somebody?

#### **Suggested Answers**

• By telling them, by treating them with respect and understanding, by not constantly reminding them of their error.

#### **For Advanced Students**

- How does forgiveness help you heal yourself?
- How does forgiveness help the other person to heal?

#### **Suggested Answers**

- You no longer carry the anger inside you; you are able to move on from the hurt; you are able to try to fix your relationship with the other person.
- They realise that you are no longer angry with them; they also can move on from the incident and try to deal with any hurt they have caused you; they can try to learn from what happened.

#### Activity 5 (10 minutes)

Remind students that when we interact with people, we may come into conflict with them and may have to forgive them.

Ask students to reflect and write their thoughts about the topics covered in today's lesson.

If time allows you can ask some of your students to voluntarily read aloud what they wrote to the class.

Collect and read your students responses in order to assess learning and to adapt the following lessons if necessary.

#### **Key Skills (Head, Heart, Hands)**

- Problem solving
- Respect
- Creativity

Unit 1 Lesson 3

#### **Evaluation/Reflection**

**Share learning outcomes** with students before lesson begins and then check their understanding at the end of it.

#### **Differentiated Learning**

- Use multiple question levels (LO and HO), to ensures that students of differing abilities can be challenged at a level that is appropriate to them.
- Allow for 'think time' after questions or concepts are posed to allow all students time to process.

#### **Lesson Objectives**

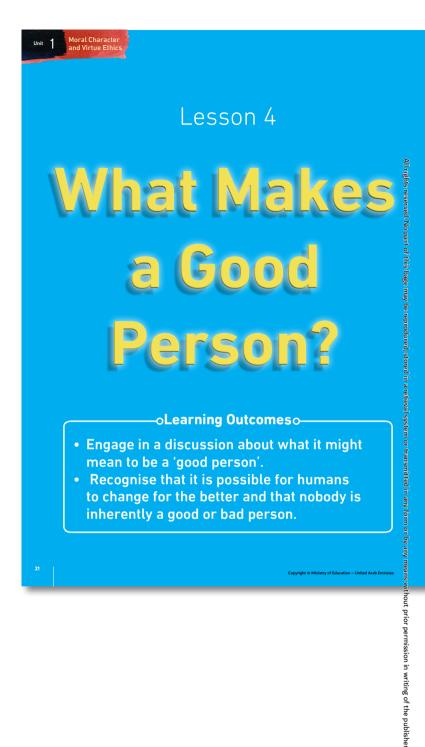
Understand what words, thoughts, actions and behaviours make a person a good, moral person.

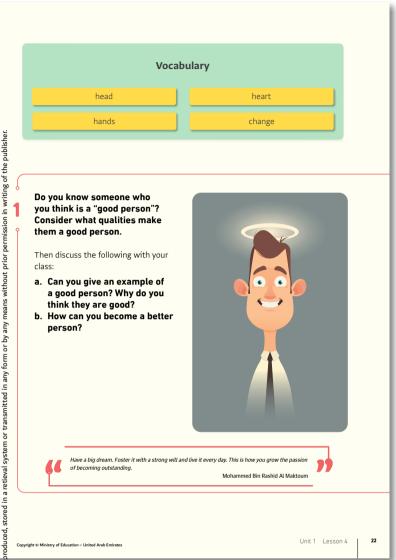
#### **Required Materials**

- Speaking object for circle time- a small item such as a painted rock, shell or stuffed animal
- Large sheets of paper for the 'Good characters' as well as markers, pencils, crayons etc.

#### **Learning Outcomes**

- Engage in a discussion about what it might mean to be a 'good person'.
- Recognise that it is possible for humans to change for the better and that nobody is inherently a good or bad person.





#### Activity 1 (10 minutes)

Explain that we all know people whom we regard as "good people". We admire them and perhaps we try to follow their example. Ask students to consider what makes a person "good".

Sit your students in a circle. Remind them about the rules of circle time::

- Every person will have a chance to speak.
- You speak when you have the 'speaking object'.
- Others will listen and not judge.
- If you do not want to speak you can 'pass'.

Use a 'speaking object' to pass around and allow each student to answer the question – What virtues doe good people display?

#### **Suggested Answers**



- You can begin by modelling an answer. A good person is kind, is generous, and stands up for what they believe in and does the right thing.
- b. I can become a better person by changing my negative virtues and actions to good ones.

Following a round where everyone has the opportunity to answer you can then continue the discussion. Use the questions in the students' book to guide you.

Emphasise that a person's actions and behaviours are usually outward signs of their inward beliefs.

Draw students' attention to the Quote text. Have a short discussion about its meaning.

#### **Differentiated Learning:**

#### **For Beginners**

What big dreams do you have? (To do well at school; to go to college some day, to get a good job, to raise a healthy family, to contribute to society, to help those less fortunate than me)

#### **For Advanced Students**

How does having a 'big dream' help you 'grow' as a person? (You have a vision that you can work towards. You can judge your actions on whether they bring you closer to your dream. It helps you to think beyond your daily concerns and consider your plans for you life and how you could influence those around you.)

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#### Activity 2 (15 minutes)

Remind the students that acting is a virtuous way requires effort. And sometimes we might get lazy.

Ask students to read the story and to pay particular attention to the idea of virtue as they are reading it.

Divide students into groups, and ask each group to discuss the questions in the student book. Then ask the groups to share their answers with the class.

#### **Suggested Answers**

- She loves her niece and she thinks she understands why she's so upset. She gives her the book so she'll be able to read to her brother and move on from what happened. She is a good person who wants to make others feel better.
- She was feeling sad and guilty, so she wasn't in the mood to enjoy the juice. Once she sees a way to fix the situation, she started enjoying the juice.
- Yes, she's a good person. She did a bad thing but she feels guilty about it and wants to make the situation better.
- The Arabian nights It is a book with many short stories. This way Mary will be able to do both things: read a story to her brother and play with her tablet.

## Read the story Aunt Maha and then answer the questions that

It was Saturday, so it was time for Mary to have lunch with her Aunt Maha. This was always a special time. They were so close to each other and loved spending time together.

#### Today, she felt differently,

"You know, I love it when you visit," Aunt Maha said, "but I hate to see your face looking % νed

"I'm a terrible person," Mary said, staring at her glass of juice.

"I'm sure you're not. I've known you long enough to know that you're not perfect, but you are good enough. What did you do that as so terrible? this

"I shouted at Ado and made him cry."

"Oh, that is bad." Aunt Maha nodded her head sadly. "Was that because he broke your tablet?"

المود my new tablet and want to play with it!" Mary sipped her juice. "But I feel terrible المودد" المعاددة ال Even this juice tastes awful today.

"There's nothing wrong with the juice!" Aunt Maha stood up. "I'll be back in a minute."

Aunt Maha was wrong, Mary thought. The juice did taste different today.

"I have something for you," Aunt Maha suddenly announced.

Mary looked up.

"Maybe it's a new tablet," she thought, with a sudden surge of excitement,

Aunt Maha handed her a book. The Arabian Nights.

"Read your brother a story tonight," She said. "Read him a story every night. Keep read ed in any until you feel better. And, in the meantime, drink up your juice."

Mary drank some more juice, looking at the beautiful book.



- a. What do Aunt Maha's thoughts, feelings and actions tell us about her character?
- b. Why do you think the juice tasted differently to Mary?
- c. Aunt Maha thinks that Mary is a good person. Do you agree with
- d. What book did Aunt Maha give to Mary? How would It make Mary feel a better person?

79

#### Activity 3 (10 minutes)

Explain that some famous people, especially spokespersons for human rights and dignity, embody the qualities of a good person.

Divide the class into pairs. Ask students to read the text and then discuss the questions with their partners.

Then ask pairs to share their answers with the class.

#### **Suggested Answers**

- She embodies persistence and a refusal to lie down and be defeated. She also shows that you can rise above a situation and move on with your life, and even try to learn something from the experience.
- She believes that everybody has the right to education and to improve their position in life. She has won a Nobel Prize for her efforts to raise awareness of the importance of education.
- She probably felt with anger towards those who shot her, but she refused to let that define her life. She tried to turn the experience into an opportunity to grow as a person.

Draw students' attention to the Quote text. Have a short discussion about it.

#### **Differentiated Learning**

#### For Beginners

What are examples of acts of kindness?

#### **Suggested Answers:**

Helping somebody, forgiving somebody, listening to somebody when they need someone to talk to, being generous to someone.

#### For Advanced Students

How do acts of kindness help us grow as a person?

#### **Suggested Answers:**

We do something for another person's benefit, not our own benefit. We think beyond ourselves and consider the impact of our actions on other people.



Activity 4 (20 minutes)

Explain that a person's character is made up of their head, hand and heart. Ask students what they think this means. Then explain that it means that character is built by a person's ideas, feelings and actions. So when thinking about a good person, you need to consider what they think, feel and do.

Divide the class into groups. Give each group a copy of the illustration template. Read out the instructions and check for understanding. Answer any questions that students have.

Prompt students by asking them to consider the following questions:

A good person usually acts with their head, hands and heart. For this activity you will create a character using the Heart, Head and Hands model in a group.

First, draw the outline of a character and decide who it is. It might be a young person living in the UAE, a teacher living in Ireland or a famous actress living in America. Give them a name and make sure to draw a large heart, a large head and large hands.

Next you will fill in ways in which this is a 'good person' by writing the following in different parts of the diagram:

- Head-What do they think? What are their knowledge and beliefs? What do they think about the people and the world around them? What influences their ideas?
- Heart-How they feel? How do they manage their emotions and their relationships? How do they feel about the people and the world around them? How do they express challenging feelings and deal with conflict?
- Hands-What do they do? What are their practical actions and their creative pursuits? How are they contributing to the world positively? How do they act in challenging situations?



Choose one of the questions below. In your notebook, write an answer of 10 lines.

- a. Do we have the capacity to change for the hetter?
- b. How do other people know that you're a good person?
- c. Does everyone have the opportunity to be a



Unit 1 Lesson 4

- What are some beliefs that good people have?
- What are some actions that good people take?
- What feelings do good people have about the people around them?
- What do good people do when things get challenging?
- Do good people get upset and annoyed?
- Can we all become good people?
- What are some things we need to practice more of to be a good person?

After 15 minutes, ask groups to share and explain their illustrations.

#### Activity 5 (5 minutes)

Remind students that a person's character, including their virtues or morals, can help to make them a good person.

Ask students to reflect and write their thoughts about the topics covered in today's lesson.

If time allows you can ask some of your students to voluntarily read aloud what they wrote to the class.

Collect and read your students responses in order to assess learning and to adapt the following lessons if necessary.

Remind students about World Kindness Day. Emphasise that they should aim to practise and celebrate kindness every day.

#### **Key Skills (Head, Heart, Hands)**

- Critical thinking
- Communication
- **Empathy**
- Teamwork

#### **Evaluation/Reflection**

Share learning outcomes with students before lesson begins and then check their understanding at the end of it.

#### **Differentiated Learning**

- Use multiple question levels Lower order to Higher order, to ensures that students of differing abilities can be challenged at a level that is appropriate to them.
- Allow for 'think time' after questions or concepts are posed to allow all students time to process.
- Provide an example for activities 3 before the students embark on the task with their partner or group. Ensure the students understand the task and take any questions before hand.
- When pairing or grouping students ensure that students who need more support or guidance are working with a capable student.
- Encourage students who are capable to reflect on the more challenging questions in their writing.

#### **Lesson Objectives**

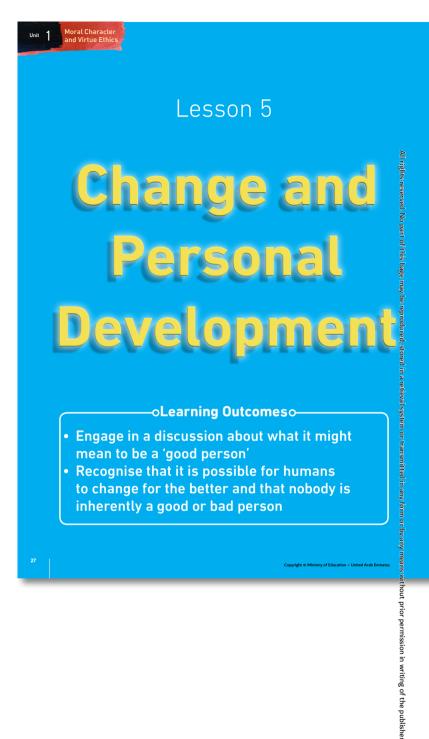
Explore how people can evolve and develop based on their experience and learning in order to become more moral and virtuous.

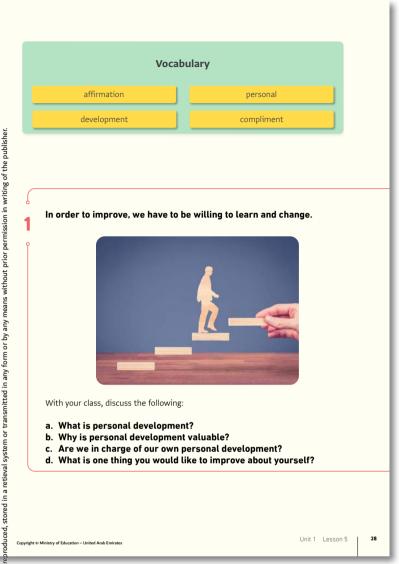
#### **Required Materials**

- Speaking object for circle time a small item such as a painted rock shell or stuffed animal.
- Sheets of paper for the 'Affirmation circle' as well as markers pencils, crayons etc.

#### **Learning Outcomes**

- Engage in a discussion about what it might mean to be a 'good person'.
- Recognise that it is possible for humans to change for the better and that nobody is inherently a good or bad person.







#### Activity 1 (10 minutes)

Explain that in order for us to improve and develop our character, we must be willing to learn and change.

Explain that as we grow up, we are constantly learning how to make better decision and we are creating habits to be the person we'd like to be. As we are growing we are always changing and that never stops, not even for adults. We always have the chance and choice to improve ourselves. We just must be willing to learn and change.

Sit your students in a circle.

Before beginning re-cap on all the learning from the unit so far.

Use a 'speaking object' to pass around and allow each student to answer the questions in their books.

You can begin by modelling an answer. "I would like to be more generous so I could help other people feel good."

#### **Suggested Answers**

More patient, more courageous or more forgiving.

Following a round where everyone has the opportunity to answer you can then continue the discussion. Use the questions in the students' book to guide you.

#### Activity 2 (15 minutes)

Ask the students to read the story and to pay particular attention to the idea of virtue as they are reading it.

Divide the students into groups, and ask each group to discuss the questions in the student book. Then invite the groups to share their answers with the class.

Then discuss the questions in the student book with the class.

#### **Suggested Answers**

- a. He is worried about his friend. He is more patient with Ibrahim now because he knows the stress he's under.
- b. Yes, Abdul knows that he has to do his homework. He doesn't look for an easy way out.
- Mary still feels guilty about shouting at Ado because he scratched the tablet. She wants Ado to know that she likes him more than she likes her tablet.

Moral, Social and Cultural Studies | Grade 05 | Term 2

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## Read the story A Changed Game and then answer the questions that follow.

The soldiers were chasing Abdul. They were getting closer every second.

But Abdul wasn't scared. He was brave.

He knew exactly where to tap on the tablet screen in order to escape.

"Done it," he declared, as his character disappeared through the trapdoor, away from the soldiers. "This is the best update to the game ever!"

"Yeah," agreed Ibrahim, swiping frantically across his screen. "I'm still stuck on the second level."

"Wait guys, I still can't download this game on my tablet!" said Mary.

Abdul turned off his tablet and put it in his schoolbag. "I'll help you, Mary" he said.

"What are you doing this evening?" Ibrahim asked. "Do you want to stay and have dinner here?"

"No, I have to go home", said Abdul. "I need to finish the homework before my father starts complaining. Take care of your foot, my friend!"

"What about you, Mary?", said Ibrahim.

"No, thank you Ibrahim.", said Mary. "I told Ado I'd read him a story tonight."

"Just make sure he doesn't scratch your tablet again."

"He can scratch my tablet as often as he likes," Mary said, picking up her bag and standing up. "It's easy to fix a tablet."

Ibrahim stared at his friends in amazement.

29

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- a. Why do you think Abdul cares about Ibrahim's foot? What does this tell you about Abdul?
- b. Has Abdul's attitude to homework changed? How?
- c. Why do you think Mary says that Ado can scratch her tablet as often as he likes?

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Unit 1 Lesson

3

### Activity 3 (20 minutes)

Remind students about the Heart, Head and Hands model. Check for understanding. Point out that character is built on thoughts, feelings and actions.

Read the activity instructions. Give each student a template to complete.

To begin draw the template on the board and fill in an example with the students. Through the example suggest how they would have felt and acted about things, people, events and challenges in their lives. How did they react when they were upset then and now? How did they express happiness then and now?

Give them time to reflect on their own personal development as they complete the activity.

Then ask some follow up questions using the list below as guidance.

### **Differentiated Learning**

### **For Beginners**

- What changes occurred in regards to your actions, feelings or beliefs?
- Where do you think the biggest change has occurred – in your heart, head or hands?
- What changes do you think will occur in the next five, ten or twenty years?

### **Suggested Answers**

You'll learn more at school; you'll meet new people; the world around you will change and you will have to adjust to that.

### For Advanced Students

 Do you think you will be in charge of how you change? How big a role does your own choice play and how much will be influenced by the people around you?

What other things do you think will influence your personal development?

### **Suggested Answers**

You won't be able to control everything that happens around you, but you can choose how you react to those changes.

People you meet; places you visit; changing events around you; changes to your health or well-being.

Moral, Social and Cultural Studies | Grade 05 | Term 2

### Read As We Grow Older and then complete the activity that follows.

We all change as we get older. Our bodies change as we grow. This is probably the most obvious change. You might be taller than your younger brothers and sisters, for example. They might ask you for your help to take things down from high shelves or to carry heavy items. And you might sometimes feel impatient with them because they seem so slow. But do you notice how they also seem a bit 'childish' to you now too? As you grow older, you mature too.



Your values and attitudes change. Different things become important to you. For example, when you were five, you probably believed that the most important things in the world were your toys. Now you might realise that the most important things are not things at all – they are your friends and family.

And as you grow older, you find that you can do things you couldn't do when you were younger. Perhaps when you were five, you were not very good at basketball and could hardly throw a ball. Now maybe you play for the school team. And your younger brother and sister might be there, cheering you on!

- · Consider how much you have changed since you were five years old.
- Divide your page into two columns: "When I was 5, I..." and "Now I..."
- · Divide each column into three sections: Heart, Head and Hands.
- In each section, write three sentences about what you thought (head/ beliefs), what you felt (heart/feelings) and what you did (hands/actions) when you were five years old. Now look at the same three criteria and see how your responses and abilities have matured.

### Activity 4 (40 minutes)

Explain that it is important to strive to be a good person. But sometimes we need encouragement and support. This then helps us to build on our strengths as we continue to grow.

Explain that students are going to use the Affirmation Circle to give positive encouragement to each other.

Ask the students to sit in a circle and ensure each student has something to write with. Give each student a card and ask them to write their name on the top.

Explain that you will ring a bell every 30 seconds (or 1 minute, depending on the size of your class). When the bell rings, each student passes his piece of paper to the right. Explain that students then write a positive note to the person whose name is on the top of the piece of paper they receive. It should tell them how you know they are a good person or thank them for something positive they have said, done or contributed to the class or the community. It can be as simple as "You tell great jokes" or 'You make me laugh" to something longer and more detailed. Emphasise that only positive messages of support and encouragement should be written down.

You, as their teacher, should also participate – it gives you an opportunity to tell your students what you admire about them and gives them an

We are all good people. Other people can see it in us and we can see it in them. Let's take some time to let our friends know what we like about them.

You will use the Affirmation Circle to do this. Consider the following questions:

- a. What is a compliment?
- b. Why do we give them?
- c. Can you remember the last time you received a compliment?
- d. How did it make you feel?



Choose one of the questions below. In your notebook, write an answer of 10 lines.



- a. What has been the most important thing you learned during this unit?
- b. What activity did you enjoy most during this unit and why?
- c. What are some habits that you would like to work on to develop positive virtues?

opportunity to write to you also.

Stick to the time and make sure everyone writes on everybody's sheets.

At the end give your students a few moments to read what others have written about them and watch their smiles grow!

### **Differentiated Learning**

### For Beginners

What is an example of a positive, optimistic view?

### **Suggested Answers**

Being happy, being hopeful, being full of energy and determination

What is an example of a negative, pessimistic view?

### **Suggested Answers**

Being angry or sad, feeling despair and hopelessness, becoming lazy because you feel there's no point in doing anything

### For Advanced Students

How can a positive view help you develop your character?

### Activity 5 (5 minutes)

Remind students that sometimes we have to change our behaviour and habits in order to become a more virtuous person.

Ask students to reflect and write their thoughts about the topics covered in today's lesson.

If time allows you can ask some of your students to voluntarily share their piece aloud to the class.

Collect and read your students responses in order to assess learning and to adapt the following lessons if necessary.

### **Key Skills (Head, Heart, Hands)**

- Managing oneself
- Care
- Autonomy

### **Evaluation/Reflection**

**Share learning outcomes** with students before lesson begins and then check their understanding at the end of it.

### **Differentiated Learning**

- Use multiple question levels Lower order to Higher order, to ensure that student of differing abilities can be challenged at a level that is appropriate to them
- Allow for 'think time' after questions or concepts are posed to allow all students time to process.
- Provide an example for activity 2 before the students embark on the task with their partner or group. Ensure the students understand the task and take any questions before hand.
- When pairing or grouping students ensure that students who need more support or guidance are working with a capable student.
- Encourage students who are capable to reflect on the more challenging questions in their writing.

Unit 2:

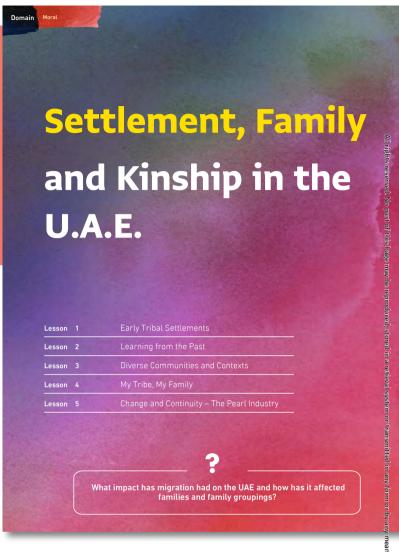
Settlement, Family and Kinship in the U.A.E.

### **Unit Objectives**

The aim of this unit is to allow young people to explore the early settlements in the UAE and the reasons why and where nomadic people settled down. They will also explore ancestry and oral traditions and understand the changes that have taken place in families and family groupings over the years.

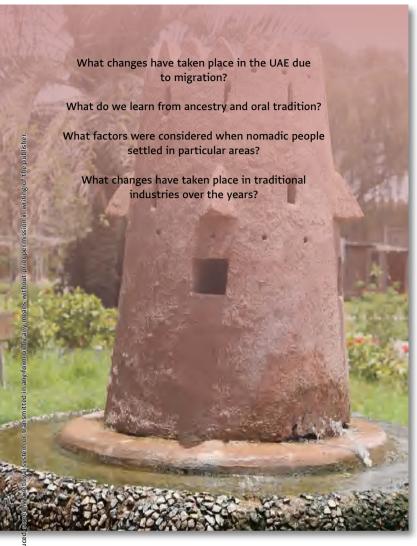
### **Unit Description**

The concepts underpinning this unit are taught over five lessons and are designed to answer the central question.



### **Central Ouestion**

Each unit has a Central Question, around which all the lessons of the unit are structured. Throughout the unit, students explore the concept of the Central Question.



### **Exploratory Questions**

These questions provide an overview of the concepts that the students will learn throughout the lessons in this unit.

### **Learning Outcomes**

- . Describe and explain the main changes that have taken place with:
  - People coming to and settling in the UAE
  - Families and family groupings.
- 2. Explain and discuss relevant concepts and terminology.
- 3. Appreciate the importance and value to the individual of family and kinship bonds.

### **Lesson Objectives**

The students explore the changes that have taken place in the UAE due to migration and the impact that this may have on family and family groupings.

### **Required Materials**

- Pens
- A3 Paper
- Pencils
- Writing paper
- Paint/colouring pencils/markers or crayons

### **Learning Outcomes**

- Describe and explain the main changes that have taken place with:
  - · People coming to and settling in the UAE,
  - Families and family groupings.
- Explain and discuss relevant concepts and terminology.
- Appreciate the importance and value to the individual of family and kinship bonds.

Unit 1 Settlement, Family and Kinship in the U.A.E.

### Lesson 1

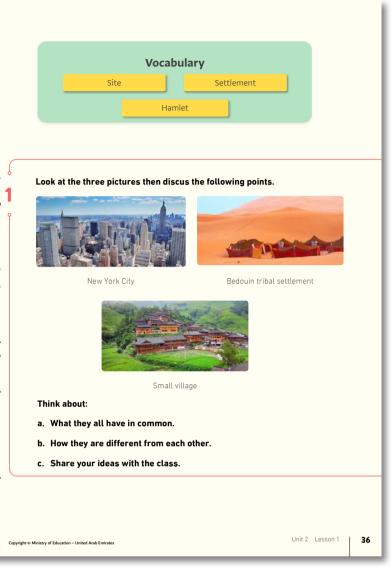
# Early Tribal Settlements

### -o Learning Outcomes o-

- Describe and explain the main changes that have taken place with:
  - People coming to and settling in the UAE.
  - Families and family groupings.
- Explain and discuss relevant concepts and terminology.
- Appreciate the importance and value to the individual of family and kinship bonds.' to 'of family and kinship bonds to the individual.'

35

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### Activity 1 (5 minutes)

Ask students to look at the picture then discuss the questions that follow.

### **Suggested Answers**

**City:** There are many skyscrapers and tall buildings. Millions of people could live here. This is an urban settlement.

**Bedouin settlement:** There are several tents so this is a small Bedouin tribal settlement.

**Small village or town:** There are many houses. There could be at leat a thousand people living here. This could be a rural settlement.

Ask students if they know what a settlement is.

**Model a definition on the board:** A settlement is a place where people live.

Point out that there are many different settlements around the world.

Facilitate a short discussion. Point out that although there are many different types of settlement, they are all places where people live.



Explain that settlements can be different sizes:

- Villages are small settlements several hundred people live in them and they have a few shops and usually a school.
- Towns are medium-sized settlements thousands of people live in them and they have a shopping centre and factories.
- Cities are large settlements they usually have lots of amenities. (Megacities have over 10 million people living in them, for example Tokyo.)
- Rural areas are places in the countryside with few buildings; urban areas are settlements with lots of buildings in them.

Put students into pairs. Prompt them to discuss the questions in the student book. Ask pairs to share their answers with the class.

### **Suggested Answers**

- Ease of access and ability to move to other areas; availability of resources, particularly water but also including livestock or food; fertility of land.
- Absorbed into existing culture at a faster rate; loss of tribal identity.
- Tribes on the Arabian Peninsula shared a common language, which would be used for trade and sharing of stories and legends.
- Trade would grow up depending on what resources the local land could provide. Sometimes it was crops, such as dates. Other times it was animals, such as camels.

Read the following extract about the origins of Arab tribes. Then, with your partner, answer the questions that follow.

### Origins of the Arab Tribes and their Dispersal throughout the Region

The ancestors took possession of Arabian Peninsula during successive waves of population movement, which brought Arab tribes from Yemen by way of Oman as well as by way of central and northern Arabia. They would have found people already settled in the economically viable locations and there were probably some nomadic groups here as well, combining herding, hunting and fishing. The descendants of this original population were probably absorbed, although some were for a long time identifiable as separate communities, particularly in the mountains of Oman. Coming from the tribally structured, highly organized culture of Yemen, where a sophisticated edifice such as the Marib Dam was built and maintained, the new arrivals retained their tribal structures and their communitybuilding legends. Thus they also retained their strong kinship ties with the people elsewhere on the Arabian Peninsula. That sense of nationhood could be maintained throughout such a vast and inhospitable region because they all shared Arabic as their common language.

Those who came later had to find other opportunities to make their living in the less well-watered parts of the country, which required them to adapt to a more rigorous environment. Over time, they developed a great diversity of economic pursuits, while the unity in the social structure was retained, both of which were the hallmark of the traditional society of the UAE. The result of a long process of adaptation to the rigours of a land with limited resources can be seen in the traditional economy of the country, an economy which entered a new phase only 40vears ago.

a. What would make a location economically viable?

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Arab tribes

- b. How would you explain why the new arrivals from Yemen retained their tribal identity?
- c. What role did language play in the development of tribal
- d. What role do you think the landscape played in the development of the UAE economy?

- Water for drinking, cooking or washing. Also, water was used for transportation of goods and people.
- Forest A supply of building materials for housing. Wood also used for making fire for cooking and heat.
- Mountains for protection. Good views for a high vantage point so that people could see their enemies approaching from afar.
- Flat land This was needed for growing crops and to make travel easy.
- Students will complete the info graphic demonstrating the understanding of the concept.

### **Suggested Answers**

- Water
- Forest
- Mountains
- Flat land

Time permitting, you can expand the discussion by asking the following questions:

- What natural factors would influence where the settlement was built? (Weather, land type, animals, threats)
- Why do you think (e.g. water, rivers, seas, oceans, mountains, forests) would have been important for the people who settled there? (To provide food/shelter/protection)
- What things are important for people to have close to them today? Why? (Utilities such as water and electricity, transport, shopping areas)

Moral, Social and Cultural Studies | Grade 05 | Term 2

3

### Read the text then complete the activity that follows.

Early inhabitants of the Arabian Peninsula lived in temporary shelters. They lived a nomadic lifestyle wandering through deserts in search for food, water and shelter. Gradually they began to settle down and build settlements. The place where a settlement starts is called a site and settlement sites are chosen for specific reasons.

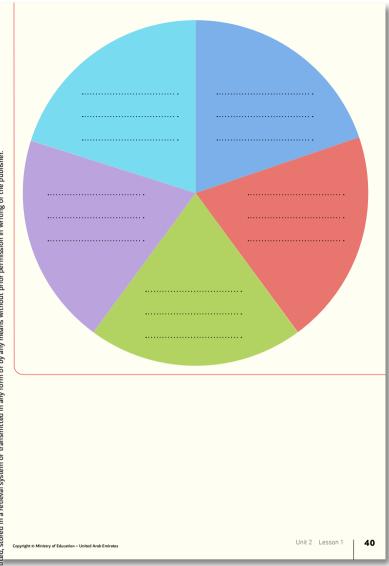
These early settlers would choose locations where they could access food, shelter, protection and other basic necessities. Locating their settlements near rivers allowed for the provision of water as well as food. Water also allowed for easy transportation.

Forests were also popular sites as the wood could be used for building as well as providing heat. Some settlements were located on mountains. Mountains were used for protection as the high vantage point made it easy to spot enemies approaching. Locating their settlements on flat land made it easier for the settlers to grow crops.

 Complete the chart showing why early settlers choose to live in these sites.

39

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### Activity 4 (5 minutes)

Introduce the less text on by asking, 'Why do people decide to emigrate to other countries?' Write the responses on the board.

Ask students to read the text about immigrants and check for understanding. Answer any questions that students have.

Put students into pairs. Tell them they are going to pretend to be immigrants. And ask them to reply to the question in the book.

### **Suggested Answers**

Immigrants bring their culture. Mainly, their habits, customs, holiday festivities, food...

Moral, Social and Cultural Studies | Grade 05 | Term 2

### Read about expatriates then answer the following question.



The United Arab Emirates has a very diverse population. In fact, it has the 7th highest migration rate in the world. There are expatriates in the UAE from all over the world. Most are from South Asia, countries like India, Bangladesh and Pakistan. Others have come from Egypt, the Philippines and Western Europe.

Immigrants around the world usually behave in a similar manner. When people immigrate to foreign country they usually seek out other immigrants from their home country and settle in the same or nearby neighbourhoods. It makes it easier for them to adapt to their new country if they are among people who share the same language and culture as they do.

a. What do immigrants bring with them to their new country?

41

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With your group, design a settlement based on the evidence you have learned in the lesson. You have to decide who lives there and what kind of settlement they live in.

### Activity 5 (15 minutes)

Put the class into groups. Read out the activity instructions and check for understanding. Answer any questions that students have.

Unit 2 Lesson 1

42

Explain that students will take different roles in each group.

Explain that roles will be switched during the task to ensure that the students experience each different role. (Use a timer and rotate the roles every 5 minutes.)

Give each group a resource pack. See Additional Material. Explain that students should draw a picture of a type of settlement.

As each group is working, walk around offering support and encouragement. Visit each group as they are working independently and guestion their reasoning behind their decisions.

Ask each group to present its settlement design to the class. Remind students to choose who will present and who will answer questions.

As each group presents, prompt other students to ask that group questions about the settlement.

### **Key Skills (Head, Heart, Hands)**

- Collaboration
- Deliberation
- Respect

### .Evaluation/Reflection

- Students can work on a personal project about an area that they would like to further investigate or know more about
- Students write a diary entry on what they have learned about different settlement types.
- Teacher assesses the designs and the accuracy of them in comparison to the 'real' places the images represent
- A future lesson can be on finding the actual place and doing research on it through books or internet work if available

### **Lesson Objectives**

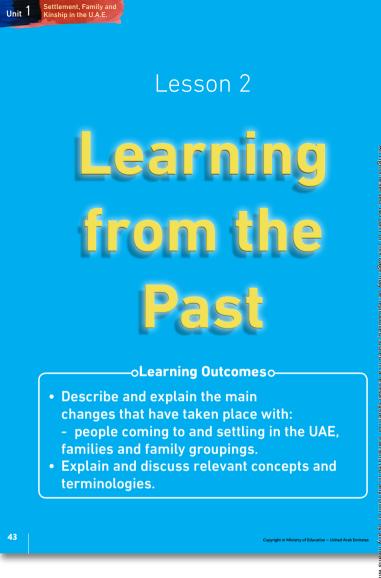
This lesson allows students to explore artefacts and make guesses to what they were used for. It also explores some of the difficulties newcomers may experience when coming to a new country.

### **Required Materials**

- Pictures of the two artefacts
- Paper and pens/pencils for writing questions
- Lesson reflection sheet
- Large pictures of the two artefacts to display in front of the whole class
- Pictures of other artefacts, from UAE and from other regions

### **Learning Outcomes**

- Describe and explain the main changes that have taken place with:
  - · people coming to and settling in the UAE,
  - · families and family groupings.
- Explain and discuss relevant concepts and terminology.



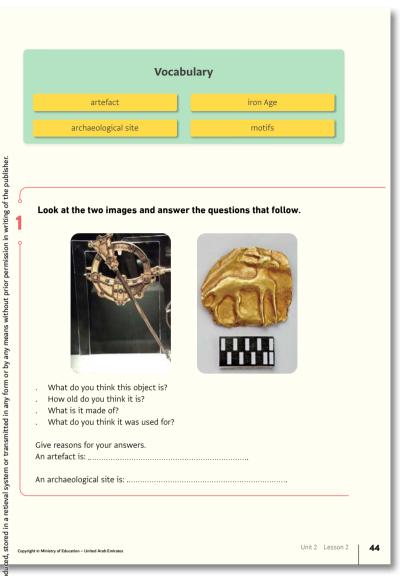
### Activity 1 (5 minutes)

**Model a definition on the board:** An artefact is an object made by a human being, typically one of cultural or historical interest.

Then explain that artefacts are usually found at archaeological sites. These archaeological sites are the settlements of people who lived there thousands of years ago. The artefacts found on these sites reflect the culture of the people who once lived there. Check for understanding.

**Model a definition on the board:** An archaeological site is a place (or group of physical sites) in which evidence of past activity is preserved (either prehistoric or historic or contemporary), and which has been, or may be, investigated using the discipline of archaeology and represents a part of the archaeological record.

Ask students to look at the two pictures and think about the questions in their books.



Artefact	An object made by a human being, typically one of cultural or historical interest.
Archaeological site	A place (or group of physical sites) in which evidence of past activity is preserved (either prehistoric, historic or contemporary), and which has been, or may be investigated using the discipline of archaeology, and represents a part of the archaeological record.
Iron Age	The period of human culture characterized by the smelting of iron and its use in industry beginning somewhat before 1000 BC. in Western Asia and Egypt.
Motifs	A dominant or recurring idea in an artistic work.

### **Suggested Answers**

Explain that one is a gold gazelle pendant piece found at the Saruq al Hadid archaeological site. This is a remote desert site that was a centre for metalworking some 3,000 years ago. It is believed to have been a part of a bigger piece of jewellery. Explain that we do not have much more information regarding this piece, so students should use their imagination when examining it.

Then explain that the other image is of the Tara Brooch, which is dated form the 8th century AD. It was found in Country Meath in Ireland. (Check that the students know where Ireland is. Ask them to locate it on a map or globe). Made of cast and gilt silver, it is elaborately decorated on both faces. The front has a series of exceptionally fine gold panels. These show animal and abstract motifs, being separated by studs of glass, enamel and amber. The back is flatter than the front. The motifs consist of scrolls and triple spirals which is a typical decoration of the Iron Age.

A silver chain made of plaited wire is attached to the brooch. This feature is formed of animal heads framing two tiny cast glass human heads.

The Tara Brooch can be considered to represent the pinnacle of early medieval Irish metalworkers' achievement.

Divide the class into groups of four or five students of a mixed ability. Read out each question in turn and focus on each object separately.

Give them time to discuss each question as a group and come to a consensus. One person will write down their answers. You can then have a feedback session when one or two people from each group can feed back the groups' thoughts on each question.

### Activity 2 (15 minutes)

Read out the extract to the class. Address any questions the students raise it.

Divide the class into pairs. Prompt them to discuss the questions in the student book. Ask pairs to share their answers with the class.

### **Suggested Answers**

- It can grow in a hostile environment. It is suited to high temperatures and has high salinity (salt content).
- As well as providing food that lasts a long time, its fronds can be used to make food containers.
   People could then carry food for long journeys. It became essential to the survival of communities in the harsh desert landscape.
- c. It is a reminder of how hostile the environment was for early settlers and how hard they had to work in order to ensure their communities survived.
- d. Communities would grow up in areas where date trees were, so their presence to a large extent determined where populations would develop.

Moral, Social and Cultural Studies | Grade 05 | Term 2

**2** 

### Read this the about Date Palm answer the questions that follow.

Wherever it is found and whatever its quality, the water in the sandy desert never flows and extensive agriculture could not be developed there. But one tree is ideally suited to grow even at the foot of a huge sand dune in the middle of the desert: the date palm. It can tolerate very high salinity and thrives even in intense heat. As a cultivated fruit tree, the date palm is not propagated from the date stone, but from side shoots which grow at the foot of a mature tree. These are separated and planted when they are already  $100-150 \, \mathrm{cm}$  high and have a good nest of roots. The newly planted saplings need to be watered regularly. In the desert the water is carried from the well – one leather bagful at a time. After months, or even years, the young bushy plant's roots will reach the water table and be self-sufficient. However, its rate of growth and eventual yield of dates is significantly influenced by the amount and quality of the water available.

In this country people like to eat dates fresh when only half the fruit is soft and brown. The harvested dates were essential for the survival of the inhabitants in the desert. The ripe dates are lightly boiled and compressed into a congealed substance called tarm which can be kept almost indefinitely, because the high sugar content kills germs which might settle on it. The dried palm fronds are plaited into containers, in which the nourishing, vitamin-rich staple diet can be taken on journeys through the desert, into the mountains, or out to sea. The date tree, which grows so well in the desert where water is available, is like an anchor for the existence of the Arabs in this environment. The yield from the small palm groves which were established in the sandy desert was, however, insufficient for entire families to live off throughout the year.

45

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Why do you think the date tree is so important in Arab culture? What can the date tree tell us about life in the past? What influence did the tree have on the development of

What influence did the tree have on the development of tribal settlements?

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Unit 2 Lesson 2

### Activity 3 (10 minutes)

Place a collection of artefact images on the desk. They should be a mix of UAE artefacts and artefacts from other regions.

Divide the class into groups. Explain that each group is going to select an artefact and travel back in time. They are going to interview either the person who made the artefact or someone who used it.

Each group should then come up with a list of five questions that they would ask that person.

After groups have selected their artefact and are discussing their questions, walk around the class offering advice and encouragement. Answer any questions that students have about their selected artefact.

### **Suggested Interview Questions:**

- What is that artefact?
- What do you use it for?
- Why did you make (or buy) it?
- Is it unique or do many people have one?
- Is there a story behind the artefact?
- What do you plan to make (or buy) next?

Explain that each group is now going to present its role-play. Assign a number of minutes for each group, depending on the number of groups. (For example, if you have five groups, allow no more than 5 minutes per group.)

Moral, Social and Cultural Studies | Grade 05 | Term 2

Imagine that you could get into a time machine and go back in time to interview either the person who owned the artefact or the person who made it.



Select one of the artefact pictures.

### As a group:

- Decide which person you would like to interview.
- Come up with as many questions as you can to ask that person. Present a role-play of your interview to the class:

- · One student plays the role of the person who made the artefact or its owner
- The other students play the role of interviewers

Pay attention to allocated time. Keep answers short so that all your groupmates can ask their questions.

47

### Read about heat protection then do the activity that follows.

Newcomers to the UAE can sometimes experience great difficulty adjusting to the desert heat. Many suffer from sunburn and/or sunstroke due to overexposure to the sun when they first arrive. They don't realize how hot the sun can be and fail to take some simple precautions to prevent this from happening. It is important to use sunscreen before going out into the sun, regardless of skin tone. The sunscreen should have an SPF of 30 or higher. Sunscreen should be applied generously and re-applied often. Avoiding the strongest rays of the day also helps. Newcomers should avoid going into the sun between the hours of 10 AM and 4 PM.

Sun exposure damages the eyes as well as the skin. The best way to protect the eyes is to wear sunglasses that provide 100% UV protection.

One of the best ways to protect skin is to cover up. Wearing long loose clothing will help protect the skin from harmful rays. Umbrellas can be used to provide shade when going out in the sun.

Many newcomers can also forget to stay hydrated. It is very important to drink fluids—water, juices, and fruit smoothies—to stay hydrated. Heavy and fatty foods and caffeine should be avoided as these can cause dehydration.

Work with your partner to design an information leaflet for newcomers arriving to the UAE.

Your teacher will give you a lesson reflection sheet. Think about the today's lesson on artefacts and complete the reflection.



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Unit 2 Lesson 2

48

### Activity 4 (10 minutes)

Explain that visitors to the UAE can sometimes experience difficulty adapting to the culture and climate.

Read the extract as a whole class. Then divide students into pairs and ask them to with their partner to design an information leaflet for newcomers arriving to the UAE.

Ask students to share their ideas.

### Activity 5 (5 minutes)

Ask students if they have any questions about what has been covered in the learning. Address any questions that students raise.

Distribute copies of the reflection sheet to each student. Ask them to fill it out and think about everything they have done in this lesson.

Model some reflective answers for the students.

Collect the reflection sheets after a few minutes. Prompt students to share some reflections with the class.

Use the reflections to inform future lessons.

### Key Skills (Head, Heart, Hands)

- Enquiry
- Curiosity
- Research

### **Evaluation/Reflection**

From the reflection sheets you will be able to tell what each child has gained from the lesson. Please use this to inform your planning for future lessons on historical artefacts and communities.

### **Lesson Objectives**

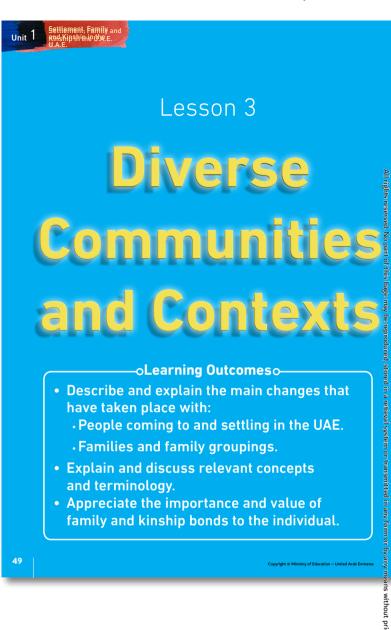
This lesson aims to introduce the student to the changes that have taken place in different tribes and communities. They also examine the reasons why settlers located in certain areas and the advantages and disadvantages of these areas

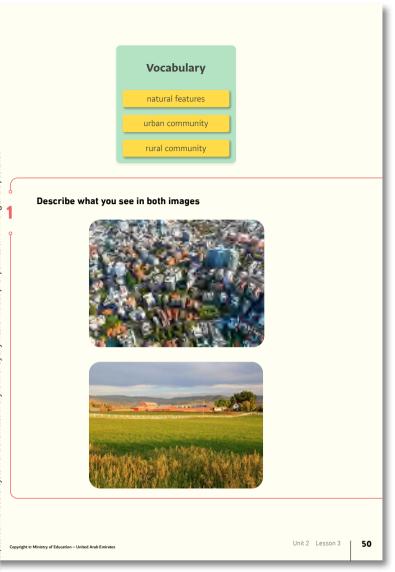
### **Required Materials**

- Resource packs of photos
- Maps
- Atlases
- Paper
- Card
- Pens
- Markers
- Glue sticks

### **Learning Outcomes**

- Describe and explain the main changes that have taken place with:
  - People coming to and settling in the UAE.
  - · Families and family groupings.
- Explain and discuss relevant concepts and terminology.
- Appreciate the importance and value to the individual of family and kinship bonds.





Natural features	Features that were created by natural processes; for example, rivers and mountains.
Urban community	A group of people, usually more than 2,500, living in a big town or city.
Rural community	An area that is often farmland with few buildings, businesses and people.

### Activity 1 (5 minutes)

Divide the class into pairs. Ask students to look at the two images in the student book. With their partner ask them to describe what they see in both images.

### **Suggested Answers**

- Lots of buildings, homes close together, small amount of open space.
- Few buildings spread out over large distances, lots of open space.

Explain to students what an urban community is and what a rural community is. Then ask them which image shows a rural community and which image shows an urban community.

### Activity 2 (10 minutes)

Read out the extract to the class. Address any questions the students raise.

Put class into pairs. Prompt them to discuss the questions in the student book. Ask pairs to share their answers with the class.

### **Suggested Answers**

- a. Local environment, threats to security, available resources, population size and ability.
- Some communities are able to settle down because they have resources available locally (dates, fish and so on), whereas, others have to travel in order find the resources they need to survive.
- c. The different tribes in the community and their heritage and backgrounds; the communities they interacted with; any immediate needs or threats.
- d. Some might prefer the stability and security of a settled life, whereas others might prefer the more adventurous nomadic lifestyle.

Moral, Social and Cultural Studies | Grade 05 | Term 2

2

## Read the text about nomadic versus settled life then answer the questions that follows.

In the sandy desert, as well as in the mountains or in the coastal villages, people adapted in different ways to the geographical conditions and to the availability of some resources and the lack of others. In some instances, a sedentary existence in one place was not at all possible. This was because the small amount of available water was only enough for a short stay by a small group of people. In addition, it only allowed for the survival of a limited number of date palms. Faced with these conditions, it was essential to adopt a nomadic lifestyle. This allowed people to take maximum advantage of the meagre resources spread over a wide area. In the case of the fishing communities or the owners of the mini-oases in the wadis, mobility has always been common. This allowed these communities to supplement the otherwise insufficient resources available at the main abode. In yet other situations, for the population in the villages on the East Coast, in the Ra's al-Khaimah area and in the developing ports of the country, the possibilities to pursue a variety of occupations were all close at hand, and such people could lead a settled life.

51

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- a. What factors do you think determine how communities develop?
- Why did some communities settle down, whereas, others adapted a more nomadic lifestyle?
   Which would you prefer, a settled or a nomadic lifestyle?

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Read out the extract to the class. Address any questions the students raise.

Remind students that the methods of communications have changed drastically over the years. If for example, in earlier times, it was not as easy as it is nowadays to issue invitations.

Put the class into pairs. Tell them that they are going to research how people were invited to weddings traditionally and compare it to how they are invited to weddings today.

You can then have a feedback session when one or two people from each group can give feedback on the research findings.

### Activity 4 (10 minutes)

Ask students to examine the two images in the student book. Explain that one is a farming community, whereas the other is a trading community.

Put the class into two groups. Assign each group a community to explore. Prompt students to study the photographs and discuss them as a group, including answering the guestions in the student book.

While students are discussing the questions, walk around the class, offering support and encouragement.

### **Suggested Answers**

- Group 1: Near water, fertile land for growing
  - Group 2: Near water made importing and exporting of goods easier.
- Group 1: Fertile land, ability to grow wide variety of crops. Poor transportation.
  - Group 2: Resources available locally (dates, fish and so on) for trading, materials for building houses. Soil not fertile, limited amount of crops grown.
- Group 1: Irrigation system, which brought water from boreholes to water farms and palm trees, food was plentiful.
  - Group 2: Trade grew. People came to trade and settled and built houses using the branches of the date palms

Moral, Social and Cultural Studies | Grade 05 | Term 2

### Read about intermarriages between two tribes. Then, with your partner, answer the question that follow.

Within the tribe, there is the strong preference for marriages between the son and his paternal uncle's daughter (bint al 'amm). If this arrangement cannot be made because of age difference or for other reasons, marriage with a first cousin of the mother's side, or with a more distant cousin, is the norm in this society. Marriage outside the extended family is the exception, but does also occur, such as between families who are neighbours, or as a political move, as when a sheikh marries the daughter of another tribal leader.

In the original areas of population concentration, the large oases, various tribes often lived side by side and in many issues of economic or political importance this neighbourhood became the guiding factor in the society's political life. In most villages they also mixed and mingled because one instance of inter-tribal marriage was usually the beginning of further marriages between two groups.

a. Research how marriage invitations were traditionally sent and compare them to modern ways.



### Consider the factors that allowed each of these communities to survive and grow





53

Group 1 will work on the oasis settlement. Focus on the Falaj system, and how it worked and enabled inhabitants to cultivate a range of crops. Group 2 will focus on the cultivation of dates and the use of camels for trade, to explain why this community prospered in an area that was less hospitable to human habitation. Consider how these communities survived and grew. With your group, answer the following: a. Why did early settlers choose this site? b. What were the advantages and disadvantages of this site? c. How did this settlement grow and prosper? Did you know that the Aflaj irrigation system is a UNESCO world heritage site? A World Heritage Site is a place that is listed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as of special cultural or physical significance. Some families have a special meal when the olives are picked. Write about one of your family traditions.

### **Key Skills (Head, Heart, Hands)**

- Enquiry and investigation
- Decision making
- Collaboration.

### **Evaluation/Reflection**

- Evaluate the student's learning through your questioning and through the work completed on similarities and differences.
- Students could now do an independent project on a local settlement with the help of their parents and present it in class on another occasion.

### Activity 5 (10 minutes)

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Explain to students that every family has traditions. For example when the olives are picked, some families have a special meal. Ask students to write about one of their family traditions. Explain that it should be a tradition that has been in their family for generations.

Olives Picking

Unit 2 Lesson 3

54

What does tradition mean?

What time of the year do they carry out this tradition.

What members of their family are present?

### **Lesson Objectives**

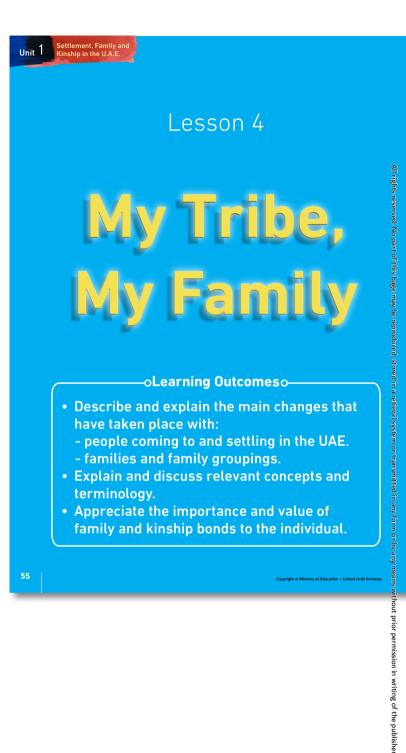
In this lesson students will explore genealogy and oral tradition. They will interview a member of their own family and will use the information learned to construct a family tree.

### **Required Materials**

- Family tree template
- Interview questions template
- Pens
- Paper

### **Learning Outcomes**

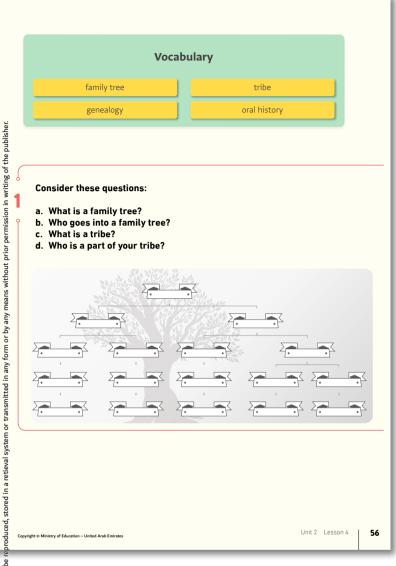
- Describe and explain the main changes that have taken place with:
  - People coming to and settling in the UAE.
  - Families and family groupings.
- Explain and discuss relevant concepts and terminology.
- Appreciate the importance and value to the individual of family and kinship bonds.



A chart representing

family relationships in a

conventional tree structure.



# A group of people living on a specific territory and have common interests. The study of families and tribes. The history that is passed on by word of mouth, rather than being written down. It is the stories about the past that people tell each other.

Family tree

### Activity 1 (5 minutes)

Explain that a family tree is a useful way to get a better understanding of your extended family. Prompt students to look at the image of the family tree

Check for understanding by asking the first two questions in the student book.

### **Suggested Answers**

- A diagram showing how members of the extended family are related to each other.
- b. Members of your immediate family and extended relatives.
- c. A tribe is a group of people living on a specific territory and have common interests.
- d. Students to identify their tribes.

### Activity 2 (10 minutes)

Explain that having a better understanding of our cultural background enables us to better understand our heritage.

Read the extract as a whole class. Then put students into pairs and ask them to discuss the questions in the student book. Prompt students to share their answers.

### **Suggested Answers**

- a. The study of families and tribes.
- b. Women play an important role in tribes so it's important to understand their family backgrounds too. Also, some family names might pass through the females.
- c. There was less understanding of women's role.
- d. Maps can show us which tribes were common in an area.
- e. Students identify their tribal name.
- f. Studying family trees; consulting a genealogist; consulting family members, especially older family members
- g. It's important to learn about your family background and history so you can better understand your place in the community.

Moral, Social and Cultural Studies | Grade 05 | Term

with Mr. Al

# Read the following text about genealogy and tribal history. Then, with your partner, answer the questions that follow.

Mr. Al Suwaidi is a genealogist and has been studying family lines for about 10 years. What makes his work unusual is that he is an expert not just in tracing back families through the father's side, but one of the few genealogists in the UAE to focus equally on the mother's and the women's side.

One of the goals of his work, he says, is to strengthen the understanding of the relationships between tribes and make people more aware of how they are linked to each other.

In days of old, Mr. Al Suwaidi points out, everyone was known by the name of their tribe. "We did not have ID cards or passports for identification. It was the tribe's name and family name that indicated who you were, how you introduced yourself and were known."

As an illustration he suggests: "Check out the old maps of the area. You will find it marked with the tribes' names, not the names of cities. For example, the Bani Yas would be written in a large font, marking the whole area in Liwa where they lived. The same would be true for Al Manaseer, Al Quwasem and all the tribes.

And among those tribes, it was the women who played an important role, as both the pillar of the family and through the way some tribes formed alliances.

An example he gives is the mother of Sheikh Mohammed bin Rashid, Vice President and Ruler of Dubai. Sheikha Latifa bint Hamdan Al Nahyan was the granddaughter of Zayed the First, the Ruler of Abu Dhabi, and married Sheikh Mohammed's father, Sheikh Rashid bin Saeed, in 1939.

"Sheikh Mohammed recently changed the name of Al Wasl Hospital to Latifa Hospital, in her name." says Mr. Al Suwaidi

In some families, the name by which it is popularly known – the labooga or nickname – comes from the female side, usually because one of the women was a strong personality, or perhaps where a father had died and the men of the family were raised by their mother. "For example, there is goom [people] bin Ftaim, goom bin Eshbah, goom bin Mahra, and so on."

Documenting all this is an "extremely exhausting process", Mr. Al Suwaidi says: "I overlap oral history and the stories from elders with the written documents.

57

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Take one woman from a certain family, let's say Moza, who has three daughters. Every girl by now would be a branch of the family, along with her children. So, I will interview all the three daughters of Moza and write their part of the story."

As for the current generation, he advises them to write down the memories of their grandparents, uncles, aunts, either on paper or with recording devices, capturing their sayings, stories and poetry. "Otherwise, once they pass away, you will feel like an outcast. You need to know who your family is, not to brag but to know."



- a. What is genealogy the study of?
- b. Why is it important to study the female side of the family as well as the male?
- c. Why hasn't this been done in the past?
- d. Which tribes were prevalent in your area? How do you know?
- e. Most people of the UAE have a tribal name, which forms part of their own name. What is yours?
- f. How could you find out more about your family tribe?
- g. Why is it important to record information from the past and from your family?

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Unit 2 Lesson

### Activity 3 (10 minutes)

Remind students that a family tree is an important record of a family's history. Explain that students will now start to complete their own family tree.

Give each student a copy of the family tree template. Ask them to complete as much of the tree as they can. They should also identify whom to interview in order to find out more about their family.

After 15 minutes, ask students to share their incomplete trees with the class.

Ask the students to fill in the template of their family tree and to decide who they can conduct the oral history interview with.

Suggested homework activity:

Ask students to interview a family member who could help them complete the family tree.

Completed family trees of trees may be hung on the wall panel in class.

### Activity 4 (15 minutes)

Ask the students to imagine that they are going to interview a member of their family for an oral history. Check that students understand what 'oral history' means. Explain that this is the history that is passed on by word of mouth, rather than being written down. It is the stories about the past that people tell each other.

Give students 10 minutes to come up with their list of questions. Offer the following advice:

- It is better to ask open-ended questions (rather than ones with yes or no answers)
- Try to focus on people's memories and experiences, rather than just dates and places.
- Look for the stories and emotions behind the events in your family's past.
- Give the children a week or so to complete the family interviews and the presentation that they are going to give on them.
- You could ask other staff members to come and listen to the presentations and grade them accordingly.

Ask students to write down their questions in their notebooks.



Ask students to share some of their questions with the class.

### Ten sample questions:

- What's your first memory?
- Who's the oldest relative you remember (and what do you remember about him or her)?
- Where did our family come from?
- Do you have any interesting stories from the past?
- Do you have any old items that have been in the family for a long time? What are they and why are they important?
- How has life changed now from when you were a child?
- How did your parents meet?
- Tell me about your childhood home.
- Describe your first job.
- Who are some of your heroes?

Suppose you were going to interview a member of your family to get an oral history. What interview questions could you ask? Try to come up with ten good questions that will help you find out more about your family tree and tribe.



Most families have interesting stories to tell. Share some of your stories with your partner.

Three fun facts about my family

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Unit 2 Lesson 4

60

### Activity 5 (5 minutes)

Remind students of the importance of oral history. Check that they remember what this term means. Explain that every family has its own oral history, passed down from generation to generation.

Put the class into pairs. Ask each student to share three interesting facts about their family.

Write them in the student book.

Then ask volunteers to share their stories.

### Key Skills (Head, Heart, Hands)

- Interviewing skills
- Questioning skills open ended questions
- Project work
- Working in pairs
- Independent work
- Documenting the past

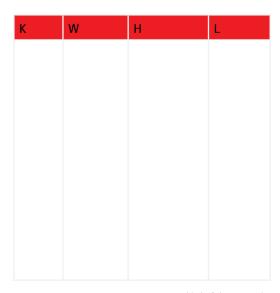
### **Evaluation/Reflection:**

 For Activity 4: Ask students to complete a KWHL chart for further investigations or interview with family members. K: What I Know

W: What I Want to Know or What I Want to Solve

H: How will I find information? (Which resources, web pages, texts, formulas, methods, etc.)

L: What I Learned



### **Lesson Objectives**

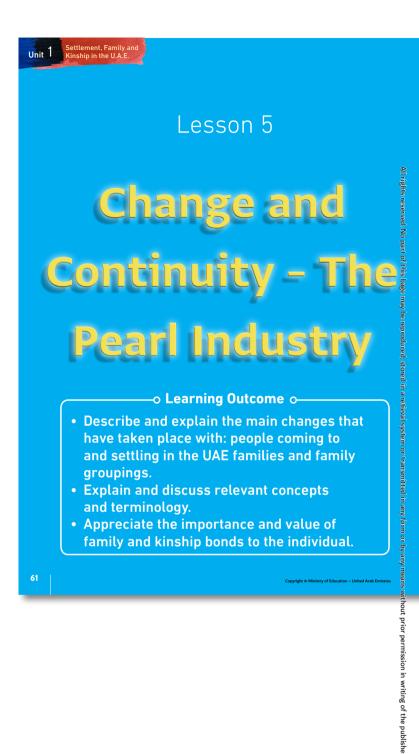
The students look at the changes that have taken place in the pearl and oil industries over the years, Students explore what it is like to be a pearl diver and gain an understanding of the hardships faced by the pearl diving community.

### **Required Materials**

- Pens
- Paper
- Timer for debate

### **Learning Outcomes**

- Describe and explain the main changes that have taken place with:
  - people coming to and settling in the UAE,
  - · families and family groupings.
- Explain and discuss relevant concepts and terminology.
- Appreciate the importance and value to the individual of family and kinship bonds.





Economy	The system of production and consumption governing a particular country or region.
Traditional	The handing down of a culture's beliefs and customs from parents to children over many years.
Multiculturalism	A situation involving people of different nationalities and cultures.
Non-renewable energy	Natural resources that cannot be replaced after they are used.

### Activity 1 (5 minutes)

Explain that pearl diving is part of the UAE culture. It was an essential part of the economy before the discovery of oil.

Tell the students that the pearl Industry was important to the people of the UAE for many decades before the discovery of oil. Men would be gone for the summer months as the water wasn't freezing at that time of year. The women would be left behind, with a designated man to look after and protect them.

Ask the students to study the images in the student book. Ask them to consider what these images tell us about the pearl industry.

### **Suggested Answers:**

- a. In oysters in the sea bed
- b. To help divers hold their breath under water
- c. They are rare; draw students' attention to the key fact
- d. There is more demand for oil than pearls; nearly everybody uses oil
- e. It was dangerous and tiring work

### Activity 2 (10 minutes)

Put the class into pairs. Ask students to read the article and then discuss the questions.

You can prompt further discussion by asking students to consider these questions which will allow them to identify with the pearl divers:

- a. Do you think that it was important for the divers and the crew on the boat to have a good relationship? Why?
- b. What do you think it was like to be away from home for months at a time?
- c. Do you think that the pearl divers enjoyed their job? Why?
- d. Do people still go for pearl diving today?Do you think that it is as dangerous? Why?

Read the text about Traditional Pearl Diving then answer the questions that follow.

Before the 20th century, the only way to get pearls was for divers to gather large numbers of pearl oysters from the floor of the seas by hand.

Pearl divers were only men. They would leave their homes and go to sea for just over 4 months. The pearl season was from mid-May to early September. Divers would dive for 12 – 14 hours per day.

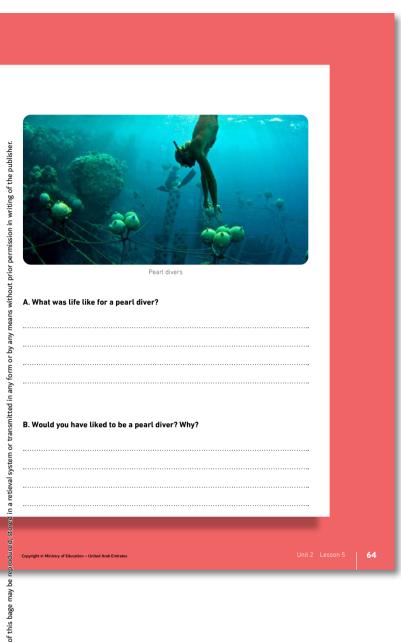
pearl season was from mid-May to early September. Divers would dive for 12 – 14 hours per day. They would begin before sunrise and finish at sunset. Boys started working at around age 9. At this age they would pry open the oyster shells with knives to get to the pearl. At age 12, they began to dive and at around age 50 they would stop working.

The first two weeks of the new pearling season were the toughest for divers. They would have severe side effects such as nausea and sea sickness. It would take their bodies some time to get used to the new routine and surroundings.

When the divers reached the pearl beds, they started work under the burning sun. They made very deep dives to around 30 metres, with only a nose clip, leather finger protectors, a basket made of rope, a stone weighing about 5kg to pull them down and a rope to raise them to the surface again.

Pearl divers worked in pairs. They would go into the water in an upright position and were weighed down by rocks that carried them to the bottom. When they would get to the bottom of the sea bed, the diver would release the weight at his feet, which was pulled up by someone on the surface to prepare for the next dive. About 50 dives were made a day, each about 3 minutes long. The diver would then collect all of the oysters that he could in the basket around his neck. He tugged the rope and the men at the surface would haul the diver and the basket up. To find a few top-quality pearls, a huge number of oysters would be searched.

63



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Explain that pearl diving was tough for the divers, but it also caused difficulties for their families too, as they waited for months for the divers to return home.

Explain that the class will perform three role-plays.

Put the class into three groups:

- The first group will role-play a family the day before the pearl diver leaves. They should focus on the sadness the family feels.
- The second group will role-play the pearl divers on their boat. They should focus on how difficult the life is.
- The third group will role-play a family the day the pearl diver returns home. They should focus on the family's joy at the safe return of the diver and the relief at having money to support the family.

Allow each group 3 minutes to perform its role-play. Prompt students to ask questions about the different role-plays.

Possible questions include:

- What did it feel like to be doing that job?
- What was the hardest part of your day?
- What was the best part about your job?
- Do you think you would like to do that job? Why?/ Why not?
- Did you miss your family/friends?
- How did it feel to be leaving home?
- What was it like for the women and students who were left at home?

### Activity 4 (10 minutes)

Explain that whereas pearl diving was once the main occupation in the UAE, today the oil industry is the main source of wealth. The discovery of oil in the 1950s profoundly changed the UAE.

Read out the activity introduction and address any questions that students raise. Ask students to come up with three ways in which UAE life has changed, and three ways in which it has remained the same.

After 5 minutes, ask students to share their answers.

### **Suggested Answers**

a. How life has changed: more wealth, better infrastructure, more comfortable lifestyle, more travel, more investment.

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Now that you've read about the life of a pearl diver, you have a chance to imagine what life was like for these people and their families.

With your group, role-play our assigned scenario

Be prepared to answer questions about your scene for your classmates.



Read the text then answer the following question.

Prior to the discovery of oil in the 1950s, the region's inhabitants relied heavily on the cultivation of dates, breeding camels and goats. The economy of the UAE was dependent on fishing and the once flourishing pearling industry was now in heavy decline.

The first oil shipments began in 1962 and completely transformed the country's society and economy. The living standards in the UAE have become among the highest in the world.

The UAE now has one of the best national infrastructures (roads, transportation, buildings, power supplies...) in the world and the second largest economy in the Arab world (after Saudi Arabia). This rapid growth has attracted a very large number of foreign investors who wish to benefit from the UAE's economic and global advancement.

Consider how life has changed in the UAE since the discovery of oil. And also note how life has remained the same.

65

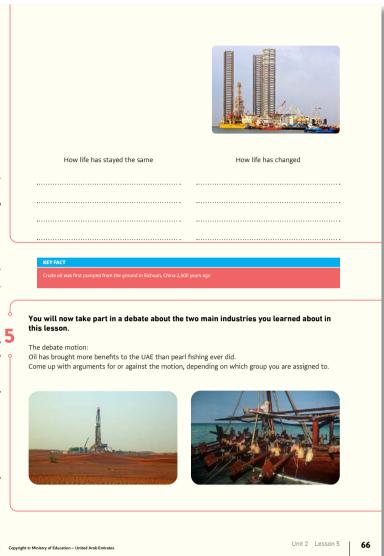
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b. How life has remained the same: still working in hot weather, family and community is still important, many traditions still alive, religion is still an important part of life.

Provide the following facts on separate sheets or cards as general knowledge for the students.

Oil energy facts:

- 1. Oil is a non-renewable energy source and belongs to fossil fuels, together with coal and natural gas.
- Oil was formed more than 300 million years ago.
- 3. Oil has been used for more than 5000 years (ancient Babylonians and Sumerians had used crude oil).
- 4. Oil can be found underground in areas of rock that are porous and contain the oil within the rock itself.
- Oil is made into many different products; like for instance clothes, fertilizers, plastic bottles, pens and a lot of other products.
- 6. Oil as well as other fossil fuels emit dangerous greenhouse gases which



cause global warming.

- Oil consumption is biggest in the USA where daily consumption surpasses 19.5 million barrels.
- 8. Oil spills often cause major ecological disasters.
- 9. Oil spills often cause major ecological disasters.
- 10. Oil needs alternatives in years to come, preferably in the form of clean renewable energy sources.
- 11. Oil reserves refer to portions of oil in place that are claimed to be recoverable under economic constraints. Saudi Arabia leads the way with 264.3 billion barrels, in front of Canada and Iran.
- 12. Oil, together with coal and natural gas, supply about 88 % of the world's energy needs.

#### Activity 5 (10 minutes)

Remind the students that two major industries in the UAE have been pearl diving and oil. Some people believe oil has brought great benefits

to the UAE, but others feel it has brought its own problems.

Read the debate to the students. Check for understanding and address any questions that students raise.

Put the class into two groups: one will argue in favour of the motion and one will argue against. Allow groups 5 minutes to prepare for their speeches.

Encourage groups to consider the impact of oil on culture, traditions, the economy (wealth/poverty), multiculturalism, nature and the environment.

Each group will assign a speaker.

Allow each speaker 2 minutes to make their speech. Students must listen respectifully and can ask questions after each speech.

Based on the speeches, decide which group won the debate.

#### Key Skills (Head, Heart, Hands)

- Critical reflection
- Enquiry and investigation
- Recording information
- Communication
- Empathy

#### **Evaluation/Reflection**

Observation of the student's role-play scene and the debate will show whether the students had a good grasp of the topic.

This topic can easily be extended through project work on either or both the oil industry and the pearl industry. Also look at other industries that are growing in the UAE and ask the students to come up with ideas regarding replacement of the oil industry once the oil has run out.

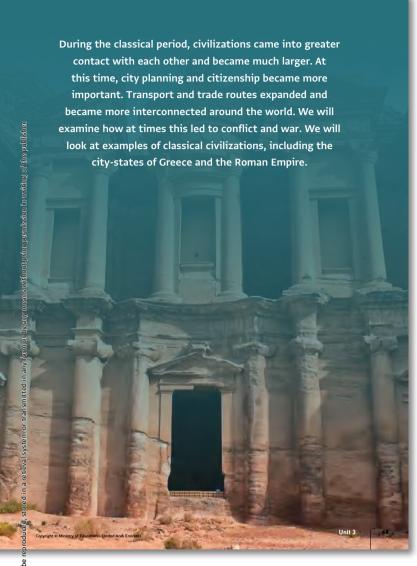
**Domain: SOCIAL** 

Unit 3:

Classic

Civilizations





#### **Student Learning Outcomes (SLOs)**

SOC.1.1.01.011 Examines causes and

outcomes of a selected

historical event

SOC.1.1.02.011 Examines a historical event

from various perspectives

SOC.1.2.02.011 Examines different

strategies to solve a conflict

SOC.2.1.01.010 Locates and gathers

information from primary and secondary sources of

information

#### **Lesson Objective**

#### By the end of the lesson, students will:

- identify key classical civilizations
- explain what makes a civilization 'classical'

#### **Key Vocabulary:**

- classical civilization a period between 800 BCE and 600 CE
- **empire** a group of countries or regions with one ruler
- **conflict** a disagreement or argument

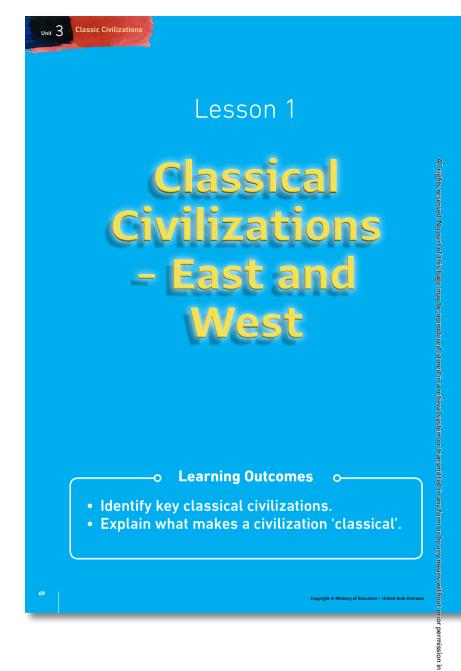
#### Materials/ Resources/ Technology

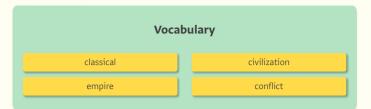
#### **Resources from Student Book**

None...

The link below gives a general overview of the classical period and civilizations.

https://course-notes.org/world\_history/ unit\_notes/foundations\_c\_8000\_ bce%E2%80%93600\_ce/classical\_civilizations\_ china\_india\_and\_the\_m

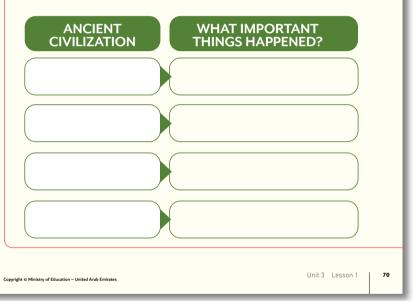




# Warm up: Term 1 Review

What do you remember about the ancient civilizations from last term? In the table below:

- Write the names of ancient civilizations
- Write some things that were important in these civilizations



# Lesson Description with SLO Tags and Notes

#### Warm Up:

Some examples of answers from term 1 are given below.

- Write the names of ancient civilizations
- Write some things that were important in these civilizations

Ancient civilization	Important events
Ancient Egypt	Irrigation using Nile / water transport
Mesopotamia	Agriculture / domestication of animals and plants
Indus Valley	City building / games / trade
Chinese Dynasties	Money / organized societies / monarchy
Minoan Civilization	Sanitation / art

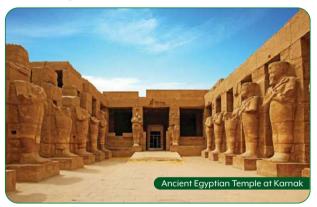
Moral, Social and Cultural Studies | Grade 05 | Term 2

2

#### Classical Period - 800 BCE to 600 CE

The period of time between 800 BCE and 600 CE in the Mediterranean and surrounding area is called the classic period. During the classic period, empires grew larger and became more structured. Government, city planning, transport and the military became even more important than in the ancient period. In the classical period, trade became more important as cities and populations became bigger.

In the ancient period the Egyptians of the Nile valley, the Sumerians in Mesopotamia and Minoans of the Mediterranean Sea established civilizations and formed societies and evolved. From about 500 BCE other civilizations grew.



71

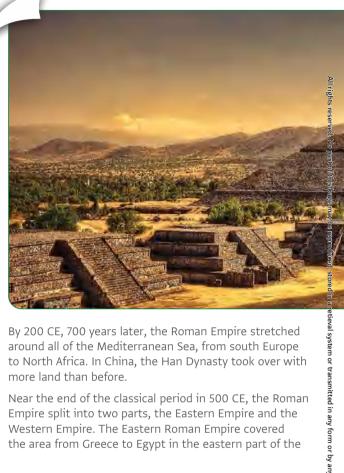
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They included the Greek City States, the Roman Republic, and the Persian Empire in Europe and the Near East. In the Far East, the Zhou Dynasty began in China. On the Indian sub-continent, regional kingdoms were formed.



In Africa, the Kush Kingdoms were growing in what is now Sudan and south Egypt. In Central America, the Mayan Empire civilization was established.

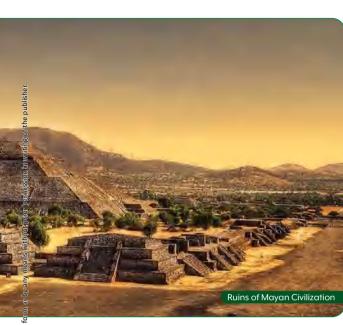
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By 200 CE, 700 years later, the Roman Empire stretched around all of the Mediterranean Sea, from south Europe to North Africa. In China, the Han Dynasty took over with more land than before.

Near the end of the classical period in 500 CE, the Roman Empire split into two parts, the Eastern Empire and the Western Empire. The Eastern Roman Empire covered the area from Greece to Egypt in the eastern part of the





Mediterranean Sea. The Persian Empire continued to grow. In India the Gupta Empire came to power. In China there were two large empires, the Northern Wei Empire and the Southern Sung Empire.

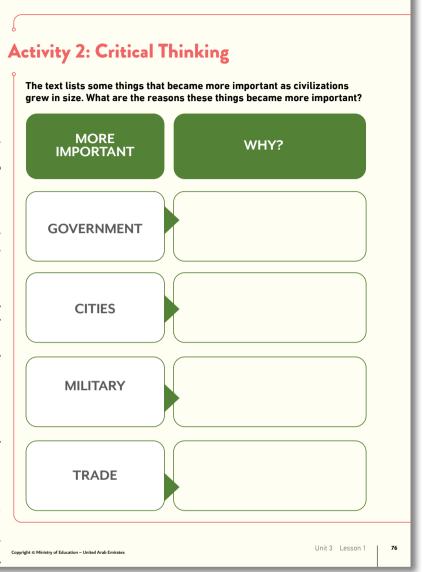
As the classical civilizations developed and grew, they often came in contact with each other. This helped spread things like trade, learning and the movement of people. At times the contact led to conflict and war.

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Unit 3 Lesson

7

	Mordi, Sc	ocial and Cultural Studies   Grade 05   Term 2	
esson Description with SLO Tags and	0	ivity 1: Concept Chec	
otes	Fro	m the reading, are the senter	nces below true or false?
tivity 1:	1.	Ancient civilizations were bigger than classical civilizations.	
lected Activity Answers		True	False
Ancient civilizations were bigger than ssical civilizations.	2.	Classical civilizations were only fou	nd in Europe and Asia.
a. True <u>b. FALSE</u>		True	False
Classical civilizations were only found in rope and Asia	3.	Contact between classical civilizations was always peaceful.	
a. True b. FALSE		True	False
Contact between classical civilizations s always peaceful	4.	In 200 CE, classical civilizations disa	appeared from Europe.
a. True		_	
b. FALSE In 200 CE, classical civilizations		True	False
sappeared from Europe.	75		Copyright © Ministry of Education – United Arab Em
a. True			
b. FALSE			



**Lesson Description with SLO Tags and** 

**Notes** 

**Activity 3:** 

**Selected Activity Answers** 

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**Activity 3: Map Activity** 

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The reading describes different classical civilizations around the world at different times during the classical period. Use the information in the text to colour in the civilizations on the world map.

What changes did you notice as you filled in the civilizations?

\_\_\_\_

Persian Empire

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Greek city states

Zhou

Han

Mayan Empire

Kush civilization

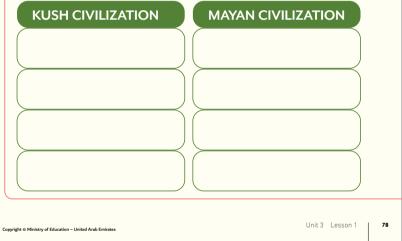
Roman Republic

# **Activity 4: Thinking Activity**

The text states that in some cases there was conflict between classical civilizations. What do you think some of the reasons for the conflict were?

# Activity 5: Research Activity - Extension

The reading mentions two civilizations at this time from Africa and Central America. These civilizations will be covered in more detail in later grades. For now, try to find some basic facts about the civilizations. (What were they like, what did they develop, how long did their civilization last?)



#### **Formative Assessment Opportunities**

Concepts are checked in activities 2 and 3 from the reading text. (SOC.1.1.01.011)

Activity 4 is a good chance to check how students can critically assess how conflicts can arise, and be avoided. (SOC.1.2.02.011).

. .

#### **Remedial Opportunities**

The reading activity could be split into sections, so that groups of students focus on only part of the reading. That way there is a reduced time needed for .the reading task itself

Activity 4 on conflict could be supported by asking students to think of things that cause conflict between individuals, such as people at school. The teacher could then develop these ideas to the level of conflict between civilizations

#### **Extension Opportunities**

The final activity involves some research so could be developed into a written or oral production activity with students presenting their findings to the class. There is also the chance to research other civilizations mentioned in the reading, but not forming part of the lesson units, such as the Gupta empire.

MSC.3.2.01.009

Compares and contrasts major political systems (e.g. monarchy, dictatorship, democracy, constitutional

monarchy)

MSC.3.2.02.006

Demonstrates one's rights and responsibilities as a member of the community (e.g. obeying laws)

MSC.2.5.02.010

Summarizes information gathered from the various

sources

#### **Lesson Objective**

#### By the end of the lesson, students will:

- understand the role of city-states in Classical Greece
- understand the Greek version of democracy
- explain the purpose and process of voting
- examine the ethical dilemma of banishing a person

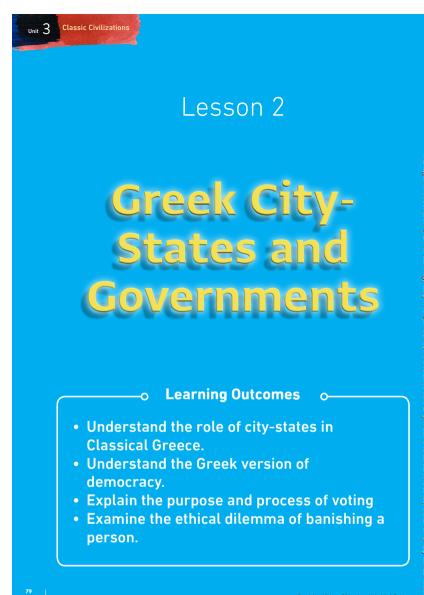
#### **Key Vocabulary:**

- democracy a form of government where people are involved in decision making
- voting = a way by which people can give their choice of a person or event
- **citizen** = a person from a particular country
- **banish** = to expel someone from their city or country
- archipelago = a group of islands

#### Materials/ Resources/ Technology

#### **Resources from Student Book**

None



#### **Teacher-ONLY resources**

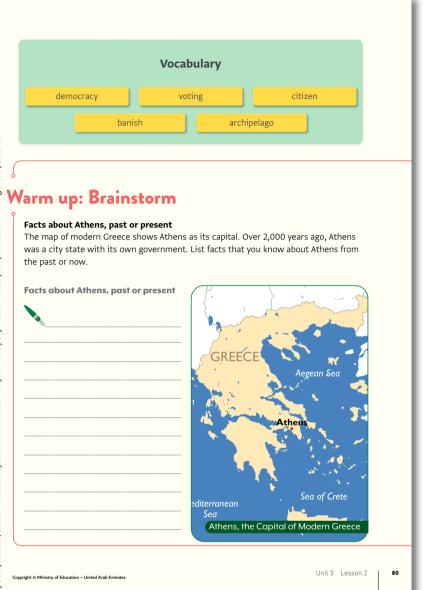
The below are links to some sources about Athens and Greek democracy which could be used for some background reading by teachers.

https://www.ancient.eu/Greek\_Government/

https://www.nationalgeographic.org/encyclopedia/democracy-ancient-greece/

https://www.britannica.com/topic/democracy/Democratic-institutions#ref796493

The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.



# Lesson Description with SLO Tags and Notes

#### Warm Up:

The warm up asks students to activate what they already know about Greece. Also use the map to pre-teach 'archipelago'.

Moral, Social and Cultural Studies | Grade 05 | Term 2

2

#### **CITY-STATE OF ATHENS**

The Minoan civilization of the ancient period lost power about the same time as the Greek city-states on the mainland gained power. Greece is an area that has mountains and an archipelago (a series of many islands). This meant that parts of Greece were separated from each other making travel difficult. This may explain why power in classical Greece was found in individual city-states (called polis in Greek).

The people of the city-states spoke a dialect of the same language but they had their own leaders and government structures. Because resources like food and metals were limited by the mountainous land and rocky soil, they sometimes fought with each other. The two most prominent city-states, Athens and Sparta, spent years in a war starting in 431 BCE called the Peloponnesian War.

In the classical period, over 2,000 years ago, each Greek city-state had its own form of government. The people of Athens, distrustful of kings, formed a government of citizens called "democracy." The word democracy comes from two Greek words "demos" meaning people and "kratos" meaning power. They thought that all citizens should have a voice in government.

However, not all people living in Athens were included in the democracy. Only citizens could participate. Citizens were adult males who came from Athenian families, usually those with land or wealth. Women were not

8

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considered citizens. Slaves and immigrants lived in Athens but could not participate in the government. Less than 20% of the people living in Athens were citizens.

The government of Athens was a direct democracy which



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Unit 3 Lesson

82

Moral, Social and Cultural Studies | Grade 05 | Term 2



means that all citizens voted directly on laws and other issues. The votes were held in Assemblies which met 40 times a year at the Pnyx, a hill near the centre of Athens. The speaker's stone at Pnyx still exists today in Athens.

The Assemblies could have up to 6,000 citizens attending. At the Assemblies, people spoke about issues and laws. Those who spoke were called orators. At the end, a vote was taken. The votes were counted and the decision to accept or reject the law or solution was determined by which side got more votes.

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#### **OSTRAKA AND BANISHMENT**

One way that people of Athens protected themselves was by a special type of vote for ostracism or banishment. Ostracism or banishment means making a person leave the city. People who were ostracized had to leave Athens for 10 years. After 10 years the person could return. This was often to remove a person seen as a danger to the city.

Citizens voted by writing the name of a person they wanted to be out on a piece of broken shell or pottery called an Ostraka. Whoever had his name written the most, was ostracized or banished for 10 years.



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Unit 3 Lesson

84

### **Lesson Description with SLO Tags and** Notes

#### **Activity 1:**

Students read the text and answer Activities 1 and 2 on the concepts and num-bers from the reading. (MSC.3.2.01.009)

#### **Selected Activity Answers**

1. Why indeper	were city-states in classical Greece ndent?
	a. they were always at war
	b. each city- state spoke a different language
<b>~</b>	c. mountains and seas make travel difficult
yet	d. transportation was not invented
2. Who	could vote in Ancient Athens?
	a. Men and women who lived in Athens
<b>✓</b>	b. All citizens of Athens
	c. Everyone who lived in Athens except slaves
	d. Only people who spoke Greek
3. How	was a law passed or issued decided?
<b>/</b>	a. the majority vote of all citizens at the assembly
	b. the votes of the orators
	c the votes of the city leaders

d. only rich citizens at the assembly

voted

Moral, Social and Cultural Studies | Grade 05 | Term 2

# **Activity 1: Concept Check**

#### Answer these questions from the reading text.

- 1. Why were city-states in classical Greece independent?
- a. they were always at war
- b. each city-state spoke a different language
- c. transportation was not invented yet
- d. mountains and seas make travel
- 2. Who could vote in Ancient Athens?
- a. Men and women who lived in Athens
- c. Everyone who lived in Athens except slaves

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- b. All citizens of Athens
- d. Only people who spoke Greek
- 3. How was a law passed or issue decided?
- a. the majority vote of all citizens at the assembly
- c. the votes of the city leaders
- d. only rich citizens at the assembly
- b. the votes of the orators

# **Activity 2: Matching**

#### Match the number from the text to the information it describes.

number	
40	
%20	
2,000 Over	
6,000	

information from text people living in Athens who were citizens number of citizens attending an Assembly assembly meetings per year number of years from the classic period to

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#### **Activity 2:**

#### **Selected Activity Answers**

Students find number in reading and match to the description. Correct matches are given below.

- 40 = Assembly meetings per year
- 20% = People living in Athens who were citizens
- Over 2,000 = Number of years from the classic period to present
- 6,000 = Number of citizens attending an Assembly

# **Activity 3: Explain a Process**

Write a brief explanation of the vote to ostracize and what part an ostraka played in the process. Copyright © Ministry of Education – United Arab Emirates

Unit 3 Lesson 2

### **Lesson Description with SLO Tags and Notes**

#### **Activity 3:**

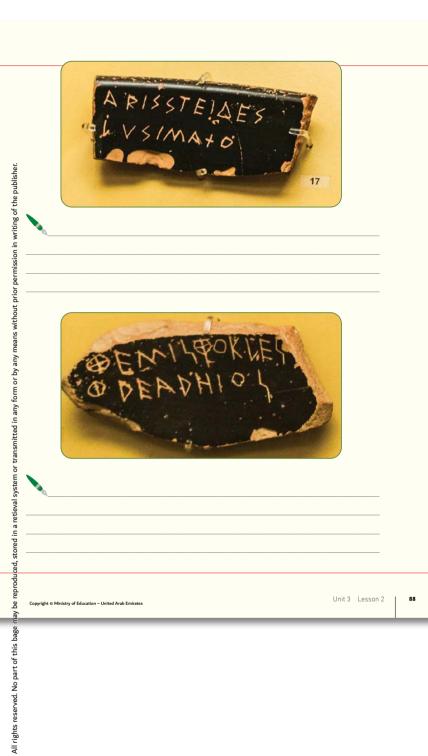
Activity 3 is a short paragraph reading on banishment. Before students try the written activity it would be best to check their understanding by using the im-age to ask what is written on the pieces of pottery and why this was done. Ac-tivity 4 follows from this and personalises it by looking at the names of people being voted for banishment. (MSC.3.2.02.006)

#### **Selected Activity Answers**

Students use Greek alphabet to transcribe names of people. Answers are:.

- Aristedes
- Insimato
- Themisphokles
- Phreaphrios

92



### **Lesson Description with SLO Tags and Notes**

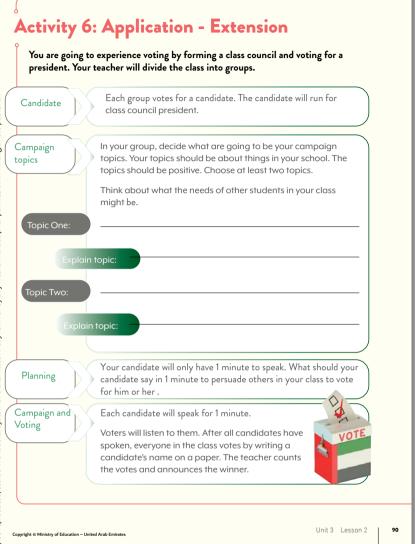
#### Activity 5/6:

The final two activities could form a separate lesson as they are more produc-tive and could be easily extended.

Activity 5 is a written activity getting students to use empathy. To imagine how someone would feel being banished. This activity would be good to develop into an ethical dilemma and get students to think how different people in Greece might feel about banishment. An extension here could be a role play involving banishment. (MSC.2.5.02.010)

Activity 6 is a chance for students to go through the process of voting as described in the reading. This would work well with students in groups who prepare some ideas to support them being the class president. This could lead to mini-presentations to the class, before the class voting on the final class president. ('MSC.3.2.01.009)





#### **Formative Assessment Opportunities**

Activities 2 and 3 check understanding of the main concepts from the text. (MSC.3.2.01.009)

Activity 5 is a chance for students to analyse an ethical dilemma and show empathy towards people involved. (MSC.3.2.02.006).

#### **Remedial Opportunities**

A lot of the activities could easily be done in groups. For example activity 4 could group stronger writers with some weaker ones. Whereas, activity 6 could group stronger and more confident speakers with less confident ones.

#### **Extension Opportunities**

Activity 4 could be extended into drama or storyboard activities around banishment. Students could act out the play and this would be a good opportunity to talk about the characters involved and the different feelings and results that are raised in this ethical dilemma.

Activity 6 with the voting, could be extended into a school competition involving posters and then a school vote on the best representatives.

#### **Student Learning Outcomes (SLOs)**

MSC.2.1.01.012 Inquiries about a topic in

history, examines various sources, interprets findings, and uses evidence to draw conclusions that respond

the inquiry

MSC.2.1.02.011 Explains how significant

individuals and their ideas and beliefs have influenced

the history

MSC.2.3.02.009 Defines regions and

places by their human and physical characteristics

MSC.3.1.02.010 Describes the components

of national identity (e.g., religion, language,

traditions)

MSC.2.6.01.010 Identifies evidence from

various sources in response to compelling questions

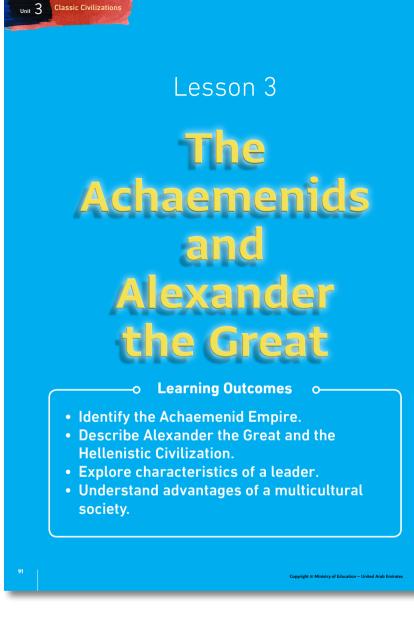
#### **Lesson Objective**

#### By the end of the lesson, students will:

- identify the Achaemenid Empire
- describe Alexander the Great and the Hellenistic Civilization
- explore characteristics of a leader
- understand advantages of a multicultural society

#### **Key Vocabulary:**

- Achaemenid Empire a Persian empire in classical times
- Hellenistic a civilization mixing Greek, Indian, Egyptian and Persian cultural influences
- **military** the army
- **campaign** a series of connected events to achieve a certain result
- **leadership** the ability or qualities to lead
- multicultural a mix of difference cultural influences



#### **Materials/ Resources/ Technology**

#### **Resources from Student Book**

None..

#### **Teacher-ONLY resources**

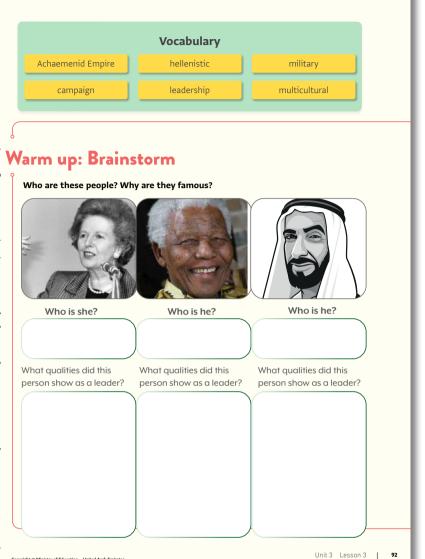
These links provide some good background on Alexander and the Hellenistic civilization.

https://www.metmuseum.org/toah/hd/alex/hd\_alex.htm

https://www.metmuseum.org/toah/hd/acha/hd\_acha.htm

The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.

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### **Lesson Description with SLO Tags and Notes**

#### Warm Up:

The warm up introduces students to famous leaders and gets them to start thinking about what makes them famous. This is a good chance to start seeing what students can say about the characteristics of a great leader. Tell students they are going to look at an example of someone thought to be a great leader in classical times: Alexander of Macedonia.

## Picture 1: Margaret Thatcher

• First female prime minister of the UK

#### Picture 2: Nelson Madela

· First leader of post-apartheid South Africa

#### Picture 3: Shaikh Zayed

• The founder of the UAE

wordi, social and Cultural studies | Grade 05 | Territz

2

#### **ALEXANDER OF MACEDONIA**

King Phillip II of Macedonia, one of the northern Greek citystates, brought a famous philosopher named Aristotle to tutor his son Alexander. Aristotle studied in Athens with another famous philosopher, Plato. Through Aristotle, Alexander learned about the topics being discussed in Athens at the time and about Athenian culture and thought.

King Phillip advanced on the other Greek city-states and eventually united them in an alliance to him in 337 BCE. The next year, he was assassinated and his son, Alexander became king at the age of 20 years old. Alexander was an experienced military leader who continued his father's vision of advancing eastward to the Persian Empire and beyond.

The Achaemenids were a dynasty of the early Persian Empire founded by a king called Cyrus in 559 BCE. The empire was known for having large palaces and gardens and was conquered by Alexander in 330 BCE.



9

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During his 13 years as king, Alexander led the Greeks on a campaign that greatly increased the area they controlled. The area stretched from Greece to India in the east and Egypt in the south. As lands were conquered, cultures met.

Alexander set up cities and governments similar to those from Greece. Alexander died in 323 BCE of illness. It is believed that he is buried in one of the many cities named after him, Alexandria in Egypt.

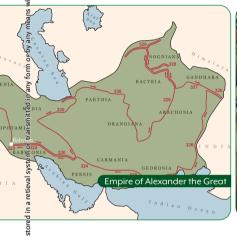


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important. Alexander's army used something called the Macedonian phalanx. The phalanx was a group of soldiers who fought close to each other using long spears, called pikes. It was very advanced military tactic for the time.

Trade routes expanded during that time, making China accessible to civilizations in the west. Alexander was interested in the area around the Indian Ocean and Arabian Gulf. He sent ships to investigate the coasts and peoples of the area. Some historians recorded contact with people the soldiers called the "fish eaters" who lived on the coast of the Arabian Sea and Indian Ocean. They were called "fish eaters" because they lived on the coast of a vast desert and ate mostly fish. Could the historians be referring to ancestors of the people of the area now known as the UAE?



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Unit 3 Lessor

90

# Lesson Description with SLO Tags and Notes

#### **Activity 1:**

Activity 1 and 2 check students' understanding of the reading text. Activity 3 uses a map to show Alexander's military campaign. Ask students why they think that it took so many years for this to happen as well as what countries he went to and what their cultures were like. (This will help prepare students for Activity 5). (MSC.2.1.01.012, MSC.2.1.02.011)

#### **Selected Activity Answers**

1. Where	e was Alexander the Great from?
<b>/</b>	a. Macedonia
	b. Athens
	c. Persia
	d. India
2.What i	is a phalanx?
	a. A type of culture
	b. The name of a city
<b>/</b>	c. A group of fighting men
	d. A name of a leader
3. The A	Achaemenids were a dynasty of early
	a. Egypt
<b>/</b>	b. Persia
	c. India
	d. China
4.Alexa	nder had a famous tutor who
impress	ed him with Athenian culture called
	a. Plato
	b. Cyrus
<b>/</b>	<u>c. Aristotle</u>
	d. Philip

٩	Activity 1: Concept Check  1. Where was Alexander the Great from?
	where was Alexander the Great from?     a. Macedonia
	D b. Athens
	D. C. Persia
	D d. India
	2. What is a phalanx?
	<ul><li>a. A type of culture</li><li>b. The name of a city</li></ul>
	c. A group of fighting men
	D d. A name of a leader
	The Achaemenids were a dynasty of early
	a. Egypt b. Persia
	D. c. India
	D d. China
	Alexander had a famous tutor who impressed him with Athenian culture, called
	D a. Plato
	b. Cyrus
	D. c. Aristotle
	♦ d. Philip
	5. Which empire did Alexander not rule?
	<b>&gt;</b> a. Egypt
	D b. Persia
	) c. India
	♦ d. China
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.Al	exander did not rule which
mp	oire he fought against?
	a. Egypt
	5571
	b. Persia
	i i
	c. India
	d. China
V	d. China

# Lesson Description with SLO Tags and Notes

#### **Activity 3:**

Activity 3 starts getting students to think why Alexander was considered a great leader. A good activity here would be to compare a past leader, like Alexander, with modern leaders from the warm up. Ask students to think if there are differences and why that might be. Also ask students if being a great leader, also means they are 'good'. (MSC.2.1.02.011)

#### **Selected Activity Answers**

#### Main areas conquered according to map are.

- 333-334 BCE Greek City States
- 332 BCE Egypt
- 330 BCE The Achaemenids
- 326-327 BCE India

# Some points why he was considered a great leader include:

- Studied Athenian culture
- Great military leader
- Developed military technology (the phalanx)
- Traded with many parts of word India and China

#### **Activity 4:**

Activity 4 focuses on multicultural societies. Refer students back to the map in Activity 2 and get them to think what would a mix of those cultures result in? You might need to prompt students with things they connect with some of those areas, for example what would have come from Indian culture?. (MSC.2.3.02.009, MSC.3.1.02.010)

#### **Selected Activity Answers**

#### What element could be mixed to form Hellenistic culture? Example answers below

- Greece = art and government style
- Egypt = agriculture and transport
- India = trade and resources

Moral, Social and Cultural Studies | Grade 05 | Term 2 **Activity 3: Your Opinion** Alexander the Great is often described as a great leader by historians. What were some characteristics he had that led people to consider him a great leader? **Activity 4: Extension Activity** People can be leaders in many ways. They can be leaders of a country, a business, a sports team, or a family. l in a retieval system or transmitted in any form or by any Think of someone from your country who you think is a great leader. What makes that person a great leader? Think of examples. What makes them Examples a great leader?

# Hellenistic civilization could be described as multicultural. What does 'multicultural' mean? Example definition:

 Multicultural = a city or nation have a mix of people and beliefs from other cultures

#### What are some advantages of having a society that is multicultural?

- Some possible answers include:
- Variety for people to choose from, such as food, clothing, arts.
- Sharing of information and learning, such as idea of technological developments
- Develop tolerance and understanding of others
- Help trade, as contact with other culture and civilizations will be stronger

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# **Activity 5: Critical Thinking**

The Hellenistic civilization is described as having a mix of cultures in it. What elements of culture do you think could have been mixed with Greek culture to get Hellenistic culture?

Culture	What element could be mixed to form Hellenistic culture?
Greece	
Egypt	
India	
	tic civilization could be described as multicultural. What does
What are	some advantages of having a society that is multicultural?

Unit 3 Lesson 3

### **Lesson Description with SLO Tags and Notes**

#### **Activity 3:**

Activity 5 is a chance for students to research a great leader they know about. This can be used to check some of the ideas from earlier activities. If the class is a mixed nationality one, you could ask students to choose a famous leader from their own country. (MSC.2.6.01.010)

#### **Formative Assessment Opportunities**

Activity 2 checks the main concepts from the reading. (MSC.2.1.01.012)

Activity 3 gives chances to check students' different understanding of what characteristics made Alexander a great leader. (MSC.2.1.02.011).

#### **Remedial Opportunities**

For students who may find the reading difficult, start with the map and get students to explain what they can see. Use the map to pre-teach students about Alexander and his military campaign. This may help students to find the reading text more approachable.

#### **Extension Opportunities**

The final activity has many opportunities to be extended. The research on a great leader could be developed into a project or poster activity.

Activity 4 on multiculturalism could be developed into a comparative activity by looking at a multicultural city, such as Dubai. What are the effects of differ-ent cultures on a place like this?

#### **Student Learning Outcomes (SLOs)**

MSC.2.3.02.010 Explains the influence of

geographic, human and climatic factors on the movement of people, goods, and services

MSC.2.2.02.019 Uses appropriate tools

to create and interpret geographical data (e.g., locations, sizes of various places, distances between

places)

MSC.2.4.01.012 Describes basic economic

concepts (prosperity – wealth, poverty)

MSC.2.4.02.013 Describes the basic

characteristics of a market'

MSC.2.5.01.012 Organizes information in

an organizational chart or a diagram (with or without

technology)

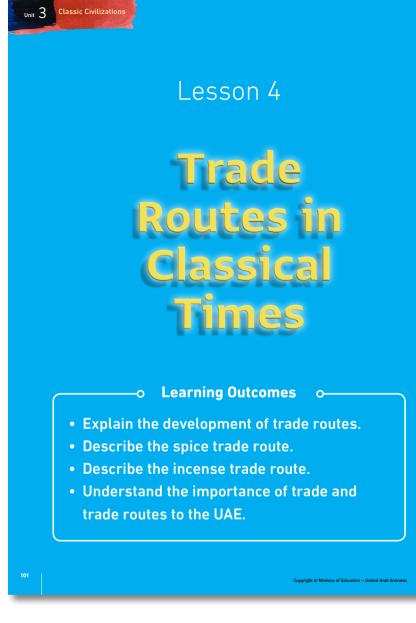
#### **Lesson Objective**

#### By the end of the lesson, students will:

- explain the development of trade routes
- describe the spice trade route
- describe the incense trade route
- understand importance of trade and trade routes to the UAE

#### **Key Vocabulary:**

- **spice**: dried plants or seeds often used to flavour food, such as pepper.
- **incense**: products burnt for their pleasant smell, such as oud.
- **frankincense**: a type of incense from the bark of a tree from Yemen and Oman.
- caravan: a group of camels used for transporting products often across deserts.
- **trading posts**: a place to stop and rest on a trading journey.



#### **Materials/ Resources/ Technology**

#### **Resources from Student Book**

None..

#### **Teacher-ONLY resources**

The below links give background to the spice and incense routes.

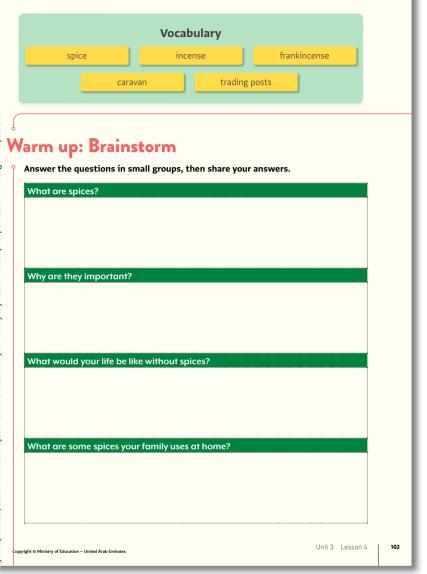
https://www.smithsonianmag.com/travel/visit-remnants-ancient-incense-route-180961873/

https://www.britannica.com/topic/incense

https://www.britannica.com/topic/spice-trade

https://en.unesco.org/silkroad/content/what-are-spice-routes

The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.



#### Warm Up:

The warm up activity gets students to think about a common item found in all houses – spice. The map activity gets students to think about some major places important to the spice and incense routes. The map will be used in a later activity to draw the routes, so it is important students know where these places are on a map.

#### What are spices?

Usually dried seeds or plants

#### Why are they important?

To flavour food and to be used for incense and perfumes

#### What would your life be like without spices?

Plain food

## What are some spices your family uses at home?

Many examples: black pepper, chilli, cumin, coriander seeds

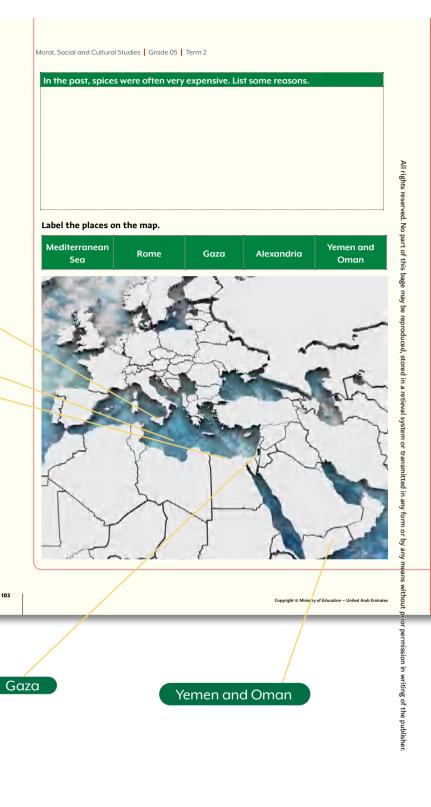
## In the past, spices were often very expensive. List some reasons.

- Came from a long way so difficult to transport
- May have only come from one area (such as frankincense) so relatively rare

Rome

Mediterranean Sea

Alexandria



#### TRADE ROUTES – SPICE AND INCENSE

The Ancient Romans and Greeks used spices like ginger and cinnamon for cooking and medicine. They wanted incense to be burnt at religious ceremonies. However, these commodities were produced in the Arabian Peninsula, the Indian subcontinent and Far East Asia. The problem was how to get these spices from one part of the world to another.

Sailors from the Arabian Peninsula travelled on the seas to get spices and other goods from the Indian sub-continent and Asia back to ancient Rome. By sea, goods could be transported relatively quickly and in large quantities.

Ports appeared on the Arabian Peninsula to buy and sell spices

and other goods. This meant that towns and cities grew and became wealthy from the trade. With the demand from Rome and Greece, ships went on into the Mediterranean, to the port city of Alexandria. As spices were the



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Unit 3 Lesson

104

Moral, Social and Cultural Studies | Grade 05 | Term 2

2

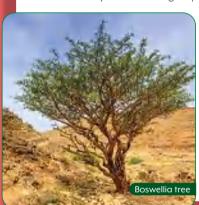
main good transported, the trade routes were called the Spice Routes. There were overland trade routes as well which made the civilizations along them rich and powerful.

Frankincense and myrrh are not common names now. About 2,000 years ago people in the Roman Empire used frankincense to make incense. Frankincense is made from the dried sap of a Boswellia tree. Sap is a thick liquid that flows from the trees when its barks cut. When the dried sap is burned it gives off a pleasant smell. The only places that the trees grew are Yemen, Oman and Ethiopia, along way from the Mediterranean.

The Incense Route brought the products overland from southern Arabia to the port of Gaza on the Mediterranean Sea. From Gaza the incense was taken by ship to countries around the Mediterranean, including Rome.

The overland route was very long, covering almost 2,000 km.

Traders usually travelled in groups, often using camels to carry the



products. These groups were is called caravans. Camels were used because the route went atthrough the desert. The journey across land took about 60 days and was often dangerous.

The Nabateans civilization thrived around 2,000 years aggin the desert of the modern day country of Jordan. They travelled around the area between the Euphrates River and the Red

105

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of the land and where they could find groundwater in the desert. The Nabateans knew where to find cources of food in the plesert like the date call.



When caravans came across their lands they provide guides to help them find food, water and shelter. They traded goods things with the travellers. This trade made the Nabateans wealthy. Traces of the Nabateans can be seen at the ancient to feet and the carved from the rocky mountainside.



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Unit 3 Lesson 4

106

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#### **Activity 1:**

Activity 1 and 2 check understanding of trade routes from the reading text. Activity 2 gets students to draw the routes and is a chance to check how students can apply a written description onto a map. Refer students back to the warm up activity if needed.

(MSC.2.3.02.010, MSC.2.2.02.019)

#### **Selected Activity Answers**

Answers from the reading are given below

# by sea or maritime trade? a. It is safer than overland trade b. It can be quicker than overland trade c. It makes more money for traders than over land trade

1.In the reading, what is an advantage of trade

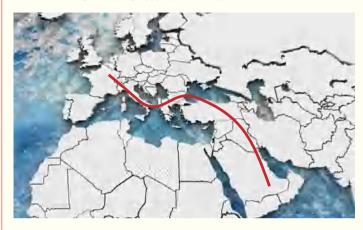
ш	than over land trade		
	d. It is cheaper than overland trade		
2.Which	were the main places spices went to?		
	a. Arabian Peninsula countries		
	b. Asian countries like China		
<b>/</b>	c. Rome and Greece		
	d. India		
3.The Nabateans built structures of stone at			

3.The N	labateans bu
	a. Greece
	b. Oman
	c. Rome
<b>/</b>	<u>d. Petra</u>

	Moral, Social and Cultural Studies I. Grade 05. Term 2				
	Moral, Social and Cultural Studies   Grade 05   Term 2				
	Activity 1: Concept Check				
	In the reading, what is an advantage of trade by sea or maritime trade?				
			It is safer than overla		
			lt can be quicker thai		≧
				y for traders than over land trade	rights
			It is cheaper than ove		reser
		2. W	hich were the main	places spices went to?	ved. N
			Arabian Peninsula co		lo par
			Asian countries like C	China	t of th
		<b>o</b> c. l	Rome and Greece		iis bag
		v a.	inaia		ge ma
				tructures of stone at	y be re
			Greece	<b>)</b> c. Rome	eprod
		<b>)</b> b.	Oman	d. Petra	uced,
			Explain how the fo Route.	llowing words or numbers are important for the Incense	storediin
		1.	Gaza:		a retieval
		2.	60:		system-or
		3.	Yemen:		transmit
		4.	Frankincense:		ed in any
		5.	2,000:		form or b
		6.	Rome:		y any mea
7				Copyright © Ministry of Education – United Arab Emirates	All rights reserved. No part of this bage may be reproduced, stocked invaretieval system or transmitted in any form or by any means without prior
		Answers to how these places/numbers are used in the reading are given below  . Gaza: a trading port in the spice trade  2. 60: how many days the incense route took			
	1. Gaza: a trading port in the spice trade				
	2. 60: how many days the incense route took				ublisher.
	3. Yemen: where trees were found for Frankincense				
	4. Frankincense: used for making incense				
	5. 2	5. 2,000: how many kilometres the incense route was			
	6. Rome: a city that received much of the spices and incense				



Draw the Incense Route as described in the text.



Draw the Spice Route by sea described in the text.



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Unit 3 Lesson 4

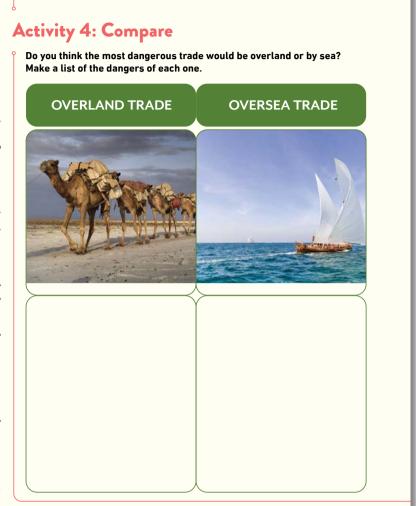
108

#### **Activity 3:**

Activity 3 gets students to think about modern trade and how some products are expensive due to their difficulty to obtain. You might need to give students some ideas to get started. For example, why are diamonds so expensive? (MSC.2.4.01.012)

limited supply.	ere scarce. Scarce me	
		eans difficult to get or having a
What products Explain your ch		ow because they are difficult to get
<b>N</b> 0		

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#### **Lesson Description with SLO Tags and Notes**

#### **Activity 4:**

Activity 4 compares sea and land transport. What would be the dangers of each? Why are some products brought by land and some by sea? Give students prompts to help if needed, such as geography of areas or the weather conditions and climate. (MSC.2.4.02.013)

#### **Overland Trade:**

- Finding food and water
- Attack from thieves
- Weather very hot areas
- Passing through hostile areas
- Very long time to travel

#### Oversea Trade:

Unit 3 Lesson 4

110

- Weather at sea
- No fresh water
- Navigation finding their way

#### **Activity 5:**

Activity 5 brings the idea of trade to modern times. The UAE is often seen as a cen-tre of import and export and Jebel Ali Port is a major port. If students have access, they could do some research to see what products come into and leave the port. Why is sea used as the means of transport? (MSC.2.4.02.013)

#### **Maritime trade products**

- Oil: Safer way to transport
- Cars: Large product
- Live animals: Live product arrive fresh

Moral, Social and Cultural Studies | Grade 05 | Term 2

## **Activity 5: Critical Thinking**

The ports on the Arabian Peninsula were important in the maritime spice trade. The UAE is still a centre for maritime trade with Jebel Ali port in Dubai as one of the biggest ports in the world.



What products does the UAE receive or send by sea now? Why are they sent by sea and not air or land?

Maritime trade products	Why are they sent by sea instead of land?

111

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Trade route:

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## Activity 6: Information Search - Extension

The text describes how some products like spices and incense from one area of the world were wanted by people in another area of the world. The demand for the products created trade routes. For example:

- Spice trade route from Asian countries to Middle Eastern and European
- Incense trade route from Arabian Peninsula to European countries

Search for another trade route. What products were traded? Which areas did the products come from? What countries created demand for them and why?

Description:			
Map: Put a map or drawing showing the trade route			

Unit 3 Lesson 4

112

#### **Lesson Description with SLO Tags and Notes**

#### **Activity 6:**

Activity 6 is an extension activity to look at other trade routes. This activity can be left if there is not time available. (MSC.2.2.02.019, MSC.2.4.02.013)

#### **Formative Assessment Opportunities**

Activity 2 is a good opportunity to check students' ability to locate important places on a map for classical trade routes. (SOC.1.3.01.018)

Use Activity 3 and 5 for students to show their understanding of key ideas that contribute to a market for products. (SOC.1.5.02.012).

#### **Remedial Opportunities**

Activities 4 and 6 could be left out if students need more time to work on the other activities, as these two are not centrally important to the achievement of the core learning outcomes of the lesson.

#### **Extension Opportunities**

The final activity on other classical trade routes is a chance to extend students' skills in other directions. They could develop their map skills by drawing the trade route and then presenting it to the class.

An educational trip to Jebel Ali Port would be a good chance for students to see a modern trading centre in action and could form a more in depth research activity for the less.

#### **Student Learning Outcomes (SLOs)**

SOC.1.4.02.009 Explains the influence of

geographic, human and climatic factors on the movement of people, goods, and services

SOC.1.5.01.012 Describes examples of

improved transportation and communication networks and how they encourage economic

growth

#### **Lesson Objective**

#### By the end of the lesson, students will:

- identify the geographical extent of the Roman Empire
- explain why transport by land was important for an empire

#### **Key Vocabulary:**

- empire an area or group of countries rules over by one power.
- cart a basic transport pulled by horses
   or cows
- paved stones laid on the ground to create a flat surface like a road.
- pedestrian a person who walks, usually along roads.
- concrete mixture of sand and small stones used for building

#### Materials/ Resources/ Technology

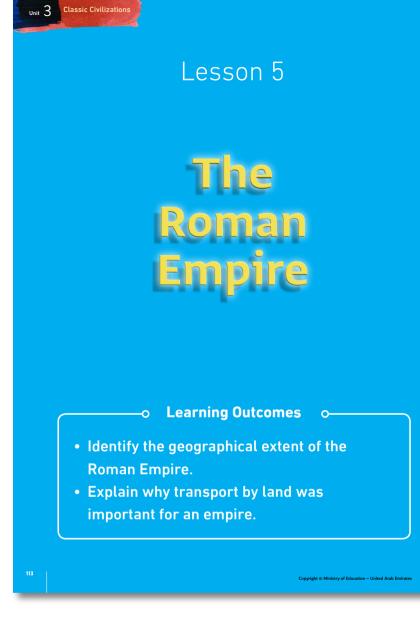
#### **Resources from Student Book**

None..

#### **Teacher-ONLY resources**

The below links give some background to transport in the Roman Empire and road building.

http://www.localhistories.org/transporttime.



https://www.britannica.com/technology/Roman-road-system

https://www.britannica.com/technology/road

The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.



#### Warm Up:

In the warm up activity focus on the size of the Roman Empire and the modern countries it covers. In this activity some students in the class may come from these countries and may be able to give examples of Roman remains from their country.

 Examples could include: Italy, Spain, France, England, Greece, Turkey, Egypt, Morocco, Tunisia, Bulgaria Moral, Social and Cultural Studies | Grade 05 | Term 2

2

# The Roman Empire - Travelling around an Empire

The Roman Empire became one of the largest civilizations in the world. By 117 CE it covered more than 5 million square kilometres. It covered most of Europe and all of the Mediterranean coast. When Rome conquered a new area, it required the people to adapt to Roman culture. Roman laws governed all parts of the empire. Latin was the official common language. The cities in the empire traded using Roman money. The Roman military protected and watched over every part of the empire.



- 11

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Because of the size of the empire, transportation was important. Cities in the Roman Empire traded with each other and the military had to get from one place to the other.

The Romans used carts with wheels and chariots which got stuck when travelling on rough or muddy ground. Roads were a solution to this problem. It has been said that "All roads lead to Rome" meaning that the Romans created well -constructed roadway systems, some of which are still used today.



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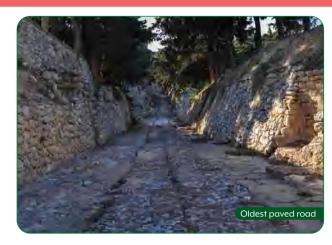
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Unit 3 Lesson 5

110

Moral, Social and Cultural Studies | Grade 05 | Term 2

**2** 



The oldest existing paved road found to date is in Crete, an island in the Mediterranean Sea between Greece and Egypt, close to the palace of Knossos. It is about 6,000 years old. Historians and archeologists think that the centre of it was used for pedestrians, people walking along the road, and the outside edges were for carts and animals. This the opposite of our roads now.

About 3,000 years ago the earliest long distance road connected the Arabian Gulf with ports on the south coast of Turkey. It was over 2,000 km long and took travellers about 90 days from one end to the other.

The Romans may have built upon the knowledge of other civilizations to construct a systematic road system about 2,000 years ago. At the height of the Roman Empire over 80,000 km of roads were built to areas as far as the

117

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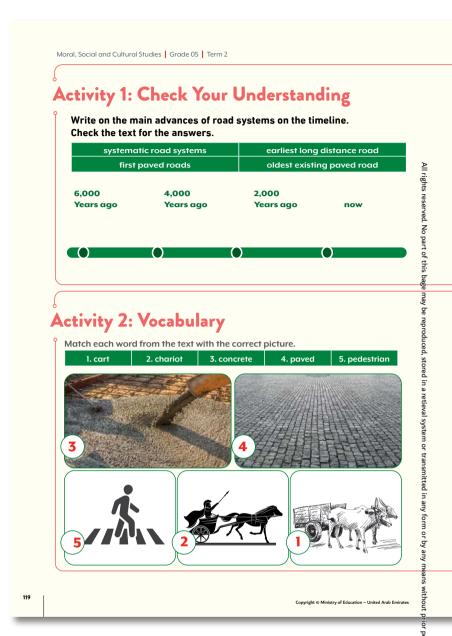
Euphrates River, Britain and North Africa. The most famous road was the Via Appia or Appian Road which connected Rome with the south of Italy.

The Romans improved road construction by using concrete to make roads stronger. They built their roads in straight lines, even over mountains and wet land. The Romans built embankments on the sides that raised the roads up from the ground. This helped solve problems such as flooding after rain.

As the roads improved, so did the transport in ancient Rome. Different types of animal drawn transports were used to carry people and goods. Fast chariots delivered post and messages. These were light and fast - some could travel at over 50 km an hour.



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#### **Activity 1:**

Activity 1 and 2 check the main ideas from the reading related to land transportation for an empire. (SOC.1.4.02.009)

#### **Selected Activity Answers**

Students have to match the events to the years on time line. Answers are below



## **Activity 3: Critical Thinking** The text states that the Ancient Romans built roads for economic and military reasons. What were the advantages to the military and the economy of having a good road system? **Economic Advantages**

Military Advantages

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Unit 3 Lesson 5

120

#### **Lesson Description with SLO Tags and Notes**

#### **Activity 3:**

Activity 3 asks students to think what might be the advantages of good transport for an empire. Students could be separated into two groups, each group to focus on each area. (SOC.1.4.02.009 and SOC.1.5.01.012)

This relates to the reading text and gets students to infer how roads helped the Roman Empire. Answers can include:

- Economic quicker trade routes, not affected by weather (mud, water), safer, better communication
- Military armies can move quicker defend parts of Roman Empire

#### **Activity 4:**

Activity 4 focuses on the development of transport over many years. How has transport changed and what benefits has this brought? (SOC.1.5.01.012)

Moral, Social and Cultural Studies | Grade 05 | Term 2 **Activity 4: Information Search** Land transport started thousands of years ago. What are some different types of transport that have developed more recently? When were they first used? A few have been done for you. All rights reserved. No part of this bage may be reproduced, stored in a retieval system or transmitted in any form or by any means Over 300 years ago 100-300 years ago Less than 100 years ago Sailing ships trains Space shuttle

121

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## **Activity 6: Extension Activity**

Roads and traffic systems are an important part of every city including big cities in the UAE. Complete the table by explaining why each of the parts of the transportation system is used.



Modern road feature	What is it and what is it used for?
Traffic lights	
lane roads-6	
Roundabouts	
Traffic toll systems (e.g: Salik)	
Speed cameras	
Are there any others you can think of?	

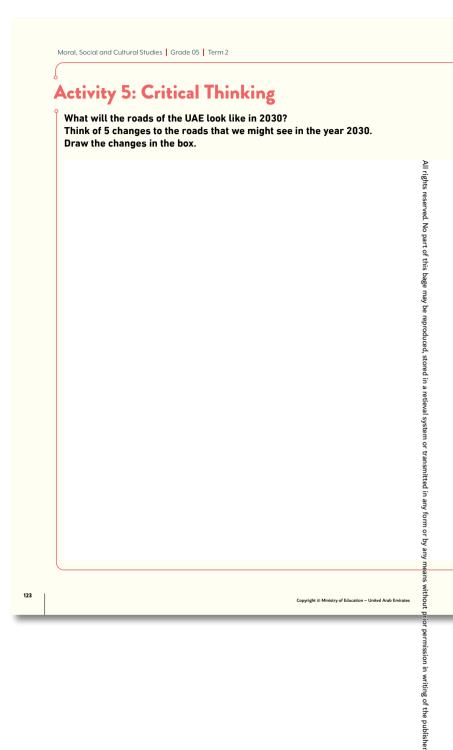
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Unit 3 Lesson 5

122

#### **Activity 5:**

Activity 5 looks at transport in modern cities. Start this activity by asking students how they came to school and what things helped control the traffic. This would also be a good opportunity to develop students' understanding of public transport. (SOC.1.5.01.012)



#### **Formative Assessment Opportunities**

Activity 3 and 4 are a good chance to check students can relate how transport developments effect trade and society. (SOC.1.5.01.012).

#### **Remedial Opportunities**

Activity 5 and 6 could both be left if time is limited. These activities develop the themes of the lesson and are a chance to extend ideas, but are not essential for the lesson objectives.

#### **Extension Opportunities**

The final activity on future transport solutions for cities would be a very good opportunity to develop a creative project, such as a design or art activity. Students could also look at a modern transport problem, such as traffic jams, and start thinking about what could be some future solutions to this.

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#### **Student Learning Outcomes (SLOs)**

MSC.2.1.02.011 Explains how significant

individuals and their ideas and beliefs have influenced

the history

MSC.2.3.01.009 Explains how people in the

past had to adapt to the

environment

MSC.3.1.02.010 Describes the components

of national identity (e.g., religion, language,

traditions)

MSC.2.5.01.011 Locates and gathers

information from primary and secondary sources of

information

#### **Lesson Objective**

#### By the end of the lesson, students will:

- understand importance of design and planning when building a city
- explain the need for emblematic buildings for a city
- identify services a city needs to provide for its people

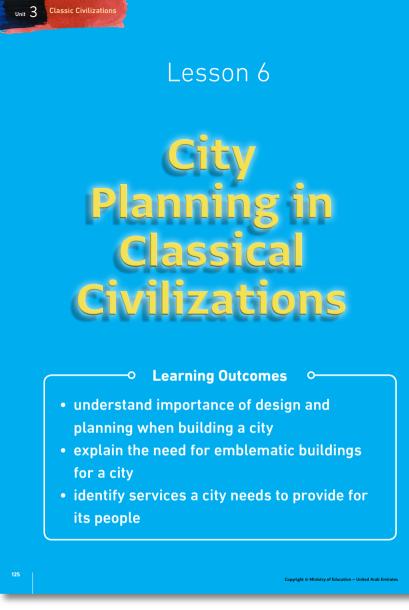
#### **Key Vocabulary:**

- architecture the style and design of buildings.
- grid design a style of designing roads in straight lines and blocks.
- entertainment events or activities done for fun.
- **Pericles** a leader of classical Athens.
- **Parthenon** a building in classical Athens.

#### Materials/ Resources/ Technology

#### **Resources from Student Book**

None.



#### **Teacher-ONLY resources**

The links give some general background on city building in the Roman Empire and Athens.

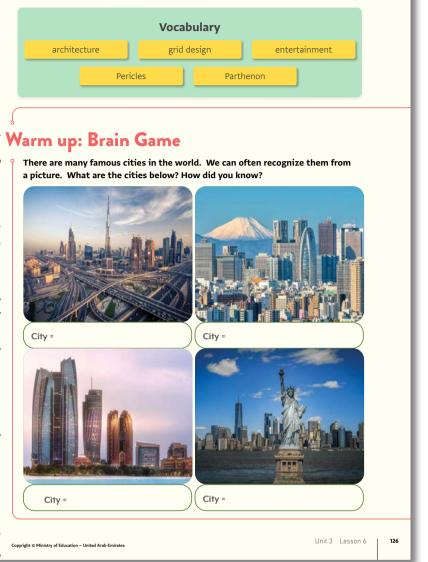
https://www.academia.edu/31339956/The\_main\_principles\_of\_Roman\_town\_planning.pdf

https://socialsciences.mcmaster.ca/econ/ugcm/3ll3//haverfield/ AncientTownplanning.pdf

https://www.ancient.eu/Greek Architecture/

https://www.britannica.com/topic/Parthenon

The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.



#### Warm Up:

The warm up gets students to recognise cities from pictures. Use this activity to reinforce that many cities often have a distinctive building or style that people connect with that city. This lesson looks at city building and iconic buildings in cities and why they have them.

Moral, Social and Cultural Studies | Grade 05 | Term 2

2 °

# City Planning in Classical Civilizations

Modern cities follow some type of design grid. The roads are lined up and public areas are in central areas. There are waste management centers other service areas. Many cities have parks and shopping centers.

In the ancient period cities were starting to be organised. The grid designs of some ancient cities from over 2,000 years were similar to were the grid designs of cities today. For example, ancient cities in the Indus Valley in Pakistan and in Teotihuacán in Mexico had central plaza areas and paved roads running in straight lines from the central to outer areas of the cities. In the classical period, as populations increased and cities grew in size, planning a city became even more important.



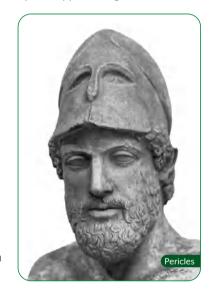
127

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Pericles was a famous leader of Athens who lived from 495 to 425 BCE. Pericles wanted to make Athens the most powerful city-state in Greece. Part of this was a building plan. Pericles wanted great buildings so that people could see how important Athens was. The Parthenon was one of these buildings.

At that time different cities in Greece were often at war with each other. So, Pericles decided to build a "high city" or "acropolis" on a high cliff near the sea. From this point, any ships coming to Athens could be seen by lookouts and people could be warned if an enemy was approaching.

The acropolis had several buildings with the largest one being the Parthenon. Large pieces of stone Large pieces of stone were brought from 10 kilometres away. The building was done carefully so the shaped stones fitted together in columns. Metal fasteners inside the columns provide strength and flexibility for the columns ever during earthquakes which were common Greece. done carefully so the shaped stones fitted together in columns. Metal fasteners inside the columns provided strength and flexibility for the columns even which were common in



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The Parthenon had a wooden roof and carved painted artwork inside and outside. The Parthenon had different uses. One use was to impress foreign visitors. Another purpose was as a treasury to keep the city's money and wealth. The Parthenon was a strong building. Today, over 2,500 years later, a lot of it is still standing.

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

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

Romans wanted to enjoy themselves. The Romans had different buildings with activities to keep the people happy.

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There were amphitheatres for plays and sports competitions. An amphitheatre was an outside stadium. The Colosseum an example of an amphitheatre in Rome. At the Colosseum, people could watch competitions and fights.



There were smaller outside tracks with seating called circuses. "Circus" means "circle" because the track had a circular or oval shape. People watched chariot racing at circuses. The city of had places to shop, meet, get water, and have fun.



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Unit 3 Lesson &

130

#### **Activity 1:**

1. Who was Pericles?

Activity 1 and 2 focus on the key ideas from the reading. Activity 2 extends this as it asks students to look at what services the city of Rome provided for its citizens and how modern cities may be the same, but also how they have developed. (MSC.2.1.02.011, MSC.2.3.01.009)

	a. A builder
	b. A traveller
<b>/</b>	c. A leader
	d. A merchant
2.What	was the Parthenon used for?
	a. To watch sporting events
<b>/</b>	b. To keep valuables safe
	c. To hold chariot races
	d. To hold assemblies
3.What	is architecture?
	a. A place to watch fights and races
<b>\</b>	b. A style used when making buildings
	c. The people who plan buildings
	d. Place to buy and sell goods

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b. A style used when making buildings	
oc. The people who plan buildings	
d. Place to buy and sell goods	
₹. Where could people buy vegetables ond i	neat in Rome?
a. Basilica	
<b>b</b> b. Forum	
c. Amphitheatre	
<b>1</b> d. circus	
5 2	1
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could people buy vegetables and meat	in Pome?
a. Basilica	. III Rome.
<u>b. Forum</u>	

## **Activity 2: Critical Thinking**

City provides services for the people who live there. List services in ancient Rome. What services does a modern city provide?

Rome	A modern city

## **Activity 3: Relating Past to Present**

The Parthenon was an important building to the city of Athens. What made it important?

Think of an important building in a city you know. What makes it important?

Parthenon – why was it important?	A modern building – Why is it important?
Ministry of Education – United Arab Emirates	Unit 3 Lesson 6

#### Lesson Description with SLO Tags and Notes

#### **Activity 3:**

Activity 3 focuses on the Parthenon in Athens and what made it an iconic building. Students can then compare this to a modern iconic building they know. This activity allows students to think critically about why cities have iconic buildings like the Burj Khalifa. (MSC.3.1.02.010)

#### **Domus**

- Entertainment
- Law courts
- Food markets
- Housing
- Roads

#### Insula

- Schooling
- Malls
- · Public transport
- Telecommunications

#### **Activity 4:**

Activity 4 looks at housing in Rome. There is a short reading comparing two types of common housing. If time is limited this activity could be left. (MSC.2.3.01.009)

#### **Domus**

- House
- · Rich people
- Many rooms
- Garden
- Wall around it

#### Insula

- Apartment/flat
- · Poorer people
- · Many levels
- · Danger of fire

## **Activity 4: Compare**

Moral, Social and Cultural Studies | Grade 05 | Term 2

Read the paragraph about types of housing in Classical Rome.

A city like Rome needed to plan housing for its people. In Rome there were two main types of houses. These were called domus (house) and insula (apartment). A domus was a house for the rich, like a big villa today. The domus was large with many rooms and a private garden. The house would have a wall around it for safety. Many of the people in Rome were poor. They lived in the insula which are similar to flats or apartments today. Insula were buildings with up to four levels. Normally a shop would be on the ground floor, and then people would live in the first through third floors. The apartments closer to the bottom were more expensive. The cheaper ones were at the top. This was because climbing stairs was tiring and the danger of fire. If there was a fire, the people in the top would be the last to escape

Compare the two types of housing and fill in the table.

Domus	Insula

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## Activity 5: Information Search - Extension

The text described ancient Greek and Roman Empire architecture.

There many other types of architecture listed. Choose one, search for information about it, and fill in the table with your results.

like?	Ottoman architecture  cample of a famous building  at a picture of it.  escribe it.
like?	ıt a picture of it.
like?	ıt a picture of it.
	·

#### Lesson Description with SLO Tags and Notes

#### **Activity 5:**

Activity 5 focuses on architectural styles. A good lead into this would be for the teacher to show images of the different styles to give students an idea how different places and periods had different building styles. This activity could be developed into a group project with students doing research on a famous building in one of the styles. (MSC.3.1.02.010)

#### **Formative Assessment Opportunities**

Activity 3 and 4 are good places to check students' understanding of how societies in history of developed cities and buildings in order to meet the needs of growing populations (MSC.3.1.02.010).

#### **Remedial Opportunities**

The reading looks at building design in Athens and Rome. For a group that finds reading more difficult, the text could be split into two. The first on Athens and activities 1 and 3. The 2nd part on Rome and activities 2. 4 and 5...

#### **Extension Opportunities**

Activity 5 allows a lot of development as a research activity. Students research a style and present a famous building representative of that style.

If possible a class trip or virtual trip to a famous iconic building could be used to develop descriptive activities and also a link with Design and Technology lessons in designing and building a model.

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#### **Student Learning Outcomes (SLOs)**

MSC.2.1.01.012 Inquiries about a topic in

history, examines various sources, interprets findings, and uses evidence to draw conclusions that respond

the inquiry

MSC.2.1.01.013 Examines causes and

outcomes of a selected

historical event

MSC.2.1.02.013 Compares models for

organizing history into

periods

MSC.2.1.02.012 Examines a historical event

from various perspectives

MSC.3.2.02.007 Examines different

strategies to solve a conflict

#### **Lesson Objective**

#### By the end of the lesson, students will:

 Understand some causes and effects of the fall of the Western Roman Empire

#### **Key Vocabulary:**

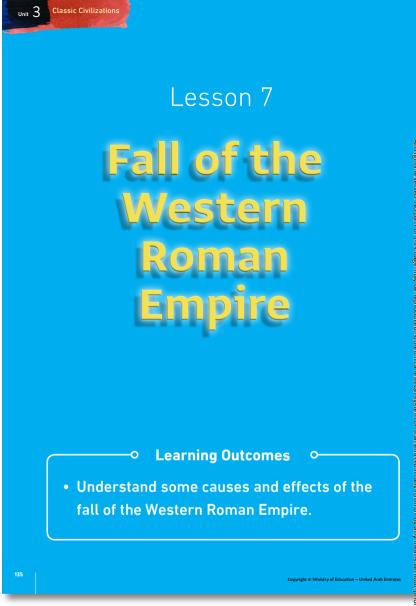
- **Byzantine Empire** the name given to the Eastern Roman Empire after it split from the Roman Empire
- Constantinople the name of Istanbul in the Byzantine Empire
- **the Middle Ages** the period in Europe after the end of the western Roman Empire
- the Dark Ages a negative name given to the Middle Ages referring to a loss of learning and lower education

#### Materials/ Resources/ Technology

#### **Resources from Student Book**

None.

#### **Teacher-ONLY resources**

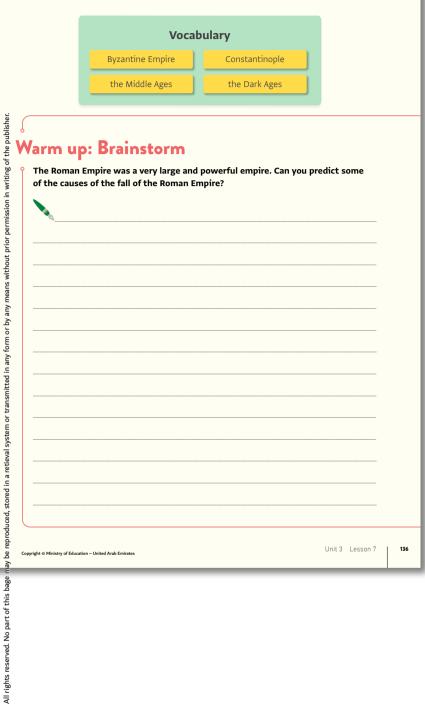


The below links give a general background on this lesson.

https://www.britannica.com/event/Dark-Ages

http://www.bbc.co.uk/history/ancient/romans/fallofrome\_article\_01.shtml

The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.



#### Warm Up:

The warm up focus on the main theme of the lesson, why some civilizations fall. A good way to start this may be to ask students to recall some of the ancient and classical civilizations. How many of these civilizations still exist now? Use this to prompt students to give possible reasons for the fall of civilizations.

### The Fall of the Western **Roman Empire**

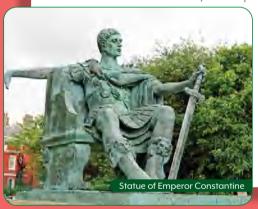
The Roman Empire included the land area and people around

The Roman Empire included the land area and people around the Mediterranean Sea. Its capital was Rome, present day Italy, however, the borders of the empire reached very far to the east.

In 330 CE, Emperor Constantine decided to move the capital of the Roman Empire to a more central location so he chose the city of Byzantium, present-day Istanbul, Turkey. He changed the name of Byzantium to Constantinople, after himself.

Constantinople was a trading center located on both sides of the Bosporos Strait connecting the Sea of Marmara with the Black Sea. One part of the city was in Europe and another part was in Asia. Many ships on the Silk Route to China had to pass through the middle of the city. through the middle of the city.

After the death of Constantine, the Empire was divided into



East and West with two Emperors, one for the east and one for the west. Rome remained the capital of the western empire and Constantinople the capital of the eastern empire.

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The Eastern Roman Empire is also called the Byzantine Empire.

By 476 CE the central government of the western Roman Empire fell and many areas were taken over by groups of Romans and non-Romans. Attacks by peoples



from the north and east of Europe, such as the Goths and the Vandals, weakened the empire. The western empire eventualy fell mainly due to due to poor management of the emperors who could not control the military, maintain loyalty of the people, and who allowed the income from trade to decrease.

The fall of Rome and the western Roman Empire marked the end of the Classical Period and the start of a period called the Middle Ages in Europe. Little pieces of the empire split off and formed into small kingdoms. These kingdoms were often in conflict with each other. This period is sometimes negatively called the Dark Ages. The name Dark Ages refers to a loss of learning and education during this time. Another name given to this time in Europe was the Migration Period, because people moved away from cities as the services previously organized and maintaind by the empire stopped.

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Unit 3 Lesson

138

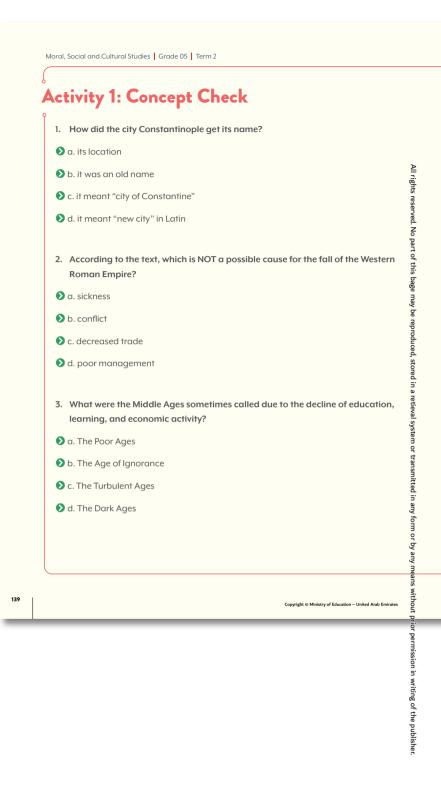
# Lesson Description with SLO Tags and Notes

## **Activity 1:**

Activity 1 checks the key ideas in the reading and can be done by students as they read. (MSC.2.1.01.012)

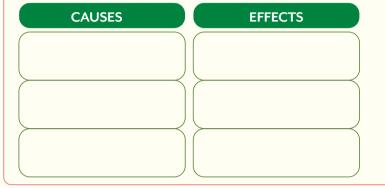
	did the city Constantinople get its
name?	
	a. its location
	b. it was an old name
<b>/</b>	c. it meant "city of Constantine"
	d. it meant "new city" in Latin
2.Accoı	rding to the text, which is NOT a
possibl	e cause for the fall of the Western
Roman	Empire?
<b>✓</b>	a. sickness
	b. conflict
	c. decreased trade
	d. poor management
3.What	were the Middle Ages sometimes
called o	due to the decline of education,
learnin	g, and economic activity?
П	a. The Poor Ages
	b. The Age of Ignorance
П	c. The Turbulent Ages

d. The Dark Ages



## **Activity 2: Cause and Effect**

The text describes some of the causes of the fall of the Western Roman Empire and some of the effects of the fall. List them in the table below.



## **Activity 3: Critical Thinking**

The reading states that the period in Europe after the fall of the Western Roman Empire had different names. What were the 3 names? Why were those 3 names given?

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## **Activity 2:**

Activity 2 refers back to the warm up activity. Were any of the reasons students mentioned in the warm up mentioned in the reading as reasons for the fall of the western Roman Empire? Students should also look at the effects mentioned in the reading of the fall of the western Roman Empire. (MSC.2.1.01.013)

### Causes

- Trade decreased
- Poor management by emperors
- Attacks by peoples of the north
- Lack of loyalty from the people

#### **Effects**

- Split in to eastern and western empires
- Loss of learning and education
- People moving away from cities
- Splitting into smaller kingdoms

## **Activity 3:**

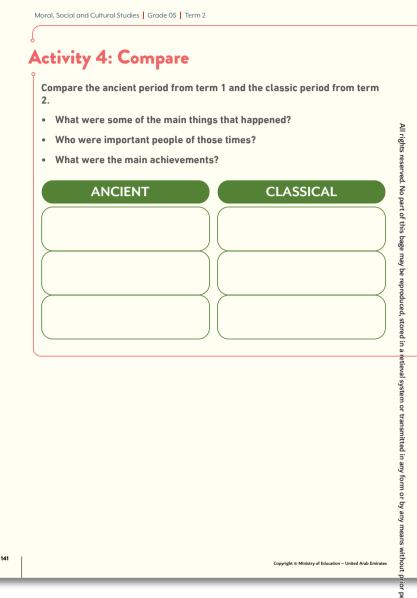
Activity 3 gets students to think about different perspectives of seeing the same historical event. The Middles Ages has been given different names and students should think about why these different names were given. Some of the names were negative (the Dark Ages), so students could be asked who would name a period in a negative way. (MSC.2.1.01.013)

Name	Reason it had that name
Middle Ages	Period between the classical age and renaissance in Eu-rope
Dark Ages	Period of lack of education and learning
Migration peri-od	Period where many people moved away from cities

## **Lesson Description with SLO Tags and Notes**

## **Activity 4:**

Activity 4 rounds of this term on classical civilizations, by asking students to compare the achievements from these with those in classical civilizations. The point that should be emphasised here is that more modern societies do usually develop, but they often develop from the foundations from earlier societies and civilizations. (MSC.2.1.02.012)



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# **Activity 5: Information Search - Extension**

The text described the fall of the Western Roman Empire. However, there were civilizations that continued to remain strong and powerful. Seach for information about one civilization that existed at the same time. State its name and describe it.



### **Activity 5:**

Activity 5 is an extension activity focussing on the fall of civilizations and they can research other civilizations and reasons for their fall/ decline. Examples that could be used are the Indus Valley Civilization and the Mayans. (MSC.3.2.02.007)

## **Formative Assessment Opportunities**

Activity 2 is a good opportunity to check students understanding of the causes and effects of a historical event, here the fall of the western Roman Empire. (MSC.2.1.01.013)

Activity 3 allows students to show how they can see the same event from different perspectives and what might be the reasons for those different perspectives. (MSC.2.1.02.013)

## **Remedial Opportunities**

The final activity could be left out for classes needing to focus more on earlier activities, as it is quite a time-consuming activity.

## **Extension Opportunities**

The final activity allows chances for students to work in groups and research other civilizations and different reasons for their fall or decline. It is also a chance to push students' critical thinking abilities by getting them to reflect on the reasons why civilizations fall or decline.

# Glossary

Abandoning social responsibility: Evading duties and blaming others.

Admit mistakes and correct them.

**Affirmation:** A statement of belief in something or someone.

**Apologise:** Expressing regret for your actions or words, and for the hurt you have caused others.

**Apology:** The expression of regret for your actions or words, and for the hurt you have caused others.

**Archaeological site:** A place (or group of physical sites) in which evidence of past activity is preserved (either prehistoric, historic orcontemporary), and which has been, or may be, investigated using the discipline of archaeology, and represents a part of the archaeological record.

**Artefact:** An object made by a human being, typically one of cultural or historical interest.

**Assuming responsibility:** Acknowledging committed acts and a willingness to bear the consequences of these acts. The ability of the individual to commit to certain obligations, then fulfil such obligations voluntarily and with effort.

**Benevolence:** Performing acts of kindness, generosity and mercy toward the needy on a non-discriminatory basis.

Care of elderly people: Looking after the needs of seniors

**Change:** The ability to evolve and become a new person.

Character: A person's personality, including behaviour, thoughts and actions.

Cognitive empathy: Understanding what the others think and what they need.

Compassion: Willingness to help others and relieve their suffering.

Compassionate empathy: Extending a helping hand and support to those who need it.

**Competition:** An event or contest that two or more people or teams are trying to win.

**Compliment:** To praise someone for being good or for doing something good.

**Development:** Change and evolution, especially based on experience or new knowledge.

**Economy:** The system of production and consumption governing a particular country or region.

**Emotional empathy:** Feeling what someone is feeling; sharing in the feelings with them.

**Emotional sympathy:** Understanding the feelings of others.

**Empathy:** The ability to put yourself in another person's shoes and feel what they are feeling.

**Entertainment:** Amusement or pleasure that comes from watching something or taking part in something.

**Environmental pollution:** Waste elements that harm the surrounding area, including the air, soil and water.

**Environmental responsibility:** Part of social responsibility; citizens should maintain a clean environment free from all forms of pollution and contribute to solving and reducing environmental problems.

Ethics: Social standards or expectations.

**Excellence:** Extreme high quality or standards.

Fair Play: Behaving or treating others in a way that is honest and fair.

Family responsibility: To perform duties for their families, help them to carry burdens and protect their rights.

Family tree: A chart representing family relationships in a conventional tree structure.

**Forgiveness:** The ability to let go of a sense of hurt or anger you feel towards another person.

Friendship: A relationship of closeness, familiarity and kindness between people.

**Friendship qualities:** The characteristics and values (such as loyalty, support, reliability and respect) that underpin a friendship.

Genealogy: The study of families and tribes.

**Generosity:** Giving and being generous; freely providing material and moral support; willingness to give others (giving of time, effort or material contributions).

**Graciousness:** A display of politeness, manners and respect.

Hands: Your actions and behaviours.

**Head:** Your thoughts.

**Heart:** Your feelings and emotions.

**Humility:** Not thinking that you are superior or better than others.

**Iron Age:** The period of human culture characterized by the smelting of iron and its use in industry beginning somewhat before 1000 BC. in western Asia and Egypt.

**Leisure:** Spare or free time when you can do whatever you want.

**Moral dilemma:** A problematic situation where you must analyse each party's feelings and reactions, and consider different viewpoints before coming to a fair judgement.

Morals: Principals of right and wrong that govern personal behaviour.

**Moral standards:** Adopting values such as equality, justice, empathy and respecting others and the law while expressing an opinion and making a decision on the moral dilemma.

Motifs: A dominant or recurring idea in an artistic work.

Motivation: An eagerness or strong willingness to do something.

**Multiculturalism:** A situation involving people of different nationalities and cultures.

**Natural features:** Features that were created by natural processes; for example, rivers and mountains.

**Noise pollution:** Unusual and loud sounds exceeding the permitted sound limit to keep your ears healthy.

**Non-renewable energy:** Natural resources that cannot be replaced after they are used.

**Opponent:** An individual or team that is competing against another one in a competition.

**Oral History:** The history that is passed on by word of mouth, rather than being written down. It is the stories about the past that people tell each other.

**Patience:** The ability to stick with a difficult or annoying task or situation for a long time without showing annoyance or irritation.

**Perseverance:** Persistence; continually conducting work and making an effort until the objective is achieved.

**Persistence:** Working and exerting effort in a continuous manner until achieving the objective.

Personal: Relating to you as an individual.

**Point of view:** The opinion of a certain party on an issue, which may be different from the opinions of others.

**Regret:** Feeling of disappointment or sadness when one fails to do something.

**Resilience:** Stability; the ability to adapt from negative changes to reach a better position.

**Respect:** An acknowledgement or recognition that something or someone is important or has value.

**Responsibility:** Performing duties, sharing, cooperating and providing assistance to others in the family, school and community; it also includes taking responsibility for correcting our mistakes.

**Rural community:** An area that is often farmland with few buildings, businesses and people.

**Self-responsibility:** To set objectives in order to achieve success and self-realisation in personal, educational and professional life.

Settlement: A place where people live.

Site: The land the settlement is built on.

**Socialising:** Spending time with others in a friendly way.

**Social responsibility:** Protecting citizens, securing their rights and safeguarding the homeland (For example, environmental responsibility involves protecting the environment, and cultural responsibility involves working to strengthen the sense of belonging to the homeland).

**Steadfastness:** holding steady and being able to adapt to negative changes in order to be better.

**Supporting the needy: Supporting people in need:** Share with others the burden of psychological, emotional, economic, family or social problems and help them to overcome their ordeal.

**Sympathy:** The ability to understand other people's suffering by putting yourself in their position for few moments, and then responding by helping to relieve their suffering and make them feel supported.

**Taking responsibility:** Recognising the impact of your actions and dealing with the consequences of those actions; recognising your obligations and willingly fulfilling them.

**Traditional:** The handing down of a culture's beliefs and customs from parents to children over many years.

Tribe: A group of people living on a specific territory and have common interests.

**Urban:** To do with towns or cities rather than rural areas.

**Urban community:** A group of people, usually more than 2,500, living in a big town or city. Urban community: A group of people, usually more than 2,500, living in a big town or city.

Values: Beliefs or principles.

Village: They are small settlements several hundred people live in them and they have: a few shops and usually a school.

**Virtue:** Behaviour showing high moral standards.

Achaemenid Empire: : An early Persian empire from about 559 to 330 BCE

archipelago: : A group of islands

architecture: : The style and design of buildings

banish: : To force someone to leave a place or country

Byzantine Empire: : The name given to the Eastern Roman Empire

caravan: : A group of people and animals travelling across an area

cart: : An open vehicle, usually pulled by animals

citizen: : A national of a country, for example Emirates are citizens of the UAE

classical civilization: : A period between 800 BCE and 600 century CE

concrete: : A mixture of small stones, sand and water used in building

conflict: : A disagreement or argument

Constantinople: : The name of modern day Istanbul in the Eastern Roman Empire

**Dark Ages:** : A negative name given to the Middle Ages, referring to loss of learning and rise in conflict

**democracy:** : A type of government decided by the people of the country

empire: : A group of countries or regions with one ruler

entertainment: : Things done for fun

frankincense: : A type of incense taken from trees

grid design: : Organisation of roads and areas into straight lines and squares

**Hellenistic:** : A civilization made from a mix of Greek, Persian, Indian and Egyptian cultures

incense: : Something burnt to give a pleasant smell

**leadership:** : The ability to command other people

Middle Ages: : A period in Europe from about 5th Century BCE for almost a thousand years

military campaign: : An organised set of actions by an army to achieve a goal

multicultural: : Different cultures as part of one society

Parthenon: : A famous, large building in Ancient Athens

paved: : Ground people have covered with rocks or stones

pedestrian: : A person who walks along a road

Pericles: : Ruler of Athens, who lived from 495 to 425 BCE

**Roman Empire**: A civilization found around the Mediterranean Sea and with its centre in modern day Italy

spice: : Something used to flavour food, such as pepper or sumac

trading posts: : Places where people could stop and buy and sell things

urban planning: : The design of cities

voting: : A way of saying what should happen