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President of the United Arab Emirates

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“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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Unit 1

Trade, Travel and Communications: The UAE in an Increasing Globalised and Interconnected World; Cultural Exchange

Lesson 1	Understanding Globalisation
Lesson 2	What Factors Have Enabled Globalisation?
Lesson 3	Globalisation and The UAE
Lesson 4	Advantages and Disadvantages of Globalisation
Lesson 5	The Individual in a Globalised World



How have advances in communications and globalisation changed the global economy and created social transformations?

How did improved transport and communication increase trade

What is 'globalisation' and how does it impact the UAE?

What are the issues raised by globalisation?

What economic concepts do we need to apply in order to create a sustainable global economy?

How have communications advances affected the individual, society and inter-societal relations?



Lesson 1

Understanding Globalisation

Learning Outcomes:

- Understand the concept of 'globalisation', some of the issues it raises and how it affects the UAE.

Vocabulary

globalisation

interconnected

Special Olympics

1 Look at this image. Express what it could represent.



Our world

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2 Read the text below and answer the questions that follow.

What is Globalisation?

Globalisation is a process of interaction and integration among the people, companies, and governments of different nations. This process is driven by international trade and investment and helped by information technology. Globalisation has effects on the environment, culture, political systems, economic development and prosperity, and human physical well-being in societies around the world.

Globalisation is not new. For thousands of years, people—and, later big companies—have been buying from and selling to each other in lands at great distances, such as through the famed Silk Road across Central Asia that connected China and Europe during the Middle Ages. For centuries, people and corporations have invested in other countries.

Government policies and technological developments of the past few decades have led to increases in cross-border trade, investment, and migration which were so large that many people believe the world has entered a new phase in its economic development. The current wave of globalisation is the result of policies that have opened economies domestically and internationally. Countries have established international agreements to promote trade in goods, services, and investment. Corporations have built foreign factories and established production and marketing arrangements with foreign partners.

Technology is the other main driver of globalisation. It has essentially eliminated distances. The internet in particular has dramatically transformed social and economic life, connected people and businesses around the world.

a. The three most important aspects of globalisation are:

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b. What does the sentence “technology has eliminated distances” mean to you?

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3 Read about globalisation and how it relates to tourism, and then answer the following question.

The advances made in transportation that have enabled global mobility are particularly significant. Modern aircraft, cruise ships, trains, and other modes of transport allow people to move quickly and relatively cheaply. Aircraft capable of flying long distances with a larger passenger load. Fast trains, road systems, and even city bike rental programs enable people to move, tour, and explore the world. These changes have allowed more people to travel more often in less time.

The international banking system allows access to money almost anywhere in the world. Travel agencies have allowed for affordable packages that include travel, hotel and tours. Handheld devices have also changed the nature of travel, the traveler can select a restaurant, navigate a big city, or translate a foreign language.

Another influence of globalisation on tourism is a greater awareness of destinations and the range of leisure activities, sites, and cultures to visit around the world. Generating knowledge of a destination is obviously a key first step in marketing a destination, and this is achieved by way of travel shows, films, blogs, and other forms of communication.



Global tourism

Analyze the interchange between tourism and globalisation looking at tourism in the following areas:

- a. Global force for peace
- b. Cultural homogenisation
- c. Economic benefit
- d. Shaping the way we see the world

4 Read the following text about the meaning of the cover of your book. Then answer the following questions.

A Design that Evokes Local Culture, Society and Global Citizenship

The cover draws inspiration from a five-petal flower, which is a recurrent motif in the Sheikh Zayed Mosque in Abu Dhabi.

The intersecting circles are symbols of union and connection with both the local and international community.

The intersections represent the complex relationships between different entities living as global citizens in an interdependent world.

At the centre of the cover is a solid star. This guiding star is formed from infinite circles. It symbolizes the moral compass we should follow, but also the individual citizen.

The circles are few on the book covers of grades 1-3. As the grades progress, the number of circles increases, symbolizing how citizens, as they develop, have more connections with contemporary society and international communities.

The gradation of colour portrays the complexity of the 21st century living. The square that holds the title is a shape that defines decency, equality, justice, integrity, morality and well-being.

- a. Explain what is meant by 'intersecting circles are symbols of union and connection with the community' in the text.
- b. Give concrete examples of how we are connected to people on three levels:
 - In the classroom
 - In the country
 - Around the world

5 Read the text below and answer the questions that follow.

Globalisation is about not only trade, transport and communications. It has also led to the creation of new types of events that bring people together from all around the world. One of these is the Special Olympics. It is the world's largest sports organization for children and adults with intellectual disabilities. There are competitions and year-round training, involving 5.7 million athletes in 172 countries.

One of these athletes is Bonang Modise, 21. She was born in Dorsberg in South Africa. She joined Special Olympics South Africa in 2011 at the age of 16 and started training as well as competing in her two favourite sports, athletics and basketball. Before she joined Special Olympics, Bonang was always told what she wasn't able to do because of her intellectual disability. Throughout her time in school, she always heard that she couldn't be a leader and couldn't make a difference in her community.

When Bonang joined Special Olympics, she learned that she could still be her best even though she has a disability. "Being part of Special Olympics has been good for me, because I understand the importance of being proud of who I am. I may have a disability but it won't stop me from being the best!" Bonang says.

Bonang was identified as a great leader so she joined the Special Olympics Athlete Leadership program which unleashed her leadership potential and provided her with speaking opportunities across the country. Bonang travelled to Los Angeles for the 2015 Special Olympics World Games and proudly represented her country.

The 2019 Special Olympics Games was held in Abu Dhabi in the UAE. There were seven days of competition in 24 sports, with an estimated 7,000 Special Olympics athletes taking part.

- a. Research the origins of the Special Olympics organisation.
- b. How did globalisation help Bonang Modise?
- c. What is the contribution of the UAE to the success of the Special Olympics?



6 The World Future Energy Summit takes place every year in the UAE since 2008. Research the objectives of the summit and its relation with globalisation and write your findings in a paragraph of at least ten lines.

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Lesson 2

What Factors Have Enabled Globalisation?

Learning Outcomes:

- Understand the concept of 'globalisation', some of the issues it raises and how it affects the UAE.
- Understand the concept of a sustainable global economy, and the challenges it faces.
- Understand some economic concepts.

Vocabulary

mediator

arbitrator

multilateral

unilateral

sustainability

1 Take a Stand on Globalisation

Your teacher is going to read out the statements below. When the teacher reads one out, stand up if you agree with it. Stay seated if you disagree.

1. Workers have benefited from globalisation.
2. The dominance of English as a worldwide language is a result of globalisation.
3. People around the world now have similar tastes in food and clothing.
4. Globalisation affects the environment.

2 Read the text below and answer the questions that follow.

Brief History of Information and Communications Technology

The Computer

A computer is a programmable electronic device that performs mathematical calculations and logical operations. It can process, store and retrieve large amounts of information very quickly. Originally, the first computers were the size of a large room, consuming as much power as several hundred modern personal computers of today.

The Internet

The internet is a huge system of networking that connects millions of computers together worldwide. Computers can communicate with any other computer as long as they are connected to the internet.

The Web

The web or the World Wide Web (WWW) is a way of accessing information through the internet. It is an information space that is built on top of the internet, where one can locate documents and resources by what is known as URLs (Uniform Resource Locator) which is known as a web address. It was invented in 1989.

Information and Communications Technology (ICT)

ICT is the use of computer-based technology to communicate. Using a computer, tablet or mobile phone, sending an email, browsing the internet, making a video call - these are all examples of using basic ICT skills and technology to communicate.

- a. Why do you think the development in Information and Communication Technology is a main globalisation factor?
- b. In groups, discuss the impact of ICT on the news media. Describe how ICT has affected the dissemination of information.

3 Read the following text and answer the questions that follow.

In this text, we will explain some economic concepts that are important for understanding some other factors that affect globalisation. For many of our ancestors, having a business was a family affair and most of the decisions were made with little external consultation. As countries develop and economies grow, businesses become more complex and more people become involved.

A corporation is a business or an organisation that has been formed by a group of people. In law, a corporation has the same rights and responsibilities as a person. It can own or lease property, employ workers, pay taxes, etc., and it can be prosecuted if it breaks the law. The main differences between a corporation and an ordinary company are that it can remain in existence long after the lifetime of its founders and the owners are not at risk of losing their personal wealth. Multi-national corporations often span many countries with one head office where global management is coordinated. Some of the most well-known multi-national corporations are very powerful indeed as they have budgets that exceed that of many of the countries they operate in. These companies sell, or export, their products or services all around the world and the UAE buys, or imports, them. Of course, the UAE exports many of its products too. As the range of available products becomes greater, businesses have to compete with each other to gain customers. This competition means that we, as consumers, can choose what to buy based on things like price, quality, service, etc.

- a. Name at least 5 multi-nationals that you know.
- b. On a world map, put a dot in a colour of your choice on their country of origin and dots in another colour on about 2-3 countries where they have invested (created manufacturing plants or workplaces).



4 Read the text below and answer the questions that follow.

Another main factor that has led to globalisation is the creation of groups of countries from the same area that come together and make agreements for political and economic reasons. These are known as regional blocs. This has happened over time. The most important Trading blocs include: North American Free Trade Agreement (NAFTA), Association of Southeast Asian Nations (ASEAN), European Union (EU), Mercado Comun del Sur (MERCOSUR), and Southern African Development Community (SADC), and the Gulf Cooperation Council (GCC).

Many of today's trade blocs were created after World War II. The first was known as the General Agreement on Tariffs and



Trade (GATT) made in 1948. This agreement originally had 23 member nations, and by 1994 it had grown to include 123 members.. By the end of the 20th Century, over half of the world's nations were members of some sort of a trade bloc agreement.

The World Trade Organization (WTO) is the global international organization dealing with the rules of trade between nations. It was created in 1995 and now has close to 170 member countries. The WTO's main aim is to promote free trade. It does this through agreements negotiated and signed by most of the world's trading nations. The WTO then polices these agreements to make sure all nations stick to the rules. When trade disputes between governments flare up, it steps in as mediator and, if necessary, arbitrator. And when member countries don't play by the agreed rules, the WTO can impose trade sanctions against them.

- What do you think are the advantages for a country to be in a trade bloc? Try to think of at least 3 things.
- What do you think are the disadvantages of trade blocs?

5 Read the information below and answer the questions.

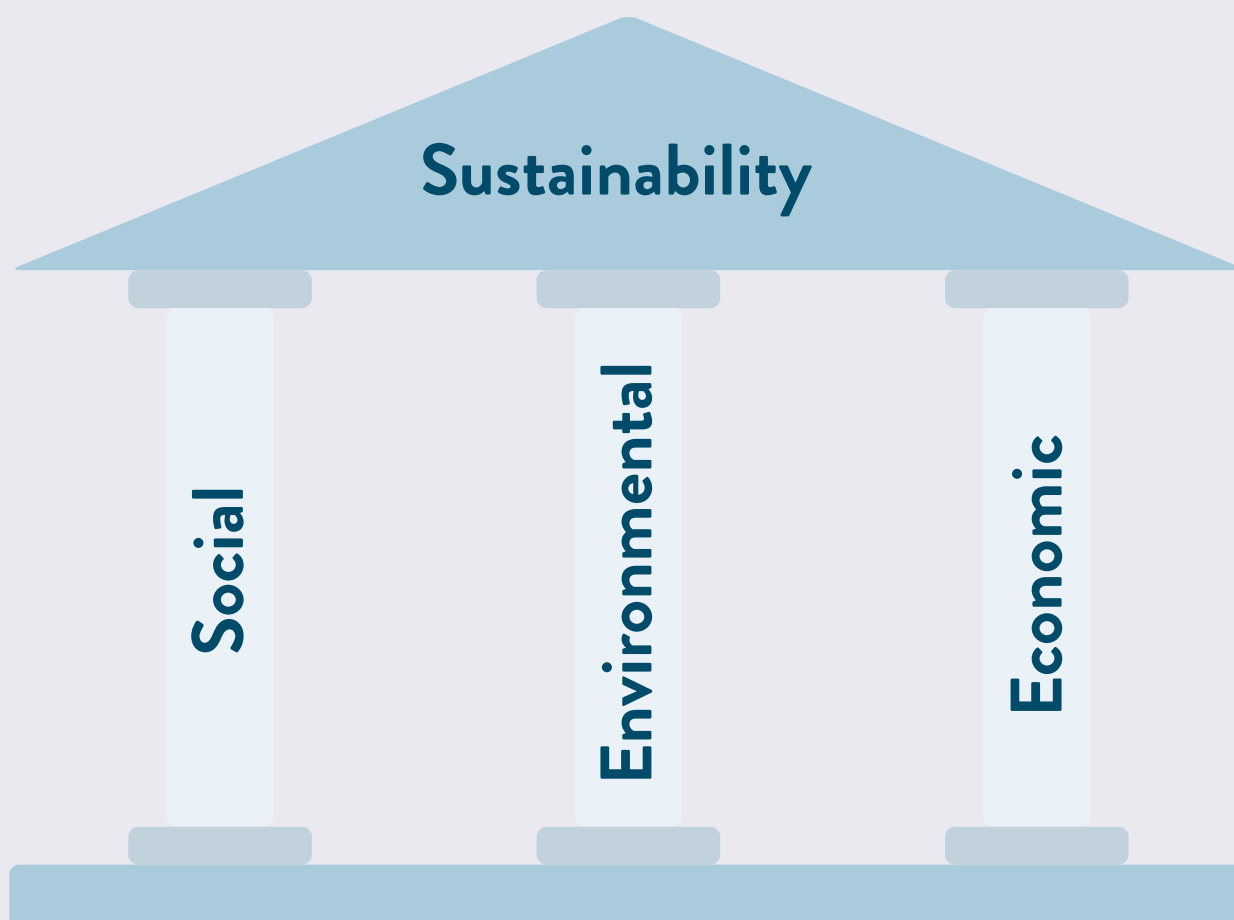
What is sustainability?

Economics is the production of goods and services. Goods are objects you can touch such as shoes, cars, refrigerators. Services are activities that produce an output that is not touchable. Medical care, legal consultations and banking transactions fall under this category.

A production process requires input factors called resources. These could be materials such as natural resources (oil, rubber, iron) or manufactured products (machinery and equipment) and labour. Resources are limited, hence the concern about their depletion. Globalisation has not helped. The expansion of markets and the increased production of goods has put even more pressure on the utilization of resources.

This concern brings in the concept of sustainability, which is defined as the ability of a given system to remain productive indefinitely. For a sustainable economy, this means that each generation should work at meeting its needs by using resources responsibly in a way that ensures coming generations can continue to benefit from them. In other words, sustainability means to meet the needs of the present without making it impossible for future generations to meet their needs.

In order to achieve sustainability, three things need to be taken into consideration. This is known as the three pillars of sustainability. If one pillar is weak, the other two will not stand for very long.



The three pillars are:

1. Social: this means the people. Our families and our communities are what drives the economy and we depend on the environment. The long-term health and welfare of the people depend on the other two pillars.
2. Environmental: The systems in nature support the life of all things. This includes the bees that pollinate the plants that give us fruit and vegetables, trees and forests that filter the air from pollution and wetlands and underground water that give life.
3. Economic: the flow of money and growth are very important for business. Efficiency in production and avoiding wastefulness are good examples of economic sustainability:

a. What do we mean when we say “sustainable energy”? Find another word.

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b. Give an example of something that is economically sustainable.

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6 Choose one of the pillars of sustainability and make a list of actions that government of the UAE has undertaken to promote that pillar.

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Lesson 3

Globalisation and the UAE

Learning Outcomes:

- Understand the concept of 'globalisation', some of the issues it raises and how it affects the UAE.
- Understand some economic concepts.

Vocabulary

hub

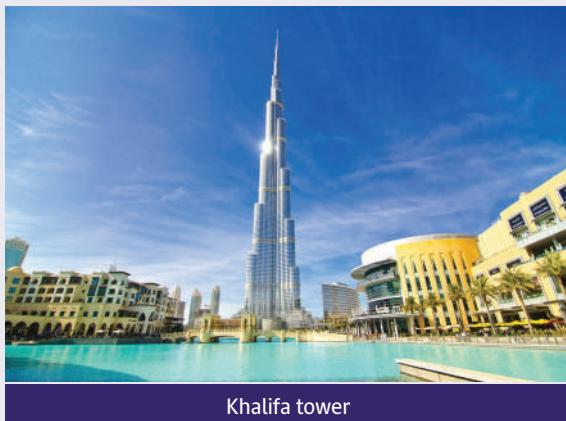
strategic location

migration

multiculturalism

1 Look at the image below and complete the activity

This is an image that is used to promote tourism to the UAE. It is clear and bright. It is a form of communication.



You have been hired to promote the UAE to tourists around the world by using modern communication methods only. You have a maximum of 280 characters to use in your message. You can use an image.

Design your advert and express which modern communication method you are going to use and why.

2 The UAE is becoming the hub of the world

The UAE's strategic location and decades of investment have positioned it to become one of the 21st century's most important global hubs for the movement of people and trade. The UAE government has invested abundantly in the country's infrastructure for transportation by air, sea, road and railway.

AIR

Located between Asia and Africa, two regions witnessing fast economic growth today, the UAE can be reached in 8 hours by two-thirds of the world's population. No wonder the UAE has invested in building airports, more specifically the Dubai World Central airport. With its 5 runways and capacity for 160 million passengers.



1. Dubai World Central Airport

SEA

The UAE has always had ports that were busy trading places, initially serving the Gulf but then growing to become important centres for global trade. The country has numerous port facilities catering to general cargo, container shipping, and the oil and gas industry. Most ports are located on the country's western coast, including Khalifa and Jebel Ali, the world's largest man-made harbour, while the eastern coast hosts the port of Khor Fakkan and Fujairah, which provides direct access to the Indian Ocean without having to navigate the Strait of Hormuz.



2. Port of Abu Dhabi

ROAD SYSTEM

The UAE's extensive road network connects each of the seven emirates and links all its major transportation hubs and population centres. The road network also links the UAE with the neighbouring countries of Oman and Saudi Arabia, facilitating region-wide trade and transport.



RAIL

Dubai Metro, inaugurated in September 2009, was the first urban train network in the Gulf Cooperation Council. It currently consists of 75 kilometres of track along its two lines, and additional lines are planned for the future. Etihad Rail, a countrywide rail network of approximately 1,200 kilometres of track is currently being built in phases to link principal centres of population and industry in the UAE and later form a vital part of the planned GCC-wide rail network linking the UAE to its neighbours.



- a. How can you link the content of the text with globalisation?
- b. In groups, create posters of the positive effects that the development of the transportation system has brought to the UAE.

3 Read the text below and then answer the question

The movement of people from one country to another for economic reasons is a key feature of globalisation. Over the past few decades, the UAE has become a popular destination for temporary labourers seeking employment opportunities and higher standards of living. Workers come from various countries in the world and work in different sectors.

In 2013, the UAE had the fifth-largest international expatriate population in the world with 7.8 million people (out of a total population of 9.2 million), according to United Nations (UN) estimates.

The UAE government relied heavily on foreign labour to sustain economic growth and high standard of living in the country. Over the past several years, the UAE government has reformed its laws covering foreign workers to protect local workers right.

The UAE attracts skilled workers due to its economic attractiveness, political stability, and modern infrastructure. The UAE government relied heavily on foreign labour to sustain economic growth and high standard of living in the country.

List 4 reasons why you think people from other countries want to come and work in the UAE:

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-
-
-

4 Read the text below and then answer the questions

The economy of the UAE is one of the most open worldwide and this goes back to the times when ships sailed to India and Africa as far south as Mozambique. The people of the region have been active in international trade since the beginning of history. "The economy of the UAE today is based on two key components – the exploitation of oil and gas, and the utilization of its strategic location between East and West to act as an international transshipment point for goods, the latter now being complemented by its fast developing airborne tourist industry. In both of these components, maritime commerce plays a crucial role, one that can be traced back to the early days of recorded human settlement in the country, in the last Stone Age, over 8,000 years ago.

Think of three different things about the UAE that are the result of globalisation or contribute to and write them down.

5 Read the text below and then complete the activity.

a. What is Multiculturalism?

Multiculturalism is the description of a society or nation in which several ethnic groups co-exist, while each preserving its own cultural traditions.

b. Advantages of Multiculturalism

1. Education

In many countries there have been changes in the syllabus of subjects, like history, to provide a more comprehensive and broader version of past events. This is to help students learn about different perspectives on a given topic and about equality.

2. Professional

Employees coming from various cultures can contribute with a wider range of ideas on an assignment.

A mix of cultural experiences helps in problem solving, and can create a strong team. Having a diverse group of workers always enriches the office environment, improving the work culture.

3. Multinational Companies

These service industry giants, specifically the FMCG (fast-moving consumer goods) manufacturers, have benefited greatly from globalisation. A diverse population employed by these companies in different countries helps them capture global markets, increase the number of customers, and earn profits easily.

4. Skilled Migrant Labour

Multi-ethnic countries are home to many immigrants, a significant proportion being a highly educated skilled workforce.

a. The best thing about having a multicultural school is:

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b. The best thing about living in a multicultural country like the UAE is:

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6 Answer the following question.

- What are the disadvantages of multiculturalism?

Divide your answer with respect to:

- Education
- Professional work
- Social influences
- Social conflicts.

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Lesson 4

Advantages and Disadvantages of Globalisation

Learning Outcomes:

- Understand the concept of 'globalisation', some of the issues it raises and how it affects the UAE.
- Understand the concept of a sustainable global economy, and the challenges it faces.
- Understand some economic concepts.
- Evaluate the impact of communication technology on the individual and society.

Vocabulary

consumer

supply

demand

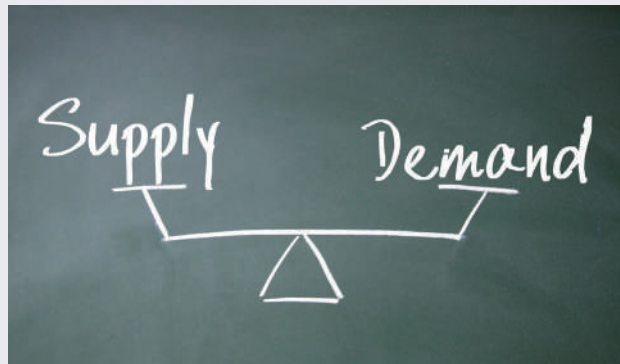
- 1 List for each of the items below at least one positive and one negative feature of globalisation.

- Jobs
- Travel
- Trade
- Culture and Education

Positives	Negatives

2 Read the text below and complete the activity.

People (or consumers) have needs and wants, so businesses meet those needs and wants and charge money for doing so. In the same way that the students asked themselves questions during the peer market, companies ask themselves the same questions. The answers to these questions inform the number of items made (produced) and their price. Businesses supply products to meet demand. Scarcity drives up the price of goods.



Welcome to the peer market where everyone can sell their goods freely to one another.

Select something you own to sell at the peer market. Put the item on your table along with the price you want for it.

Now walk around the classroom for a few minutes, looking at your classmates' "products" and their prices. While you are looking at the products.

Think about the questions in the box below.

THINK

1. Are you the only one selling this item or are there others selling the same thing?
2. Does a product being the only one of its kind for sale, or one of only a few for sale, have any impact on its price?
3. How does the supply and demand for a particular product affect its price?

3 Advantages of Globalisation

Globalisation has been a good thing for many developing countries who now have access to many markets and can export cheap goods.

Globalisation has also been good for multi-national corporations. But globalisation has not always been good for working people.

Globalisation is a complicated issue. It is necessary to evaluate the pros and cons before drawing any conclusions.

ADVANTAGES

1. Supporters of globalisation argue that it can make this world a better place to live in and solve some of our deep problems like unemployment and poverty.
2. Supporters say globalisation represents free trade which promotes global economic growth; creates jobs, makes companies more competitive, and lowers prices for consumers.
3. Competition between countries is supposed to drive prices down. But this does not always work.
4. Foreign investment and technology provides poor countries with the chance to develop economically. Spreading prosperity creates the conditions in which democracy and respect for human rights may flourish. This is a goal which hasn't been achieved in many countries.
5. There is now a worldwide market for companies and consumers who have access to products of different countries.
6. Some people say that gradually the politics of individual countries are merging and that decisions that are being taken are beneficial for people all over the world. This is an idealistic answer is not what is actually happening.
7. There is more flow of information between countries and there is cultural intermingling. Each country is learning more about other cultures.
8. We have become more open and tolerant towards each other and people who live in the other part of the world are not considered aliens.
9. Governments are trying to sort out ecological problems for each other because there are financial interests.
10. Most people see speedy travel, mass communications and quick dissemination of information through the Internet as benefits of globalisation.
11. Labour can move from country to country to market their skills. But this can cause problems with the existing labour and downward pressure on wages.
12. Sharing technology with developing nations will help them progress.
13. Companies investing in installing factories in other countries provide employment for the people in those countries often getting them out of poverty.

Select the 3 most important advantages of globalisation and explain why you think they are the most important.

- a.
Why
- b.
Why
- c.
Why

4 Read the text below and complete the activity below.

- Employers in developed countries threaten workers to export jobs to other countries where labour is cheaper. This has created a culture of fear that they will lose their jobs for many middle class workers.
- Multinational corporations are accused of social injustice, unfair working conditions, as well as lack of concern for the environment, mismanagement of natural resources, and ecological damage.
- Multinational corporations, which were previously restricted to commercial activities, are increasingly influencing political decisions.
- Building products in other countries puts our technologies at risk of being copied or stolen.
- Globalisation has led to exploitation of labour. Safety standards are ignored to produce cheap goods.
- Social welfare schemes or “safety nets” are under great pressure in developed countries because of loss of income and jobs, and other economic effects of globalisation.

Choose one of the points you have just read. Elaborate on it in a group with colleagues who have chosen the same point as you.

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5 Look at this picture. Then answer the questions that follow.



Globalisation and technology go hand in hand. At any time we can access the internet and read about things that are going on in other parts of the world. Globalisation has meant people travel a lot more than they used to. Many people travel to live and work in other countries, others are curious to discover and experience different cultures in real life, not just by watching TV or looking at videos on YouTube. Every person alive has been affected by air travel in some way or another. Think of your grandparents. Fifty years ago, flying on an airplane was unusual and people used to dress up smartly because it was considered a privilege to be able to afford to fly. Now, for many it is a relatively frequent occurrence and in 2016, there were close to 3.6 billion air passengers, according to the international Air Transport Association (IATA). That's about 800 million more than in 2011. Of course, some people fly many times in one year for work or other reasons, but that figure represents almost half of the entire population of the world being on the move!

So now imagine you have flown to the country where the girls in the photo live. Try to think what life is like in a place that is completely different to the UAE and is not so developed.

- a. What do you see?
- b. Can you describe their attitude and feelings?
- c. What conclusion can you make?

6 You are planning to attend an event with a group. Write the steps you would have to follow. Compare those steps with the steps that one would have followed in the absence of the current technological means of communication.

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Lesson 5

The Individual in a Globalised World

Learning Outcomes:

- Evaluate the impact of communication technology on the individual and society.

Vocabulary

virtual

leisure

confidentiality

quote

1 Complete the following activity.

Imagine you will be spending one day this weekend without any of the electronic devices you use every day. Write on an index card what you would do in your leisure time that day.



2 Read the text below and answer the questions that follow.

Impact of Information and Communication Technology on The Individual

Many things in our life are in some way or other connected to Information and Communication Technology. Like the two sides of a coin, there is always a positive and a negative aspect to things.

Probably the most important effect of ICT on individuals is the huge increase in access to information and services. Communications are now better, and often cheaper, than ever before. Access to information has brought new opportunities for leisure and entertainment, and it has become easy to make contacts and form relationships with people from many different countries. We can obtain goods and services from a huge range of suppliers around the world.

Another important aspect of ICT is access to education. For example, students in countries where there aren't enough schools or universities can use the internet for e-learning. There are also new ways of learning like interactive multi-media and virtual reality.

ICT has also helped to create a flexible and mobile workforce, virtual offices, and new job opportunities, including in the communications industry itself. In our daily lives, there are many things we take for granted but that did not exist not so long ago. Take photography for example. Now there are digital cameras, photo-editing software and high quality printers that mean people can produce images that would have previously required a photographic studio. ICT can help people of determination to overcome the challenges they face in their daily lives. For example, screen reading software enables partially sighted or blind people to read and have access to literature and information.

We have so much information at our fingertips and can live in the virtual world a lot of the time. This means we can become obsessed and forget to spend time with, and talk to, our friends and family. People who work on computers at home all the time may end up feeling isolated and unhappy. In addition, people who spend a lot of time at their computer or on their phones can often forget to do any exercise or sport.

- Think of a device you would like to invent to help people of determination overcome a given challenge. Create a blueprint for the manufacture of this device.

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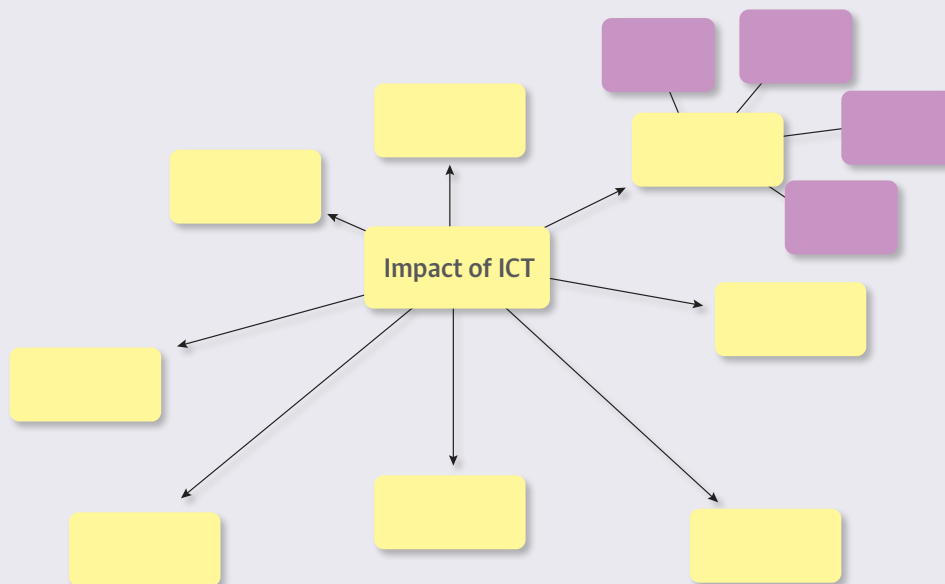
3 Read this text and answer the questions that follow.

Impact of ICT on Society

ICT has made so many of the things we need to do every day quicker and easier. We can shop online and people with bank accounts can check up on them without having to go to the bank. Our governments also provide many services online, which saves lot of time. We can download application forms to obtain official documents and, in many countries, citizens can even pay their taxes online. This means that many chores that took hours to complete in the past can be completed in minutes, leaving us with more time for fun and leisure. But it also means we don't have the same opportunities to interact and talk to people. This is not a problem when we are at school or university, but for some people who live alone, there are fewer and fewer reasons to go out and meet people. It also creates new security challenges related to preserving confidentiality of information.

There is also what is called the 'digital divide'. This refers to the fact that some people do not have a computer or do not know how to use a computer. This means they are not able to do all the things mentioned in the previous paragraph. Some things can only be done online now, so it puts these people at a great disadvantage.

- Look at the graphic below. Add all the other effects of ICT on the individual and society that you can think of.
- Compare your results in groups. Choose a couple of areas where ICT has had an impact and discuss the pros and cons of the resulting changes.



4 Read the quote below and answer the questions that follow.

"Social media is the ultimate equalizer. It gives a voice and platform to anyone willing to engage."

American Author Amy Jo Martin

What do you think the quote means? Do you agree?

Communication through social media is an important aspect of globalisation which is the movement of people, services, technology and information. Although globalisation has many positive attributes, it also presents some problems.

Issues can be big or small. They can be at the local level or the international level.



THINK!

Work in pairs for 1 minute. Think of what you would say about globalisation if you had your platform.

Now work in groups of four. You have 1 minute to bring all your ideas together and write them down.

The group that has thought of the most issues wins! Make sure you write each issue only once - you lose a point every time you repeat an issue. You get one point for every valid issue you identify.

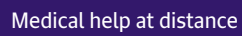
5 Read the text below and answer the questions that follow.

Sustainability is the ability to satisfy today's generation's need while ensuring that there are enough resources left to produce the needs of the next generation. With the increase in the world population and the increase in needs, it has become a global concern to produce the goods that will fulfill those needs. Resources are limited and everyone has to do his share. Governments are spending considerable amounts of money on research and development to find renewable sources of energy that would ensure sustainability. But you as an individual have also your share to do, no matter your age. And what you do does not have to be big.

a. What actions could you take to make a change?

[illegible]

6

[illegible]

Unit 2

Human Needs

Lesson 1 Life Necessities

Lesson 2 Basic Needs

Lesson 3 Is There a Link Between Unmet Needs and Conflict?

Lesson 4 Commitment to the Value of Human Life

Lesson 5 Take Action Now!



What actions can you take to defend human dignity?

What kinds of needs do people have?

Why is it important to help people meet their needs?

What is the connection between conflict and unmet needs?

How can we show a commitment to helping other people?



Lesson 1

Life Necessities

Learning Outcomes

- Name some basic human needs, and explain what they entail and why meeting such needs is important.
- Demonstrate a commitment to the fundamental value of every human life.

Vocabulary

survival

equality

dignity

- 1 Answer the question below. For now, use your own thoughts and prior knowledge, rather than looking for an answer from elsewhere.

All men are created equal, with the same basic needs which must be met.



In your own words, what are human needs?

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2 Read the text below and discuss with your group the image that follows.

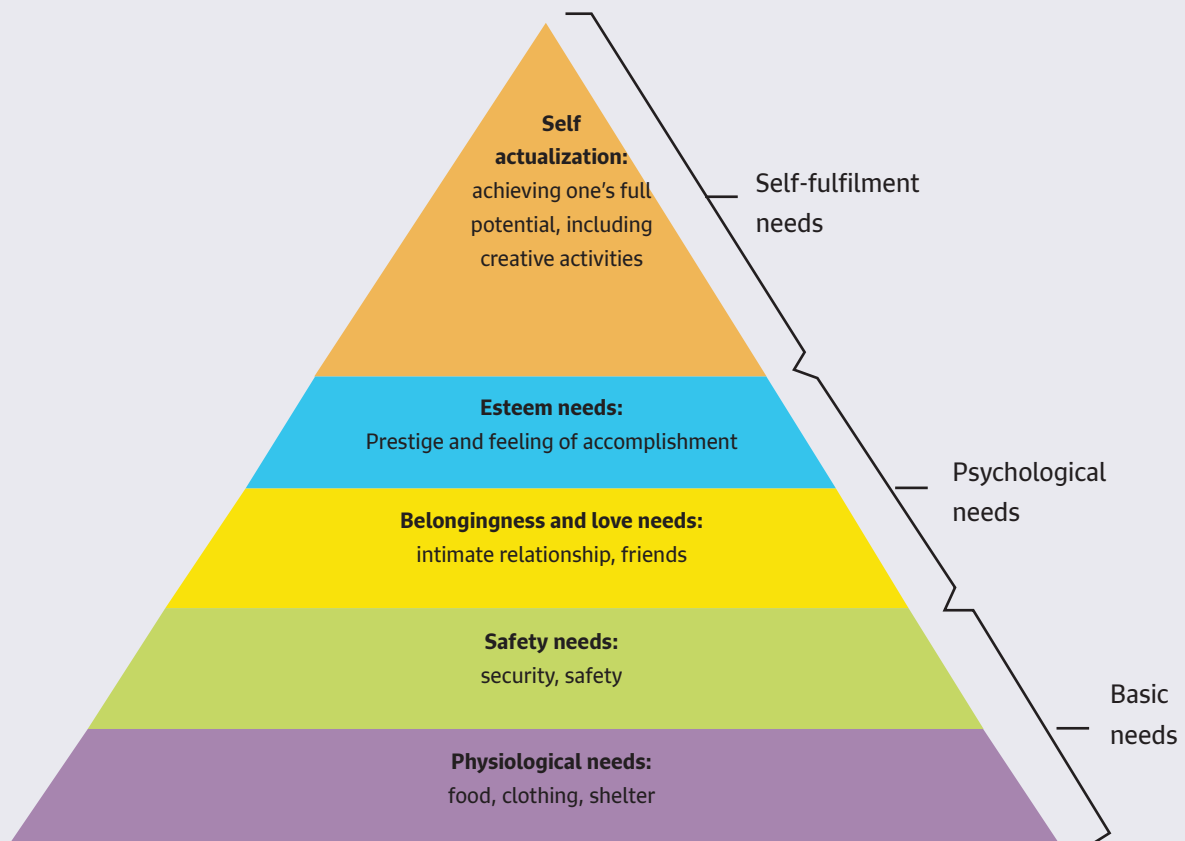
All human beings on this planet are born equal. They are entitled to be treated with respect and dignity, regardless of their gender, skin colour, beliefs and values, or countries they come from.

From the moment of birth, humans have basic needs that must be met in order for them to survive. These needs include things such as food, clean water, clothes, shelter, security, medical care and education.

When these basic needs are met, a person is free to choose the kind of life they want to live and have the ability to reach their full potential. However, without these basic needs a person's life can be a daily struggle, leaving them feeling depressed, isolated and humiliated.

Abraham Maslow (1908-1971) was an American psychologist who taught in many universities. He wrote many books, but he was best known for the concept known as Maslow's hierarchy of needs.

Examine the hierarchy of needs below and discuss with your group.



3 Read the article about happiness and basic needs and then consider the question.

Did you know that the UAE was ranked as one of the top happiest countries in the world in 2017, according to the United Nations' World Happiness Index? The index measures people's happiness by looking at six domains: income, health, having someone to count on during times of hardship, generosity, freedom and trust. You might recognise these things as some of people's basic needs. When people's needs are met, they have the chance to be happier.

The UAE is contributing to making the world a happier place: In February 2016, the UAE Government created the post of Minister of State for Happiness. The country also launched the World Happiness Council in 2017 to draw attention to ways to make people happier and to the governments that are doing just that. Happiness begins at home, though, and as part of the country's Vision 2021, the UAE plans to be in the top five happiest countries in the world by 2021.

Sheikh Mohammed bin Rashid Al Maktoum, the Vice President and Prime Minister of the United Arab Emirates, has said: "It is the duty of the government to provide citizens with excellent quality of life, prosperity and opportunities to achieve happiness." Sheikh Mohammed says: "The development plans we approved, the initiatives we launched and the policies and laws enforced, all have one goal: to bring about happiness to the citizens, their families and their children. What we have achieved so far is just an initial milestone that will be followed by harder work and more accomplishments so that we can become the world's best."

If governments make the happiness of their citizens a priority, they can make the world a better place. To do this, they first need to ensure people's basic needs are met.

- How can countries like the UAE ensure the basic needs of its people are met?

After your discussion, create on a mind map that summarises what human needs mean to you as a citizen or resident of the UAE.

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His highness Sheikh Mohammed bin Rashid Al Maktoum, the Vice President and Prime Minister of the United Arab Emirates

4

With your partner, look at the pictures on the board and decide whether each one is a want or need.



1. Clothes



2. Jewellery



3. Food



4. Medical care



5. Luxuries

5 Read the scenarios below and consider the questions.

Scenario 1:

Bill is unemployed and very poor, and he hopes to get a mobile phone. Do you think this is a want or a need?

Bill hopes to get a job. To find work, he needs a phone number, so that possible employers can call him back. He needs access to the internet, so that he can search for jobs online.

Bill has family in another country. He hopes to save up enough money to get home to visit them. Until he does, he has to be able to keep in touch with them, by talking to them on the phone and by sending emails. It's expensive to make long distance calls but if he has a phone number, they can call him.

- What do you think now? Is Bill's phone a want or a need?

Scenario 2:

Martin doesn't earn very much money, and cars are quite expensive. His old car has broken down and he plans to buy another one. Is this a want or a need?

Martin lives in the countryside, 10 kilometres from the nearest town. He works as a waiter in a restaurant in town, but he doesn't earn enough money to rent a house close to his job. His shifts at work are 10 hours long, and he's often exhausted when he finishes.

Martin has two daughters, who go to school in the town. The road into town has very few streetlights. There is no footpath and the cars go by very fast. In the winter, it gets dark at 4pm – before the girls come home from school. The girls take the bus to and from school, but the bus stop is quite far from their house – they still have to walk along the busy road for a kilometre. In the winter, Martin picks the girls up from school on his break from work and drives them home.

- What do you think now? Is Martin's car a want or a need?

[illegible]

6 Although we all share some basic human needs and wants, we also have individual wants and needs, based on our values and beliefs.

Think about your own wants and needs and fill in the table below. What's important to you? Why?

My Wants	My Needs
<p>1.</p> <p>.....</p> <p>Why?</p> <p>.....</p> <p>.....</p>	<p>1.</p> <p>.....</p> <p>Why?</p> <p>.....</p> <p>.....</p>
<p>2.</p> <p>.....</p> <p>Why?</p> <p>.....</p> <p>.....</p>	<p>2.</p> <p>.....</p> <p>Why?</p> <p>.....</p> <p>.....</p>
<p>3.</p> <p>.....</p> <p>Why?</p> <p>.....</p> <p>.....</p>	<p>3.</p> <p>.....</p> <p>Why?</p> <p>.....</p> <p>.....</p>

Lesson 2

Basic Needs

Learning Outcomes

- Name some basic human needs, and explain what they entail and why meeting such needs is important.
- Present arguments for or against conflict as a response to a lack of basic human needs.

Vocabulary

basic needs

conflict

humanitarian

1 Look at the following images and answer the question below.

Think about the last lesson when you were looking at the basic human needs that must be met for survival.

Take some time to consider what you see happening in each image.

What conditions make these people's lives a daily struggle as they fight for their basic needs? Share your thoughts with your classmates.



2 Read the text below and complete the activity as instructed by your teacher.

When we think of people being deprived of their basic needs, we generally think of poor, malnourished people living in poverty in a country within the developing world. However, in reality, a person in any country, in any part of the world, can be denied their human dignity and basic needs for a number of reasons.



3 Living in a safe place is one of the basic needs that should be met. Read about the safety measures in Abu Dhabi then answer the questions below.

Local municipalities in the UAE are the entities authorised for overseeing building and construction safety in the country. They implement unified building codes, which deal with construction safety and fire protection among other issues. The codes aim at improving the construction standards for buildings in the UAE.

The Abu Dhabi Building Codes is a complete set of comprehensive and coordinated codes dealing with construction safety, fire protection and other issues. They are aimed at improving the construction standards for buildings in Abu Dhabi. The codes are applicable to all projects in Abu Dhabi, including all private and commercial projects. Companies which are not in compliance with the codes will be subject to penalties and fines.

The Building Code's requirements for new buildings cover a wide range of aspects – from energy conservation, to light, ventilation, sanitation, structural strength, stability and maintenance to safety from hazards like fire. They set the foundation for more cost-effective buildings with greater durability and higher health and safety standards.

- a. How does the Building Code fulfil the basic need of safety?
- b. Why does the government of the UAE have penalties and fines for those who do not comply with these codes?



Safe building

4 Read about social needs then answer the questions that follow.

We all need time alone every now and then to “take a moment” and gather our thoughts. This is sometimes called “me time”. However, we soon find ourselves wanting human contact again.

Humans are social creatures with social needs. We thrive when we are part of a group. In early times, humans gathered in groups essentially for protection. Cave people for example would not have survived if they had to live on their own. Over time, social needs have evolved into different types of support, including entertainment for each other. Social ties are important to us.

Our first ties are usually with our family. They protect and provide for us when we are vulnerable babies and as we grow. Within the family unit, we develop our personalities and learn many of our early skills.

As we grow up, we start to form social bonds outside the family. Consider your school friends, for example. You play with them and learn from them. You start to develop a personality outside the family unit and become a member of society.

These different social groups help you develop your moral character. They provide feedback on your behaviour and give you a chance to help and support others. When you are part of a group or team, you know you are not alone in the world. And you can have fun with these people too.

- a. Who are the members of your family, who are your friends and why are they important to you?
- b. How should you maintain good ties with family and friends?



Social bonds

5 Now read about self-esteem as a need to Then answer the following questions.

How do you feel today? Take a moment to check in with yourself. Perhaps you feel happy or excited about the rest of day. Have you done some good things already today?

These questions all relate to your self-esteem. This is simply your opinion of yourself. If you have high self-esteem, you feel confident about yourself and your strengths. You also feel happy and satisfied. No obstacle scares you. If you have low self-esteem, on the other hand, you might feel that you're not able to do much.

It's important to feel good about ourselves. It's a basic human need. If we don't appreciate ourselves, how can we expect others to? When you accomplish something (such as a good result in a school test), allow yourself some time to enjoy the achievement. You can build your self-esteem by setting yourself reasonable goals and achieving them, such as completing a school project before it's due. These small accomplishments all help to strengthen your self-esteem and build your confidence. As your self-esteem and confidence grow, you can set yourself more challenging goals.

- a. Why is self-esteem considered a need?
- b. Why do you think it's important to set reasonable and achievable goals?



High self-esteem makes us happy

- 6** Your basic needs to Fill in the pyramid below starting at the base with your basic needs. Then answer the question.



The diagram shows a dark blue pyramid. To its right, there are three white rounded rectangular boxes, each containing a horizontal dotted line for writing. The boxes are arranged vertically, corresponding to the three levels of the pyramid.

- Are all your basic needs fulfilled? If no, write a paragraph of what you can do in order to fulfil them. If yes, write what would you do next?

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Lesson 3

Is There a Link Between Unmet Needs and Conflict?

Learning Outcomes

- Name some basic human needs, and explain what they entail and why meeting such needs is important.
- Present arguments for or against conflict as a response to a lack of basic human needs.

Vocabulary

refugee

deny

- 1 Most societies take their responsibilities seriously in terms of preserving the human dignity of every person. However, in some parts of the world, human dignity is denied for different reasons. Can you think of some reasons and write them below?

2 Do unmet needs lead to conflict? Read the text then answer the following questions.

Many experts believe that conflicts are caused by unmet basic human needs. These human needs include food, water, shelter, safety and security, belonging or love, self-esteem and personal fulfilment. When people, either groups or individuals, feel that their needs are unmet, conflict often occurs.

Simple unmet needs can create simple resolvable conflicts, but when those needs are being threatened, they provoke conflicts. The more these needs are unmet, the more the conflicts become intense.

People are incapable of living peacefully without the fulfilment of their needs. It is therefore important to address the cause of this lack of fulfilment to avoid or resolve any such conflicts.

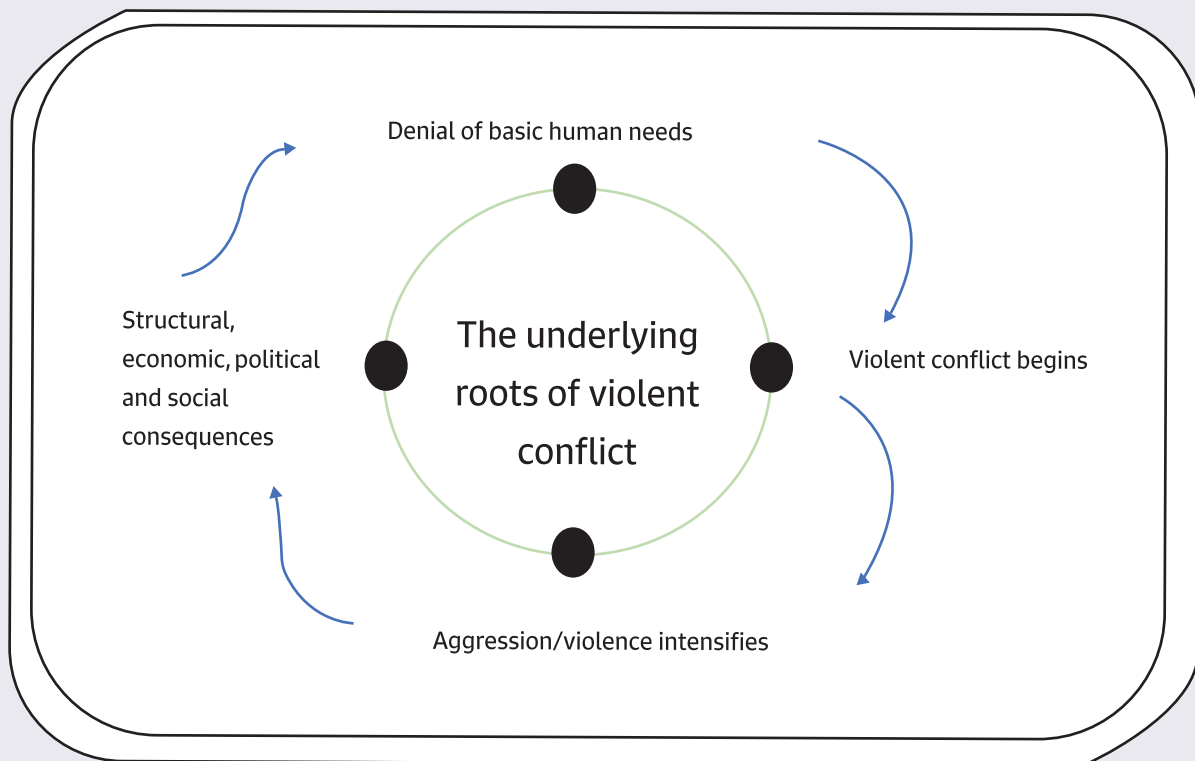
- Why do you think conflicts occur when human needs are not met?
- Read the situations below and fill the table with the unmet need and what conflict it could cause.

	Need	Conflict	Resolution
1.You are hungry, but your mother did not have time to cook lunch today			
2.The storm tore down your house			
3.Your father is always tired and doesn't spend time with you			
4.You cannot sleep well due to lots of noises in the neighbourhood			
5.Your friend always ignores your presence			
6.You have been working in the same position for years with no promotion			

3 Examine the conflict circle and consider the questions that follow.

Many people see a connection between conflicts and the denial of human needs. On the one hand, needs can be denied because of conflict. On the other hand, denial of needs can become a cause of conflict.

Let's take a look at the conflict circle to help us understand this concept better.



- What message do you think this conflict circle is trying to convey?
- Discuss the following: Conflicts are the result of unmet basic needs or unmet needs are the result of conflicts. Justify your answer with examples.

THINK!

Use the conflict cycle to describe a conflict you read or heard about.

4 How did the UAE meet the needs of people in Bangladesh? Read the following then answer the questions.



Refugees in Bangladesh

Three more airlifts of vital humanitarian supplies for refugees in Bangladesh have been ordered by Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Ruler of Dubai. The aid drops are targeting more than 230,000 refugees that are fleeing persecution in a neighbouring country. They live in dire conditions in camps and makeshift settlements, where they lack even the most basic necessities, such as food, shelter, water and clothes. Conflicts have triggered the exodus of about 520,000 people in the past few months. The move is the latest in a series of humanitarian flights from Dubai. Earlier, Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Ruler of Dubai ordered the creation of an air bridge to Bangladesh. This has resulted in six airlifts to the Bangladeshi capital Dhaka that have transported 550 metric tons of relief material.

Food, family tents, tarpaulins, mosquito nets, blankets, solar lanterns, water purification units, medical supplies, and hygiene kits are just some of the relief items that have been sent to the country. The supplies come from International Humanitarian City (IHC) stocks of participating aid agencies, including the United Nations High Commissioner for Refugees, the International Federation of Red Cross and Red Crescent Societies, Médecins Sans Frontières and Emirates Red Crescent. Last month, the United Nations Secretary General, Antonio Guterres, said the crisis was a "humanitarian nightmare". "We have received bone-chilling accounts from those who fled – mainly women, children and the elderly", he said. IHC was founded in Dubai in 2003. Twelve flights have been sent this year from Dubai to crisis-stricken countries around the world.

- Can you think of other relief items the refugees might need ?
- Why do you think those who fled are mainly women, children and the elderly?
- Why should we provide humanitarian aid to people who are not from our own country?

THINK!

Imagine you are a refugee. How would you feel if you had to flee your home? How would you feel if your needs were met by humanitarian workers? What would you hope for the future?

5 How do we help people with unmet needs? Read the following then do the activity.

When a person's social needs aren't met or their self-esteem is low, it can have a bad impact on them. This is why we should be mindful of the needs of others. Consider these two examples.

Sevan moved from London to a new school in the UAE. She missed her old school, her classmates and even the London weather. Her new classmates seemed to ignore her and excluded her from their games. One day, Ahmed, one of her new classmates, noticed her looking sad and talked to her. Sevan opened up about how lonely she felt. Ahmed was shocked. Everyone had thought Sevan was unfriendly and didn't like her new school. After Ahmed told his friends the truth, they all made an effort to get to know Sevan.

Fadia felt very sad. When her friend Maya asked her why, Fadia started crying and explained that she'd failed her exam. She said she could never do anything right. Maya said she understood Fadia's disappointment, but she could do lots of things well. She reminded Fadia about the project they'd worked on together the previous term. The teacher had praised them both. She particularly liked Fadia's drawings. Fadia smiled. She'd forgotten all about that!

Remember, if you see someone struggling with self-esteem issues, reach out to them. Self-esteem is a basic need and it's important to support others to achieve it.

- Role-play a situation with someone who has an unmet need and their friends rally around to help them.



Supporting our friends

6 Your opinion is important as it makes you feel involved in society, you can learn from other people's opinion, and it helps you develop empathy. Complete the following activity.

Conflicts arise as a result of non-response to human needs and inequality. They can be a threat to people and might cause conflict. But some people say that: "Conflict will continue to exist in a fair and equal world".

How much do you know about this? Have a question/ answer exercise with your partner about it; then share your opinion with the class.



Lesson 4

Commitment to the Value of Human Life

Learning Outcomes

- Demonstrate the need for and commitment to the fundamental value of each human life.

Vocabulary

charity

welfare

- 1 Read this small introduction on the Khalifa Bin Zayed Al Nahyan Foundation and write about the importance of its work.

Many nations and individuals alike choose to ignore the cries of the needy, while others choose to stand up and make a conscious effort to provide aid. The Khalifa Bin Zayed Al Nahyan Foundation was set up in July 2007, by his Highness Sheikh Khalifa Bin Zayed Al Nahyan, President of the United Arab Emirates. The vision of the foundation is "Pioneering Initiatives for Welfare" and its strategies are focused on health and education on domestic, regional and global scales.



- The foundation's work is important because:

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2 Examine the article below about the Khalifa Foundation's humanitarian work and discuss with your partner the questions that follow.

The Khalifa Foundation's humanitarian work is focused on the concept of good and giving.

The Foundation works in helping the poor and needy to meet their basic needs of food, drink, clothing and housing.

It provides aid to 38 countries around the world including 12 Arab countries, 13 Asian, 4 African countries and 8 European countries, in addition to Australia.

The Foundation's strategy is focused on the development of poor communities in the areas of health and education.

According to the Director-General of the Foundation, "the Foundation operates according to a deliberate action plan and a long-term strategy for the advancement of the poor and needy societies."

- a. List at least three ways in which the Khalifa Foundation can help the poor and needy to meet their basic needs.

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- b. "The Foundation's strategy is focused on the development of poor communities in the areas of health and education." What other areas may be considered for development?

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- c. In what way is this Foundation linked to the concept of combating unmet human needs?

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- d. How can the Foundation achieve its goals? Suggest three actions.

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3 Read about education as an important need then answer the following questions.

Dubai Cares aims to increase children's access to quality primary education through integrated programs that eliminate the underlying obstacles that prevent children from going to school and learning. This is achieved through building and renovating schools and classrooms, improving water, sanitation and hygiene in schools, providing school feeding, deworming activities, early childhood education, as well as teacher training, curriculum development, literacy and numeracy.

Dubai Cares believe that education is an irrevocable asset and an essential right of every child. They uphold this belief by delivering integrated evidence-based quality education programs through strategic partnerships to create sustainable impact in the lives of underprivileged children globally.

Education is more than a human right; it is an irrevocable asset, a belief held by the founder of Dubai Cares, His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai. It was from this belief and the desire to give children – regardless of their gender, nationality, race or religion – the opportunity to become positive contributors to society, that His Highness established Dubai Cares on September 19, 2007.

Since its inception, Dubai Cares has been working towards providing children and young people in developing countries with access to quality education through the design and funding of programs that aim to be integrated, impactful, sustainable and scalable. As a result, the UAE-based global philanthropic organisation has successfully launched education programs reaching over 16 million beneficiaries in 45 developing countries.

a. What are the needs that Dubai Cares is providing by educating the children?

[illegible]

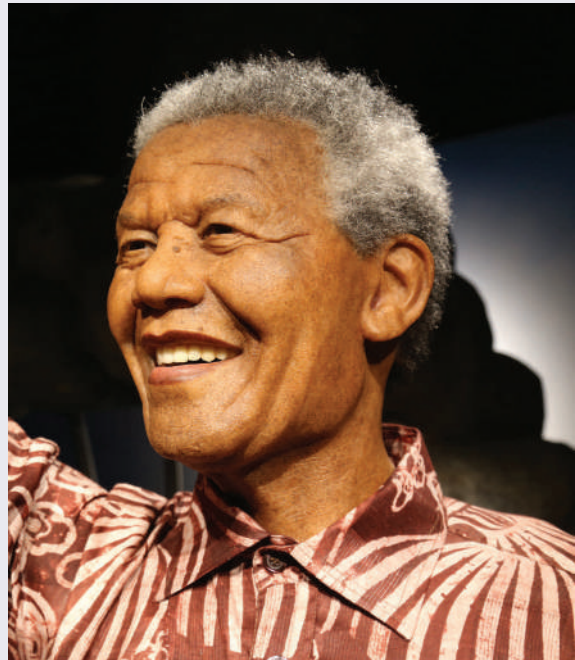
4 Read the articles below and then consider the questions that follow.

Sometimes ordinary people become heroes and heroines in the defence of human dignity and basic needs for others. Being a responsible member of society means caring about the needs of others and finding ways to help them play a full part in their community. There are many people who devote their lives to campaigning for human dignity and against injustice. Here are two prominent examples.



Malala Yousafzai

Malala Yousafzai was born in Pakistan on 12 July 1997. She became an advocate for girls' education at an early age. As a consequence of her public speaking and various blog posts about the importance of education for girls, she was issued with a death threat. In October 2012, Malala was shot in the head on her way home from school. She survived and this incident led her to become more determined than ever to highlight the importance of female education. In 2014, Malala became the youngest person ever to be awarded the Nobel Peace Prize. In April 2017, Malala was appointed as a UN Messenger of Peace to promote girls' education. She continues to dedicate her own life to the betterment of others.



Nelson Mandela

A South African former president, Nelson Mandela helped bring an end to apartheid, an institutionalised system of discrimination against black people in South Africa, and became a global advocate for human rights. Mandela became involved in the anti-apartheid, movement in his early 20s. He directed peaceful protests against the South African government and their racist policies. Mandela was imprisoned for nearly three decades as his anti-apartheid activities were seen as an attempt to overthrow the government. Mandela was eventually released from prison in 1990. In 1993, he was awarded the Nobel Peace Prize and in 1994, he became the first black president of South Africa. He stayed in this role until 1999.

Consider these questions:

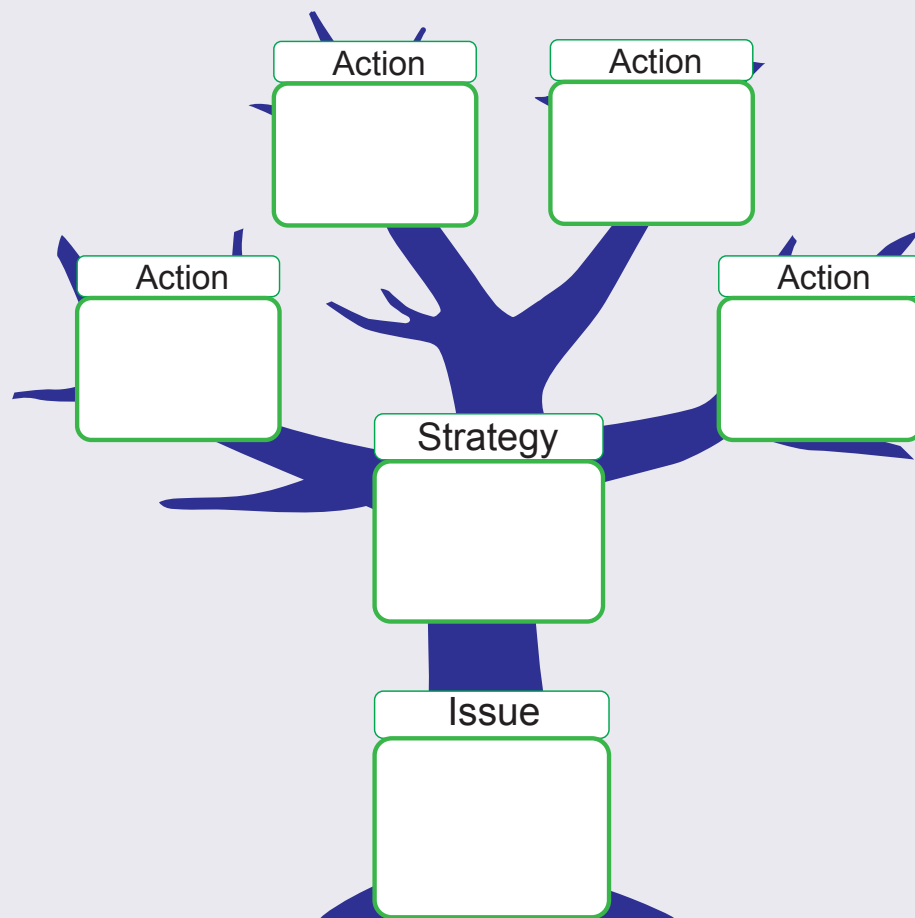
- How did these people defend human dignity?
- What impact do you think they had on other people's lives?
- Can you think of any other people who are spokespersons for human dignity?

THINK!

What actions can you take to defend human dignity (in your school; in your community, in your country)?

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

- 5 In many parts of the world, people are suffering today as victims of conflicts and unmet basic needs. Imagine you are planning on making an impact on these people's lives. Use the problem tree below to plan your strategy, which can later be used to take action.



The Problem Tree

Lesson 5

Take Action Now!

Learning Outcomes

- Demonstrate the need for and the commitment to the fundamental value of each human life.

Vocabulary

action

planning

1 Consider this quote and express what it means to you.

"One person can make a difference, and everyone should try."

John F. Kennedy

.....

.....

.....

.....



John F. Kennedy

2 Read about the letterman's jacket and then answer the questions that follow.

Mitch and Abby were two students growing up in Indiana, USA. Abby was a star athlete on the basketball team and a great student; almost everyone considered Abby a friend. Mitch typically walked through the hallways with his head down and always heard about his disability instead of his abilities. Mitch and Abby never crossed paths, that is, until Special Olympics partnered with the Indiana School Athletics Association and expanded Unified Sports across the state.

Through Unified Sports, Abby and Mitch connected and started to build a friendship based on mutual respect and understanding. Quickly, Mitch and Abby became best friends, but it still frustrated Abby that Mitch wasn't seen as a 'normal' athlete like the rest of their peers. Across the United States, when a student plays on a sports team they receive a 'letterman's jacket'. Mitch and the rest of the students who participated in Unified Sports did not receive a letterman's jacket but Abby and Mitch knew they could make a difference. They both petitioned the school board and, after multiple presentations, they were successful! Now, all students who participated in Unified Sports in the county would receive a letterman's jacket.

Mitch and Abby now walk the hallways with their heads held high and proudly wear their jackets as a symbol of their friendship and perseverance. Together these two students saw a need and set out to change the reality for thousands of students in their town.



Letterman's Jacket

- What kind of people were Mitch and Abby? What qualities did they have?
- Why was it important to Abby that Mitch had a letterman's jacket?
- How can Unified Sports help people understand each other better?

3 How can you help?

Think of the needy and underprivileged children. How many of them have unmet basic needs? With little resources, how can we help in this matter? What donation can you make in the name of your class?

With your classmates, think about a project you can do and fill in the following:

Our project:

D-Day:

Place:



4 The plan!

Now that you have decided on your project, plan your tasks with your group for today and until the project D-Day.

Fill in the table below with the tasks you need to do according to your group role.

Group role and members:

- Role:
- Members:

Tasks today

-
-
-
-

Tasks until day

-
-
-
-

5 Start the execution of the project.

With your group, start executing the tasks you have to do. Each group will do the list of tasks written in the previous activity. Ask your teacher for help at any time you need to.



Executing our project

6 D-Day!

Are you ready? It is D-Day! Prepare the venue, tables and chairs. Make sure all your documents are ready.

Each group will do the tasks assigned to it. At the end of this activity, you will proudly take the donations to the association you chose and send them to the children.

Don't forget to thank whoever helped you complete your project.



Executing our project

Unit 3

Developments in South Asia

Lesson 1	The Geography of South Asia
Lesson 2	Ancient Civilizations of South Asia
Lesson 3	Ancient India - Mauryan to Gupta Empires
Lesson 4	Arrival of Islamic Civilization in India and the Delhi Sultanate
Lesson 5	Origins of Science in South Asia
Lesson 6	British in India
Lesson 7	Economy and Cities of South Asia



What actions can you take to defend human dignity?

Welcome to your course on social studies of South Asia. This term, you'll explore the geography, civilizations and people of South Asia and that portion referred to as the Indian subcontinent.



Lesson 1

The Geography of South Asia

Learning Outcomes:

- By the end of the lesson, students will learn about the land, people and geography of South Asia and the Indian Subcontinent

Vocabulary

indus River

ganges River

ganges Plain

punjab

himalayan Mountains

hindu Kush Mountains

indian subcontinent

karakorum Mountains

deccan Plateau

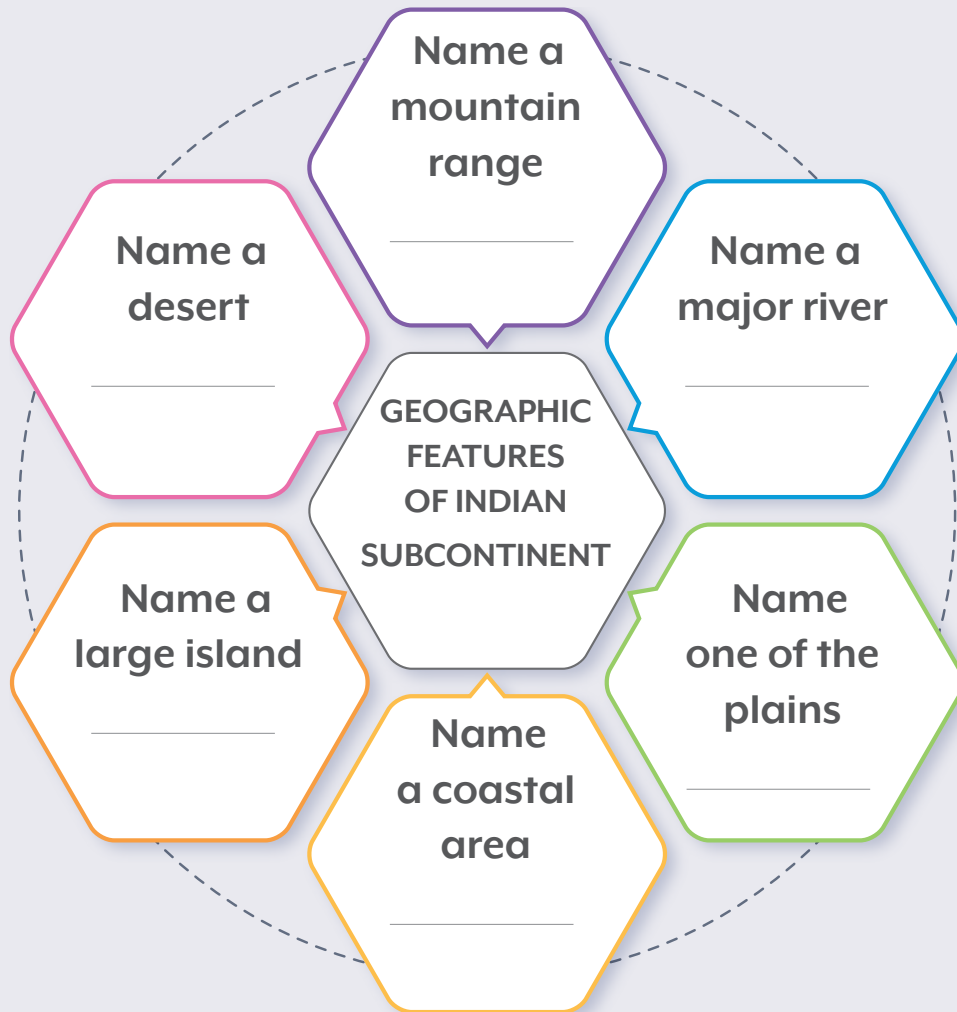
malabar Coast

sindhu



WARM UP:

.What is the Indian subcontinent? List as many geographic features as you can



1 Geography of Indian sub-Continent

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



.Map of South Asian Subcontinent

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

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

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

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

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

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

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

Activity 1: Map Reading

Write down five physical geography features you can see on the map: rivers, mountains, valleys, coasts, etc. Use the map the beginning of the lesson.

1.
2.
3.
4.
5.

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

1.
2.
3.
4.
5.

Activity 2: Map Reading

Find and list the names of six different rivers on the map at the beginning of the lesson.

1
2
3
4
5
6

Activity 3: Concept Check

Answer the questions about the text.

Where did the word “India” come from? _____

What is the world’s highest mountain peak? _____

Which mountain range is it located in? _____

Which mountain passes were used by invaders into the region? _____

What separates the north from the south of the subcontinent? _____

What kind of rock can be found on the Deccan Plateau? _____

Which area was used by ancient sea traders? _____

2 The Monsoon Seasons

Every year between April and September, the Indian subcontinent receives a large amount of wind carrying warm tropical rain known as the monsoons. The monsoons come from the Indian Ocean currents and wind patterns that move warm, moist air from the southwest Indian Ocean toward countries like India, Sri Lanka, Bangladesh, and Myanmar. The country of Bangladesh is one of the countries most affected by the monsoons. It is a low lying coastal land where severe flooding occurs in years when the monsoon rains are excessive. Every year farmers and villagers prepare for the monsoons. In years when the monsoons did not come, the areas experienced drought.

The area experiences winter monsoons which are dry winds that blow down from the northeast region of the Himalayan Mountains. These winds do not bring much rain so the winter is known as the dry or drier season. The winter monsoon winds and summer monsoon winds blow in opposite directions. This enabled traditional sailboats and merchant boats to use these winds on their journeys from the Arabian Gulf to India to the Eastern Shores of Africa. During the next monsoon season, as the winds shifted, they could sail back the other direction.

Activity 4: Graph Activity

The chart shows rainfall in 2016. In July over 590 millimetres of rain caused floods in Bangladesh. Compare this to the average monthly rainfall here in the UAE in the same year.

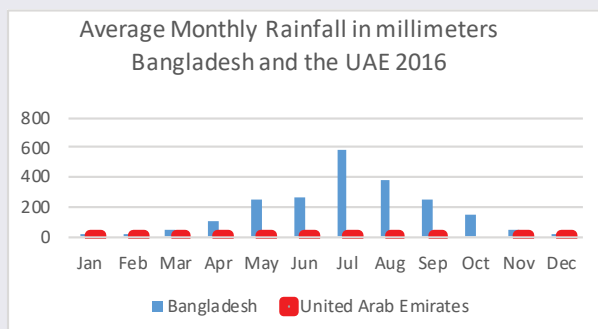


Chart of Precipitation (Rainfall) Source of data World Bank
Climate Change Portal

Compare the rainfall of Bangladesh (blue) and the UAE (red).

- In which month does Bangladesh have the most rainfall? _____
- In which month does the UAE have the most rainfall? _____
- Which country has the most rainfall overall the year? _____
- Which months does the UAE have more rainfall than Bangladesh? _____

Activity 5: Describing Photos

Write a description of each photo of the Ganges River and Indus River using keywords in the list.

mountains	rivers	valley	glaciers
delta plain	tributary	narrow gorge or canyon	flatlands
Himalaya Mountains	Ganges River Plains	Punjab Region Valleys	Delta Region in the Sindh



The Ganges River in the Himalayan Mountains.

Write a description of geographical features found in the upper course of the Ganges River.



The Ganges River emerges from the Himalaya Mountains .

Write a description of geographical features found in the middle course of the Ganges River as it emerges from the Himalayas.



Varanasi, on the Ganges.

Write a description of some features of the river found here at the city of Varanasi along the Ganges River Plain.



Ganges Delta in West Bengal.

Write a description of some features of the river found here at the city of Varanasi along the Ganges River Plain.



The Source of the Indus River

Write a description of some features of the source of the Indus River.



Indus River and valley at Karakorum, Pakistan

Write a description of some features of Indus River as it passes through Karakorum, Pakistan.



View of the Indus River Delta

Write a description of some features of Indus River delta.

Activity 6: Identifying Features of the South

Choose one of the photographs and write a description of the land and geographic features, (vegetation, landforms, water, etc.) that you see. Write two to three sentences.



Vijayanagara, Hampi, Karnataka, India.



Tea Plantation near Nuwara Eliya, in Sri Lanka.

Lesson 2

Ancient Civilizations of South Asia

Learning Outcomes:

- By the end of the lesson, students will learn about one of the earliest civilizations: the Harappan city states that were built along the Indus River

Vocabulary

mohenjo-Daro

harappan Civilization

indus River

1 Indian Prehistory

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

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

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

2 Harappan Civilization c. 2600-1700 BC

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

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

Activity 1: Compare and Contrast

Compare and contrast the images of two separate early Harappan cities.



.Map of the Harappan Cities

The first two photographs are of the ruins of the city of Dholavira, in Gujarat near the Indus River in India. The other photographs are of Mohenjo-Daro, another Harappan era city that is located within the modern country of Pakistan.

3 Dholavira

Compare and contrast the images of two separate early Harappan cities.



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



Ancient City of Dholavira in Gujarat, India

Compare the remains of the two cities. What do the buildings appear to be made of brick or stone? What does the rectangular layout of buildings in the photo on the left suggest?

What does the use of brick masonry suggest about the durability of the buildings?



Mohenjo- built around 2600 BCE, flourished till 1900 BCE



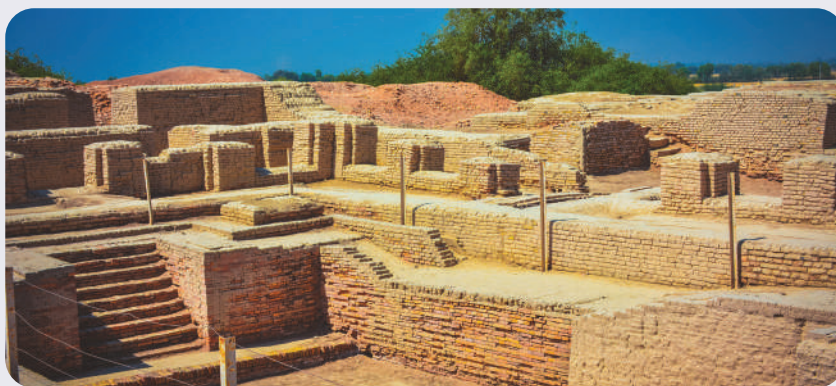
Streets and houses of Mohenjo Daro

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

Activity 2: Make a Hypothesis

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

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



.Mohenjo Daro

What do you think the sunken structure is?



.Mohenjo Daro

What do you think the sunken structure is?



.Mohenjo Daro

What do you think the sunken structure is?

4 The Vedic Age (1700-600 BCE)

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

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

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

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

Activity 3: Concept Check

Fill in the gaps of each sentence with words from the list.

- During the Vedic Age a specialized class called _____ gained power because they could read. The texts were called _____ which formed the basis of their social and political system.
- Alexander the Great's army invaded _____ in 326 BCE where his army was _____.

Activity 4: Compare and Contrast

Compare a contrast events in the Vedic Age and the Pre-Mauryan era. List the main events and describe challenges in each.

Lesson 3

Ancient India - Mauryan to Gupta Empires

Learning Outcomes:

- By the end of the lesson, students will learn about the development of early Indian society.

Vocabulary

Ashoka

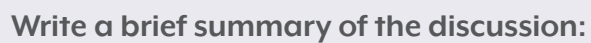
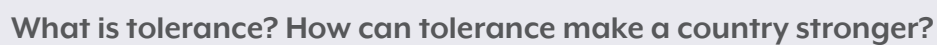
Chandragupta

Mauryan Empire

Stupa

Vedas

Vedic Literature

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

1 Mauryan Empire (321 BCE - 184 BCE)

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

His grandson, Ashoka (r. 269-232 BCE) consolidated power and promoted the aggressive expansion of his kingdom into the empire through the use of missionaries and merchants. At this time people were allowed to privately own land. Ashoka was known for his tolerance of different religions in India. Ashoka ordered pillars of stone to be built throughout his empire. The pillars became tokens or symbols of his power. During this period and later, stupas or round monument temples were also built.



Stupa at Sanchi



Ashoka Pillar at Vaishali, India

Activity 1: Interpreting Images

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

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

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

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

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

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

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

3 Gupta Empire (320-550 CE)

The Gupta Empire is associated with the consolidation of power of its third ruler, Chandragupta I who expanded his power in around 320 AD. The Gupta rulers consolidated power around large landholding and wealthy families. Their decentralization of government structures in the Mauryan period allowed local landlords and elites to claim titles and power as local princes.

Activity 2: Concept Check

What was the Gupta Empire that ruled from around 320-550 CE known for?

- a. wealth and family was not valued.
- b. government structures were centralized and strong.
- c. local landlords and elites claimed power as local princes.

Who was the founder of the Mauryan Empire (321 BCE - 184 BCE)?

- a. Chandragupta I.
- b. Ashoka.
- c. local landlords and elites.

4 Chandella Dynasty (950-1050 CE)

During the Chandella Dynasty stone structures were built between 950 and 1050 CE. The Kajaraho temple complexes in Madhya Pradesh are among the largest with sculptures.



Ruins of the ancient Buddhist monastery Mahavihara , which was also a leading teaching institution under the Gupta Empire



Khajuraho Monuments built during the Chandella Dynasty

5 Indian Literature and Historical Epics

Epics from the Indian subcontinent are among the most developed in length of narrative. One example, the Mahābhārata, is a historical epic of conquest and battle written in the Sanskrit language and writing system. Veda and Vedic literature dates to the end of the BCE period.

Activity 3: Reading a Primary Text

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

Read the text and underline the phrases that give instructions.

Excerpt from Book II, The Duties of Government Superintendents, Chapter I. Formation of Villages

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

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

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

Activity 4: Interpreting Text

Answer the questions about the Gupta period reading text.

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

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

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

The Vijayanagara Empire: was an Empire in the South of India and a rival to the Delhi Sultanate in the North. The Sultanate's influence over the central and southern Indian provinces was weaker, where other groups held power. This included the success of the Vijayanagara Empire that emerged in Southern India in 1346 and lasted until the military defeat at Talikota in 1565. The Vijayanagara continued in local power until about 1646.

Activity 5: Moral Education

Write a reflection on how tolerance for different faiths and people from other lands was an important aspect of the development of civilization in India.

Activity 6: Reflection

Why is tolerance of different cultures important in the world today, especially in the UAE?

Lesson 4

Arrival of Islamic Civilization in India and the Delhi Sultanate

Learning Outcomes:

- By the end of the lesson, students will learn about the formal arrival of Islamic Civilization into India with the establishment of the Delhi Sultanate

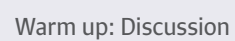
Vocabulary

Delhi Sultanate

Qutb Minar

Ashoka's Pillar

Islamic Architecture



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

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1 Islamic Civilization in India 1200-1500 CE

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

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

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

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



Corner Detail of Qutb Minar complex



Ashoka's Iron Pillar at the Qutb Minar complex.



The Qutb Minar at the Qutb Minar Mosque Complex



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

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

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

Activity 1: Concept Check

Answer the questions.

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

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

a. Who ruled Northern India from about 1236-1239?

Activity 1: Concept Check

- a. When was the Delhi Sultanate established?
- a. What was Ashoka's Pillar a symbol of?
- a. Where did the Vijayanagara Empire emerge?

Activity 2: Interpreting Images

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

Activity 3: Critical Thinking

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

3 Mughal Empire

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

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

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

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

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

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

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

3 Mughal Architecture

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

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

Activity 4: Concept Check

Answer the questions.

- a. Where did the Mughal power base originate?
- b. Who was Babur?
- c. Who was Akbar?
- d. What was the Red Fort famous for?
- e. What building was built entirely of white marble?

Activity 5: Interpreting Pictures

Use the pictures to answer the questions.

Red Fort and Agra Fort



Red Fort in Delhi, Mughal Architecture



Agra Fort -Mughal Empire



Interior of Agra Fort

Taj Mahal



Reflecting pool at the Taj Mahal



Detail of the Entrance to Taj Mahal



Lattice screen and interior of the Taj Mahal

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

- a. How do the form, layout and use of white marble at the Taj Mahal shown in the right column suggest a commemorative building as a place of rest or peace?

Activity 5: What do You Think?

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

Notes

[illegible]

Lesson 5

Origins of Science in South Asia

Learning Outcomes:

- By the end of the lesson, students will learn about the influence of Indian mathematics and science in the pre-modern period.

Vocabulary

indian arithmetic

circumference

al-Biruni

lahore Fort and Gardens



Brainstorm

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

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1 Al-Biruni and Indian Mathematics

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

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

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

Activity 1: Concept Check

a. What was Ibn Sina remembered for?

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

a. What did Al-Biruni write about?

a. What did he measure and calculate?

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

Activity 2: Interpreting Concepts

Al-Biruni wrote about science, mathematics, and physics in the Indian subcontinent in the 11th century. Read about some of the concepts he described and answer the questions.

a. He stated that the people understood that earth is round and surrounded by a sea. How was that concept useful to people at the time?

a. He stated that the people understood the phases of the tides by the rising and setting of the moon, although they did not understand the physical cause of them. How was that concept useful to people at the time?

- a. He described an understanding of decimals, fractions, and the concept of zero. How was that concept useful to people at the time?

1 The Great Observatory at Jantar Mantar in Jaipur, India



Observatory at Jantar Mantar

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

Activity 3: Astronomy and Observatories

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

2 Fresh Water, Fountains and Baths

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



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



Lahore Fort fountains.

Activity 4: Critical Thinking

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

Lesson 6

British in India

Learning Outcomes

- by the end of the lesson, students will describe the British Empire's role in India up to 1947.

Vocabulary

british empire

indian Rebellion of 1857

calcutta

east India Company

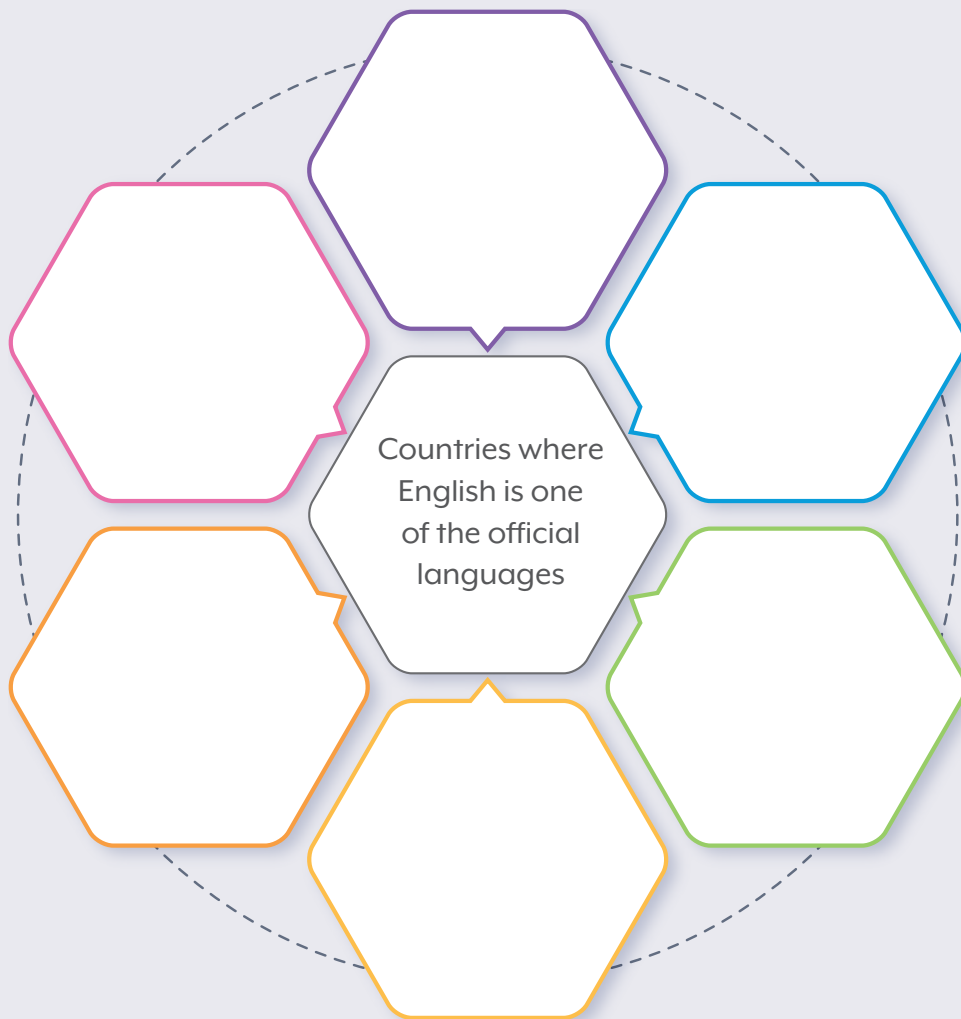
the british raj

rajput Princes

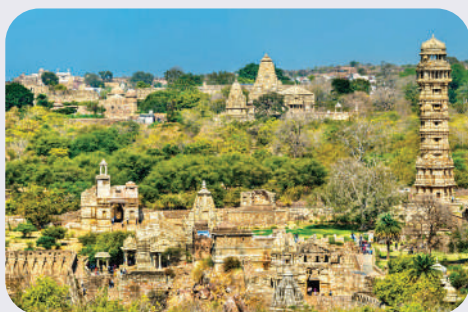
sikh faith and people



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



1 The British in India 1757 - 1947



granary to store grain built by the British East

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

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

they started being attacked.

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

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

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



.Chittor Fort, one of the hill forts of the Rajput Princes

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



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



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

Activity 1: Concept Check

Answer the questions.

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

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

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

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

Activity 2: Gap Fill

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

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

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

2 The Partition of India in 1947

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



Partition museum

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

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

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

The first Prime Minister of India was Jawaharlal Nehru who served from 1947 until his death in 1964. Indira Gandhi was India's Prime Minister from 1966 to 1977, and from 1980- 1984 until her death. She was the daughter of Jawaharlal Nehru, the country's first Prime Minister. Muhammad Ali Jinnah served as Pakistan's first Governor-General.

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

Activity 3: Concept Check

Who ordered the partition of India?

Describe the problem that the partition caused.

When did the following countries become independent states?

India

Pakistan

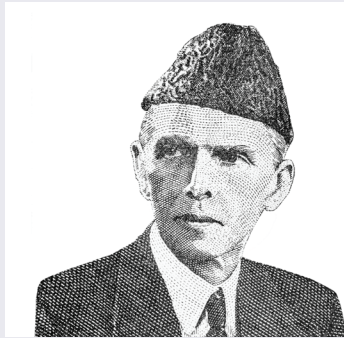
Bangladesh

Sri Lanka

What was the relationship between Jawaharlal Nehru and Indira Gandhi?

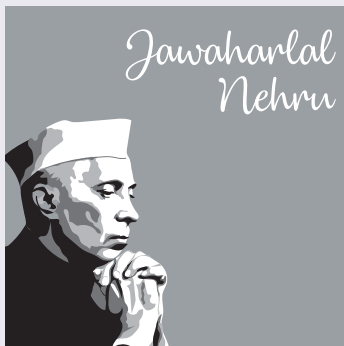
Activity 4: Matching

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



Muhammad Ali Jinnah

The first Prime Minister of India.



Indian Postage Stamp

The first Governor General of India.



Indira Gandhi

Served as Pakistan's first Governor-General.

Activity 5: Gap Fill

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

Indira Gandhi	Jawaharlal Nehru	Chandrika Kumaratunga	Earl Mountbatten
Muhammad Ali Jinnah			

The last British Viceroy of India was

In 1947 the first leader of Pakistan was

The first leader of India was

The first woman prime minister of India was

The first woman president of Sri Lanka was

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

Lesson 7

Economy and Cities of South Asia

Learning Outcomes

- By the end of the lesson, students will learn about the economy of the modern countries of South Asia and some of its principal cities

Vocabulary

exports

imports

world trade

economic development

dhaka

new Delhi

colombo

islamabad



Warm up: Brainstorm

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

PRODUCTS

SERVICES

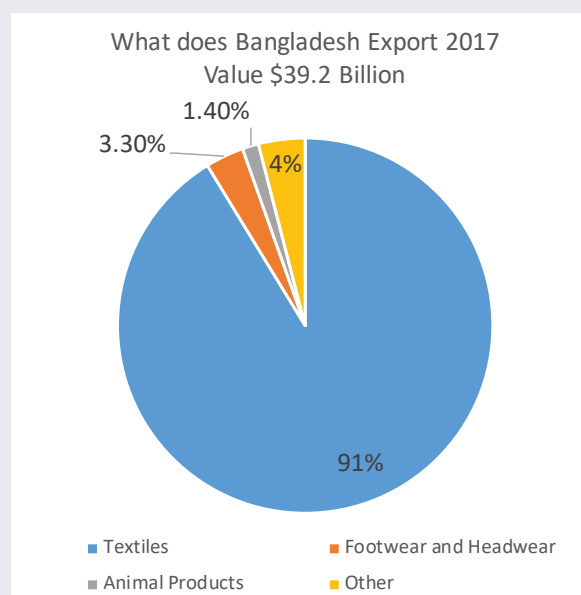
Activity 1

What is the major economic activity in the modern countries of South Asia?

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



Table of Exports from Pakistan



Bangladesh Exports

Activity 2

Compare the charts above about each country's exports and answer the questions below.

Which country has least diversity in its exports? Check the box with the correct answer.

<input type="checkbox"/>	Pakistan
<input type="checkbox"/>	Bangladesh

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

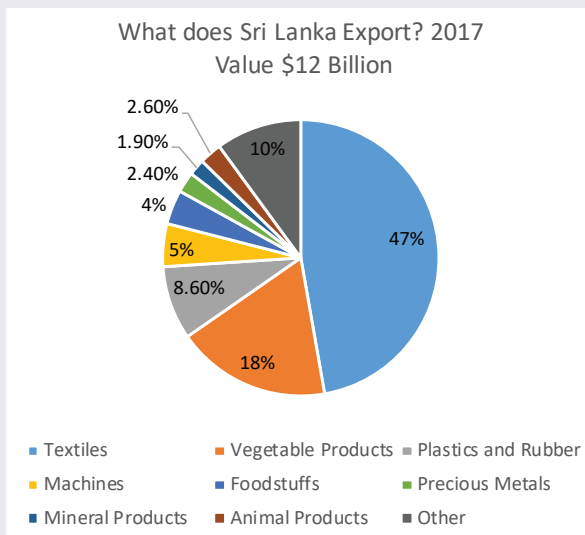
<input type="checkbox"/>	Pakistan
<input type="checkbox"/>	Bangladesh

Which country produces more food products for export? Check the box with the correct answer.

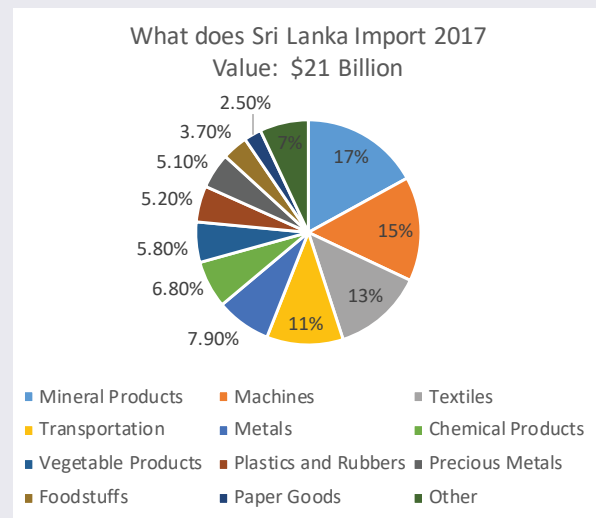
<input type="checkbox"/>	Pakistan
<input type="checkbox"/>	Bangladesh

Activity 3

Summarize Sri Lanka's trade in exports and imports.



Exports of Sri Lanka



Imports of Sri Lanka

"In 2017 Sri Lanka imported \$21.1B... During the last five years, the imports of Sri Lanka have increased at an annualized rate of 3.3%, from \$17.7B in 2012 to \$21.1B in 2017. The most recent imports are led by Refined Petroleum which represent 9.8% of the total imports of Sri Lanka, followed by Gold, which account for 4.45%." Source Observation of Economic Complexity

Answer the following questions:

Does Sri Lanka export more or import more in terms of US dollars? Check your answer.

<input type="checkbox"/>	Sri Lanka's exports are worth more in US dollars.
<input type="checkbox"/>	Sri Lanka's imports are worth more in US dollars.



Activity 4: Map Review

Study the map above. Find and list the capital cities for each of the countries of South Asia and the Indian Subcontinent. (Look for the cities marked by a star!)

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

Activity 5

Choose a city (ancient or modern) from the list below and research it online. (Your teacher may provide you with suggested sources). Make some notes below about the population, history, and other important facts about the city.

Mohenjo-Daro, Harappan period, Pakistan	Archaeological Ruins at Mohenjo-Daro	
Lahore, Pakistan	Fort and Gardens at Lahore (Mughal (Architecture during Shah Jahan	
Kathmandu, Nepal	UNESCO website on Kathmandu (useful to study post-earthquake recovery since 2015)	
Vijayanagara complex at Hampi, India	Group of Monuments at Hampi (Vijayanagara Empire in Southern India of the 14th century)	
Delhi, India	Qutb Minar and Monuments Red Fort Complex, near Delhi (Mughal and British periods)	
Agra, India	A former capital city of the Mughal Empire before it moved to Delhi, it is the site of Agra Fort The Taj Mahal	
Mumbai (Bombay) India	Victorian Art Deco and Gothic Ensembles of Mumbai Chatrapati Shivaji Terminus (formerly (Victoria Terminus	



Temple of the Sacred Tooth, Kandy, Sri Lanka



Dhaka, capital of Bangladesh



Hyderabad, India



The Blue Mosque in Kabul, Afghanistan



Karchi, Pakistan is the country's largest city and its main port city.



Kolkata, India

Activity 6

Review the photographs and resources above and list your top three choices for a possible project at the end of class and make some notes about your choices.

City Name	Notes

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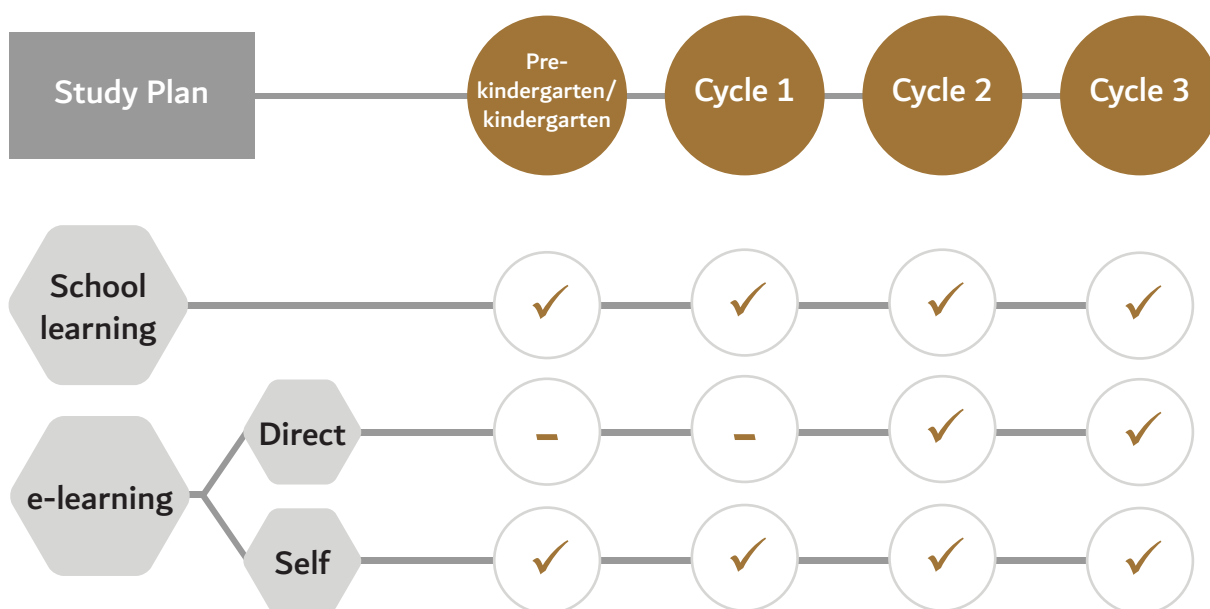
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Hybrid education in the Emirati school

Within the strategic dimension of the Ministry of Education's development plans and its endeavor to diversify education channels and overcome all the challenges that may prevent it, and to ensure continuity in all circumstances, the Ministry has implemented a hybrid education plan for all students at all levels of education.



Channels for obtaining a textbook:



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