

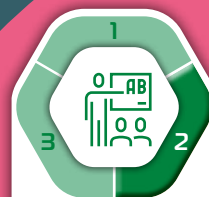


UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2021-2022

MORAL, SOCIAL & CULTURAL STUDIES



Grade
06

Moral, Social & Cultural Studies

Teacher Guide Grade 6

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.”

”

Quotes from H.H. Shaikh Khalifa Bin Zayed Al Nahyan

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Domain: Moral**Unit 2:****Respect and
Tolerance in a Diverse
Community****Unit Objectives**

To understand that cultural diversity is a natural part of the human experience and that an appreciation of multiple perspectives will enrich the school environment.

Unit Description

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

The unit cover features a vibrant background with a teal-to-purple gradient and a white, smoke-like or watercolor-like texture. At the top left, a small black box contains the word 'Domain' in white, and a red box contains the word 'Moral' in white. The title 'Respect and Tolerance in a Diverse Community' is prominently displayed in the upper center, with 'Respect and Tolerance' in yellow and 'in a Diverse Community' in white. Below the title is a table listing five lessons. At the bottom center, a large white question mark is enclosed in a rounded rectangle, with the central question text below it. The page number '6' is in the bottom left corner, and a copyright notice is in the bottom right corner.

Lesson 1	Tolerance and Its Relation to Diversity
Lesson 2	How Tolerance Appears in Society?
Lesson 3	Exploring Our Own Beliefs and Attitudes
Lesson 4	Recognising Prejudice in Society
Lesson 5	Whole School Approach to Cultural Diversity

?

How can we best recognise, respect and understand cultural diversity?

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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.

What is culture? Is culture fluid or fixed?

How does culture influence our identity?

Why is it important to consider multiple perspectives?

How can we recognise and challenge prejudice?

How can we demonstrate solidarity?



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Unit 2

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Exploratory Questions

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

Learning Outcomes

1. Explain how social background plays a role in fostering (or undermining) tolerance, respect and equality between people.
2. Give reasons why it is important to respect the beliefs, values and traditions of others.
3. Articulate some of their own prejudices and offer strategies to overcome them.
4. Demonstrate respect for differences and treat peers as equals in the classroom and wider school.

Lesson Objectives

In this lesson, students will be supported in understanding, recognising and valuing the cultural diversity which exists in their classroom.

Required Materials

- 'Find Someone Who...' worksheet
- Child-friendly version of the United Nations Declaration of Human Rights
- Cultural symbols (student-led but teacher brings one in advance to model the activity)
- Poster for KWL chart

Learning Outcomes

- Give reasons why it is important to respect the beliefs, values and traditions of others.
- Articulate some of their own prejudices and provide strategies to overcome these prejudices.

Unit 1

Respect and Tolerance in a Diverse Community

Lesson 1

Tolerance and Its Relation to Diversity

Learning Outcomes

- Give reasons why it is important to respect the beliefs, values and traditions of others.
- Articulate some of their own prejudices and provide strategies to overcome these prejudices.

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Activity 1 (15 minutes)

Explain to the students that you are going to play a new game called 'Find someone who...' This activity is designed to help them learn more about their friends and the different cultures in their class.

Before the lesson, prepare a worksheet like the one shown below.

Find someone who....

Vocabulary

culture

cultural significance

attitude

communication

1 Go around your class, talking to classmates about their interests and culture. You might be surprised to discover new things about your fellow students.



Your teacher will give you a worksheet to complete.

Culture

The ideas, knowledge, behaviours, patterns, customs, beliefs, characteristics or habits of a group of people.

Cultural significance

The reason why something (an artefact or symbol, for example) is important to a particular culture.

Attitude

A belief or opinion that varies from one culture to the next, such as attitudes towards money or health.

Communication

The process of transferring information from a source to a target.

Ask students to move around the room and engage their peers in conversation. Once they have found someone who fits the description they should fill in that person's name in the box beside it. Students are only permitted to write a person's name in the box if they have actually talked to them. When they have filled in their worksheet, they can shout "Found" to the rest of the class!

When the activity is finished ask the students: Was there anything that surprised you? Do you feel you know the class a little bit better now?

On the board, create a KWL chart about culture.

What **I Know**

What I **Want** to know

What I have **Learned**

Fill in the first two sections – 'What do I know about culture?' and 'What would I like to know about culture?'

Description	Name
Speaks more than two languages	
Was born in a different country	
Visited a different continent last year	
Can cook a traditional food from their culture	
Regularly speaks to a relative in a different country on Skype	
Has a nickname	
Can play a traditional song on a musical instrument	
Volunteers in their local community	
Is a good listener	

Activity 2 (15 minutes)

Ask students to read the text about respecting other cultures. Emphasise that people should learn about other cultures either through facts or through their own experience. After they do so, people should respect and tolerate different cultures. And this should be mutual.

Explain that prejudice comes from things we believe about other cultures that are not based on fact or actual experience.

Divide the class into groups and ask the students to complete the table.

Explain that the information they put in the third column before doing any research is a result of things they have heard from others (news reports, word of mouth, etc).

Suggested Answers**a. Emirati culture****Dress and Appearance:**

- Kandura
- Dishdasha
- Abaya
- Hijab

Communication and Language:

- Arabic language
- Common gestures like kissing the shoulder when showing respect to an elder, handshake and kiss the cheeks when you meet someone of the same gender

Food and Eating Habits:

- Dates
- Harees
- Machboos
- Preference for eating with right hand

Beliefs and Values:

- Islamic faith
- Respect For Elderly
- Modesty

Arts and Literature:

- Khaleeji tradition of music and dance
- Al-Taghrooda chanted poetry
- Al-Ayyalah traditional dance
- Barjeel (architecture)

2

Read the text about respecting other cultures then answer the questions that follow.

No matter where you live in the world, there are chances to meet people from other cultures and backgrounds. Our knowledge of our own culture comes from our family, friends, school and society. However, our experience of this culture depends on a range of factors including gender, social class, intellectual and physical abilities and age. Our views are shaped by our surroundings, and as young children we assume that everyone in the world looks, thinks and behaves just like we do. As we grow, we realise that this is not the case. The world is made up of people with different backgrounds and cultures from ours. It is important to acknowledge our similarities and understand our differences.

Respect and tolerance of other cultures is not about change people's views to see, think and behave like ourselves. Rather, it is about exploring and getting to know the differences that exist among us. Many believe that the key to making world peace possible is respect and tolerance to our differences.

The more we know and understand about other cultures, the easier it is for us to show them tolerance and respect.

- With your group, complete the table below.**
- Did you notice differences between the cultures?**
- Why should you respect and tolerate those differences?**

Other cultures

Answers will vary depending on students' choice of country.

- Yes, there are differences, let students point them out.
- Being tolerant to diversity helps people to live in harmony and peace.

Differentiated Learning**For Beginners**

Ask students to draw one item in each space in the table and find pictures of other cultures and say how they differ from their own.

For Advanced Students

Ask the students to do research about different cultures around the world and write a report comparing them with their own.



Elements of Culture	Emirati Culture	Another Culture
Dress and Appearance		
Communication and Language		
Food and Eating Habits		
Beliefs and Values		
Arts and Literature		

Activity 3 (10 minutes)

Put students into small groups (of about five students) and allow them time to read through the text about the UN Declaration of Human Rights.

Remind students that, while there are many rights, they will be focusing on the ones listed here, mainly Article 27, which provides people with the right to participate in the cultural life of their community.

Suggested Answers

- a. After World War II and the creation of the United Nations, it was mandatory to create an international agreement to protect human beings. The war was very brutal, aggressive and violating. Many were deprived of their rights. It is a declaration that helps bring peace to nations.
- b. Article 27 was included in the UDHR to ensure that people can continue to participate in their country's cultural heritage regardless of where they live. In the past, many cultures were suppressed by conquerors or colonial powers, and attempts were made to force people to adopt a culture different from their own. People who remained loyal to their own culture and traditions were marginalised in society and were often the victims of discrimination.

Examples include the native American tribes in North America, the Aborigines in Australia, and the Maoris of New Zealand.

- c.
 - Article 2: Ensures people have equal opportunities regardless of their cultural background.
 - Article 19: Enables people to be informed about their culture.
 - Article 26: Enables students to learn about their own culture regardless of where they live.

Differentiated Learning**For Beginners**

Ask students to think about Article 27 and make a list of things that represent the Emirati culture. They might consider dress, symbols, music, poetry, etc.

For Advanced Students

Extend the activity by asking students to consider how they can ensure that Article 27 is upheld for all residents of the UAE.

3

Read the article about the United Nations Declaration of Human Rights then answer the questions.

Paris, 1948: The Universal Declaration of Human Rights (UDHR) was adopted by the General Assembly of the United Nations. This document outlined the basic rights that all human beings are entitled to regardless of their gender, socio-economic status, beliefs, nationality or race. The UDHR has been translated into more than 300 languages, more than any other document in the world, according to the Guinness Book of Records. The document consists of 30 'articles' or parts, here are some of them:



Article 2: Freedom from discrimination

Article 19: Freedom of opinion and information

Article 26: Right to education

Article 27: The right to participate in the cultural life and traditions of your community

a. Why was the UDHR created?

.....

b. Why was Article 27 included in the UDHR?

.....

c. How do the other articles above relate to culture?

.....

Activity 4 (10 minutes)

Engage in a brief discussion with the students to draw out how they better understand culture as a result of the activities.

Suggested Answers

- a. Explain to the students that sometimes it is useful to think of culture like an iceberg. Just like an iceberg, some of culture is very visible and easy to see as it is exterior and above the surface (for example, clothes, language, festivals, food, etc). But there is a lot more going on under the surface that is not as easy to see (for example values, role of family, customs, beliefs, etc).

4

We think of a person's culture as being the clothes, music, literature, food and holidays that are shared by that group but it is much more. It is also the customs, traditions, beliefs, and artefacts of a society. We can say that culture is a combination of thoughts, feelings, and attitudes that are shared by a group. We see part of it, but the rest is deeper.

- a. **How does the metaphor of the iceberg help us better understand the nature of culture?**
- b. **List some of the deeper aspects of cultures. And recommend ways of getting to know them.**



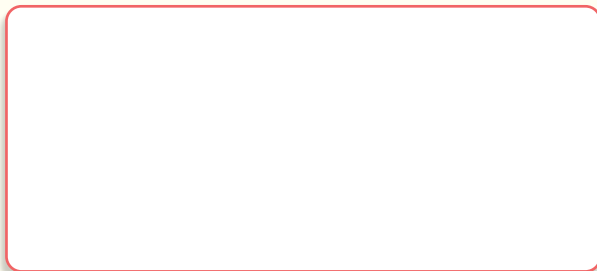
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The UAE has become one of the top international holiday destinations in recent years.

Draw a picture for tourists showing a symbol of UAE cultural heritage.

Consider the following:

- **Why you chose this item.**
- **Why it is important to you.**
- **What cultural significance it has.**



Activity 5 (10 minutes)

Organise students in a standing circle, each holding a picture they have drawn of a symbol or artefact of their culture. In the circle, ask each student to share with their classmates what the item is, why they chose it and what type of cultural significance it holds for them.

The following questions can act as stimuli to guide the discussion:

- What made you choose to draw this item over other items?
- Do you think the item is as important to your parents?
- Do you think someone else (from your culture) would feel the same connection to this item?

Extension idea: Ask the students to choose five items from the lesson that they feel would best represent the UAE if they had to explain to a tourist what the country is like.

To finish, complete the KWL chart on the board focusing on the 'L' part, 'What have I Learnt about culture'?

Differentiated Learning

For Beginners

Ask students to write a caption for their drawing.

For Advanced Students

Ask students to write an article about the importance of the symbol or article in Emirati culture. The articles could be put together as a presentation to be used at an international tourism exhibition.

Key Skills (Head, Heart, Hands)

- Critical reflection
- Critical thinking
- Empathy
- Anti-racism
- Teamwork
- Dealing with complexity

Evaluation/Reflection

- Assessment for learning: KWL chart on culture

Ask the students to give an example of this in the context of their own culture.

- b. The deeper aspects include:
 - Communication style (Facial expressions, gestures, body language)
 - Manners (Friendship, modesty, hygiene)
 - Customs (Birth, death, marriage, religion, raising children)

In order not to fall into prejudice, the best way to know more about anything is to research it. One can research online or have friends who tell you about the deeper part of their culture.

Lesson Objectives

In this lesson, students learn how to appreciate what difference, diversity and multiple perspectives have to offer society.

Required Materials

- Potatoes (teacher sources in advance or else students bring to lesson)
- Potato sack or bag

Learning Outcomes

- Explain how social background (such as social class, school, town, ethnicity and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people.
- Demonstrate respect for differences while treating peers as equals in interactions in the classroom and wider school.

The slide is titled 'Lesson 2' and 'How Tolerance Appears in Society'. It features a blue background with yellow text. A small header in the top left corner reads 'Unit 1 Respect and Tolerance in a Diverse Community'. A box on the right lists the learning outcomes. The page number '14' is in the bottom left corner, and a copyright notice is in the bottom right corner.

Unit 1 Respect and Tolerance in a Diverse Community

Lesson 2

How Tolerance Appears in Society

Learning Outcomes

- Explain how social background (such as social class, school, town, ethnicity and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people.
- Demonstrate respect for differences while treating peers as equals in interactions in the classroom and wider school.

14

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Vocabulary

diversity

snap judgment

multiple perspectives

policy

1 You are about to meet two visitors to your class! Think about questions you can ask them to find out more about them and their culture. But take note that the visitors can only answer 'yes' or 'no' to your questions. Think of a few questions before your teacher introduces them.



KEY FACT

Africa is home to nearly 1,500 of the world's languages which makes it the most linguistically diverse continent in the world.

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Unit 1 Lesson 2

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Diversity

Many different types of people (or things) being included and treated as equal.

Snap judgment

A decision made in a hurry without thinking, usually straight after meeting someone or an event.

Multi perspectives

Acknowledging that there are numerous ways of looking at something and that a variety of different standpoints can be helpful.

Policy

A document or statement used by an organisation to guide action.

Do you wear special clothes in your country?

Facilitate the questions and answers for about five minutes and then ask the class if they can summarise what they have learnt so far about the visitors. There may be some confusion or frustration emerging at this stage if the class perceive inconsistency from the visitors. Now ask the two volunteers to explain that there was a trick in the game.

Explain to students that the activity is designed to show how much of our communication is non-verbal and how we are much more aware of how other people react to us than how we interact with others. Smiling at someone for instance usually elicits a positive response and yet we can't be sure they understood the question.

How do you think this might apply when speaking to people from different cultures?

This activity reveals how initial assumptions can be misleading and it is important to be open-minded when meeting new people.

Activity 1 (10 minutes)

Explain to students that they are about to meet two new visitors to their class. Invite them to think of questions which might help them find out more about the visitors and their culture. Explain that the visitors can only answer 'yes' or 'no' so they should formulate their questions accordingly.

Ask for two volunteers from the class who will play the roles of the visitors.

While the rest of the class are thinking of questions, take the two volunteers aside. Explain that there is a trick in this game: no matter what the question is, they should answer 'yes' to anyone who is smiling.

Suggest questions like:

Are you from another country?

Do you speak Arabic?

Do you speak English?

Do you speak another language?

Is your country far away?

Activity 2 (20 minutes)

Read the story 'The Boots' in the Student Book and facilitate a discussion with the students afterwards about first impressions and snap judgements.

Suggested Answers

- a. Khaled placed such emphasis on his shoes because they are a symbol of a person's socio-economic status. The shoes are a fashion statement and wearing them also shows everyone which social class he belongs to.
- b. Khaled's first impression of Abdallah was that he didn't have interesting shoes. He probably also assumed that Abdallah comes from a poorer family who can't afford expensive shoes. He might also have assumed that Abdallah is not interested in having special shoes.
- c. Khaled made a snap judgement based on the shoes that Abdallah was wearing. He didn't wait to learn more about the boy, his background or his personality. Khaled may not have been taught that we should get to know someone before we make judgements based on appearances alone.
- d. Khaled realised how he had been unwelcoming to Abdallah and he could now see how difficult Abdallah's life was compared to his own. Khaled empathised with Abdallah. He understood how tired and perhaps disheartened the new boy was. He decided to make friends with Abdallah. He wanted to help the new boy settle in and feel welcome. Khaled felt empathy for Abdallah.
- e. Accept all logical answers.

Differentiated Learning**For Beginners**

Ask students to draw a cartoon of a person they know. Have students exchange their cartoons. Ask them to **Think** about the image they receive. **Pair** students so they can discuss what they think the person depicted is like. Ask them to **Share** their opinions and see how many of their assumptions are correct.

For Advanced Students

Ask students to write a story with the title 'You can't judge a book by its cover'.

2**Read the story *The Boots* then discuss the questions that follow.**

Khaled wasn't listening to the teacher. He was staring at his new trainers. Their school had a strict uniform policy except for feet. You could wear whatever you wanted on your feet, and Khaled was determined to make the most of that! He thought all of his personality was reflected in his bright blue trainers. School was hard work but at least his trainers were interesting. Suddenly, the teacher was introducing a new boy - Khaled looked up. Abdallah stood in front of the class, shuffling nervously from foot to foot... but Abdallah wasn't wearing bright trainers like him. He was wearing ordinary solid black boots, covered in dust. "I don't think he's a very interesting person," thought Khaled. He wouldn't bother trying to make friends with Abdallah. Later that day, after spending what seemed like a long time on his homework, Khaled went outside to play with his friends. Khaled spotted a little figure walking towards one of the small houses at the end of his street, a school bag swinging on his shoulder. "Who is coming home from school so late?" he wondered. He watched as the figure reached his front door and sat down on the step, exhausted. "It's Abdallah!" realised Khaled. As soon as he sat down, Abdallah reached for his feet and ripped off his boots. Khaled felt a strange unease in the pit of his stomach. "No wonder he wears those boots if he had to walk for so long," thought Khaled. "And I thought it was because he wasn't interesting!" Khaled left his friends and wandered over to meet Abdallah properly.



- a. Why do you think Khaled thought shoes were so important?
- b. What was Khaled's first impression of Abdallah?
- c. Why do you think he made such a snap judgement?
- d. "Khaled felt a strange unease." What do you think this line from the story means?
- e. Can you think of a time you made a snap judgment about someone only to change your mind when you got to know them a bit better?

Activity 3 (10 minutes)

Ask students to read about the diversity in schools in the UAE. Explain that diversity could also mean difference in abilities. Give examples of people of determination and the different needs they have.

Suggested Answers

Exposure to a diverse society at a young age develops open mindedness, tolerance and acceptance of people from different cultures. Mingling with peers from different cultures and countries and hence building international relations naturally leads to the global citizens in adulthood.

Moral, Social and Cultural Studies | Grade 06 | Term 2

Read about diversity in schools of the UAE then answer the question.**3**

The UAE recognises the importance of preparing its students for the diversity they will meet in their future careers. "We have to prepare our students for rapid change and working collaboratively with people they have never met before from all parts of the world," said one school head Teacher. "We are proud of the diversity and tolerance that exists in our school community," he said. "For the learners in our classrooms, it is normal for them to be working together with other students from different parts of the world with multiple perspectives. This encourages them to think flexibly, to be balanced and open-minded, and inter-culturally aware."

a. How does diversity at young age affect being a global citizen?

4

Stand in a circle and examine your potato carefully. Does it have any special features? Any particular lumps or bumps? Pay special attention to its shape and size. Put your potato in the sack with all the other ones. When they are spread out on the floor, see if you can identify the potato that belonged to you!

**KEY FACT**

Did you know there are over 4,500 different types of potatoes in the world?! Think of all that diversity among just one type of vegetable!

5

Diversity involves respect for difference. We are all different. And we all have different skills. By working together and learning from each other, we can achieve many things.

What skills and qualities do you have?

.....

.....

What would you like to learn about and benefit from different cultures?

.....

.....

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Unit 1 Lesson 2

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Activity 5 (10 minutes)

Read out the activity introduction. Emphasise that respect for difference is essential in a diverse society. We can all learn from each other!

Have students write three qualities or skills they have in school and three things that they could improve by learning from others.

When they have completed their lists, invite students to mingle and compare their lists and discover someone they can help and someone who can help them.

Explain that the diversity of ability and culture in the classroom contributes to the whole class and that everyone has something to learn and everyone has something to offer. By becoming aware of what makes us different, we can all learn something.

Key Skills (Head, Heart, Hands)

- Imagination and curiosity
- Active listening and multiple perspectives
- Creativity and collaboration

Evaluation/Reflection

- Teacher can utilise 'Thumbs up, Thumbs down' at various points during the activities to assess whether students are staying on-task and are aware of the expectations of the activity.

Assessment for Learning (AfL): Teacher observation of comprehension and on-task behaviour during visitor and potato games.

Activity 4 (10 minutes)

Give each student a potato.

Form a circle in the middle of the room and ask students to look closely at their potato. Encourage them to become aware of its shape and size, any identifying marks, features, lumps or bumps!

Now collect all of the potatoes into a sack and pour them in the middle of the circle. Ask students to try to identify his or her potato.

Ask students:

Is it hard to identify your potato?

Did everyone find their original one?

How do you know?

In the following discussion, encourage the students to reflect on how each potato, although very different in its own way, still remained a potato inside.

Lesson Objectives

In this lesson, students will learn to recognise the similarities as well as the differences that exist between people of all backgrounds. They will also learn about the importance of having empathy for people who have different values and traditions.

Required Materials

- Photograph of each student
- Sticky labels

Learning Outcomes

- Give reasons why it is important to respect the beliefs, values and traditions of others.
- Articulate some of your own prejudices and offer strategies to overcome them.
- Demonstrate respect for differences and treat peers as equals in the classroom and wider school.

Unit 1
Moral Character and Virtue Ethics

Lesson 3

Forgiveness

Learning Outcomes

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

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Vocabulary

forgiveness

regret

1 Discuss the following quote with your class:



When you forgive you don't change the past but you do change the future.
Bernard Meltzer



Enriched culture

A culture that is vibrant, innovative and evolving, and interacting with other cultures.

Tolerance

The quality of accepting people and their behaviour and opinions even if you are not in agreement with them.

Activity 1 (10 minutes)

Invite students to fill in the uncompleted jigsaw in the Student Book.

In the blank part of the picture you might expect to see any of the following:

- An island
- A boat
- A fish
- A strip of colour
- A beach

More creative students will have other ideas.

When their drawings are complete, students should compare them with their classmates. Tell students that all of the drawings are very good even though they look very different from each other.

Explain that each student perceives things in a different way and that this is what multiple perspectives looks like in practice. Emphasise that this is a good thing.

Activity 2 (15 minutes)

Read the article about a student who had a learning disability called dyslexia. Explain that dyslexia is quite common in schools today but that years ago, before it was recognised as a learning disability, people who had this disorder were considered slow and less able. They were often made fun of because their fellow classmates did not understand their differences.

Suggested Answers

- a. The writer believes that if his teachers and fellow classmates had not been so supportive and tolerant of his differences he would have suffered at school. Perhaps he would have been bullied and made fun of.
- b. Teachers should foster an environment of equal opportunity in the classroom. In the article, the writer praises one teacher in particular for making all the students feel equally important. Teachers should be vigilant in preventing students from bullying or taunting students who are different.
- c. The writer believes that being different can be an advantage because it means that in order to achieve, collaboration and teamwork are necessary. Being different helps people make use of their individual personalities and talents.
- d. There is no such thing as a typical student as each one of us is unique.

2

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."

Mary stared at the scratch on her tablet. She felt too ashamed to look at her brother.



- a. What sort of a relationship did Mary have with her brother? Has it changed? Why?
- b. Why do you think Ado was crying?
- c. What do you think will happen next? Why?

Activity 3 (10 minutes)

Read the article about the need for diversity in today's world. Emphasise that diversity in the workplace is necessary because different skills are needed to run businesses.

You can give the school as an example: there is a need for different roles such as managers, accountants, teachers, vendors, students, cleaners, bus drivers, etc.

Explain to students what innovation means: the application of new solutions to meet the requirements or needs of a situation.

Suggested Answers

- a. Other projects might include:
- The running of a successful restaurant or other business
 - Community event such as a mini-marathon or beach-cleaning day; a fundraising event for a local charity, etc.

3

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.



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

.....

- b. **Write out another sentence or action that you could use to grant forgiveness.**

.....

4

With your partner, come up with a scenario where a conflict happens between friends and where forgiveness may be needed.

- Write the scenario on a piece of paper clearly describing the characters involved and what happened.
- You need to describe at least two characters clearly and no more than four.
- You could use famous characters from a movie, TV or history who were involved in a conflict. Perhaps they never forgave each other but during your drama you can describe what would happen if they did.



With your group, act out your assigned scenario in a short drama.

- Use the language you have learned from the previous activity.
- Try to imagine how your character felt in the situation.



When a deep injury is done to us, we never heal until we forgive.

Nelson Mandela



5

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

- How does it feel to forgive someone?
- What happens when forgiveness does not happen?
- Is there someone in your life that you need to forgive?
- Consider the quotes you encountered in this lesson. What do they mean to you?



Unit 1 Lesson 3

20

Differentiated Learning

For Beginners

Ask students to list where can they see aspects of different cultures in the UAE (for example, food courts, buildings, Dubai Global Village).

For Advanced Students

Ask students to give examples of international companies and their global products (for example, companies that produce make-up, food or cars).

Activity 5 (5 minutes)

Ask each student to think about themselves as individuals. In what way are they proud to be different from everyone else in the group? Encourage them to think about the following:

- Appearance, talent, skill, trait or personality
- Ways in which the things they like or dislike may be different from other people in the group

Invite them to write down two sentences on a sticky label and place it with their photograph on display.

Differentiated Learning

For Beginners

Ask students to choose key words rather than full sentences for photograph activity.

For Advanced Students

Ask students to mix up the labels and try to match them to the photographs.

Key Skills (Head, Heart, Hands)

- Problem-solving
- Deliberation
- Care
- Respect
- Decision-making
- Participation

Evaluation/Reflection

AfL: Teacher observation of comprehension and on-task behaviour during the activity.

Activity 4 (15 minutes)

Ask students to read the text about Dubai and then answer the questions.

Suggested Answers

- Living in a diverse community requires tolerance and respect. It also creates an incentive to learn from other cultures and perhaps adopt some of their habits. New cultures enriched Dubai by introducing different customs and ways of doing things; for example, food, clothes, new ideas in work. As for the newcomers to Dubai, they also benefited from the habits of the Emiratis; for example, hospitality, fairness and tolerance.
- International companies deal with many different countries. In order for their customers to be happy and satisfied, the companies need to have products for every culture. If those companies have multinational employees, they will have ideas about what to produce that will achieve customer satisfaction.

Lesson Objectives

In this lesson, students will learn to identify, name and challenge prejudiced behaviour.

Required Materials

- Flexible seating to create floor space for walking debate

Learning Outcomes

- Articulate some of their own prejudices and offer strategies to overcome them.
- Demonstrate respect for differences and treat peers as equals in the classroom and wider school.

Unit 2 Respect and Tolerance in a Diverse Community

Lesson 4

Recognising Prejudice in Society

o Learning Outcomes o

- Articulate some of your own prejudices and offer strategies to overcome them.
- Demonstrate respect for differences and treat peers as equals in the classroom and wider school.

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Vocabulary

prejudice

sympathies

1 “Why is the popular group of students teasing that new British kid?”
 “How come Henry never gets picked to play on the team?”
 “Why are those kids scribbling on Veronica’s new bag?”
 Have you ever asked yourself questions like these?
 What is the answer?



Prejudice

Pre-judging someone or something. A pre-conceived idea formed without any basis in knowledge or fact.

Sympathise

Feel with others.

Explain that speaking up and stopping the bullying behaviour would show **solidarity** with the target.

Differentiated learning

For Beginners

Ask students to identify any other examples of bullying or discrimination that they can think of or that they have witnessed.

For Advanced Students

Ask students to describe how they would react if they witnessed an example of bullying or discrimination. Would they be a bystander and react with apathy? Or would they speak up and show solidarity with the target. Ask them to explain the reasons for their answer.

Activity 1 (5 minutes)

Ask students if they have ever come across behaviour like that described in the questions. Students should recognise that these are all instances of bullying.

Suggested Answers

The answer to the question ‘Why?’ is often some form of prejudice or discrimination against someone who is different in some way. This could be because of gender, race, cultural background, or something as simple as being shy or having freckles!

Ask students how they would act if they were a witness to bullying or discrimination.

Explain that being a **bystander** means that they would take no action whatsoever. Being a bystander entails watching the behaviour and the discomfort of the target and simply doing nothing. This shows **apathy**, which is the opposite of empathy. It means that the witness is unmoved by the bullying and feels no sympathy for the target nor anger at the perpetrators.

Activity 2 (15 minutes)

Read the story about prejudice and explain that it comes from a fear of the unknown. In history, when people lived in smaller communities, and resources were scarce, it was common for neighbouring communities to compete for the same resources. This led to a deep distrust of anyone who did not belong to the same group as them.

In modern society, however, nations are not as homogenous as they once were and transport and the media have contributed much towards an unprecedented familiarity between different people and cultures.

Suggested Answers

- a. People were afraid because they didn't have the opportunity to get to know the people from neighbouring villages. They believed that strangers were a threat to their survival.
- b. If the people had got to know each other, they might have seen that they were quite similar. They might have become more accepting and tolerant of each other.
- c. The media has played an important role. People all over the world play similar games, watch similar programmes, and receive similar news broadcasts. The media has also taught people more about the different cultures and traditions of the world so they realise how much alike we are as humans. This leads to more tolerance and acceptance.

Differentiated Learning**For Beginners**

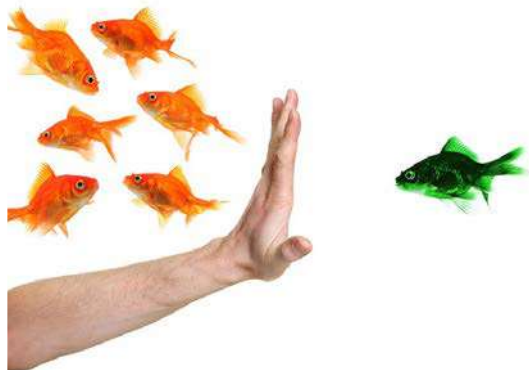
Ask students to write three sentences that would help someone understand their culture better.

2**Read the story about prejudice then answer the questions that follow.**

Long ago, people used to be afraid of others who wore different clothes, had different facial characteristics, or who did things in a different way. Long ago, there were no cars or aeroplanes either. That meant that people didn't have the means of transport to travel and meet different people. They usually stayed in the place where they were born, with the same people they had grown up with and never saw an unfamiliar face or tried unfamiliar food. It's no wonder then that people were afraid when they saw strangers from neighbouring communities. They probably thought they were there to rob them! Maybe we have even heard stories that have been passed down through the generations about 'bad' people from faraway places.

Nowadays, we all have the freedom and the means of transport to travel to, or live in different places. Therefore, we are constantly meeting new people from different backgrounds. Not only are we meeting different people in real life, but we are also getting to know the world through television and social media. TV documentaries and shows enable us to learn about other cultures and social media provides us with even more information. Never before have people from all over the world been so close.

We live and work side by side so we need to respect each other's differences and overcome any prejudices that we have.



- a. "It's no wonder they were afraid." Why do you think the writer said this?
- b. If the neighbouring communities had the opportunity to get to know each other, what do you think might have happened?
- c. What role do you think the media has played in helping diverse groups of people get to know each other?

Activity 3 (10 minutes)

Read the story about a boy who had been influenced by stories he had heard about people from another country.

Explain to students that prejudice is based on unreasonable likes and dislikes of a person or a group of people. The prejudice is unreasonable because it does not have any basis in fact.

Suggested Answers

- He had this view because he had listened to his uncle without taking time to form his own opinion. He was wrong.
- We learn that while it's always good to listen to the opinion of others, we should wait until we are properly informed before forming our opinions.

Activity 4 (15 minutes)

Explain to students that they will participate in an activity called a 'walking debate'.

Clear space on the floor and put posters titled 'Yes', 'No' and 'Maybe' on the left-hand side, middle and right-hand side of a classroom wall.

Read out the following statements and give the students time to think about their answers before taking their position beside the relevant poster.

Walking Debate Statements

- We all have prejudices.
- Prejudice is understandable as long as we don't act on it.
- It is okay to laugh at prejudiced jokes; we shouldn't take humour too seriously.
- I believe prejudice cannot be eliminated through education.
- I believe racism is a big problem in the world today.
- We need to do more to tackle prejudice in our school.
- I would stand up for a friend if I heard someone make a prejudiced comment towards them.
- I would stand up for a stranger if I heard someone make a prejudiced comment towards them.

3

Read the story about prejudice then answer the questions that follow.

Last year, Jack joined our class. His family had recently moved to Abu Dhabi from North America. I had never really met anyone from America before. To be honest, I wasn't expecting much! My uncle Mustapha says that most Americans eat unhealthy foods and watch TV all day. As he's my favourite uncle I tend to believe what he says.



One day, the teacher put Jack next to me in class. During lunchbreak we sat together and he told me that his favourite hobby is indoor wall climbing. "That's my all-time favourite thing too!" I said. Jack told me that his mother gets nervous that he will fall and we laughed because mine does too. Jack told me that he hardly ever watches TV and prefers to read. I told him what my uncle said about Americans eating unhealthy food. Jack said that some Americans do eat unhealthy food but that many don't. His family are vegetarian and his mother hardly ever lets him eat sugar. I sympathised because mine is very strict about treats too. It turns out that Jack and I have a lot in common and we are now best friends. These days when I meet new people, I try to judge them after I get to know them, not before.

- Why do you think the writer had this view of Americans? Was he right?**
- The writer says that he believed his uncle because he was his "favourite uncle". What lesson can we learn from this?**

After each statement, when the students have chosen their positions, ask for volunteers to explain why they made that decision. Facilitate a debate between the various viewpoints and, where relevant, ask if anyone would like to change their mind when a particular discussion has finished. If there is an answer option which only one or two students have chosen, you may decide to act as an 'ally' for them during the questioning in order to get more of a discussion going.

4

Share in this walking debate where you vote with your feet!

Remember, this is not like other subjects, there are no right or wrong answers and you can change your mind about a statement at any time!



5

List five cultures in the order of which you like best. Then prepare your project for the next lesson.

1.
2.
3.
4.
5.

Key Skills (Head, Heart, Hands)

- Problem-solving
- Deliberation
- Care
- Respect
- Decision-making
- Participation

Evaluation/Reflection

AfL: Peer review in activity 4.

Additional

Depending on the level of understanding in your class, some pre-teaching around the definition of 'prejudice' may be necessary before the walking debate.

Activity 5 (10 minutes)

This activity is a project for students to research at home and present in the next lesson.

Ask each student to list five cultures. Top of the list will be the one they like most and the last will be the one they like least. Ask students to be honest as this is very important for their project.

Check their lists and circle the culture least liked by each student. Then ask students to do a project about the circled culture. Take note of the culture that each student is doing. You may want to combine projects for those who share the same choice.

Tell students that the aim of the project is to explain different aspects of the culture. Encourage them to include photos.

Students will present their project at the end of the next lesson. They will be asked to compare what they knew and felt about the culture before and after they have completed the project.

Lesson Objectives

In this lesson, students will celebrate the diversity that exists within their own learning environment. They will learn that there is much to learn by embracing differences and living in a tolerant society.

Required Materials

- Templates of umbrellas
- Markers
- Sticky labels
- Graffiti Wall (large poster or section of blackboard)

Learning Outcomes

- Articulate some of your own prejudices and provide strategies to overcome the prejudices.
- Demonstrate respect for differences while treating peers as equals in interactions in the classroom and wider school.

Unit 1
Moral Character and Virtue Ethics

Lesson 5

Change and Personal Development

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

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Vocabulary

affirmation

personal

development

compliment

1

In order to improve, we have to be willing to learn and change.



With your class, discuss the following:

- a. What is personal development?
- b. Why is personal development valuable?
- c. Are we in charge of our own personal development?
- d. What is one thing you would like to improve about yourself?

Unit 1 Lesson 5

28

Anti-racism

Opposition to all types of discrimination based on race or culture.

Audit

An official evaluation or assessment of an organisation.

Activity 1 (10 minutes)

Divide the class into approximately four groups. Give each group an umbrella template, some sticky notes and a marker pen. Ask them to list as many things as possible that are common to members of their group.

Suggested categories to guide the activity

- Strengths and weaknesses
- Hobbies and interests
- Family traditions
- Dreams and ambitions
- Food
- Entertainment

Ask the students to write their suggestions on a sticky note and stick them on the template of the umbrella.

If during the activity students find things that they don't have in common but are individual to them, invite them to write them on a sticky note and stick it on their clothes as a 'badge' (not label!) they can be proud of.

Bring the group back as a class and see what common ideas have emerged. These should be written on a new umbrella which represents the class.

Ask the students to think about the whole-school environment. What are some of the things they have in common with other students in the school? Write these on another separate umbrella.

Activity 2 (15 minutes)

Explain to students that they are most likely unaware of just how diverse the school is. Ask them to read the text about one school which found a way to discover the diverse composition of the student body.

Tell students they can use questions like the ones in the story to create their own audit. More suggestions are:

Do you wear glasses?

Do you have special educational needs?

Do you have difficulties with mobility?

Do your parents find it difficult to buy school supplies?

Tell students that it is important that they maintain confidentiality when they collect the completed questionnaires.

Suggested Answers

- a. It is important to know how diverse a school is so that individual needs of students are met and any difficulties they encounter can be overcome.

Divide the class into groups and suggest that the students propose an Action Plan Policy document for the school so that maximum support can be given to students from diverse backgrounds.

Provide a separate area of school life to different groups (materials, curriculum, visual environment, behaviour, involving parents, etc), and ask how they think these areas could be improved by the school authorities.

Students should ask if diversity is represented in the visual environment of the school, if multiple perspectives are represented in the books in the library, and if the school mission statement reflects the principles of equality and diversity, if extra facilities are required, if accessibility can be improved, etc.

Differentiated Learning**For Advanced Students**

Ask students to draw up a report under the different headings of how the school authorities could provide a more supportive environment for students from diverse backgrounds.

2**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.



- 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?

Activity 3 (20 minutes)

Explain to students that living and learning in a multicultural environment enriches their learning experience. However, some students may feel left out or excluded from time to time. Explain the key word **anti-racism** – being actively opposed to any form of prejudice or discrimination based on race or cultural background.

Explain to students that one way to make sure that certain students never feel excluded at school level is to produce an Anti-Racism Statement or Inclusion Policy. Explain that they will create an action plan with a view to eventually developing such a document for the school.

Suggested Answers

- Make our school a safe and happy place for everyone.
- Speak out against bullying and racism in our school.
- Treat everyone with dignity, respect, and equality at all times, regardless of their appearance, gender, colour, race, ability, socio-economic status, etc.
- Use kind, caring and respectful language.
- Appreciate and celebrate the diversity of cultures within our school.
- Have the courage not to be a bystander. We look out for our classmates.
- Welcome and include everyone into our games and activities.
- Think before we speak or act.
- Empathise with others – we will try to put ourselves in others' shoes.

Differentiated Learning

For Beginners

Ask students to think of key words that describe tolerance and draw images to accompany those words.

For Advanced Students

Ask students to elaborate on the school charter by proposing actionable ideas for improving tolerance in the classroom and wider school environment. For

3

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.

example, for 'make our school a safe and happy place for everyone' students could propose to place photographs of different countries or artefacts on the school noticeboard, etc.

Activity 4 (15 minutes)

Explain that World Day for Cultural Diversity for Dialogue and Development is on May 21 every year. Many schools, though, organise special days throughout the year when the different cultures of their students are celebrated. Parents and family friends are invited to visit the school and learn about the different cultures through presentations, project displays, and various performances that give insights into the cultures and backgrounds of the students and teachers that make up the school body.

Have students read the article about one such event in Dubai. Ask students to **Think** about the question below. **Pair** students so that they can discuss their responses. Then ask students to **Share** their answers with the class.

4

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?



5

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?

Unit 1 Lesson 5

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Activity 5 (30 minutes)

Allow students to present the project they prepared as part of Lesson 4.

Allow time for students to ask questions about the projects.

Ask each student if they changed their minds about the culture they did their project on.

Ask them if they think they were prejudiced towards that culture before they learnt about it.

Key Skills (Head, Heart, Hands)

- Communication and deliberation
- Anti-racism and resilience
- Research and taking action

Additional

It may not be possible to finish the action plan within this lesson, so you might consider this as a starting point for further work which can be done through the Action Project Unit.

Evaluation/Reflection

Sharing of success criteria.

Suggested Answers

- a. Students learned about the dress, food, geography, traditional dance and music, architecture and décor, etc. These are mentioned in the text but students possibly learned about the history of the different countries too.
- b. Yes. The key to overcoming discrimination and prejudice is overcoming ignorance of other cultures and diverse backgrounds. Most discrimination is based on fear of the unknown. Communication between diverse groups leads to understanding. As people become familiar with others from different backgrounds, they begin to see similarities and the significance of differences is diminished.
- c. Students will probably feel proud to be citizens of a nation that is tolerant of differences. Students from diverse backgrounds or who have differences will especially welcome the statement from HH Sheikh Mohammed bin Rashid Al Maktoum. They will feel included and welcomed in the society they live in.

Domain: Moral

Unit 2:

How the UAE Grew Into the Diverse, Inclusive Society That It Is Today

Unit Objectives

The aim of this unit is to allow young people to explore the concept of cultural change and develop cultural competence. They will examine how museums help to preserve cultural traditions. And then will work together to create their own museum exhibit.

Unit Description

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

Domain Moral

How the UAE Grew into the Diverse, Inclusive Society that it is Today

Lesson 1	Museums in the UAE
Lesson 2	Cultural Change
Lesson 3	Research on Museum Exhibits
Lesson 4	Preparing Exhibits
Lesson 5	Opening Day of the Museum

?

How did the UAE develop into a culturally diverse society over the decades?

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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.

What do we mean by cultural heritage and multiculturalism?

Why has Emirati culture changed over time?

How do museums, art galleries, archives and other bodies maintain cultural heritage?

How does the past inform our future?

What is cultural competence?

Exploratory Questions

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

Learning Outcomes

1. Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity'.
2. Research and analyse how and why Emirati culture has changed over time and the ways in which museums, art galleries, archives and other bodies maintain the cultural heritage.
3. Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.
4. Evidence their 'cultural competence' by participating in a school or community-based activity or event.

Lesson Objective

Explore the role that museums play in maintaining culture.

Required Materials

- Pack of pictures for sorting
- Paper
- Pens
- Crayons/Markers/Colouring pencils
- Flyers or leaflets from local museums
- Few copies of the picture of The Blacas Ewer

Learning Outcomes

- Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity'.
- Research and analyse how and why Emirati culture has changed over time and the ways in which cultural institutions maintain the cultural heritage.
- Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.
- Demonstrate their 'cultural competence' by participating in a school or community based activity or event.

Unit 2

How the UAE Grew into the Diverse, Inclusive Society That It Is Today

Lesson 1

Museums in the UAE

Learning Outcomes

- Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity'.
- Research and analyse how and why Emirati culture has changed over time and the ways in which cultural institutions maintain the cultural heritage.
- Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.
- Demonstrate their 'cultural competence' by participating in a school or community-based activity or event.

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Vocabulary

museum

archaeology

heritage

culture

Museums tell us about our past and our heritage. Explain the definition of a museum in your own words.

A museum is:

Identify these three famous museums by matching each one of them to its name.



a. The British Museum, London, UK



b. Museum of Islamic Civilisation, Sharjah, UAE



c. Louvre Abu Dhabi, UAE

Museum

A building that houses and displays important objects from the past, such as artefacts and fossils.

Archaeology

The study of objects from the past, especially bones, fossils and equipment.

Heritage

The shared history of a group or community, including its traditions, customs and values.

Culture

The shared values, customs and traditions of a people.

I recognised it. I've visited it. It looked like Sharjah architecture.

Explain that:

- The Louvre opened a new museum in Abu Dhabi in 2017. It is the largest art museum in the Arabian peninsula.
- The British Museum is a museum containing objects from human history, art and culture. Its oldest object is 2,000,000 years old!
- The Sharjah Museum of Islamic Civilisation contains 5,000 artefacts from the Islamic world. Contains carvings, ceramics, manuscripts and scientific instruments.

Explain that all these museums help to preserve culture and educate us about our shared past. They help us to understand our own cultural heritage and the heritage of other cultures.

Activity 1 (10 minutes)

Explain that many cities in the world have famous museums, which tell people about their past and their heritage. Check that students understand what a museum is. Ask them to write a definition in their student book.

Explain that a museum is a storage place for collecting and displaying objects that have scientific, historical or artistic value. Objects in museums can tell us about our heritage (Where we come from, our family's past, our culture and so on.)

Ask students to try and identify the three famous museums pictured and match them. How did they identify each museum?

Suggested Answers

1. c
2. a
3. b

Activity 2 (15 minutes)

Explain that students are going to read about Zafar, a UAE boy who visits the Sharjah museum with his family. Ask students to read the story.

Then have a discussion around the questions in the student book.

Suggested Answers**For Beginners**

- a. He wanted Zafar to learn more about his culture and heritage.
- b. Zafar is obviously interested in technology. He keeps thinking about his tablet. It's not surprising that he'd be interested in technology and equipment. Moreover, his generation is a generation of technology.

For Advanced Students

- c. This means that the museum's artefacts are part of Zafar's past. His ancestors used or were familiar with these artefacts. In this way, the museum preserves part of Zafar's heritage.
- d. Zafar is struck immediately by how impressive the building is. He realises that Islamic culture is something to be proud of. And inside the museum, he discovers the many different ways in which his culture and heritage have been expressed over the centuries.

2

Read the story *Zafar's Visit to the Sharjah Museum of Islamic Civilisation*, then answer the questions that follow.

Zafar thought his father had strange ideas about a good family day out. He was hoping they'd go to the zoo. Or maybe to the park. Or perhaps they'd go to the new shopping mall with the exciting new tablets on sale. His old tablet was practically an antique by now. It was time for an upgrade.

But no!

"We're going to the Sharjah Museum," his father announced.

"It'll be great."

"Maybe they'll display my tablet," Zafar suggested, pointing to his cracked screen and loose cable.

"You'll see plenty of antiques there," his father replied, laughing. "It's good for you to learn about your past and your culture."

"I remember the past," Zafar protested. "I remember hearing that this tablet was made many decades ago."

As they walked along Corniche Street, Zafar finally accepted that he wasn't going to get a new tablet.

The building was very impressive. Zafar was ready to admit that. Not as impressive as a new tablet. But impressive nonetheless, with its beautiful golden dome shining in the midday sun.

"Museums illuminate the past for us," his father was saying as they walked into the imposing building. "There are people from all over the world living in the UAE now. We welcome them and respect their cultures. But we should also respect our own culture. Modern life changes so quickly that we sometimes forget where we've come from."

"We've come from home," Zafar said, puzzled.

"I mean our heritage, our culture," his father said. "Look at all the exhibits here. These are all part of who you are. It's the greatest collection of Islamic artefacts in the world."



Although the building was impressive, that didn't prepare Zafar for the beauty of the objects on display in the museum. From the rare manuscripts in the Abu Bakr Gallery of Islamic Faith to the paintings and metalwork in the gallery, everywhere he looked, Zafar saw something that made him proud of his heritage.

His father, a successful businessman in the city, was perhaps not surprisingly most impressed by the collection of Islamic coins. But for Zafar, the highlight was the Ibn Al-Haytham Gallery of Science and Technology. It contained a variety of equipment and instruments, even an astrolabe.

But Zafar didn't see his tablet there...

- a. Why did Zafar's father think it was important to visit the museum?
- b. Why do you think Zafar was interested in the Science and Technology gallery?
- c. "These are all part of who you are." What do you think Zafar's father meant by that?
- d. What do you think Zafar learnt about his culture from the visit?

KEY FACT

An astrolabe is an astronomical instrument which measures the height of the stars above the horizon, which then enables us to roughly tell the time, to determine directions for navigation, and to create accurate calendars.

It was invented by the Greeks and further developed later by medieval Islamic astronomers.

Activity 3 (10 minutes)

Remind students that artefacts can tell us a lot about our past. Show the students the pictures of The Blacas Ewer asking them to look well at the inlaid decoration. Explain that this is one of the most important artefacts from the Islamic world. It was made in the 13th century in Mosul, Iraq.

Ask students to read the text. Address any questions they have.

Divide class into pairs. Ask each pair to discuss the questions in the student book. And then ask them to share their answers with the class.

Suggested Answers**For Beginners**

- The ewer is important first because of its beauty. It's a stunning example of metalwork. It also depicts many aspects of heritage, such as sports, military, literature and court life.

For Advanced Students

- The ewer gives us a good indication of how skilled the metalworkers in Mosul were. Also, it shows different aspects of culture and heritage, being almost a snapshot of court life at that time.

Activity 4 (15 minutes)

Remind students of the important role that museums play in preserving the past and helping us appreciate our cultural heritage. Unfortunately, not everybody is aware of the valuable role that museums play. So the students are going to encourage people to visit museums!

Divide the class into groups. Ask them to design a poster or leaflet of their own for their local museum. Brainstorm which museums are in their locality. (If there are not many (or any) museums locally, students can focus on a famous museum).

3

Read this article about the Blacas Ewer. Then, with your partner, discuss the questions that follow.

The Blacas Ewer, dating from the mid-thirteenth century, is among the most important objects in the history of Mosul metalwork. The ewer stands out for its beautiful inlaid decoration and depiction of a variety of themes relating to court life – hunting sports, military exercises, festivities – and literature.

Art is the expression of an artist's feelings and emotions, or the depiction of events that take place in the environment that surrounds him. The latter is even more true of artists in the past. The tradition of depicting daily life scenes of the past has produced artefacts that serve us today as history books. Pieces of art like this ewer, which display drawings or sculptures of ancient daily scenes of life, have helped us learn more about specific periods of history, and the way people lived then, including details such as clothing, food and other traditions.

This piece is displayed today in the British Museum, the first national public museum in the world. The fact that the Blacas Ewer is part of the collection of this museum emphasises the aesthetical and historical value of the piece.

- Why is the Blacas Ewer an important artefact?**
- What does it tell us about Islamic heritage?**

Differentiated Learning**For Beginners**

Ask them to focus their research on the items that are in the museum

For Advanced Students

Ask them to research the historical details of these items and their importance.

Ask students to present their leaflets and posters. Challenge each group on why people should visit their chosen museum. Ensure students touch on the following points:

- Museums teach us about our history and heritage.
- By understanding our past, we can better understand our present.
- They give us a chance to immerse ourselves in other cultures too and learn about different heritages.
- They preserve these past artefacts and remind us of how important our past is.

4

With your group, design a poster to encourage people to go to a museum in your locality.

Your poster should include the following information:

- What important objects are in the museum, and why they are important
- Who these objects might have belonged to
- A picture of some of the objects
- Why they are so impressive and worth seeing
- What they tell you about the past



Present your poster to the class, explaining why people should visit this museum.

5

Remember the three museums from activity 1? Now see if you can identify which objects can be found in which museum.

The British Museum

Sharjah Museum of Islamic Civilisation

Louvre Abu Dhabi



La belle feronnière - Italian artist Leonardo da Vinci, 1503 - 1506



Arrangement in Grey and Black No.1 - American artist James Whistler, 1834 - 1903



The Royal Gold Cup - France circa 1370 - 1380



The 'Sitara' (Curtain for the door of the Ka'aba in Makkah)



Astrolabe-astronomical instrument developed by Islamic scientists



Mask from Sutton Hoo - 7th Century

KEY FACT

The painting "Arrangement in Grey and Black No.1" is actually a painting of the artist, James Whistler's mother. It is more commonly known as Whistler's Mother.

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Unit 2 Lesson 1

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- Astrolabes - The astrolabe was perhaps the most important astronomical instrument developed by Islamic scientists.

The British Museum

- The Royal Gold Cup - France circa 1370 - 1380
- Mask from Sutton Hoo - 7th Century

Emphasise that museums not only teach us about our own cultures. They also educate us about artefacts from other cultures.

Key Skills (Head, Heart, Hands)

- Making connections
- Sorting
- Making deductions
- Questioning
- Debating
- Working as an historian.

Evaluation/Reflection

- Students' understanding of the importance of museums and the objects held within them will be evaluated through their leaflets or posters. The information that they include will show what they have learned.
- If possible, taking the students on a field trip to a museum would be a great idea to reinforce the learning in this lesson.
- You could extend the lesson by getting the students to complete independent research on one of the objects included in the lesson.

Activity 5 (10 minutes)

Divide the class into groups. Ask them to read the activity instructions in the student book. Draw their attention to the image table. Explain that some of these items would have been discovered by specialists who search for such artefacts. Ask students if they know what such specialists are called. Explain that they are archaeologists.

Explain that they need to match each item to the correct museum.

Allow groups 5 minutes to complete the activity. Ask each group to present one of its matches to the class, going around the groups until all correct matches have been identified.

Suggested Answers

- **Louvre Abu Dhabi**
 - La belle feronnière - Italian artist Leonardo da Vinci, 1503 - 1506
 - Arrangement in Grey and Black No.1 (Whistler's Mother) - American artist James Whistler, 1834 - 1903
- **Sharjah Museum**
 - The 'Sitara' (Curtain for the door of the Ka'aba in Makkah)

Lesson Objectives

In this lesson students will examine how Emirati culture has changed over the decades.

Required Materials

- Magazines for collage
- Paper
- Pens
- Large card for collages
- Glue sticks
- Speaking object

Unit 1

How the UAE Grew into the Diverse, Inclusive Society That It Is Today

Lesson 2

Cultural Change

Learning Outcomes

- Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity'.
- Research and analyse how and why Emirati culture has changed over time and the ways in which cultural institutions maintain the cultural heritage.
- Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.
- Demonstrate their 'cultural competence' by participating in a school or community-based activity or event'.

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Learning Outcomes

- Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity'.
- Research and analyse how and why Emirati culture has changed over time and the ways in which cultural institutions maintain the cultural heritage.
- Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.
- Demonstrate their 'cultural competence' by participating in a school or community-based activity or event'.

Vocabulary

multiculturalism

diversity

identity

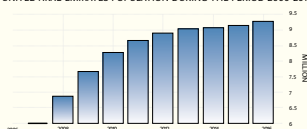
population

demographics

1 The graph below shows the change in population of the UAE. Discuss what is happening in this graph:

- What does this chart tell us?
- What do you think has influenced this growth in population?
- Where did all the people come from?
- Why did they come to the UAE?

UNITED ARAB EMIRATES POPULATION DURING THE PERIOD 2006-2016



- What does it tell you about the changes in the UAE?

Multiculturalism

Having a variety of cultures in one place and appreciating the rich variety that this leads to.

Diversity

Containing a mix; engaging people from different backgrounds.

Identity

What makes a person unique, or part of a specific group.

Population

The number and variety of people in a specific area.

Demographics

The study of populations and population movement.

Activity 1 (5 minutes)

Explain to students that the UAE is a modern society that values multiculturalism and diversity. Check that students understand what these terms mean. Ask them to write definitions in their student book.

Model some definitions on the board:

Multiculturalism: Having a variety of cultures in one place and appreciating the rich variety that this leads to.

Diversity: Containing a mix; engaging people from different backgrounds

Draw students' attention to the graph in the student book. Explain that it shows population change in the UAE since 2006.

Discuss the questions in the book:

For Beginners

- The UAE population has increased steadily, with significant growth in recent decades.
- The discovery of oil and the influx of people from other countries to work in the UAE.
- They have come from many countries, especially India, Bangladesh, Pakistan, Egypt, the UK and Ireland.

For Advanced Students

- They mainly came here for work.
- The UAE is becoming more diverse and multicultural.

Activity 2 (15 minutes)

Emphasise that many cities are very much multicultural societies that welcome people from different countries. As a result, their inhabitants are likely to see and encounter many diverse cultures every day.

Marseilles, one of the largest French cities, has always been a major gateway into France for many immigrants mainly due to its big port, open to the Mediterranean Sea.

Explain that they will now read about Bernard, a French boy who lives in Marseilles, a major multicultural city in France. Ask students to read the story, paying particular attention to the attitudes of both Bernard and the people who have settled in his town.

Then discuss the questions in the Student Book:

- a. Many large cities in the world attract people from different parts of the world. Port cities are more inclined to become culturally diverse by their geographical location.
- b. Ask students to share their thoughts about multiculturalism. Emphasise that we should treat all cultures with respect. We shouldn't be afraid of difference.
Bernard is clearly excited by the rich variety of cultures in this town. He likes to learn about other cultures and looks forward to visiting other countries in the future.
- c. The UAE government is a pioneer in the encouragement of tolerance and the fight against discrimination. Even before the creation of the Ministry of Tolerance in 2016, UAE citizens have always welcomed and respected people from all nationalities.

Draw students' attention to the Think text. Ask students to think about difference over the coming week. People who are different are often excluded by society. However, if we learn about difference and make an effort to understand others, we are more likely to welcome them and include them in our groups.

2

There are many multicultural cities in the world. Read this story about *Bernard and his multicultural street*. Then discuss the questions that follow.

Bernard enjoyed walking to school. He liked the exercise. He liked the peace. And he liked being alone with his thoughts. It helped him to clear his mind before starting his school day. Also, he liked looking around him as he walked through his city Marseilles, France. He was interested in people. He was what his father always called him, a 'people person', someone who is interested in the people around him.

Being a friendly person, Bernard made an effort to get to know as many people as possible. He liked the Vietnamese family who had moved into the town last year. Their son Anh Dung went to the same school as Bernard. Indeed, Bernard hoped to visit Vietnam some day, having heard his friend's wonderful descriptions of the Marble Mountains in Vietnam. And then there was that nice Armenian couple. Both of them attend to their clients in the chic jewellery shop they own. The woman explained to Bernard's mother that their parents were forced to leave Armenia and settle in other welcoming countries.

People who are forced to leave their lands often turn to artisanal work. That is how they came into jewellery making. Of course, not all Bernard's friends were from other cultures. But Bernard liked to learn about other cultures.

As he was walking that day, he noticed a van pulling up outside a vacant house at the corner of the street.

Some more new people for Bernard to get to know.

From the appearance and dress of the family, Bernard guessed that they were from the Maghreb. There were numerous North African families in this town. They would fit right in. Bernard decided to learn more about the Maghreban culture. He wanted to be able to talk with all his North African neighbours and learn about their different countries.



Port of Marseilles

THINK:

Think about somebody in your area who might seem different. This week spend time trying to include that person in your games or at other times during the day.

- a. **Why do you think that different people came to Marseilles, Bernard's city?**
- b. **What do you think Bernard's attitude to multiculturalism is? Why?**
- c. **How do UAE citizens react when they meet someone from a different culture? Why?**

Activity 3 (10 minutes)

Explain to students that as new cultures arrive in a society, that society changes and becomes more multicultural and diverse. As different groups interact, it's important that they respect their own and different groups cultures. So it's important for people to have a good understanding of 'national' and 'expatriate'.

Divide the class into pairs. As far as possible, try to make the pairs culturally diverse. Ask each pair to come up with definitions of 'nationality' and 'expatriate'.

Ask each pair to share its definitions with the class.

- a. Explain that a national is someone who possesses the nationality of a given country.
- b. An expatriate is a person residing in a country different from his nationality.

Activity 4 (15 minutes)

Explain to students that the UAE demographics have changed over the decades. Check that students understand what demographics means.

Model a definition on the board:

Demographics: The study of populations and population movement.

Discuss with students the number of different nationalities living in the UAE. It shows the many different cultures that are represented. Discuss some of the cultures with the students. What do they know about people from these countries?

Have a discussion about the questions in the student book.

- a. Two main points
 - The increase in birth rate of the locals.
 - When oil was discovered, the UAE became a booming country. The oil is a big source of income, and this expanded business opportunities and made the country richer. In order to meet the challenges of the huge amount of work mainly in extracting the oil, there was

3

With your partner, try to come up with a definition for:

- a. **National:**
- b. **Expatriate:**

**4**

Read the following article and then discuss the questions that follow.

From the 1970s, and with the discovery of oil, demographics in the UAE changed significantly due to rapid population growth. These changes were due to a steady inflow of expatriates and an increase in birth rates and life expectancies of UAE nationals.

In the beginning of the 1980s, the population was almost five times that of the 1970s. This change was a result of the inflow of expatriates.

Today there are over 200 different nationalities living in the UAE, coming from almost every continent. The UAE is now a multicultural society that protects the rights of its diverse population, while at the same time holding on to its own traditions. As expatriates settle in the country for longer, they will get much better at speaking Arabic, and come to enjoy and contribute more to the cultural life of the UAE.

- a. **Explain the fast increase the population in the UAE in the 1970s.**
- b. **Analyse the impact of diversity on the culture of the UAE.**

a need for helping hands in workers and experts. Many people from abroad sought this opportunity and moved to the UAE for work. The numbers of expatriates were large which added a lot to the population growth.

- b. The newcomers to the UAE were from different countries around the world. Each community had its own culture which was and still is reflected in their lives in the country.

The local people had to accommodate these new cultures, accept them and interact with them. All of this created a new diverse multicultural society.



5

Create a collage for your culture. Cover your entire page in drawings. It must contain influences that are important to you.

Examples: language, food, customs and traditions, symbols, place of birth, friends, hobbies, clothes, where you live, sports and teams, music, and so on. When you are finished, hang your collage on the classroom wall. Answer any questions that other students have about it.

Key Skills (Head, Heart, Hands)

- Designing and making
- Collaboration
- Discussion
- Making connections

Evaluation/Reflection

During circle time assess whether the children grasped the idea of culture, multiculturalism and the diversity that is seen even within their own class. Also, use this time to gauge the children's feelings about these differences. Use this information to plan future lessons.

Activity 5 (15 minutes)

Remind students that while it's important to embrace cultural change, people should also make an effort not to lose touch with their own culture.

Ask students to create a cultural collage of their own culture. Allow them 10 minutes to do this. Explain that they don't need to draw complex illustrations - simple sketches will do.

Differentiated Learning

Not all students will have equal visual/drawing skills. Some students may prefer to create a collage using words, to form a basic 'word cloud'.

When students are finished, ask them to hang their collages on the classroom wall and look at each other's work.

Lesson Objectives

Explore how creating a museum exhibit can help preserve the past and build cultural competence.

Required Materials

- Books, magazines, sources of information for a culture related project
- Computers and internet
- Paper
- Pens
- Black/white board for brainstorming

Learning Outcomes

- Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity'.
- Research and analyse how and why Emirati culture has changed over time and the ways in which cultural institutions maintain the cultural heritage.
- Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.
- Demonstrate their 'cultural competence' by participating in a school or community based activity or event.

Unit 1
How the UAE Grew into the Diverse, Inclusive Society That It Is Today

Lesson 3

Research on Museum Exhibits

Learning Outcomes

- Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity'.
- Research and analyse how and why Emirati culture has changed over time and the ways in which cultural institutions maintain the cultural heritage.
- Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.
- Demonstrate their 'cultural competence' by participating in a school or community-based activity or event'.

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Vocabulary

research

exhibit

theme

sources

Discuss the following with your partner:

- What do you remember about museums?
- Why are they important?
- What types of museums are there?



KEY FACT

The oldest tools used by humans were found in Ethiopia and are 2.5 – 2.6 million years old. They were used to chop meat from bones.

Unit 1 Lesson 3

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Research

To search for further information about a topic.

Exhibit

A display (usually public) of objects for people to examine and learn about.

Theme

The main or central idea.

Sources

Where information was obtained from.

Point out that museums act as keepers of culture. They help us to appreciate what is valuable from the past and how it informs our present and future. For example, when we know what beliefs and values motivated our ancestors (such as the importance of hospitality), we can apply these in our current times (by welcoming other cultures to the UAE).

Explain that museums can also help us learn about and appreciate other cultures too. This is known as cultural competence.

Activity 1 (5 minutes)

Remind students about the museums that they encountered in Lesson 1.

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

Suggested Answers

For Beginners

- Museums display artefacts from the past and educate us about them.

For Advanced Students

- Museums remind us to appreciate the past and gain an understanding about our heritage and values. And they help us to better understand the heritage of other cultures too.
- Some museums focus on specific cultures, some focus on specific groups and some even focus on specific occupations or sports.

Activity 2 (20 minutes)

Ask students to read the story about Latifa's visit to the museum. As they read the story, ask them to think about the role culture plays in museums.

Then facilitate a discussion about the questions in the student book:

- a. Artefacts tell us a lot about the daily life of people in the past. They give us an indication of what was important to them. However, they also give us insights into the present and future too. The values that were important to our ancestors in the past, such as courage or hospitality, are often equally important to use and can inform our future decisions too.
- b. By visiting different exhibitions in a museum, we can learn more about different cultures and their heritage. We gain a better understand of the values and beliefs that are important to other people. This in turn can help us to appreciate our own culture too. And by learning more about other cultures, we can get a sense of the values and ideas that all cultures share (such as the idea that you should live a moral life and not harm others).

2

Read the story *Latifa Goes to the Museum* and discuss the questions that follow.

Latifa was feeling excited. She and her class had visited the new Egyptian artefacts exhibits in the Louvre museum. This was a visiting exhibition that was on loan from the Louvre, Paris. Their teacher felt that this would be a good opportunity for the class to learn about a different culture.

The exhibit contained many artefacts from Egyptian tombs, including tools, jewellery and weapons. These artefacts gave the class a great insight into everyday life in ancient Egypt. Latifa could also see how important these artefacts were to the ancient Egyptian people. They valued these objects because they were part of their culture. They told us something about who they were. Latifa could suddenly understand why her grandmother was so fond of the old ring that her own grandmother had given to her. These were all part of the stories that were passed on from generation to generation.

Their teacher had explained how important it was to learn about different cultures. Because the UAE was such a thriving multicultural society, it was essential that people knew how to respect and appreciate other cultures. We need to respect those who are different from us and try to find out why their 'difference' is so important to them. And the more we get to know about other cultures, their teacher had emphasised, the more we realise how much we have in common as human beings.

Latifa walked home thinking how exciting it would be to work in a museum and spend all day learning about different cultures.

Questions for Discussion

- Do artefacts just tell us about the past? How can they help us think about the future also?
- How can museums help us develop an appreciation of other cultures?



Egyptian papyrus with antique hieroglyphs

Activity 3 (10 minutes)

Ask students to read the short text about virtual museums.

Discuss the text with the students. Check for their understanding and listen to their opinions. Then ask them to reply to the question.

Suggested Answers

- a. Answers may vary, some with and some against. Be open to all replies. Accept all answers without judgment. This is a personal opinion question.

Activity 4 (20 minutes)

Brainstorm ideas with the class as to the type of museum or exhibition that would be most suitable for the class to create: Art, historical, cultural, nature. Try to keep to the theme of culture and cultural diversity as much as possible.

Ask the students: What do people who work in museums actually do?

(Organise objects into themes/dates etc., record the objects, research them, write about them etc. These people are called curators.)

Explain that the museum exhibit will be a chance for the students to display their cultural competence. Ask students if they know what this means. Explain that cultural competence means having a good understanding of how to interact with people from different cultures. Museum exhibits give us a chance to learn about other cultures or to teach other people about our own culture.

Explain to the class that museum exhibits usually have a theme. This is the central idea that the exhibit covers. Examples of exhibit themes include the early years of Islam, travel in the 18th century, Stone Age tools, 19th century literature, weapons of the Middle Ages or the impact of oil on the UAE.

Divide the class in to groups. Explain that the class is going to do a project. They will create their own museum exhibit. Ask the groups to brainstorm ideas for the exhibit. To help the students get started, you might want to suggest possible

3

Read the text below about virtual museums and complete the activity that follows.

Have you ever been to a museum or art gallery? Did you know that the person who organises the exhibits in a museum or art gallery is called a curator? Their job is to gather, care for, and exhibit items of educational or historical value. Museums come in all shapes and sizes, from the very large Smithsonian Institution in Washington D.C. in the United States to the world's smallest museum, which is in an old phone box in Yorkshire, England. But now, with the internet, it is possible for us to curate our own, personal virtual exhibitions. Here's how to do it:



1. Decide what your exhibition should be about: for example, the life of a famous person, like Martin Luther King or Elham Al Qasim.
 2. Search for images about your chosen topic/person.
 3. Think of how you want to organise your images: for example, your Martin Luther King exhibition could focus on the theme of racism, or your Elham Al Qasim exhibition could focus on the theme of courage or resilience.
 4. Put the images in order, linking them with short texts and telling a story that you think is important for people to learn.
- a. Compare regular museums with virtual museums, stating the pros and cons of each.**

KEY FACT

The Ashmolean Museum, University of Oxford, England, is considered by some people to be the first modern museum. It includes the personal collection of art and artefacts of Elias Ashmole and was founded in 1677.

themes, such as About us, Where we live, Our culture, Our Ancestors, Our Community, The History of Our School, Hobbies, and Friends.

Remind students about the changing population in the UAE. Suggest some themes for the exhibit around this idea, such as Diversity and Change, When Cultures Meet, Our Shared Past, and so on.

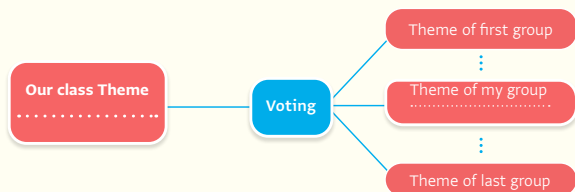
Remind students that they will need to bring objects to display in the exhibit, so they'll need to choose a theme that they'll be able to find objects for. They should think about objects they could bring from home, make or collect from others or in school that would work for the themes they suggest. If there are no objects available to them then they need to think of other themes.

As groups are discussing, walk around the class and assist as necessary. Ask questions like:

- What objects could you include?
- Where would you get them?
- Do you think people would be interested in coming to see this exhibit?

4

With your class, you are going to create your own museum exhibit!



5

You now need to start researching and writing about the theme. Use the following tips to help you:

1. Identify sources of information - text books, library books, magazines...
2. Decide what you want to know. Here are some helpful tips:
 - a. Person - early life, achievements, job, education, family, culture
 - b. Place - history, people, industry, trade, culture
 - c. Thing - Who owned it? What is it and what are its uses? Where does it come from? Why is it in the exhibit? How is it used?
3. Read short pieces from your sources. Think about what you've read. Decide what the important facts are for your topic? Roughly write down only what is important for you. Record your source - author, title.
4. Create a rough draft using the information you have gathered.
5. Edit your draft with your teacher's help if required.
6. Write your final draft.

Discuss your project with your family and friends outside of school. They may be able to give you some objects or ideas that will help you prepare for your exhibition.



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Unit 1 Lesson 3

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Explain that students will present their project to the class next week.

Key Skills (Head, Heart, Hands)

- Research skills
- Debating skills
- Making decisions
- Writing skills

Evaluation/Reflection

- Make sure that all of the students are confident in what they are doing and that they are given something to do that will give them a sense of achievement. It is important to ensure that all the students participate in the exhibition. Allocate tasks according to the students' strengths.
- Through the editing process you can evaluate the students' understanding of the topic and provide assistance where required.
- This is an exciting project for the students as they will be inviting family, friends and the school community along so ensure that each child is represented in the exhibition.

Why?

- Where would you find information about this topic?
- Will you be able to find out more from textbooks, online, asking people and library sources?

After the group discussions, take suggestions from each group. The class will then vote on which idea they like best.

Activity 5 (5 minutes)

Explain to students that now that they've chosen a theme, they need to start researching it. Point out that there are numerous sources they can use to help them. Read through the list in the student book. Address any questions that students have.

Ask students to conduct some research at home. They can also ask for ideas and objects at home that are connected to the theme or topic for the exhibition.

Lesson Objectives

Understand how preparing museum exhibits can help develop our cultural competence.

Required Materials

- Card
- Cardboard
- Pens
- Paper
- Colours, paint, markers, etc
- Pencils
- Art materials
- Glue
- Blu tac
- Drawing pins

Learning Outcomes

- Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity'.
- Research and analyse how and why Emirati culture has changed over time and the ways in which cultural institutions maintain the cultural heritage.
- Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.
- Demonstrate their 'cultural competence' by participating in a school or 'community based' activity or event.

Unit 2

How the UAE Grew into the Diverse, Inclusive Society That It Is Today

Lesson 4

Preparing Exhibits

Learning Outcomes

- Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity'.
- Research and analyse how and why Emirati culture has changed over time and the ways in which cultural institutions maintain the cultural heritage.
- Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.
- Demonstrate their 'cultural competence' by participating in a school or community-based activity or event.

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Vocabulary

floor plan

brochure

curator

Look at the pictures of examples of exhibits. These should help to inform how your class is going to set up your class museum for your exhibit.



Draw the layout of your exhibit:

.....

.....

.....

.....

Floor plan

A map showing a view of rooms and spaces from above.

Brochure

A leaflet outlining information.

Curator

The person in charge of a museum exhibit.

Activity 1 (10 minutes)

The teacher should find a place in the school to display the exhibit. Maybe a common hall or an empty classroom.

First, ask students to share their research from their homework assignment from the previous week. Address any questions that students raise.

Next, explain that now that the students know what objects they want to display in their exhibit, they need to decide how they will display the objects.

Ask the students to examine the sample exhibits in the student book. Discuss all of the characteristics of these:

- How are the objects displayed?
- What information is given in relation to the objects?
- What is good about these exhibits from a visitor's point of view?

Next, ask the students to consider the class exhibit:

- What are the most effective ways to lay out your exhibition?
- Where will it be laid out?

Discuss exhibit ideas with the students and agree a display method with the class. Ask the students to write in their student book how the objects will be displayed in the class exhibit.

Activity 2 (15 minutes)

Ask students to read the story about Jamila and her family museum exhibit. As they read about the exhibit, ask students to think about their class exhibit and what they can learn from Jamila's experience.

Discuss the questions in the student book.

Suggested Answers**For Beginners**

- Jamila wanted to tell her uncle the story of her family. She wanted to do this in an unusual way, similar to a museum exhibit.
- Yes, Jamila collected many objects from different family members. And she wrote labels that explained why those objects were so important to the story of the family.
- You would most likely be very pleased with the exhibit. Not only did Jamila put a huge effort into creating an exhibit to welcome you, she taught you a lot about your family history.

For Advanced Students

- By listening to different members of her family, Jamila would learn how different experiences and personalities combine to tell the story of a family. Similarly, the story of a society is based on many different experiences and cultures, and we need to be open to listening to what the different people are telling us.
- Jamila had a clear focus for her exhibit: to tell the story of her family. And she collected many objects to tell that story. And she wrote labels so that people would understand why these objects were important to the story.

2

Read the following story, *Jamila's Exhibit*, about a teenage girl who made a small museum exhibit for her family. Then discuss the questions that follow.

Jamila was from a large family. She had a lot of aunts and uncles and many, many cousins. And they all had a story to tell! Fortunately for them, Jamila was interested in their stories. And when she heard that a distant uncle was coming to visit from America, she had a great idea. She would tell the story of her family to him!

However, she didn't want to just read to him pages of text about the family. She wanted to make it more appealing. Was there another way?

One day, her teacher was talking about how important it was to visit museums and learn about heritage. "Museums tell the story of our past," the teacher explained. "And they also point the way to our future."

Jamila decided she would tell the story of her family's past! She had a month to prepare for her uncle's visit. She decided that she would set up a small museum exhibit in the living room of her home. She asked her parents and aunts and uncles and cousins all to donate some special objects that would tell part of the story. Some donated photographs. Some gave clothes and jewellery. An elderly uncle gave some old coins, because they reminded him of his first job. Her cousin gave a copy of his college graduation certificate. And her grandmother spent many hours talking to Jamila about the early years in the UAE. She remembered how she always saw the sun rise above the desert sand. She gave Jamila an old pair of spectacles, in memory of that sight.

Soon Jamila had more than thirty objects for her display. She worked all through the weekend, writing labels explaining what each object was and why it was important to the family. She explained that the battered old key belonged to her grandfather and opened the door to the first house he built.

The day her uncle arrived, the extended family gathered in Jamila's house. She explained that she wanted to tell the story of the family to her uncle.

And then she remained silent. She let the exhibit tell the story for her.



- Why did Jamila create the exhibit?
- Did Jamila achieve her objective? Why?
- Imagine you were Jamila's uncle? How would you feel about the exhibit? Why?
- How could an activity like this help Jamila develop cultural competence?
- What can we learn from Jamila's museum exhibit?

.....

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Activity 3 (15 minutes)

Congratulate the students on selecting different objects for their exhibit. Each student knows why their objects are important to the theme of the exhibit. However, the exhibit visitors also need to know why these objects are important. What's the story behind each object? This is where museum labels come in!

Ask students to read the short article about museum labelling. Address any questions they raise.

Divide class into group. Assign different objects to each group. Explain that each group is going to write labels for their assigned objects. When writing the labels, students should bear in mind what they learned in the article and also refer to the questions in the student book.

Differentiated Learning

If groups have students of different abilities, you can ask some students to write the names of the objects on the labels and ask other students to write the explanations.

Activity 4 (15 minutes)

Explain that putting together a museum exhibit involves many tasks. The class will need to work together as a team to create the exhibit. The most important thing here is teamwork. In museums people work in teams in order to get the exhibitions ready. That way each person works to their own talents.

Tell the students that you will be dividing them into groups according to different tasks:

1. Floor Plan – This team will design the overall plan for the exhibition. It is really important to remember what direction the visitors need to follow in order to get around the exhibition. This prevents people from bumping in to one another and gives a flow to the exhibition.
2. Signposts – This team will design and make all of the large signs for the exhibition; they will write the introduction sign that tells visitors what the exhibition is all about; they will write the final sign which summarizes the whole exhibition theme as well as any additional signs that are required.

3

Read this article about labelling systems in museums and then complete the activity that follows.

Labels or captions are short descriptions of the objects displayed in the museum. Generally, each object has its own label or caption, but they are also used to describe or explain what's in a specific room, certain area or the entire museum.

The first label should introduce the exhibit, providing a general description. Think of it as a "teaser" that tells visitors what's in the exhibition, explains what they are going to see and makes them excited to see it all!

Then there is the section label. Think of this as a mini introduction with a description of between 100 and 200 words. A large display needs more than one section label.

The smallest labels are object labels, which provide details on a specific object. It is becoming more and more common for object labels to include a brief description or commentary, but generally they list the title of the work or object (or a descriptive title phrase), the date when it was created, the place or location where it was created, and some information on the materials or technique used to create it. Object labels occasionally include credit panels, which feature donor information and accession dates.

Digital and virtual labels are being used in many museums around the world, and will likely become increasingly prominent in the coming years.

With your group, write labels for your objects:

- a. Say what the object is.
- b. Explain what it is made of.
- c. Say what it is used for.
- d. Explain why it is important to the person who owns it.
- e. Outline what's interesting about the object.



3. Brochures & Invitations – This team will write, design, edit and pass out the brochures and invitations for the exhibition.
4. Museum Guides – This group writes their presentations for the sections of the exhibition that are assigned to them. They must have a good knowledge of the objects and be able to answer questions that visitors might have in relation to the exhibition objects.

After 15 minutes, ask each group to report back to the class. Check what each team has done and provide feedback as necessary.

Do a quick review and make sure that everyone is prepared.

4

Your teacher will divide you into groups in order to complete specific tasks.

Our task:

.....

.....

.....

.....

.....

.....



DATE

The Dubai Museum is located in the Al Fahidi Fort. It was built in 1787 and is the oldest existing building in Dubai.

5

Now that your exhibit is nearly ready, reflect on what you hope to achieve. Remember that museums help us learn about our past.

What would you like your visitors to learn from your exhibition?

.....

.....

.....

.....

.....



Activity 5 (5 minutes)

Take some time to congratulate the students on what they have achieved. Give them positive feedback and encouragement.

Next, ask students to think about what they hope to achieve from the exhibit. What was the purpose of the exhibit? Did they achieve this? Ask them to write their reflections in the student book. Ask them to share their thoughts with the class, if they feel comfortable doing so.

Emphasise that the exhibit will educate people about an aspect of their heritage.

Provide support for each of the groups as they are working. Spend a few minutes with each group.

Key Skills (Head, Heart, Hands)

- Design and make
- Organisation
- Teamwork
- Collaboration
- Responsibility for a specific task.

Evaluation/Reflection

The skills from the class museum can be transferred into creating other smaller scale projects. The students' understanding of the topic will be evident from their ability to communicate to the visitors around the objects and theme.

Lesson Objectives

Participate in a school activity that shows evidence of cultural competence.

Required Materials

- Journals
- Pens
- Paper
- Card
- Markers
- Art materials as required

Learning Outcomes

- Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity'.
- Research and analyse how and why Emirati culture has changed over time and the ways in which museums, art galleries, archives and other bodies maintain the cultural heritage.
- Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.
- Demonstrate their 'cultural competence' by participating in a school or community-based activity or event.

Unit 1

How the UAE Grew into the Diverse, Inclusive Society That It Is Today

Lesson 5

Opening Day of the Museum

Learning Outcomes

- Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity'.
- Research and analyse how and why Emirati culture has changed over time and the ways in which cultural institutions maintain the cultural heritage.
- Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.
- Demonstrate their 'cultural competence' by participating in a school or community-based activity or event.

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Vocabulary

review

revisions

Experience

1

It's time to finalise your exhibit. With your classmates, check the exhibit to ensure it's ready. Note any tasks that still need to be completed.

Outstanding tasks:

.....

.....

.....



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Unit 1 Lesson 5

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Review

Look back upon; assess and evaluate.

Revisions

Make changes based on corrections or feedback.

Experience

Something you have taken part in or gone through.

Activity 1 (10 minutes)

Explain that it's soon time to open the exhibit. Allow students a minute to appreciate what they have achieved so far. Although it's important to recognise what has been done already, it's important to note what still needs to be done.

Next, review with the class what needs to be done in order to be prepared for the arrival of the visitors to the opening day of the museum.

Ask students to consider the following:

- Has everyone's task been completed?
- Does the exhibition get across all the information that the students want the visitors to gain?
- Can the objects be seen easily?
- Are the labels in the correct places so that they can be easily read by the visitors?

On the board, draw a list of outstanding tasks that still need to be completed. Ask students to note these in their student book.

Explain that later in the lesson they will have time to complete these tasks.

Activity 2 (10 minutes)

Check with students to see if they're getting excited about their museum exhibit. Try to generate some enthusiasm and give the class positive feedback for their efforts so far.

Explain that the museum exhibit isn't just for the students' benefit. It's also for the benefit of the visitors, the other teachers and the parents who'll see the exhibit. Remind students about Zafar, the boy who visited the Sharjah museum with his family. Explain that he benefited from this visit to museum, as they'll now learn.

Ask students to read the story about Zafar. Then facilitate a discussion about the questions in the student book.

Suggested Answers

For Beginners

- a. Zafar has learned a lot about his culture and heritage. He saw how impressive it all was, from the magnificent museum itself to the great variety of artefacts inside. He was proud and excited to be part of this culture.
- b. Zafar's father was glad that Zafar was so enthusiastic about his culture. But he was concerned that he might blind himself to other cultures and not appreciate the vibrant cultural variety around the world. This would mean that he wouldn't be able to develop cultural competence.

For Advanced Students

- c. Yes, it was right to reward Zafar for his enthusiastic response to the museum. Remember, Zafar didn't want to go to the museum in the first place. But Zafar's father was very clever. He insisted that Zafar use his reward, the tablet, in order to continue his cultural education and learn about other cultures.
- d. Zafar learned two important lessons. First, he realised the importance of his own culture and developed an appreciation of his cultural heritages. However, with his father's prompting, he also learned to expand his cultural understanding and begin to explore the richness of other cultures too.

Activity 3 (10 minutes)

Remind students of the importance of interacting with other cultures in order to better understand them and develop cultural competence. Explain that the exhibit

2

Read *Zafar Gets a New Tablet*, a story about cultures. Then answer the questions that follow.

Zafar had to admit that his father was right. The visit to the Sharjah Museum of Islamic Civilisation was one of the best family days out ever! He learnt so much about his culture and heritage. He spent the rest of the week talking to his family about the different artefacts.

His father was very impressed by Zafar's enthusiasm. He decided to help his son further his learning. And what better way to encourage him than with a new tablet?

Zafar couldn't believe it when his father handed him the new tablet. "This is your reward for learning so much at the museum," his father said. "But I want you to use it to continue your learning. It's not just for playing games."

That night, Zafar read about all the different exhibits on the museum website. By the time he went to bed, he was quite an expert.

"It's good that you're learning about culture," his father said, next morning at breakfast. "But don't forget that we're not the only culture in the world."

"But I'm only interested in my heritage," Zafar protested. "Our culture is amazing. Remember how fantastic the museum looked when we walked up to it. I can still see the dome shining in the sun."

"Yes, our culture is impressive," his father agreed. "And our heritage is important. But other cultures are important too. And their heritage is impressive in its own way too."

Zafar wasn't convinced. He could still remember how he felt when he walked into the museum. The sense of pride had washed over him.

"For the next month," his father said, "I want you to use that tablet to learn about different cultures. A different culture each week. You know how good the museum websites are now. Learn about African culture this week. Next week, learn about Egyptian culture. The week after, tell me about Japanese culture. And for the last week, you can choose another culture yourself. Agreed?"



"There's only one problem," Zafar pointed out.

"What?"

"After all that research, my tablet will be exhausted. You'll need to get me a new one next month..."

- a. Why was Zafar so enthusiastic about his visit to the museum?
- b. Why do you think Zafar's father was so concerned?
- c. Do you think it was a good idea for Zafar's father to give him a new tablet?
- d. Consider the quote text. What did Zafar learn from his museum visit?

"Museums are made to educate our children and our future generations."

His Highness Sheikh Dr Sultan bin Mohammed Al Qasimi, Supreme Council Member and Ruler of Sharjah



aims to show that the schools values all cultures and respects cultural difference.

Read the article about cultural competence out loud with the students. Address any questions that students raise.

Divide class into pairs. Ask each pair to come with three ways to develop their cultural competence.

Suggested Answers

- Visit cultural exhibits at different museums
- Visit different restaurants or shops to experience food or goods from different cultures
- Read books or watch films about different cultures
- Engage with people from different cultures, at school, in clubs and so on
- Take part in cultural exchanges – for example, invite someone from a different culture to a meal in your house and then visit their house for a meal some other time
- Attend cultural festivals
- Refuse to tolerate any form of cultural discrimination and speak out against instances of it

Activity 4 (20 minutes)

Divide students into groups. Explain that teamwork will be necessary in order to complete the outstanding tasks. Each group will be assigned a task.

Draw students' attention to the Think text in the student book. Read out the quotes. Ask students to share what they think these quotes mean. Explain that these quotes highlight the importance of teamwork. By working together, we can usually achieve more than we can achieve alone. By combining our strengths, we all become stronger.

Assign each group its tasks. Ask students to note this in their student book.

Finally, assign specific roles to the students for the opening day. They can take shifts in the different roles. You can have people to meet and greet at the door, museum guides, experts in specific displays, a manager or two making sure everyone is on task and that the day is running smoothly.

Now go with the students to the assigned site of the

3

Learning about other cultures helps us to develop our cultural competence. Read the following article about cultural competence. Then discuss the questions that follow with your partner.

Cultural competence is the ability to interact and communicate with people of other cultures and backgrounds. To be culturally competent, you need to have empathy. You also need to be able to understand how other people think and why they behave the way they do. And you need to be able to express your own thoughts and beliefs.



In countries that have large and varied expatriate populations, such as the UAE, cultural competence is a particularly important issue. Within these societies, expatriate populations must decide whether to adopt and follow the host culture or their native culture. This means either changing their own cultural boundaries and adapting to their new home's culture or clinging to and retaining their own native culture. For expatriates, adapting to the new country and embracing the new culture generally produces more positive outcomes than being intransigent and clinging to the old culture.

Ethnocentrism is one of the biggest challenges to smooth and effective cultural communication. Ethnocentrism is the tendency to understand or evaluate other cultures from the perspective or preconceptions of your own culture. This can sometimes result in people regarding their own culture to be superior to the other culture. This can create conflict, strife and difficulties between different cultures.

Although ethnocentrism can be hugely harmful, it can be countered through the development of cultural competence. This means developing tolerance towards others and appreciation that different cultures have different values, beliefs and standards.

Try to identify three ways in which you can develop your cultural competence:

1.
2.
3.

museum. Place the tables and the artefacts according to the floor plan done in the previous lesson. Make sure all is done and ready for the opening day.

Differentiated Learning

Assign tasks based on students' different skills and abilities. Some students might feel more comfortable talking to parents and visitors, for example, whereas others might prefer to look after the exhibits or take notes on the event.

Activity 5 (10 minutes)

Discuss the following with the class. This part of the lesson will take place after the opening day of the museum has been completed.

Explain that students will write a journal entry on your thoughts surrounding your class museum exhibition. To help them complete their entry, you could

4

Revisit the outstanding tasks that you identified in activity 1.

With your group, make any changes as necessary.

Our task:

.....

My role:

.....

Think about the following quotes. How are these words relevant to you? What do they mean?

Sticks in a bundle are unbreakable?

-Kenyan proverb

None of us is as smart as all of us.

-Ken Blanchard



5

Write a short journal entry on your thoughts surrounding your class museum exhibition. Write about what you learnt from the experience and what you think others learnt too.



- Documenting
- Making revisions
- Working to a deadline
- Collaboration

Evaluation/Reflection

Read the children's journal entries and choose a few to read to the whole class.

Assess what they have learned and if there is anything else they would like to know.

Children's maturity will be very obvious from their behaviour during the opening day.

Record your observations.

ask them to consider the following questions:

- What was the best thing about it?
- What was the most challenging?
- What were the highlights of preparing for the opening day?
- What do you think could be improved if your class were to do another exhibition?
- Did you enjoy the experience?
- What job/task would you like to do the next time?
- What have you learned about traditions, change and diversity?

Key Skills (Head, Heart, Hands)

- Reviewing

Domain: Social

Unit 3:
Impacts of
Transition in
Europe

The lessons of Term 2 will cover the following Grade 6 Social Studies SLOs:

- MSC.1.1.01.026

Explain that distributive justice is about how scarce resources – such as wealth, work or positions (e.g. leadership positions) – are allocated fairly within a group or wider community
- MSC.1.1.02.027

Explain how social background (such as social class, school, town, ethnicity and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people
- MSC.1.2.01.023

Recognise their responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise, and explain how choices about these factors affect their lives in the short and longer term
- MSC.1.2.01.024

Understand and explain the different ways in which diseases are spread and how to avoid infection and contamination at the individual and community levels, including the importance of sanitation and clean water
- MSC.2.1.01.015

Explains the causes of significant historical events and issues

DomainSocial

Impacts of Transitions in Europe

Lesson 1	The Renaissance
Lesson 2	The Printing Press
Lesson 3	The Age of Discovery
Lesson 4	The Fur and Spice Trades
Lesson 5	Gold
Lesson 6	The Age of Sail
Lesson 7	The East India and Hudson's Bay Companies

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In this term, we will continue learning about important periods in European history. We will be looking at some of the impacts of these periods on the growth of the European economy.

- MSC.2.1.01.017 Generates questions to investigate about an event in the past
- MSC.2.2.01.020 Identifies and describes selected countries in terms of their features and challenges presented by their geography
- MSC.2.4.01.016 Explains the importance of investment, various types of investments and their outcomes
- MSC.2.4.01.017 Defines scarcity and its impact on decision making such as trade
- MSC.2.4.01.018 Explains primary causes of world trade
- MSC.2.4.01.019 Assesses conventional and alternative uses of resources
- MSC.2.4.02.014 Defines economic values necessary for development (e.g., investment-competition)
- MSC.2.4.02.016 Explains the role of competition in developing the national economy
- MSC.2.4.02.018 Describes historical and contemporary economic systems
- MSC.2.4.02.019 Investigates how physical geography, productive resources, specialization, and trade have influenced the way people earn income
- MSC.2.5.02.011 Participates effectively in meaningful group discussions about topics related to social studies

Student Learning Outcomes (SLOs)

- MSC.1.1.01.026 Explain that distributive justice is about how scarce resources – such as wealth, work or positions (e.g. leadership positions) – are allocated fairly within a group or wider community
- MSC.2.1.01.015 Explains the causes of significant historical events and issues
- MSC.2.2.01.020 Identifies and describes selected countries in terms of their features and challenges presented by their geography
- MSC.2.4.01.018 Explains primary causes of world trade

Lesson Objective

By the end of the lesson, students will:

- learn about some of the achievements during the Renaissance
- examine the impact of the Renaissance on European society
- express some of the problems that can come from social inequality

Key Vocabulary:

- | | |
|----------------|--------------|
| • statue | • space |
| • peasantry | • cannon |
| • to flourish | • principle |
| • astronomer | • approach |
| • heliocentric | • foundation |

Materials/ Resources/ Technology

Resources from Student Book

Teacher-ONLY resources

(can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

Unit 3

Impacts of Transitions in Europe

Lesson 1

The Renaissance

Learning Outcomes

- learn about some of the achievements during the Renaissance
- examine the impact of the Renaissance on European society
- express some of the problems that can come from social inequality

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**Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.*

Vocabulary

statue

peasantry

to flourish

astronomer

heliocentric

space

cannon

principle

approach

foundation

Warm up: Brainstorm

You have probably seen this painting before. What do you know about it? And why do you think it is so famous? Work with a partner and write your ideas in the space below.



Lesson Description

In the Warmup, teachers can pre-assess students' knowledge about a famous painting.

1

The Renaissance

As we saw in our last lesson of Term 1, the Black Death was one of the most destructive periods in European history. Italy in particular suffered great losses of life because of the plague. However, this terrible event led into a time of artistic, cultural, and intellectual achievement in the 15th and 16th centuries CE. This time was known as the 'Renaissance.' In French, the word renaissance means 'rebirth.' In Europe, artists such as Leonardo da Vinci, Michelangelo, and Raphael were creating works of art while science and engineering were starting to become popular discussion topics again in Europe.

During the Middle Ages, European society was structured around a feudal system, with three classes of citizens: the nobility, lords and vassals, and the peasantry. Very few citizens could read or write. However, as cities grew larger and larger, a new type of social class appeared. This class of people was called the burghers, and they were the leaders and officials of the cities. This rise of cities also led to the growth of universities and the importance of education. This was another key factor in the development of the

Renaissance period. Knowledge from the east, filtered into Europe. Combining the knowledge from the east and taking it further, the fields of science and technology in Europe were expanded. In 1532 CE, the astronomer Copernicus, published a paper illustrating that the Earth orbited the Sun, and not the other way around as believed by Europeans at the time, by a mathematical proof. This was not a new concept, however. Aristarchus of Samos, a Byzantine scholar from an area in present-day Turkey, proposed this theory 1800 years before. Even earlier in the 9th century BCE, an Indian philosopher named Yajnavalkya, proposed this theory based his study of mathematics and geometry. Later, in 1609 CE, another astronomer, Galileo, came to this conclusion supported by a new invention called the telescope.

The Renaissance marked the end of an important chapter in European history, and the marked the beginning of a new one. With new approaches to art and literature and a new focus on scientific principles, the Renaissance laid the foundations for the modern era of European history.

Lesson Description

Activity 1

Activity 1 is designed to check student comprehension of the information provided in the text.

What language does the word 'renaissance' come from?

- ☐ English
- ☐ French
- ☒ Italian
- ☐ German

Who painted the "Mona Lisa"?

- ☒ Leonardo da Vinci
- ☐ Michelangelo
- ☐ Raphael
- ☐ Galileo

Who were the clergy in Middle Age society?

- ☐ artists
- ☐ astronomers
- ☐ vassals
- ☒ church officials

What did Copernicus prove?

- ☐ that the Earth was the center of the universe
- ☐ that the planets moved around the Earth
- ☒ that the Earth moved around the Sun
- ☐ that the Earth was shaped like a ball

What was a new way of thinking during the Renaissance?

- ☐ to form a new class of people
- ☐ to use mathematics in art
- ☒ to trust science instead of your senses
- ☐ to focus more on war than on science

Activity 1: Concept Check

Choose the correct answer.

- What language does the word 'renaissance' come from?
 - ☒ English
 - ☐ French
 - ☐ Italian
 - ☐ German
- Who painted the "Mona Lisa"?
 - ☒ Leonardo da Vinci
 - ☐ Michelangelo
 - ☐ Raphael
 - ☐ Galileo
- What did Copernicus prove using a mathematical proof?
 - ☐ that the Earth was the center of the universe
 - ☐ that the planets moved around the Earth
 - ☐ that the Earth moved around the Sun
 - ☐ that the Earth was shaped like a ball

Activity 2: The Scientific Method

Our senses are not always correct. Here are four images. If we just used our senses, we would make the wrong conclusion. Read the 'wrong' conclusion and write what you think is the real reason for these images.

Water can bend a pencil.



The Truth

Heat makes water in the desert.



The Truth

The sun and the moon are the same size.



The Truth

The air in the sky is blue.



The Truth

Lesson Description

Activity 2

In Activity 2, students are introduced to the concept of the scientific method (MSC.2.2.01.020).

Our senses are not always correct. Here are four images. If we just used our senses, we would make the wrong conclusion. Read the 'wrong' conclusion and write what you think is the real reason for these images.

- The Truth: Water bends light.
- The Truth: Hot air near the ground curves light making it look like the sky is reflected.
- The Truth: The sun is much larger and farther away from the earth than the moon.
- The Truth: Particles in the air absorb all colors of light except blue, which is reflected back to our eyes.

Lesson Description

Activity 3

Activity 3 asks students to compare art from different historical eras

Activity 4

In Activity 4, students are encouraged to think critically about the growth of universities and the importance of education (MSC.2.2.01.020).

The Renaissance led to the growth of universities and the importance of education. What effect do you think this had on people living at that time? Write your ideas below.

Activity 5

Activity 5 is a reflection activity for students to imagine living as a medieval peasant, and the challenges they would face (SOC.3.1.02.035). Farming is limited in this region because the winters are long and cold there is only a thin layer of on it.

Imagine living as a peasant in feudal times. What are some of the problems you might have? And can you think of any way to solve these problems? Write your ideas in the space below.

Activity 3: Compare and Contrast

Look at some examples of medieval and Renaissance art. How are they different? Write your ideas in the boxes.

Compare the ideas of the way the solar system was believed to be in Europe in the Middle Ages and how the idea changed during the Renaissance. Was this idea new? Why was it accepted?

Activity 4: What do you think?

The Renaissance led to the growth of universities and the importance of education. What effect do you think this had on people living at that time?

Activity 5: Compare

Imagine living in Europe as the renaissance was beginning. What are some of the problems you might have? And can you think of any way to solve these problems? Write your ideas in the space below.



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Unit 3 Lesson 4

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Formative Assessment Opportunities

All of the activities serve as formative assessments for the SLO mentioned in the description of each activity above.

Activity 5 considers the Moral Education Curriculum SLOs “Give an account of some of the problems that can arise when considering equality (for example, the tension between equality of opportunity and equality of outcomes)” and “Explain how social background (such as social class, school, town, ethnicity, and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people)” and are not addressed by the Social Studies SLOs.

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, the strategies described are the following:

- **Activating:** “Priming the cognitive pump” in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text.
- **Inferring:** Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text.
- **Monitoring-clarifying:** Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups.
- **Questioning:** Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering.
- **Searching-selecting:** Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information.
- **Summarizing:** Restating the meaning of text in one's own words—different words from those used in the original text.
- **Visualizing-organizing:** Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text.

Group students who need remedial attention together and give them an activity based on one or more of these reading strategies.

Extension Opportunities

Activity 5 is a reflective activity and can be used as an extension activity.

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

- learn how the printing press was invented and developed
- understand the effect of mass printing on European society
- explain the importance of literacy for a society

Key Vocabulary:

- | | |
|-------------|------------------|
| • publisher | • ink |
| • to carve | • durable |
| • frame | • investor |
| • character | • transformation |
| • practical | • illiterate |

Materials/ Resources/ Technology**Resources from Student Book****Teacher-ONLY resources**

(can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

**Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.*

Unit 3

Impacts of Transitions in Europe

Lesson 2

The Printing Press

Learning Outcomes

- Learn how the printing press was invented and developed.
- Understand the effect of mass printing on European society.
- Explain the importance of literacy for a society.

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Vocabulary

publisher

to carve

frame

character

practical

ink

durable

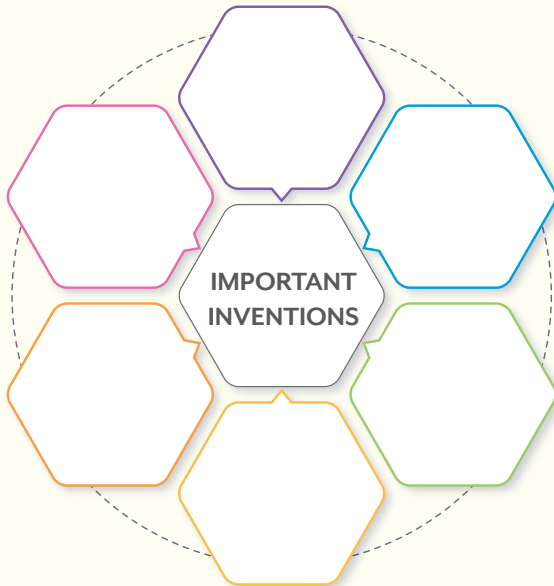
investor

transformation

illiterate

Warm up: Brainstorm

**What do you think are some of the most important inventions in history?
Write your ideas below, and explain your opinions in the boxes.**



Lesson Description with SLO Tags and Notes

Warm Up :

The Warmup activates students' schemata related to important inventions.

1

THE PRINTING PRESS

The Renaissance brought about many changes to European society during the 15th and 16th centuries. Many new mechanical and technological innovations were developed during this period.



Perhaps the most important of these innovations was the moveable type printing press. With a printing press, publishers can make thousands of copies of a book in a short period of time. Before the printing press was invented, books had to be copied by hand. It was a long process where there were many chances to make mistakes. With a printing press, each copy is exactly the same, so it reduced the chance of mistakes.

Book printing did not begin in Europe. The Chinese had been using wooden blocks to print since about 200 CE. They carved pictures and words into wooden blocks, pressed the blocks into ink, and then pressed the blocks onto paper. Much later, in 1041

CE, an inventor named Pi Sheng invented what is called 'movable type.' These were Chinese characters pressed onto clay blocks and put into a frame, and inked. Sheets of paper were then pressed against the frame. However, since there are thousands of characters in the Chinese language, mass production of texts was not very practical in China.

In Europe, however, the 26-letter alphabet made it much easier to create movable type. In 1436 CE, an inventor named Johannes Gutenberg designed a new kind of printing press that used metal blocks in a metal frame. This made the machine cheaper and more durable than wood. At the time, Gutenberg was not a rich man, and he needed investors to help him fund his new invention. Gutenberg met a lawyer named Johann Fust in 1450 CE who invested in his idea. The idea was successful. Gutenberg's new printing press created publishing as new business and selling printed materials as a new way to make profits. By 1550 CE, most classical texts were in print throughout Europe.

Mass printing caused an incredible transformation of European society. Up until then, most people were illiterate. Now with the growth of the banking and trade industries, more and more literate staff and officials were needed. This led to much higher enrollment into schools and universities, which increased the need for the mass production of educational textbooks for students. In this way, education was no longer just for the rich upper classes. The printing press signaled the beginning of a more literate, educated European middle class.

Activity 1: Check Your Understanding

Match the person or people with the correct fact about them. Write the number beside the correct fact.

PERSON or PEOPLE	FACT
1. Pi Sheng	_____ designed a metal printing press.
2. Johannes Gutenberg	_____ copied books by hand.
3. Johann Fust	_____ invented the first printing press.
4. clergy	_____ needed textbooks
5. students	_____ invested money into the idea of printing books

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Activity 1

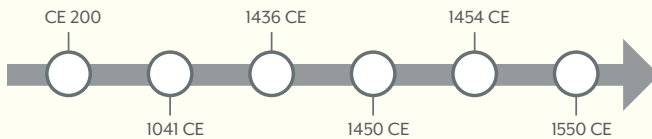
Activity 1 is designed to check student comprehension of the information provided in the text.

PERSON or PEOPLE	FACT
1. Pi Sheng	<u>2</u> designed a metal printing press
2. Johannes Gutenberg	<u>4</u> copied books by hand
3. Johann Fust	<u>1</u> invented the first printing press
4. clergy	<u>5</u> needed textbooks
students .5	invested money into producing a <u>3</u> copy of the Bible

Activity 2: Timeline

Put the events in order in the timeline. Write the number of each event in the circle next to the correct year.

1. Gutenberg meets Fust.	2. Pi Sheng invents movable type.	3. The Chinese used wooden blocks to print pictures.
4. Gutenberg produced the first printed book in Europe.	5. Gutenberg designs a metal printing press.	6. Most classical texts were available in print in Europe.



Activity 3: Cause and Effect

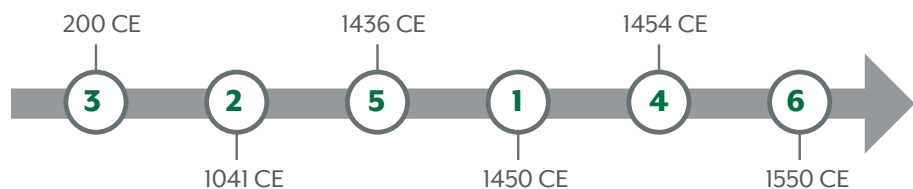
Match the causes with the effects from the text. Write the number beside the correct effect.

CAUSE	EFFECT
1. There are thousands of characters in the Chinese language.	_____ Many mistakes can be created.
2. Look at some examples of medieval and Renaissance art.	_____ The new society needed people who could read and write.

Activity 2

In Activity 2, students construct a timeline of historical events from the text.

1. Gutenberg meets Fust.	2. Pi Sheng invents movable type.	3. The Chinese used wooden blocks to print pictures.
4. Gutenberg produced the first printed book in Europe.	5. Gutenberg designs a metal printing press.	6. Most classical texts were available in print in Europe.



Activity 3

In Activity 3, students analyse the causes and effects of historical events from the text.

Activity 4

In Activity 4, students give their ideas of the uses of various inventions from the Renaissance.

Activity 5

In Activity 5, students reflect on the importance of literacy.

Activity 3: Cause and Effect

CAUSE	EFFECT
3. Books used to be copied by hand.	_____ It was cheaper and more durable than wood.
4. Gutenberg was not a rich man.	_____ Investors were needed to fund the printing press.
5. Gutenberg made his printing press out of metal.	_____ Mass production of texts was not practical.

Activity 4: Other Inventions of the Renaissance

Here are some other important Renaissance inventions. What do you think they were used for? Write your ideas in the boxes.

Parachute



Revolving Bridge



Paddle Boat



Tank



Activity 5: Reflection

In this lesson, you learned how European people started to become more literate. Why do you think literacy is so important in society? How can it benefit you in your life? .

Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

Activity 5 considers the Moral Education Curriculum SLO “Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future” and is not addressed by the Social Studies SLOs.

Remedial Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, refer to the descriptions of the seven reading strategies outlined in the Remedial Opportunities area of Lesson 1 in this Teacher's Guide.

Extension Opportunities

Activity 5 is a reflective activity and can be used as an extension activity.

Student Learning Outcomes (SLOs)

- MSC.1.1.01.026 Explain that distributive justice is about how scarce resources – such as wealth, work or positions (e.g. leadership positions) – are allocated fairly within a group or wider community
- MSC.2.1.01.015 Explains the causes of significant historical events and issues
- MSC.2.2.01.020 Identifies and describes selected countries in terms of their features and challenges presented by their geography
- MSC.2.4.01.018 Explains primary causes of world trade

Lesson Objective

By the end of the lesson, students will:

- understand the social and economic causes of the Age of Discovery
- discuss the impact of the Age of Discovery on European society
- consider the fairness of exploiting the resources of another country

Key Vocabulary:

- to journey
- sophisticated
- curiosity
- colony
- warfare

Materials/ Resources/ Technology

Resources from Student Book

Teacher-ONLY resources

(can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

Unit 3
Impacts of Transitions in Europe

Lesson 3

The Age of Discovery

Learning Outcomes

- Understand the social and economic causes of the Age of Discovery.
- Discuss the impact of the Age of Discovery on European society.
- Consider the fairness of exploiting the resources of another country.

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**Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.*

Vocabulary

to journey

curiosity

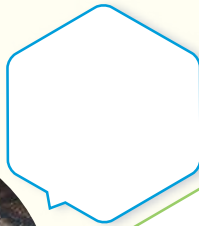
sophisticated

colony

warfare

Warm up: Brainstorm

Think of the term 'Age of Discovery.' What does this mean to you? What kind of things do you think people discovered during the Age of Discovery? Write your ideas in the circles next to the picture.



Lesson Description

The Warmup asks students to come up with questions to investigate the Age of Discovery. (MSC.2.1.01.017)

1

THE AGE OF DISCOVERY

Before the 14th century CE, European understanding of world geography was incomplete. The shape of the oceans and continents on medieval maps were not very accurate. This changed when Europe entered into a new, adventurous period in the early 15th century CE. This period of history is called the Age of Discovery in Europe. Explorers from many European countries, such as Italy, Spain, England, Portugal, and the Netherlands journeyed from Europe across the four oceans and discovered lands and cultures that were new to them.

Global exploration did not begin in the 15th century CE. As we learned, the Vikings had sailed from places like Norway to Greenland and Canada around 1000 CE. Marco Polo, may have traveled from Italy, around South Africa to China in 1269 CE. However, it wasn't until the 15th century CE that the European Age of Discovery truly gave Europe a greater understanding of the rest of the world.

During the 15th and 16th centuries CE, explorers sailed in ships from Europe to lands as far away as North and South America, Africa, Southeast Asia, and Australia. Stories of unusual people and places, such as the Lost Continent of Atlantis and El Dorado, the city of Gold, excited the curiosity and greed of Europeans. They were attracted by the idea of exploring unknown territories for the first time and by finding riches to become famous and wealthy.

During the Renaissance there were developments of new farming technology, new mechanical processes, and new weapons for warfare. Farms became more productive, which helped the European economy grow stronger. Trade routes were expanded, along with a higher demand for resources. This increase in trade and shipping led to a more sophisticated and stable financial and banking system in Europe.

These developments contributed to a stronger economy and greater desire to explore other parts of the world for new resources and products. For example, Christopher Columbus sailed from Spain to Cuba searching for a new route to the land of silk and spices. Ferdinand Magellan sailed from Spain around the bottom of South America, and all the way across the Pacific Ocean to the Philippines looking for the Spice Islands.

The Age of Discovery was the period when Europe became a global power. Explorers sailed the oceans and established colonies all over the world. Exploration and exploitation of foreign lands created great wealth for Europe.

Activity 1: Check Your Understanding

Write the number next to the sentence that best follows it.

1. Medieval maps were not very accurate.	_____ This made them curious about exploring new lands.	All rights reserved. No part of this page may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior permission in writing of the publisher.
2. The Renaissance was a period of innovation and creativity.	_____ This led to a new, more stable banking system.	
3. Trade routes expanded and trade increased.	_____ During this time, there were many new inventions and discoveries.	
4. The European economy grew stronger.	_____ Europe became a global power.	
5. People heard stories about mysterious places.	_____ The Age of Discovery changed this.	

Lesson Description

Activity 1

Activity 1 is designed to check student comprehension of the information provided in the text. (MSC.2.1.01.015)

1. Medieval maps were not very accurate.	<u>5</u> This made them curious about exploring new lands.
2. The Renaissance was a period of innovation and creativity.	<u>3</u> This led to a new, more stable banking system.
3. Trade routes expanded and trade increased.	<u>2</u> During this time, there were many new inventions and discoveries.
4. The European economy grew stronger.	<u>4</u> Europe became a global power.
5. People heard stories about mysterious places.	.The Age of Discovery changed this <u>1</u>

Activity 2: Mapping Exploration Routes

Draw lines on the map to show where the following explorers went.
Write the names of the explorers next to the places they explored.

Vikings	Christopher Columbus
Marco Polo	Ferdinand Magellan



Lesson Description

Activity 2

Activity 2 asks students to map exploration routes.
(MSC.2.2.01.020)

the Vikings: Greenland, Canada

Christopher Columbus: Central and South America

Marco Polo: South Africa, China

Ferdinand Magellan: around South America, Philippines

Lesson Description

Activity 3

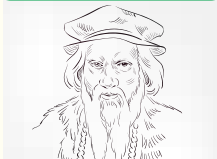
In Activity 3, students ask each other questions about important explorers from the Age of Discovery. (MSC.2.4.01.018)

Activity 3: Information Gap

Here are some important explorers from the Age of Discovery. Partner A, ask the questions about your explorers and answer your partner's questions. Partner B, ask the questions about your explorer and answer your partner's questions.

Partner A

John Cabot



From? _____
Sailed to? _____
When? _____

Bartolomeu Dias



From? Portugal
Sailed to? Around South Africa
When? 1487 CE

Martin Frobisher



From? _____
Sailed to? _____
When? _____

Vasco da Gama



From? Portugal
Sailed to? India
When? 1497 CE

Amerigo Vespucci



From? _____
Sailed to? _____
When? _____

Henry Hudson

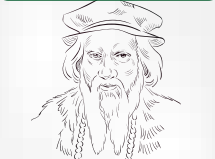


From? England
Sailed to? Northern Canada
When? 1605 CE

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Partner B

John Cabot



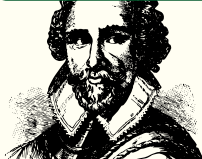
From? Italy
 Sailed to? Eastern Canada
 When? 1497 CE

Bartolomeu Dias



From? _____
 Sailed to? _____
 When? _____

Martin Frobisher



From? England
 Sailed to? Northern Canada
 When? 1576 CE

Vasco da Gama



From? _____
 Sailed to? _____
 When? _____

Amerigo Vespucci



From? Italy
 Sailed to? Northern Part of
 South America
 When? 1499 CE

Henry Hudson



From? _____
 Sailed to? _____
 When? _____

In Activity 4, students label a map with the correct explorer who explored that area.(MSC.2.2.01.020).

Activity 4: Mapping the Explorers

Look at map of the world from Activity 2. Write the names of each of the six explorers you learned about in Activity 3 around the areas they discovered.

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European explorers travelled to different countries and took resources, sometimes by trade and sometimes by force. Which way do you think is better? Explain.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly aged or off-white appearance.

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Student Learning Outcomes (SLOs)

- | | |
|----------------|--|
| MSC.1.1.02.027 | Explain how social background (such as social class, school, town, ethnicity and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people |
| MSC.2.1.01.015 | Explains the causes of significant historical events and issues |
| MSC.2.2.01.020 | Identifies and describes selected countries in terms of their features and challenges presented by their geography |
| MSC.2.4.01.017 | Defines scarcity and its impact on decision making such as trade |

Lesson Objective

By the end of the lesson, students will:

- learn the economic causes of the fur and spice trades
- appreciate the hard work of producing common goods

Key Vocabulary:

- | | |
|-------------|-----------------|
| • commodity | • obsessed |
| • voyage | • to violate |
| • route | • to appreciate |
| • fur | |

Materials/ Resources/ Technology

Resources from Student Book

Teacher-ONLY resources

(can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

Unit 3

Impacts of Transitions in Europe

Lesson 4

The Fur and Spice Trades

Learning Outcomes

- Identify the economic causes of the fur and spice trades.
- Appreciate the hard work of producing common goods.

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**Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.*

Vocabulary

commodity

voyage

route

fur

obsessed

to violate

to appreciate

Lesson Description

The **Warmup** activates students' schemata related to where spices come from. (MSC.2.4.01.017)

Warm up: Brainstorm

Spices make our food taste better. What spices do you use? Where do you think they come from?



THE FUR AND SPICE TRADES

During the Age of Discovery, furs and spices were two of the most popular goods in Europe. Explorers crossed oceans to find them. These voyages took weeks and sometimes even months, so explorers were also constantly searching for faster and shorter sailing routes.



The fur trade began in North America in the 16th century CE. Explorers from France and England sailed to what is now known as the United States and Canada. These explorers quickly established trading relationships with the native people who lived there. The native people had never seen European knives and weapons before, so they traded animal furs, such as beaver, and otter, for these objects. The explorers were impressed by the quality and warmth of these furs. They quickly realized the furs could be valuable and began selling them back to Europeans for high prices. Beaver fur coats and hats especially became very fashionable items for rich Europeans.

Spices were another commodity that Europeans sailed across the oceans to find. Spices such as nutmeg, cloves, pepper, cinnamon, ginger, and mace could not be found in Europe and Europeans soon became obsessed with finding these spices. In 1498 CE, the Portuguese explorer Vasco da Gama sailed thousands of miles to India to search for these spices. Then, in 1506 CE, Afonso de Albuquerque, another Portuguese explorer, sailed to India too. In 1492 CE, Christopher Columbus started a voyage to find a shorter route to Southeast Asia and ended up in Central and South America instead.

Lesson Description

Activity 1

Activity 1 is designed to check student comprehension of the information provided in the text. (MSC.2.4.01.017)

1. Ancient civilizations were bigger than classical civilizations.

- ☐ a. True
☒ b. FALSE

Europe had a lot of furs and spices to trade with other people.

- ☐ a. True
☒ b. FALSE

Christopher Columbus explored Asia.

- ☐ a. True
☒ b. FALSE

The Anglo-Dutch War was between England and Portugal.

- ☐ a. True
☒ b. FALSE

Fur hats were fashionable in Europe.

- ☒ a. True
☐ b. FALSE

The English violated the Navigation Act, which started the Anglo-Dutch War.

- ☐ a. True
☒ b. FALSE

Activity 2

In Activity 2, students label where various spices come from. (MSC.2.2.01.020).

- cinnamon: Indonesia
- ginger: India
- nutmeg: Indonesia
- pepper: India

Activity 1: Check Your Understanding

Are these statements about the fur and spice trades true or false? Write T or F in the blanks.

Europe had a lot of furs and spices to trade with other people. _____

Christopher Columbus explored Asia. _____

The Anglo-Dutch War was between England and Portugal. _____

Fur hats were fashionable in Europe. _____

The English violated the Navigation Act, which started the Anglo-Dutch War. _____

Activity 2: Labelling a Map

Here are some spices from the reading. Can you find the places where they come from? Write the name of the spice on the correct country on the map..



Cinnamon:
Indonesia



Ginger:
India



Nutmeg:
Indonesia



Pepper:
India



Activity 3: Cause and Effect

Match the causes with the effects from the text. Write the number beside the correct effect.

CAUSE	EFFECT
1. The explorers sold furs back to Europeans.	___ Explorers were always looking for shorter routes.
2. Natives had never seen European knives before.	___ European explorers sailed across the ocean to find them.
3. The Navigation Act was violated in 1652.	___ They became very fashionable.

Lesson Description

Activity 3

In Activity 3, students analyse the causes and effects of historical events from the text (MSC.2.1.01.015).

Lesson Description

Activity 4

In Activity 4, students match up spices with the plants they come from. (MSC.2.2.01.020)

Activity 5

In Activity 5, students reflect on the hard work of harvesting common spices. (MSC.1.1.02.027)

As you saw in Activity 4, harvesting certain spices is a lot of hard work. What type of people usually do this kind of hard work? What social background do you they come from? How does that make you feel when you put these spices on your food?'

CAUSE	EFFECT
4. Furs and spices were highly valued by Europeans.	_____ They traded animal furs with them.
5. Ocean voyages took months.	_____ The first Anglo-Dutch War started.

Activity 4: Match Them Up

Harvesting certain spices is a lot of hard work. Many spices need to be picked by hand. Can you match up the finished spices with the plants they come from?



saffron



vanilla



cacao



salt









As you saw in Activity 4, harvesting certain spices is a lot of hard work. How does that make you feel when you see these spices in the grocery store, or when you put them on your food?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Students can also search for information about the Dutch-Portuguese War of 1602 CE, which was also called the 'Spice War.'

Student Learning Outcomes (SLOs)

MSC.2.4.01.017	Defines scarcity and its impact on decision making such as trade
MSC.2.4.01.019	Assesses conventional and alternative uses of resources
MSC.2.4.02.014	Defines economic values necessary for development (e.g., investment-competition)
MSC.2.4.02.018	Describes historical and contemporary economic systems

Lesson Objective

By the end of the lesson, students will:

- learn some of the economic issues involved with using gold as currency
- understand how the value of currency can be protected

Key Vocabulary:

- | | |
|----------------------|------------------|
| • symbol | • to stamp |
| • medium of exchange | • uniformly |
| • commerce | • genuine |
| • currency | • in circulation |
| • to mine | |

Materials/ Resources/ Technology

Resources from Student Book

Teacher-ONLY resources

(can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

**Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.*

Unit 3

Impacts of Transitions in Europe

Lesson 5

Gold

Learning Outcomes

- Explain economic issues involved with using gold as currency.
- Understand how the value of currency can be protected.

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Vocabulary

symbol

medium of exchange

currency

commerce

to mine

to stamp

uniformly

genuine

in circulation

Warm up: Brainstorm

What products do you know that are made of gold? Write or draw them around the picture.



Lesson Description

The Warmup activates students' schemata related to the uses of gold. (MSC.2.4.01.019)

GOLD

Throughout human history, gold has been a symbol of wealth and value. Its almost magical appearance made it a valuable commodity, so it was natural to use it as a medium of exchange. Around 4000 BCE, Egyptians started making gold bars to use as money. They measured and weighed their gold to give it a consistent value. Over time, as trade developed, gold coins began to be used. They were easier to carry and could be made into different values.

Trade and commerce were flourishing during the Age of Discovery. Within two hundred years, Europeans had explored, mapped, and established trade routes all over the world. With this increase in trade came an increase in the need for currency that could be used everywhere.

For hundreds of years, gold and silver coins had been used as currency. However, coins were difficult to produce. The gold and



silver had to be mined from the ground and then melted into the shapes of coins. This took a lot of hard work and effort. Coins were heavy and difficult to travel with.

There was an even bigger problem with coins. They could be 'devalued.' For example, a gold coin should be made entirely from gold. But people sometimes make a gold-colored coin that only contained less gold and spend it as if it were a 100% gold coin. One solution to this was to stamp each coin with a symbol or picture, usually the face of the king. This would allow traders and merchants to verify that the coins were genuine.

However, by the 1540s CE, the devaluing of coins, especially silver, was at its worst. In 1546, for example, many silver coins only contained 25% real silver. Different English kings and queens tried to solve the problem, but in 1560 CE Queen Elizabeth I finally took control of Britain's finances. First, she revalued all of the coins in circulation. Then, she established strict punishments for anyone who tried to make their own cheaper coins.

But when did paper money become the most common form of currency? Paper money was first used in China around 618 CE. The Chinese and then, later, the Mongols, used paper money as a medium of exchange for over five hundred years. It was also tried in Persia in 1294 CE, when the Persian king issued paper money to his citizens. However, it did not succeed in Persia. Traders did not trust the paper money and refused to use it. Europe was also not ready to accept paper money in the 16th-century. European traders preferred coins of gold and silver because the values of gold and silver were more easily understood. It would take another two hundred years, until the mid-1800s CE, before Europeans were ready to trust paper money.

Lesson Description

Activity 1

Activity 1 is designed to check student comprehension of the information provided in the text. (MSC.2.4.02.018)

Who first started to use gold for money?

- ☐ the Mongols
- ☐ the Chinese
- ☒ the Egyptians
- ☐ the Persians

Why were gold coins better than gold bars?

- ☒ They were easier to carry.
- ☐ They were easier to make.
- ☐ They were more valuable.
- ☐ They could not be devalued.

What machine did Leonardo da Vinci invent to help protect the value of gold coins?

- ☒ A machine that could always make sure the coins were 100% gold
- ☐ A machine that stamped the coins with a picture
- ☐ A machine that could count the coins more accurately
- ☐ A machine that could increase the amount of gold in the coins

Where was paper money first used?

- ☐ in Persia
- ☐ in Egypt
- ☐ in Europe
- ☒ in China

What did Queen Elizabeth do to protect the value of silver coins?

- ☒ She punished people who tried to devalue the coins.
- ☐ She did not allow people to use silver coins.
- ☐ She raised the value of silver coins to the same value as gold coins.
- ☐ She started to produce coins of many different values.

Activity 1: Check Your Understanding

Choose the correct answer

1. Who first started to use gold for money?

- ☐ the Mongols ☐ the Egyptians
- ☐ the Chinese ☐ the Persians

2. Why were gold coins better than gold bars?

- ☐ They were easier to carry. ☐ They were more valuable.
- ☐ They were easier to make. ☐ They could not be devalued.

3. What machine helped protect the value of gold coins?

- ☐ A machine that could always make sure the coins were 100% gold
- ☐ A machine that stamped the coins with a picture
- ☐ A machine that could count the coins more accurately
- ☐ A machine that could increase the amount of gold in the coins

4. Where was paper money first used?

- ☐ in Persia ☐ in Europe
- ☐ in Egypt ☐ in China

5. What did Queen Elizabeth I do to protect the value of silver coins?

- ☐ She punished people who tried to devalue the coins.
- ☐ She did not allow people to use silver coins.
- ☐ She raised the value of silver coins to the same value as gold coins.
- ☐ She started to produce coins of many different values.

Activity 2: Compare and Contrast

What do you think are the advantages and disadvantages of gold coins and paper money?



Advantages:

Disadvantages:



Advantages:

Disadvantages:

Lesson Description

Activity 2

In Activity 3, students compare and contrast gold with paper money. (MSC.2.4.02.014)

Lesson Description

Activity 3

In Activity 4, students match up the descriptions of some unusual forms of money with pictures. (MSC.2.4.01.017)

Activity 4

In Activity 5, students reflect on various methods of protecting the value of coins. (MSC.2.4.02.018).

Activity 3: Ancient Money

Through history, people have used unusual objects as money. Read the descriptions of these types of money. Then write the name of the place under the correct picture.

Yap is an island in the Pacific Ocean. People used to use large round stones as money.	Malacca is a province of Malaysia. Ancient Malaccans made small 'trees' of tin. Each part of the tree was a coin.
In China, ancient coins were sometimes shaped like spades.	In Tibet, bricks of tea were used as money.



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Activity 4: Reflection

In this lesson, you learned that gold and silver coins could be 'devalued.' Here are some methods used to make sure that money and jewels have the correct value. How can each of these methods protect the value of money and jewels? Write your ideas in the boxes next to the pictures.

Weighing coins



Stamping coins



Checking if a bill is genuine



Checking a diamond



Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

Remedial Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, refer to the descriptions of the seven reading strategies outlined in the Remedial Opportunities area of Lesson 1 in this Teacher's Guide.

Extension Opportunities

Activity 5 is a reflective activity and can be used as an extension activity.

Student Learning Outcomes (SLOs)

- MSC.1.2.01.023 Recognise their responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise, and explain how choices about these factors affect their lives in the short and longer term
- MSC.1.2.01.024 Understand and explain the different ways in which diseases are spread and how to avoid infection and contamination at the individual and community levels, including the importance of sanitation and clean water
- MSC.2.4.02.019 Investigates how physical geography, productive resources, specialization, and trade have influenced the way people earn income

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

- learn about the daily life of a sailor during the 15th and 16th centuries
- learn some of the jobs and duties of sailors
- learn some of the dangers of the sea trade
- discuss the importance of healthy eating and hygiene

Key Vocabulary:

- | | |
|------------|-------------|
| • merchant | • sail |
| • invoice | • deck |
| • port | • to mend |
| • customs | • biscuit |
| • to row | • high seas |

Unit 3
Impacts of Transitions in Europe

Lesson 6

The Age of Sail

Learning Outcomes

- Describe the daily life of a sailor during the 15th and 16th centuries.
- Identify the jobs and duties of sailors.
- List the dangers of the sea trade.
- Discuss the importance of healthy eating and hygiene.

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Materials/ Resources/ Technology**Resources from Student Book****Teacher-ONLY resources**

(can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

**Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.*

Vocabulary

merchant

invoice

customs

port

to row

sail

deck

to mend

biscuit

high seas

Warm up: Brainstorm

What do you think life would be like as a sailor on a ship like this? Write your ideas around the picture.



Lesson Description

The Warmup gets students thinking about what it would be like to be sailor and what a sailor's life might be like. (MSC.1.2.01.023)

THE AGE OF SAIL

Merchant and navy ships sailed the world's oceans during the Late Middle Ages. It is important to remember, however, that the men who worked on these ships were at sea for weeks and even months at a time. Working on a sailing ship was a dangerous and difficult job. Who were these men? And what was it like to live and work on a sailing ship?

Different types of ships required crews with different skills and knowledge. The crew of a naval ship, for example, would be quite different from the crew of a merchant ship. However, the most important person of any crew was the shipmaster, or master. He made all of the decisions on board the ship, from ordering the supplies, to choosing the crew and sailing routes, to navigating the ship during the voyage. The master was also in charge of handling all of the paperwork involved in the voyage.

Other officers helped the master manage the ship. These officers were called 'mates.' The second most important person on the



ship was the 'first mate.' His job was to receive orders from the master and give them to the crew. It was the crew's job to row the ship through the water, steer it, keep watch over the ocean for any dangers, and make sure the sails were raised and lowered at the proper times. The crew spent most of their day doing these jobs on deck, outside in the open air.

This was hard work, especially during storms, which were common on the high seas. Merchant ships had other workmen on board. These men were called 'idlers.' They were usually carpenters, sailmakers, and cooks. The carpenters repaired any damage to the ship. The sailmakers mended and fixed the sails. The cooks prepared meals for the master and his crew.

Life on a sailing ship was not comfortable. While the master and mates slept in cabins with beds, the crew slept on hammocks in an open area below the deck called the forecabin. The forecabin was at the front of the ship. The food for these voyages needed to be able to last a long time without spoiling. So the main type of food for the crewmen were hard biscuits, beans and rice, sometimes butter and cheese, heavily salted meat, and coffee, tea, or cocoa to drink. On longer voyages, the carpenters would build cages for animals like chickens and sheep.

Storms and bad food were not the only dangers that sailors faced. At that time, merchant ships often had to deal with enemies such as pirates and privateers. Pirate ships roamed the oceans during the 17th and 18th centuries, attacking and robbing trading ships. Privateers caused a lot of trouble for trading ships. Privateers were sailors who were hired by their government to attack ships from countries they were at war with. Privateers were not paid by their government, so they often kept a large part of the cargo from the ships they attacked.

Lesson Description

Activity 1

Activity 1 is designed to check student comprehension of the information provided in the text. (MSC.2.4.02.019)

During the Age of Sail, the oceans could be a very dangerous place. Trading ships were often attacked by pirates and privateers. Life on a trading ship was also difficult. The crew slept on uncomfortable hammocks. They had to work hard to row the boat through the water. Their food was not very healthy either. They could only eat food that would not spoil during long voyages.

Activity 2

In Activity 2, students label various areas of a Portuguese trading ship. (MSC.2.4.02.019)

Activity 1: Check Your Understanding

Complete the summary of the reading with the correct words and phrases.

on uncomfortable hammocks	row the boat through the water	a very dangerous place
pirates and privateers	not very healthy	would not spoil

During the Age of Sail, the oceans could be _____. Trading ships were often attacked by _____. Life on a trading ship was also difficult. The crew slept _____. They had to work hard to _____. Their food was _____ either. They could only eat food that _____ during long voyages.

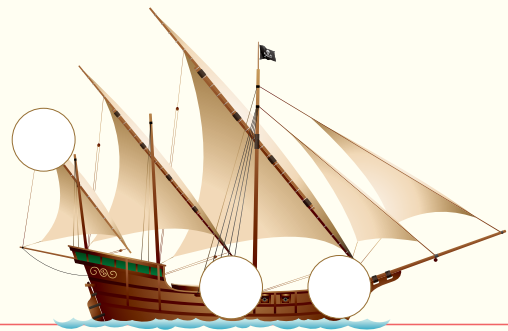
Activity 2: Labelling a Ship

This is a Portuguese trading ship called a caravel. Label the three parts of the ship.

deck

forecastle

sail



Activity 3: Describing Jobs

What did each of these people do on a trading ship? Write your ideas below.

Master	First Mate
Crew Member	Idler

Lesson Description

Activity 3

In Activity 3, students complete a chart describing the various jobs that sailors had on ships. (MSC.2.4.02.019)

Master
- order supplies - choose routes - navigate ship - do paperwork
First Mate
- second most important person on ship - receive orders from master and give them to crew
Crew Member
- row ship - watch for danger - raise and lower sails
Idler
- fix damage to ship - mend sails - cook meals

Lesson Description

Activity 4

In Activity 4, students match up descriptions of ships with the correct pictures (MSC.2.4.02.019).

Activity 5

In Activity 5, students reflect on health problems that sailors faced during the Age of Sail. (MSC.1.2.01.024)

Activity 4: Match Them Up

Read the descriptions of these ships and write them under the correct pictures.

A small, fast warship.	A very large ship that is moved by rowing.	A large, strong ship with guns on the side.
Galleon 	Frigate 	Galley 

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Sailors were often at sea for months. What are some of the health problems that they would face? What do we know now that could have improved sailors' health? Write your ideas in the space below.

This image shows a blank sheet of white paper with horizontal blue lines and a vertical green margin line on the left side. The paper is oriented vertically and appears to be a standard notebook page. There are no markings or text on the page.

Students can also search for more information about famous pirates in history, such as Captain Kidd, Blackbeard, Henry Morgan, and Zheng Yi Sao

Student Learning Outcomes (SLOs)

MSC.2.1.01.015	Explains the causes of significant historical events and issues
MSC.2.2.01.020	Identifies and describes selected countries in terms of their features and challenges presented by their geography
MSC.2.4.01.016	Explains the importance of investment, various types of investments and their outcomes
MSC.2.4.02.014	Defines economic values necessary for development (e.g., investment-competition)
MSC.2.4.02.016	Explains the role of competition in developing the national economy
MSC.2.5.02.011	Participates effectively in meaningful group discussions about topics related to social studies

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

- learn about two early companies
- learn how a 'joint-stock' company functioned
- understand the importance of investment in making a company successful
- discuss some of the factors involved in the pricing of products

Key Vocabulary:

- | | | | |
|------------|------------|--------------|----------------|
| • peak | • charter | • bullion | • trading post |
| • to found | • monopoly | • fertilizer | • retail |

Unit 3
Impacts of Transitions in Europe

Lesson 7

The East India and Hudson's Bay Companies

Learning Outcomes

- Identify two early companies.
- Explain how a 'joint-stock' company functioned.
- Understand the importance of investment in making a company successful.
- Discuss some of the factors involved in the pricing of products.

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Vocabulary

peak

to found

monopoly

charter

bullion

fertilizer

trading post

retail

Lesson Description

The Warmup asks students to brainstorm the differences between a store from the 19th century and one from modern times. (MSC.2.4.02.014)

Warm up: Did You Know?

The pictures on the top are of the first company in North America, the Hudson's Bay Company, from 1824 CE. The pictures on the bottom are of the same company today. What differences can you see? Write your ideas.



Materials/ Resources/ Technology

Resources from Student Book

Teacher-ONLY resources

(can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

**Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.*

THE EAST INDIA AND HUDSON'S BAY COMPANIES

Overseas trading reached a peak in the 15th and 16th centuries. One of the most successful countries in this area was England. English trading ships had travelled to nearly every corner of the globe, searching for new products and commodities to trade. As overseas trading flourished, new companies were founded to take advantage of this.



The East India Company began in 1599 CE. A group of merchants asked Queen Elizabeth I for money to help them sail to the East Indies, near present-day Central America. The queen agreed to fund their voyage, and even signed a charter that gave the merchants exclusive trading rights in the East

Indies. This charter was a powerful document. It not only gave the new company a monopoly on all trade between England and the East Indies, but allowed the company's ships to carry large amounts of bullion to trade with. This charter also one of the first of a new kind of financial organization: a joint-stock company.

In a joint-stock company, outside investors can buy 'stock' or 'shares' of the company. Then, when the company makes a profit, it gives some of that profit back to its investors. The East India Company was the first European company to sell shares to investors. This new approach to profit sharing, along with its monopoly, helped make the East India Company become very successful very quickly. At its peak,

the East India Company controlled nearly half of the world's trade. The company finally closed in 1874 CE.

The East India Company traded mainly cotton, silk, saltpetre (which is used in gunpowder and fertilizer), and tea. However, these were not the only products that were profitable in Europe. As we saw earlier, fur was becoming a very popular fashion item.



Another British company, called the Hudson's Bay Company, was formed in 1670 CE and given full trading rights to huge areas of Canada. The Hudson's Bay Company set up small trading posts all around Hudson Bay and James Bay in central Canada. As it became more successful, the company expanded all the way across Canada. By 1837 CE, the company had expanded into the U.S., all the way down to present-day Oregon.

More than three hundred years later, the Hudson's Bay Company still exists in Canada. It doesn't trade furs anymore. Instead, it has become one of Canada's most successful retail department stores, as well as the oldest company in Canadian history.

Lesson Description

Activity 1

Activity 1 is designed to check student comprehension of the information provided in the text. (MSC.2.4.02.016)

EAST INDIA COMPANY	FACT	HUDSON'S BAY COMPANY
	It still exists today.	X
	It was formed in Canada.	X
X	It was set up by Queen Elizabeth I.	
X	It traded cotton and silk.	
X	It was the first 'joint-stock' company.	

Activity 1: Check Your Understanding

Which facts describe the East India Company and which describe the Hudson's Bay Company? Put a checkmark beside each statement.

EAST INDIA COMPANY	FACT	HUDSON'S BAY COMPANY
	It still exists today.	
	It was formed in Canada.	
	It was set up by Queen Elizabeth I.	
	It traded cotton and silk.	
	It was the first 'joint-stock' company.	

Activity 2: Labelling a Map

Here are some events in the history of the East India and Hudson's Bay Companies. Write these events where they happened on the maps.

The Battle of Plassey: a battle between private East India Company soldiers and the Indian Army. It happened just north of Kolkata	Charles Fort: the first Hudson's Bay Company trading post in Canada. It was at the bottom of James Bay, which is under Hudson Bay.
The Battle of Seven Oaks: a battle between soldiers for the Hudson's Bay Company and their competitors, the North West Company. It happened near the city of Winnipeg, in the south of the province of Manitoba.	First Factory in India: set up on the coast of the province of Andhra Pradesh.

The Battle of Swally: a battle between the English and the Portuguese, who were competing with England for Indian products. It happened in Surat, in the province of Gujarat.

York Factory: one of the first Hudson's Bay trading posts. It is in the province of Manitoba on the coast of Hudson Bay.

Lesson Description

Activity 2

In Activity 2, students label a map with the names of historical events from the text (MSC.2.2.01.020).



Lesson Description

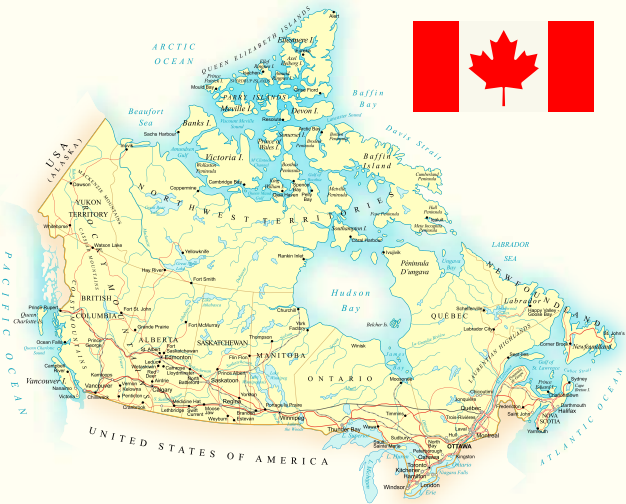
Activity 3

In Activity 3, students put historical events in the order in which they happened. (MSC.2.1.01.015)

3	By 1720 CE, 5% of British imports came from India, through the East India Company.
2	The East India Company set up many factories all over India and gained a lot of economic strength.
5	The East India Company became the ruler of all of India.
1	The Queen of England gave the East India Company exclusive trading rights in India.
4	The East India Company used its wealth to develop its own army and defeated the Nawabs, who ruled most of India, 1757 CE.

Activity 4

In Activity 4, students work in groups to brainstorm ways to convince ‘investors’ that their juice company is worth investing in. (MSC.2.4.01.016)



Activity 3: Ordering

The East India Company was not just an economic enterprise. It was a political one, too. Through the actions of the East India Company, Britain was able to establish a political empire in India.

See if you can put the story in the correct order. Write the numbers 1-5 in the blanks beside the events.

_____	By 1720 CE, 5% of British imports came from India, through the East India Company.
_____	The East India Company set up many factories all over India and gained a lot of economic strength.

_____ The East India Company became the ruler of all of India.

_____ The Queen of England gave the East India Company exclusive trading rights in India.

The East India Company used its wealth to develop its own army and defeated the Nawabs, who ruled most of India, 1757 CE.

Activity 4: Use Your Creativity

The East India Company was a 'joint-stock company.' Imagine you are going to start a company selling juice. But you don't have any money to start your company. You will need investors.

How will you convince investors to help fund your company? What benefits can you give them? What can you promise them? Brainstorm your ideas with 2 or 3 other students.

Here is an idea to get you started.



Make them business partners with you.

How will you attract investors?

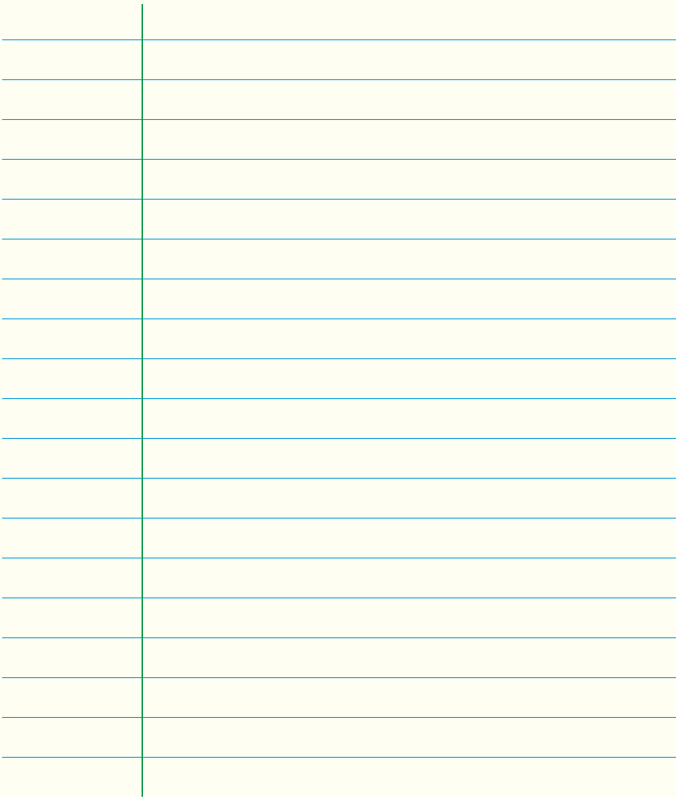
Lesson Description

Activity 5

In Activity 5, students reflect on how they made decisions in Activity 4.(MSC.2.5.02.011)

Activity 5: Reflection

Think about the juice company you started in Activity 4. How would you decide on the prices of your juice products? What are some important factors that would help you decide on your prices? Brainstorm with a partner and write your ideas around the picture below.



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Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLOs mentioned in the description of each activity above..

Remedial Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, refer to the descriptions of the seven reading strategies outlined in the Remedial Opportunities area of Lesson 1 in this Teacher's Guide.

Extension Opportunities

Activity 5 is a reflective activity and can be used as an extension activity.

Glossary

Abandoning responsibility: Evading duties and blaming others.

Active: Moving and energetic; not still.

Acts of compassion: Initiatives by individuals, associations or countries to alleviate the suffering of others, such as feeding the hungry, giving charity to the poor, visiting the sick, giving condolences in death, sheltering the homeless, providing financial and emotional care for orphans and so on.

Aerobic: Vigorous activity that exercises and strengthens the heart and lungs.

Anti-racism: Opposition to all types of discrimination based on race or culture.

Archaeology: The study of objects from the past, especially bones, fossils and equipment.

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.

Attitude: A belief or opinion that varies from one culture to the next, such as attitudes towards money or health.

Audit: An official evaluation or assessment of an organisation.

Authority: A position that grants an individual capacities that prioritise them over others. Hence they could be in the position of enacting laws and making decisions.

Benefits: Good or positive effects of something.

Benevolence: Kindness to others.

Brochure: A leaflet outlining information.

Campaign: A series of planned activities done in order to bring about change in a particular area. For example, politics, education, health, sports, etc.

Carbohydrate: The compound in food that is broken down to release energy.

Challenge: Something new and difficult that requires great effort and determination.

Communication: The process of transferring information from a source to a target.

Compliment: To say something nice or positive to or about another person.

Connect: Engage with someone else in a meaningful way and share thoughts and feelings with them.

Consequence: The results or effects of a particular action or event.

Counselling: Professional support for people suffering mental health issues or stress.

Cultural significance: The reason why something (an artefact or symbol, for example) is important to a particular culture.

Culture: The ideas, knowledge, behaviours, patterns, customs, beliefs, characteristics or habits of a group of people.

Curator: The person in charge of a museum exhibit.

Demographics: The study of populations and population movement.

Destigmatisation: The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

Diet: The type and range of food that a person regularly eats.

Discrimination: The practice of treating or regarding others differently on the basis of their social class, religion, economic class or ethnicity.

Disease: An illness which affects people, animals or plants. It is usually caused by an infection or bacteria.

Distributive justice: The fair distribution of services, resources and assets to everyone according to their own needs.

Diversity: Many different types of people (or things) being included and treated as equal.

Eligibility: Conditions that grant the individual the right to do something or the advantage of having achieved it. For example: a person who sacrifices a great deal of time, money or effort receives more resources compared to a person who makes fewer sacrifices.

Empathy: The ability to share the feelings of another person, and to put yourself in their shoes.

Enriched culture: A culture that is vibrant, innovative and evolving, and interacting with other cultures.

Equality: Treating others equally without prejudice, hatred or discrimination regardless of colour, gender, religion, x or race.

Exercise: Activities that use up energy and improve your physical health.

Exhibit: A display (usually public) of objects for people to examine and learn about.

Experience: Something you have taken part in or gone through.

Fairness: Justice, giving people their rights.

Flexibility: The ability to bend and stretch without breaking.

Floor plan: A map showing a view of rooms and spaces from above.

Generosity: Benevolence; giving material and moral support without expecting anything in return.

Global Health Concerns: Health issues that are not restricted to one area alone but affect people worldwide. Examples include epidemics of flu, obesity, cancer, heart disease, diabetes, malaria, malnutrition, etc.

Gratitude: Giving thanks for the good things you have, good things that have happened to you, or good things you received.

Happiness: Feeling joy, satisfaction and reassurance.

Heritage: The shared history of a group or community, including its traditions, customs and values.

Identity: What makes a person unique, or part of a specific group.

Justice: A key social pillar that is essential for permanent co-existence between people; it is based on fairness, equality, balance, non-infringement and protection of both private and public interests.

Malaria: A serious disease causing fever. It is carried by mosquitoes.

Malnutrition: Physical weakness and illness due to a severe lack of food.

Mental health: The condition and 'fitness' of your thoughts and your emotions, as opposed to the fitness of your body.

Mindfulness: Focussed awareness of your thoughts and feelings.

Moral dilemma: A problematic situation that requires analysis of the reactions of those involved in order to understand the different viewpoints and judge fairly.

Moral standards: A commitment to values such as equality, justice, empathy and respecting others and the law.

Movement: Changing position or going from one place to the other.

Multiculturalism: Having a variety of cultures in one place and appreciating the rich variety that this leads to.

Multiple perspectives: Acknowledging that there are numerous ways of looking at something and that a variety of different standpoints can be helpful.

Museum: A building that houses and displays important objects from the past, such as artefacts and fossils.

Need: A lack of some thing or resource.

Nutrition: The process of getting the food necessary to maintain good health and growth.

People of determination: People who have different abilities. They may be blind, deaf, disabled, have learning difficulties or any other condition that means they have different needs to others.

Physically fit: Having a healthy body that is able to do many exercises and activities.

Policy: A document or statement used by an organisation to guide action.

Population: The number and variety of people in a specific area.

Positive growth: Physical and mental growth in a proper, healthy and decent way, while taking advantage of learning and skill-developing opportunities.

Positive relationship: Develop effective and clear communication with others and understand them well. them well.

Prejudice: Pre-judging someone or something. A pre-conceived idea formed without any basis in knowledge or fact.

Prevention: Ensuring that something does not happen.

Research: To search for further information about a topic.

Resilience: The ability to cope with life's difficulties and to recover after setbacks.

Respecting Others: Belief that other people deserve to be treated in a way that recognises their value and worth; commitment to communicate and talk with others politely; commitment to treating others as you would like to be treated, accepting all differences (such as gender, age, race, religion and social class).

Responsibility: Undertaking duties, participating, cooperating and helping others in the family, school and society, as well as assuming the results of errors, i.e. acknowledging mistakes, apologising for them, retracting them and working to find solutions to the problems resulting from them.

Review: Look back upon; assess and evaluate.

Revisions: Make changes based on corrections or feedback.

Seeking help: Contacting others when you feel overwhelmed, in danger or stressed.

Self-esteem: Knowing one's own value and worth; self-respect.

Self-respect: Belief in one's inherent value and worth as a human being; an appreciation of one's positive qualities and skills.

Snap judgment: A decision made in a hurry without thinking, usually straight after meeting someone or an event.

Social responsibility: Protecting citizens, securing their rights and safeguarding the homeland. Environmental responsibility, for example, lies in protecting the environment and securing the right to live in clean environment; cultural responsibility lies in supporting the homeland and strengthening loyalty to it.

Sources: Where information was obtained from.

Stigmatisation: Negative beliefs and attitudes about a situation or a condition.

Support: Help or encouragement, especially in times of difficulty.

Sustainable Development Goals: A set of 17 "global goals" over a range of issues, such as ending hunger and poverty, improving health and education, ensuring clean water and sanitation, etc.

Sympathise: Feel with others.

Sympathy: Understanding the feelings of another person and feeling for them. For example, feeling sadness for their suffering.

Theme: The main or central idea.

Tolerance: The quality of accepting people and their behaviour and opinions even if you are not in agreement with them.

Well-being: A person's state of comfort, health and happiness.

Theme: The main or central idea.

Tolerance: The quality of accepting people and their behaviour and opinions even if you are not in agreement with them.

Well-being: Comfort, health and happiness.

appreciate: (v.) to understand the importance of something

approach: (n.) a way to do something

astronomer: (n.) a person who studies the sky, space, stars, and planets

biscuit: (n.) a kind of bread

bullion: (n.) large amounts of gold or silver, before it is made into bars or coins

cannon: (n.) a large gun that shoots heavy metal balls

carve: (v.) to cut something (like stone or wood) into a shape

character: (n.) a printed or written letter

charter: (n.) a document that explains how a company or organization must operate

colony: (n.) a group of people who travel to a different country but are still under the control of their home country

commerce: (n.) the activity of buying and selling

commodity: (n.) a product that can be bought and sold, or has value

curiosity: (n.) strong interest

currency: (n.) money used in a country

customs: (n.) the office that allows (or does not allow) products to enter a country

deck: (n.) the part of a ship that is open to the air

durable: (adj.) strong and not easily damaged

exhibit: (n.) a display in a museum

fertilizer: (n.) a chemical that helps plants and crops to grow

flourish: (v.) to be very successful, or to develop quickly and healthily

found: (v.) to start a company or city

foundation: (n.) the beginning stage of something

frame: (n.) a structure around smaller pieces that holds them in place

fur: (n.) the skin and hair of an animal

genuine: (adj.) real and true

heliocentric model: (adj.) a model of space where the Sun is the center of the solar system and the Earth and other planets go around it

high seas: (n.) the middle of the ocean

illiterate: (adj.) not able to read and write

in circulation: (adj.) being used by people (usually money or books)

ink: (n.) a substance used to make letters or symbols on paper

investor: (n.) a person who gives money to someone to help them in their business, and who wants to get more money from the profits of the business

invoice: (n.) a paper that records something you bought and how much money you paid for it

journey: (v.) to travel a long distance

medium of exchange: (n.) something used to trade (either money or products)

mend: (v.) to fix

merchant: (n.) a person whose job is trading

mine: (v.) to dig something out of the ground (usually a product for selling)

monopoly: (n.) complete control of the supply of a product for buying and selling; not having any competition

oar: (n.) a tool that pushes against water to move a boat

obsessed: (adj.) so interested in something that you can't think of anything else

peak: (n.) the top of something; the period of time when a company, organization, or country is the most successful

peasantry: (n.) the poorest class of people in a society

port: (n.) the place where ships come to the land to load and unload

practical: (adj.) possible; can be done successfully

principle: (n.) a belief or idea that a person or company uses to make decisions or act in a certain way

publisher: (n.) a person whose job is to produce and sell books

retail: (n.) the act of buying a product and then selling it again for a higher price

route: (n.) a way or direction to get to a place

row: (v.) to move a boat or ship through the water with a oars

sail: (n.) a large piece of cloth on a ship that uses wind to move it through the water

script: (n.) the written words that you say during a presentation or speech

sophisticated: (adj.) complex and well developed

space: (n.) the area outside the Earth

stamp: (v.) to use force to make a symbol or mark in another substance

statue: (n.) the image of a person or animal carved from a large piece of stone

symbol: (n.) an image that has a meaning

theme: (n.) main idea, style, or topic

trading post: (n.) a store or small place used for trading, usually in a large area where there are not many people

transformation: (n.) a complete change from one thing into another

uniformly: (adv.) in exactly the same way; looking exactly the same

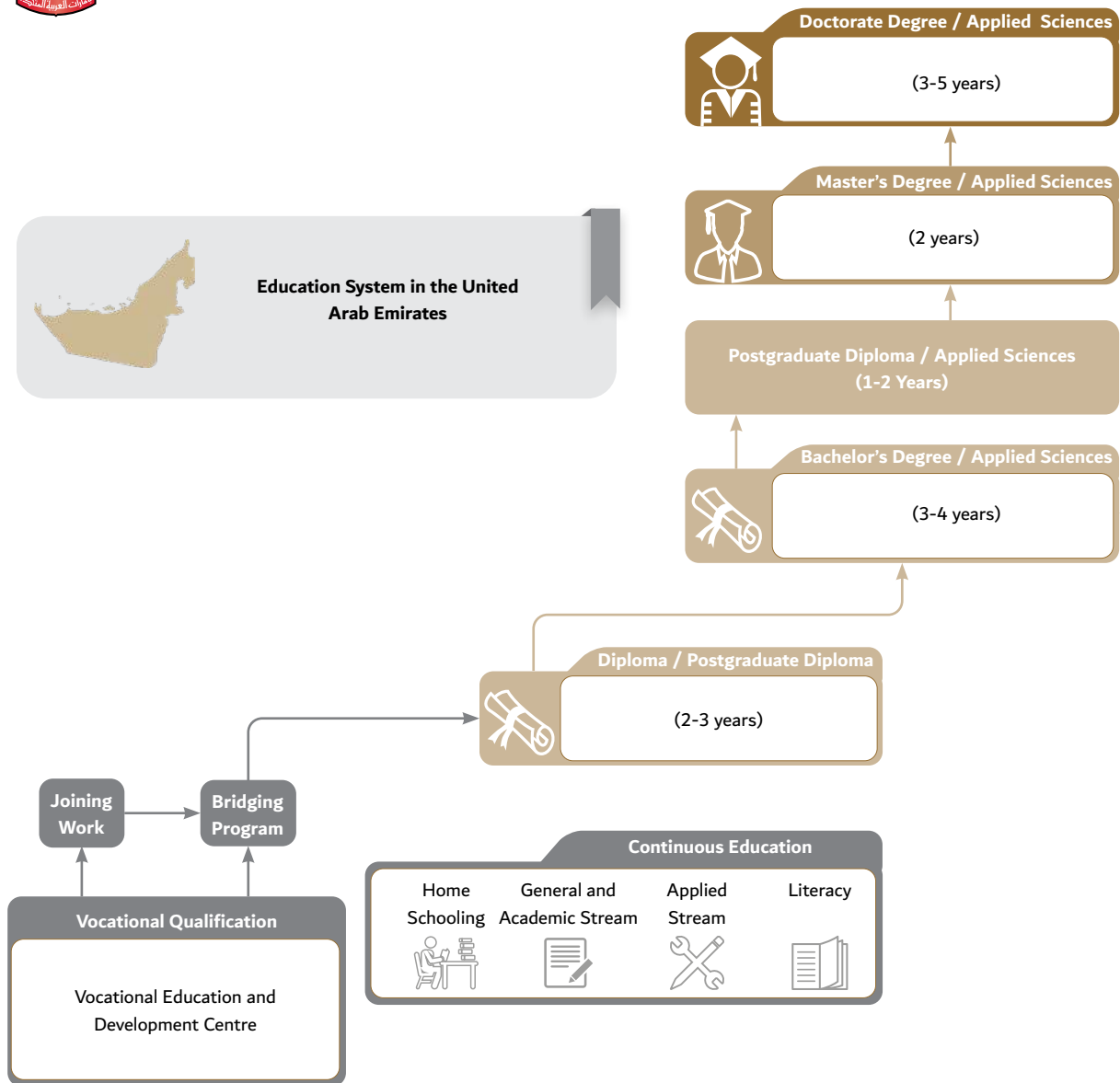
violate: (v.) to break a rule or law

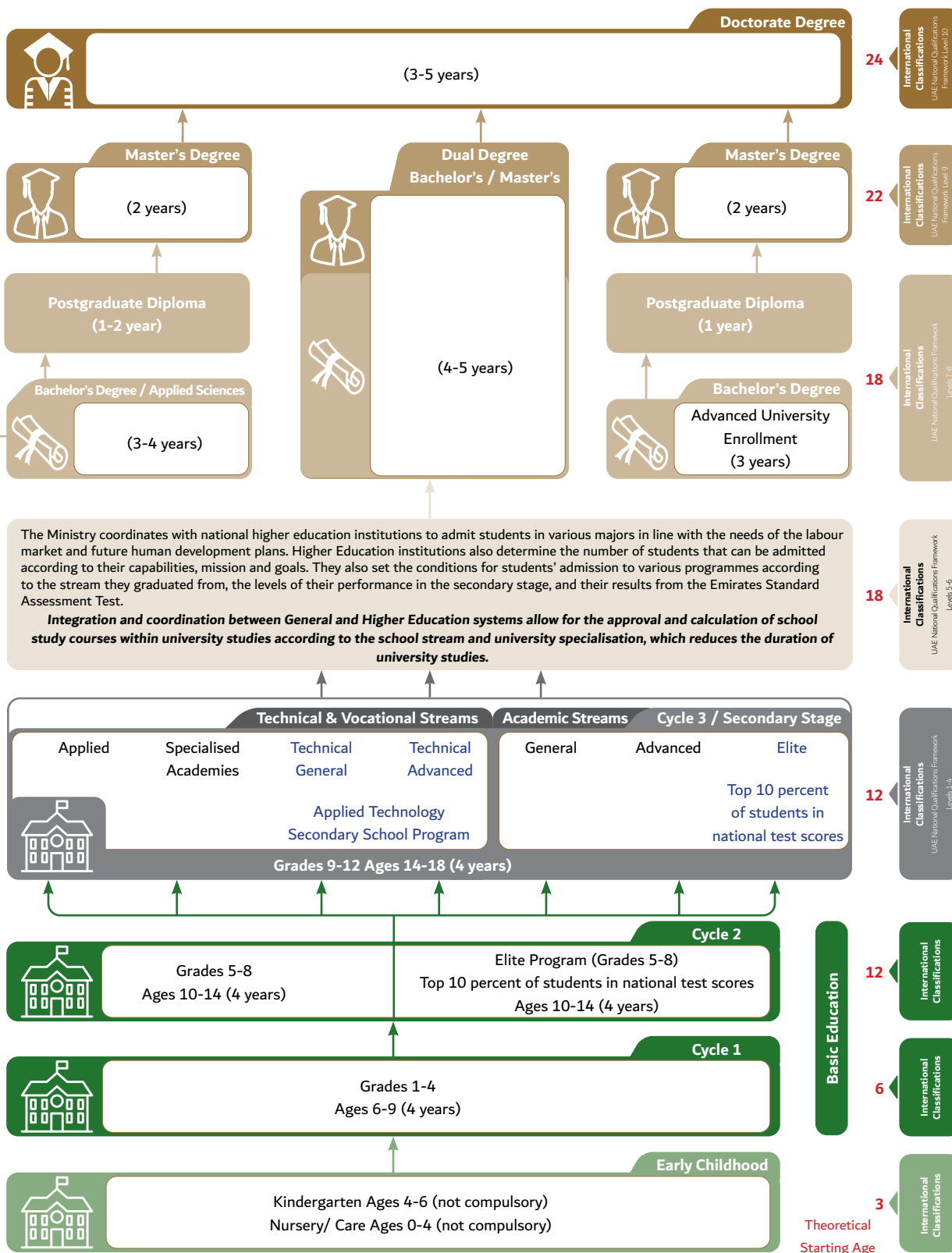
voyage: (n.) a long trip

warfare: (n.) the act of fighting against another country



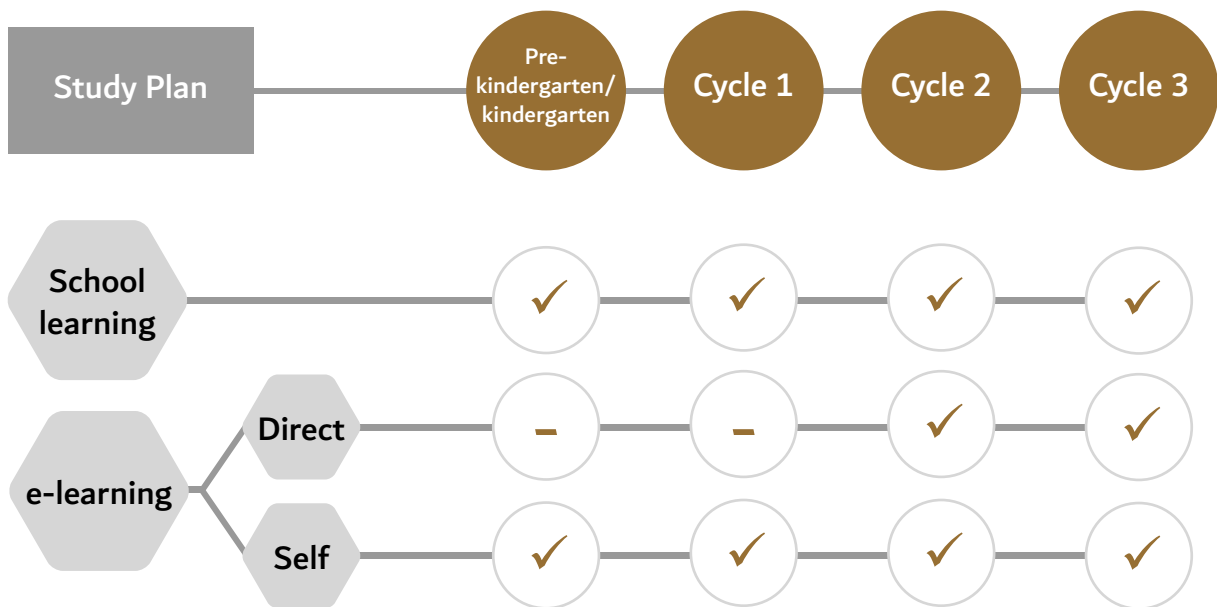
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