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MORAL, SOCIAL & CULTURAL STUDIES



Grade
09

Moral, Social & Cultural Studies

Teacher Guide

Grade 9

Term 2

First Edition

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

”

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

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Domain: Moral**Unit 1:
What Should Be
Preserved and How?****Unit Objectives**

In this unit, students will learn to understand the relationship between historical and natural environments and the importance of preserving them for future generations. In addition, students will learn how to recognise the various threats to cultural heritage and become familiar with the ways in which they can contribute to the preservation of their heritage.

Unit Description

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

Domain Moral

Unit 1

What Should Be Preserved and How?

Lesson 1	The Importance of Heritage
Lesson 2	Understanding the Emirati Heritage
Lesson 3	Preserving the Cultural and Natural Heritage
Lesson 4	Heritage Tourism
Lesson 5	What Am I Supposed to Do to Keep my Heritage?

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Why is it important to save our heritage and what can we do to ensure it is protected?

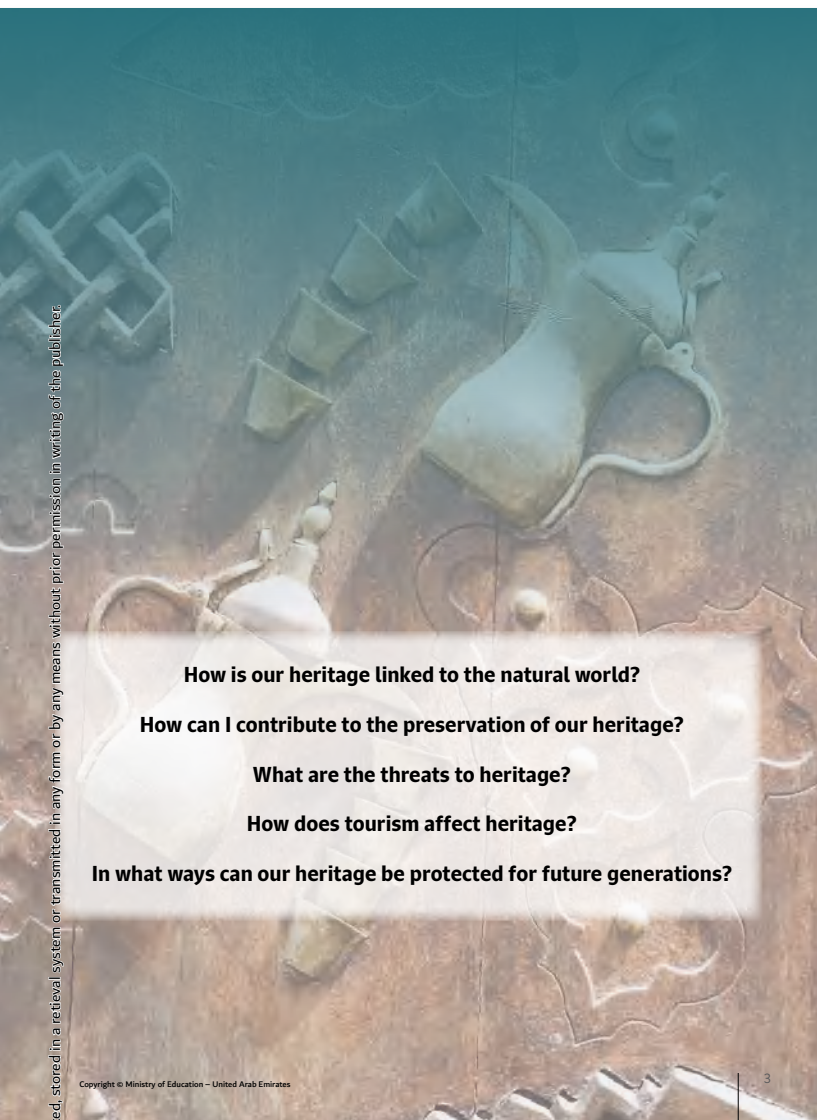
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Central Question

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



Exploratory Questions

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

Learning Outcomes

1. Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity.
2. Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value.
3. Recognize the various threats to the cultural heritage.
4. Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.
5. Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways.

Lesson Objectives

This lesson aims to help students understand the concepts of heritage, culture and conservation. Students will learn about the difference between tangible and intangible heritage and the value and necessity of preserving both. Students will also learn how to recognise the various threats to their cultural heritage and how they can contribute to its preservation.

Required Material

- Board
- Student book
- Sticky notes or pieces of paper

Learning Outcomes

- Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity
- Recognise the various threats to the cultural heritage
- Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways.

Activity 1 (5 minutes)

Explain to students that culture and heritage continue to play an important role in our society.

Ask a student to read out the quote. Address any questions that students might have.

Explain that the importance of the quote is that things we take for granted such as art and languages have been handed down through generations. This is our heritage as well as buildings, artefacts, archaeological sites, cuisine, traditions, music, dance, etc.

Explain that this generation is responsible for ensuring that they are now passed on to subsequent generations.

We experience culture and heritage through many mediums, which are either tangible or intangible.

- **Tangible** mediums of heritage are often physical things such as artefacts or buildings. This can include things like castles, pottery or works of art.
- **Intangible** heritage is not usually a physical object. Instead, it is made up of the traditional

Unit 1 What Should Be Preserved and How?

Lesson 1

The Importance of Heritage

Learning Outcomes

- Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity.
- Recognise the various threats to the cultural heritage.
- Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways.

Vocabulary

conservation	tangible
intangible	threat
community engagement	commitment

1 Complete the activities below:

“We think in terms of languages and images which we did not invent, but which were given to us by our society.”

Alan Watts
British philosopher and writer (1915-1973)

Heritage and culture are important in every society. They help to shape our thoughts, ideas and opinions of the world around us.

List some of the things that make up your heritage.

.....

.....

- a. How many different cultures and heritages are in your classroom?
- b. What is your favourite part of your heritage? Discuss this with the person beside you.

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practices, expressions, knowledge or skills of a community. Examples of intangible heritage include the kind of food we eat and traditional cooking methods, traditional music and dancing.

Both tangible and intangible heritage play significant roles in shaping our communities and society.

Ask students to list some of the things that make up their heritage.

Suggested Answers

Examples of UAE heritage include:

The desert and its oases, the date groves, the dhow, the barjeel, the dallah, the fishing and trade of pearls, the divers trips for long periods, traditional poetry and dance Al-Taghrooda and Al-Ayyala etc.

Invite students from other cultures to share equivalent examples from their own heritage and share them with the class.

Ask students to **Think** about the significance of heritage. **Pair** students and ask them to consider their favourite part of their heritage. Invite pairs to **Share** their answers with the class.

2 Read about *heritage* and answer the questions below.

What is heritage?



Emirati tent

The word heritage comes from the verb 'to inherit' which means to receive something that was previously owned. Every nation has two types of heritage. Firstly, there is tangible heritage which includes historical monuments, buildings and archaeological sites as well as artefacts such as paintings, drawings, prints, mosaics and sculptures. Then there is our intangible inheritance which includes language, values, traditions and oral history. Cuisine, clothing, forms of shelter, traditional skills, craftsmanship and technologies, religious ceremonies and all evidence of human creativity and expression such as storytelling, music and dance are part of our intangible cultural inheritance. And we know that culture is the accumulation or collection of ideas, customs, traditions and achievements of a particular group or nation. It is these intangible examples of our cultural heritage that very often give nations their distinct cultural identities. For example, no other country has a Flamenco tradition like Spain or celebrates the Day of the Dead like Mexico. In Vienna there is a vibrant modern-day coffee house culture that dates back to the late 19th century while China has a unique tradition of shadow puppetry which first became popular during the Northern Song Dynasty (960–1127). The carpet and weaving traditions of Azerbaijan, the tradition of falconry in the UAE, and even the healthy Mediterranean diet are all examples of an intangible cultural heritage. Although culture is constantly changing and evolving, it is important to understand our heritage as this is what tells us who we are and where we come from. The language you speak, the recipe your mother cooks that she received from her mother's mother, the stories your father told you as a child, are all part of your heritage. Preserving our tangible and intangible culture is our responsibility. It is unfortunate that illegal artefacts and cultural objects are often trafficked around the world, while historical buildings and monuments are often destroyed in certain countries. Due to those incidents, national laws and international treaties are in place to safeguard cultural heritage. UNESCO (United Nations Educational, Scientific and Cultural Organisation) has adopted international conventions on the protection of cultural heritage.

In pairs consider the following questions then report back to the class:

- Make a list of five pieces both tangible and intangible of the UAE's heritage that you think are important and why.
- Do you think these things should be preserved? Why?
- The world is changing very quickly these days and many people feel that some things are getting left behind. Can you think of any? Name the most important three.

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Unit 1 Lesson 1 | 5

Conservation	Saving and protecting all things of historical significance such as buildings, artefacts, and archaeological sites as well as the natural environment.
Tangible	Touchable, can be seen and felt.
Intangible	Abstract and can be experienced but not held.
Threat	Something or someone that can damage or cause harm.
Community engagement	The participation of citizens in a united effort to achieve a goal that is of mutual benefit to the entire community.
Commitment	Giving time and energy to a cause or project that is important to you until a goal has been achieved.

us understand who we are and where we come from.

Some students may feel that ancient song and dance traditions have no relevance to their lives, but by learning about them we keep them alive for future generations.

- The government has held heritage showcases which focus on things like horsemanship, falconry, cooking, weaving and sewing. There is also a heritage village in Abu Dhabi.

Activity 2 (15 minutes)

Ask students to read the text **'What is heritage?'**

Divide class into pairs. Ask them to discuss the questions in the student book.

The aim of this text is to explain just how wide ranging our cultural heritage is and the distinctions between tangible and intangible heritage.

Suggested Answers

- Traditional recipes, music (traditional UAE musical instruments include the famous oud (a stringed instrument), drums, daf (tambourine), rababa (a stringed instrument), the nai, dance, poetry, storytelling, falconry, horsemanship, fishing and pearling (neither of these are currently viable as physical conditions have changed so are examples of things that cannot be preserved), desert life, spice souks, gold souks, weaving, sewing and boat building
- Understanding our heritage is a key part of national identity, it helps

Differentiated Learning

For Beginners

Ask students to draw illustrations which convey the meaning of intangible heritage. Illustrations should have captions which describe the intangible elements of their heritage.

For Advanced Students

Ask students to conduct a debate about the elements of intangible heritage each has chosen. Ask them to agree on a shortlist of three which should be proposed for inclusion on the UNESCO Representative List of the Intangible Cultural Heritage of Humanity.

Activity 3 (10 minutes)

Ask students to stand up and scatter themselves around the classroom or another space which will allow for some movement without difficulty.

Assign sides of the room which will house the students who totally agree with the statement and totally disagree with the statement. Explain to the students that the room can be viewed as a spectrum. For example, if they partially agree with a statement, they should stand midway between neutral and totally agree.

Call out the statements in the student book one by one, giving time for students to move. Once the students are sure they have picked the spot that best describes their response, select a student or two at random and ask them to clarify or defend their location. The discussion can then be opened for other students to question this stance.

After all statements have been covered, direct students to the Think exercise. Facilitate a short discussion.

Suggested Answers

Use the following guideline to promote discussion. Ensure that students consider the various threats to their cultural heritage that are mentioned.

- Culture is not fixed. It is fluid in that it changes over time and each generation that passes has something to add to enrich the existing heritage. However, care must be taken that new influences and habits do not overshadow existing heritage.
- Inflow of expatriates and tourism are opportunities to share the heritage of the UAE with others and learn about the heritage of people from other cultural backgrounds. However, it is important that heritage is not 'watered down' in order to appeal to an international audience. In addition, care must be taken to monitor visitors to popular sites so that erosion or littering does not harm them.
- It is important for students to know their heritage and be able to share it with others. It is through sharing this knowledge that heritage will be passed on to future generations. In addition, having the knowledge to share with others will enable students to correct any misconceptions others may have about their heritage.

3 Complete the activities below.

Listen to your teacher's instructions.

Show if you agree or disagree with these statements by standing in the appropriate space.

- Culture is a fixed thing. It doesn't change over time.
- Inflow of expatriates and tourism are threatening our culture.
- Culture is not something we need to actively protect or preserve. It will always just exist and develop.
- It is important to know our heritage and to be able to share it with others.
- The natural landscape of my forefathers has an important role in shaping my culture and heritage.
- Our heritage shapes who we are.
- There is no socio-economic gain to preserving our heritage.



In pairs, discuss the question "What are the potential threats to cultural heritage?" and list any threats you come up with:

.....

Share your list with the rest of the class.

- Culture needs to be preserved and protected in order to pass on to future generations.
- If traditions and customs are not practised, they are in danger of being forgotten. If the natural environment, buildings and archaeological sites are not maintained for future generations, they will crumble and decay to the point where they no longer exist. It is necessary to combat apathy towards heritage in order to protect it.
- The natural landscape played an important part in shaping the heritage of the UAE as people had to adapt to the harsh desert climate and use certain skills to survive and to thrive. It is, therefore, necessary to take measures to reduce global warming and climate change, both of which are threats to their heritage.
- Students' heritage shapes who they are because it has been passed on to them from their ancestors. It is important to keep this culture alive and preserve it for future generations. As globalisation becomes more widespread and students are exposed to more outside influences, the threat of apathy towards their culture is greater.

4 Read the text and answer the questions that follow.

The Pyramids

The pyramids were the stone tombs of Egypt's kings – the Pharaohs. At that time it was believed that if the Pharaoh's body was mummified after death the Pharaoh would live forever. The tombs protected the buried Pharaoh's body and his belongings which, it was believed, would be needed in the next life. The tomb walls were painted with scenes from the dead Pharaoh's life.

It is believed that the first smooth sided pyramid was built in the third century BC for the Pharaoh Snefru. The smallest of the famous Giza pyramids was over 200 feet high while the one built for Pharaoh Khufu was originally 480 feet high and made up of over 2.3 million stone blocks.

The design and building of the pyramids was a very complicated process and precise measurements were crucial to the structure's stability. No one is sure how the ancient Egyptians managed to move the heavy rock which often weighed many tons.

It was initially believed that the pyramids were built by slaves but archeological excavations have found that much of the building was done by skilled Egyptians who lived in the area. Communal style living areas for the labourers and their families were discovered with villages that included shops, houses, butcher shops and bakeries.

Versailles

The Palace of Versailles was built by Louis XIII in 1623 as a hunting lodge then enlarged into a royal palace by Louis XIV in the 1660s and 1670s. It is remarkably well preserved and offers great insight into the life of the French aristocracy at the time.

It is famed for its use of precious materials. The chamber pots were made of silver and the famous Hall of Mirrors contains a total of 357 mirrors which, at the time, was considered to be the height of opulence. The gardens had 400 sculptures, 1,400 fountains and covered more than 30,000 acres.

Versailles is also of great political interest – the 1783 Peace of Paris treaty, which recognised the independence of the US from Britain, was signed there and the Treaty of Versailles, which formally ended the First World War, was signed in the Hall of Mirrors.

a. How important is it that the pyramids and Versailles were preserved?

b. What have we learnt from them?



Giza Pyramids



Gardens of the Versailles Palace near Paris, France

- The preservation of a country's heritage comes at a considerable cost. However, the benefits can outweigh this cost in terms of the income earned from tourists who come to see the tangible heritage and experience the intangible heritage. In addition, the social cohesion which is achieved by fostering a common cultural identity justifies the financial commitment. Financial constraints could, however, threaten heritage preservation.

Differentiated Learning

For Beginners

Ask students to choose one of the statements that they agree or disagree with and write a sentence to justify their opinion.

For Advanced Students

Ask students to add one sentence to each statement. The sentence should begin..."I agree with this statement because..." Or "I disagree with this statement because..."

Activity 4 (10 minutes)

Ask the students to read the text then take a few minutes to answer the questions.

At the time, Venice had a monopoly on making mirrors so Venetian artisans were lured to France. The Venetians then ordered the assassination of the mirror makers for giving their secrets away.

A mile-long grand canal was constructed to the west of the garden. It was used for naval demonstrations and had gondolas, donated by the Republic of Venice, steered by gondoliers.

Suggested Answers

- Extremely important – without them we would not know much about how people lived in Ancient Egypt. With Versailles, due to more documents and art from the period being available, we would probably still know quite a bit but certainly not as much.
- Both the pyramids and Versailles
 - Daily life
 - Diet
 - Building styles
 - Religious beliefs
 - Structure of society
 - Dress, clothing and jewellery
 - Culture and music

The Pyramids

- Mathematical and engineering proficiency
- Beliefs about what happened after death

Versailles

- Garden design
- How their fountains worked

Activity 5 (10 minutes)

Remind students that heritage and culture can be either tangible or intangible.

Explain that the pictures in the student book show different examples of culture or heritage. However, some of them are examples of tangible heritage and some are examples of intangible heritage. Ask students to label each picture as tangible or intangible, and then write a brief explanation of how they differ and how they are the same.

Suggested Answers

1.
 1. Barjeel – traditional Arabic wind tower (T)
 2. Traditional Arab music (I)
 3. Traditional Emirati dance, Al-Ayyala (I)
 4. Hili Archaeological Garden Al Ain (T)
 5. Sand formations in desert (T)

Intangible heritage cannot be touched by the hand but it can be felt in the heart. It can be experienced as music, dance, poetry, literature, etc. Intangible heritage can be taken with students regardless of where they live. It is available at all times and it can be enjoyed everywhere. In contrast, tangible heritage can be touched but it is not always available.

2. Answers will vary according to the location of school. However, the value of heritage is that it shapes students' identity and is a reminder of the history and culture of their nation.

Draw students' attention to the UNESCO quote. Address any questions that students raise.

Then facilitate a short discussion about the quote.

Ask students how intangible culture can contribute to tolerance and acceptance of diversity.

In a world of growing globalisation, where people are mixing and interacting more closely and more often than ever before, students' intangible heritage enables them to maintain their cultural identity. In understanding and recognising the importance of preserving their own heritage, students also accept that people from other cultural backgrounds have an equal right to preserve and protect their cultural identity. This understanding fosters mutual respect for other ways of life.

5 Complete the following activity.

1. The photographs show examples of tangible and intangible heritage and culture. Label each picture as tangible or intangible, and then write a brief explanation of how they differ and how they are the same.



1.



2.



3.



4.



5.

- "Fragile, intangible cultural heritage is an important factor in maintaining cultural diversity in the face of growing globalisation. An understanding of the intangible cultural heritage of different communities helps with intercultural dialogue, and encourages mutual respect for other ways of life." - UNESCO

Think of examples of tangible and intangible heritage in your community. What value do you think these traditions have both within the community and on an international level?

Read the text and complete the activity.

Imagine your school is planning an event to celebrate World Heritage Day. The event includes an exhibition of images from the natural environment and how it has shaped the history, culture, and socio-economic life of the UAE. Your class has been asked to contribute material for the exhibition. Drawing on what you learned in the previous activity, write a brief description of one example of tangible heritage and one example of intangible heritage.



Government building in Sharjah City, United Arab Emirates

.....

.....

.....

.....

.....

Activity 6 (5 minutes)

This is an action project that can be started in this lesson and carried on through the module. Students must provide one example of intangible heritage and one example of tangible heritage that they can research and present to either their own class or the whole school.

Divide the class into groups. Explain that they will work together over the rest of the module to plan their stand for World Heritage Day. Explain that for their research, they can use the internet, video clips, images or physical items. The students should then reflect on the exercise by writing a reflection.

Key Skills (Head, Heart, Hands)

- Research
- Team work
- Creativity
- Analysis

Evaluation/Reflection

- Reflect on the tangible and intangible history and its links to the natural environment. Written description of both.

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Lesson Objectives

This lesson aims to help students understand and describe the links between historical and natural environments and the necessity of preserving them for future generations. Students will also learn how to describe a selected site, or aspect of intangible heritage in terms of its historical, cultural and socio-economic value.

Required Material

- Board
- Visual aids (images from archaeological excavation)
- Computer and Internet access

Learning Outcomes

- Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity.
- Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value.

Activity 1 (5 minutes)

The archaeological site at Jumeirah is managed by the Dubai Culture and Arts Authority. When it was first excavated in 1969, ancient ruins, a mosque, coins, and glazed pottery, among other items, were unearthed.

From their findings, archaeologists were able to tell which material was used in the construction of buildings (beach rock and lime plaster). Findings such as this give scientists information about how natural environment influenced life on the settlement. They discovered that the settlement was a caravan stop on the ancient trade route between Iraq and Oman. Excavation also revealed details of the animals that were native to the region (camel and goat, for example).

Generally speaking, digs can reveal much about life in ancient settlements and the significance of the natural environment on their activities.

Unit 1 What Should Be Preserved and How?

Lesson 2

Understanding the Emirati Heritage

Learning Outcomes

- Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity.
- Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value.

Vocabulary

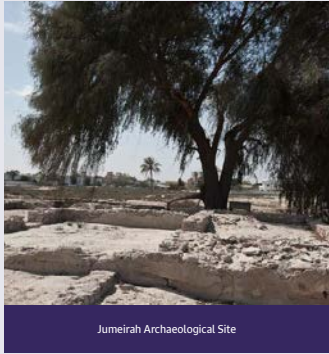
archaeology

excavation

1 Read the following text and answer the question that follows.

The image shows an archaeological site in Jumeirah, Dubai. The site was first excavated in 1969 and archaeologists discovered ancient artefacts made of ceramics, glass, stone, and bronze. The site dates from the Abbasid period (9th –11th Century AD).

- What do you think archaeologists discovered about how the original inhabitants of the site interacted with the surrounding landscape?



Jumeirah Archaeological Site

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2 Read about *Falconry* in the UAE and then answer the questions that follow.

There are many elements of intangible heritage that can feature across several different cultures. One example of this is falconry. In 2010, falconry was included in the UNESCO Representative List of the Intangible Cultural Heritage of Humanity. Falconry is culturally significant in many parts of the world, including the United Arab Emirates, Hungary, Italy, Pakistan and Spain to name but a few. The following text is written by UNESCO and it makes an argument for why the sport of falconry is considered culturally significant.



Falconry

Originally a method of obtaining food, the practice of falconry has evolved over time to be more associated with nature conservation, cultural heritage and social engagement within and amongst communities. Following their own set of traditions and ethical principles, falconers train, fly and breed birds of prey which, besides falcons, include species such as eagles and hawks. Trainers develop a bond with their birds and become their main source of protection. The practice, present in many countries around the world, may vary regarding certain aspects, for example the type of equipment used, but the methods remain similar. Falconers regard themselves as a group and they can travel weeks at a time engaging in the practice, while in the evenings recounting stories of the day together. They consider falconry as providing a connection to the past, particularly for communities where the practice is one of their few remaining links with their natural environment and traditional culture. Knowledge and skills are transmitted in an intergenerational manner within families by formal mentoring, apprenticeship or training in clubs and schools. In some countries, a national examination must be passed in order to become a falconer. Field meets and festivals provide opportunities for communities to share knowledge, raise awareness and promote diversity.

- How does falconry facilitate the transmission of intangible heritage? What skills or connections are passed down through falconry?
- What are the differences or similarities between the types of intangible heritage passed down through falconry and majlis? What evidence can you find in the texts to support your answer?

KEY FACT

Al Ain Oasis is the UAE's first UNESCO World Heritage Site. It dates back more than 4,000 years, making it one of the world's oldest permanently inhabited settlements. The Al Ain Oasis is still a partially functioning date farm. An ancient falaj irrigation system allows palms to flourish in the middle of a desert.

Activity 2 (15 minutes)

Explain that some elements of intangible heritage are common across many cultures. This example relates to falconry.

Read out the introduction to the paragraph and address any questions that students raise.

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

Suggested Answers

- Falconry facilitates the transmission of intangible heritage through mentoring and apprenticeships, where falconers pass on intangible skills and knowledge to the next generation. Falconers also recount stories of their experiences in the evenings when they travel. They believe that when they engage in this activity, they are linked to their culture and their past. The skills that are passed down include proper use of equipment and training techniques.

Archaeology

The study of ancient sites and artefacts in order to learn more about the history of the civilised world.

Excavation

Remove soil and earth from an area in order to reveal ancient ruins or artefacts.

- Differences between falconry and the majlis – falconry is an outdoor activity and is closely linked to the natural environment and nature. Formal training is required to participate in falconry. Similarities between falconry and the majlis – they both involve social interaction and the passing down of cultural heritage to future generations. They both link past with present.

Emphasise that the intangible heritage passed down at a majlis is based on shared knowledge. Ask students to read the Key Fact.

Ask students to read the **Key Fact**, then discuss why would UNESCO choose AL Ain Oasis as a World Heritage Site. The reason is because it is one of the world's oldest permanently inhabited settlements.

Ask students if they have ever visited the town and what was their experience.

Differentiated Learning

For Beginners

As students are working on the questions, walk around the classroom providing support and encouragement.

Ask students to write a short interview with a falconer in the final part of the activity.

For Advanced Students

Imagine you are a journalist writing an article about falconry being included on UNESCO's Representative List of the Intangible Cultural Heritage of Humanity. Write your views on the topic or write an imaginary interview with a falconer. Give one way you think that this tradition can be preserved and can be promoted amongst young people.

Activity 3 (20 minutes)

Tell students they will read a text about the traditional architecture throughout the UAE. Explain that in the past buildings were constructed according to the surrounding area and the raw materials that were available.

Ask the students to take turns reading the text and discuss the first two questions. Then divide the class into two groups and ask students to discuss whether governments should fund the preservation of historical buildings. When the two groups have finished their discussion, organise them on opposing sides and assign one group to argue in favour of preservation and the other group against.

Suggested Answers

- a. The materials that were used in the construction of dwellings were dictated by what was naturally available nearby:
- In desert regions, nomadic tribes used camel or goat-hair tents.
- In coastal regions and oases, palm fronds, mud mixtures made into blocks, fossilised coral, and lime mixtures derived from seashells were all used for building purposes.
- b. Architecture was also influenced by climatic factors. Ventilation was important and architects used wind towers (barjeels) to help cool down living areas. The layout of the dwelling also helped keep areas cooler.
- Choosing which heritage sites to preserve can be difficult when different investors have different goals.
 - In favour of preservation:
 - They give future generations tangible evidence of how their ancestors lived.
 - They are reminders of students' culture and traditions and their national identity.
 - If they become popular tourist attractions, these old buildings can cover the cost of their preservation.
 - If they are demolished, they can never be replaced.

- 3** Read about traditional Emirati architecture and the factors that influenced it. Then discuss the questions that follow.



Emirati Architecture

The traditional architecture of the UAE can be described as vernacular which means it was designed based on local needs, availability of construction materials and reflecting local traditions and customs. A harsh environment and limited resources were the starting point. Easily portable camel or goat-hair tents provided shelter during tribal wanderings over the winter. During the summers spent in date palm plantations, home was the airy 'arish woven from palm fronds. Arish were also common in the coastal fishing, pearling and trading settlements. Other materials used for coastal dwellings include fossilised coral or a lime mixture derived from seashells. Inland, more permanent houses were built of stone guss (mud mixture made into blocks) then roofed with palm fronds. All of these materials have very low thermal conductivity and so were ideal for the hot and arid climate.

Privacy and ventilation were important considerations in the layout of domestic dwellings. All the rooms opened onto a central interior courtyard that was private. This was used for cooking as well as eating and sleeping in the hot summer months. The majlis or meeting rooms, where the male members of the family entertained male guests, were separate from the family quarters.

Windtowers called barjeels were also used to improve ventilation in the home. These barjeels date back to 3100 BC and acted as a ventilation system by allowing hot air to rise and escape while cooler winds flow down into the home. These can still be seen all over the Middle East today.

Decorative detail was confined to colourful floor rugs, intricate wooden lattice work on windows and ornate wooden outer doors.

Economic prosperity and the significant increase in population that followed the discovery and export of oil in the 1960s had a huge socio-economic and cultural impact including an immediate and urgent demand for public buildings and private housing. Modern designs and building materials rapidly replaced vernacular architecture. During this time the first of many sleek glass-fronted skyscrapers were built and the process of urbanisation and modernisation that continues today began.

- How did the natural environment influence the materials that houses were made from?
- In what other ways did the environment influence traditional architecture?

In groups, discuss the arguments for and against government funding for the conservation of historical buildings.

- Against preservation:
 - People are more important than buildings: people need homes and jobs and preservation can be an obstacle to both.
 - There are plenty of historical buildings, there is no need to preserve any more.

Differentiated Learning

As an art project, students could choose different styles of traditional dwellings and make model houses or tents.

Ask students to source materials that can be used in the building of models. Students can do research on the internet and create an architectural plan for their models. Stronger students can support less confident learners in their research.

In small groups students can build models of historical houses and display them for the whole school.

4 Read about the UAE creeks and answer the questions that follow.

The main cities of the UAE are favoured with creeks (khors), which are deep saltwater inlets that run from the sea into the city. The creeks of UAE coastal cities served as the basis for the fishing and pearling industries that defined the local economy until modern times.

The most famous of these is Dubai Creek (Khor Dubai), which in ancient times extended all the way to the city of al-Ain. The creek divides the city into its two older sections: Deira and Bur Dubai (the place where a branch of the Bani Yas tribe, migrating from Abu Dhabi, settled in 1833, to become later the Al Maktoum dynasty, the ruling family of Dubai).

Dredging in the 1950s was critical to the emergence of Dubai as a major modern port and trade centre (Sharjah's creek silted up at about the same time and became a backwater).

The creek served as a waterway and sheltered port for trade, fishing, pearling, and piracy, helping Dubai to grow into a major shipping and commercial centre. The distinctive local sailboats, known as dhows, crisscrossed the waters of the Gulf, Arabian Sea, and Indian Ocean all the way to India and the east African coast, carrying goods and merchandise back and forth. After the collapse of pearling and with the increased strategic importance of the country, the creek was transformed into a modern waterway. This was inaugurated in 1955 by construction and dredging projects to widen and deepen the creek to accommodate larger sea-going vessels and to build breakwaters and docks to facilitate the loading and unloading of ships. Several bridges over the creek now connect the two parts of Dubai, the first of which, Al Maktoum Bridge, was built in 1963.

Another important creek in the UAE is located in the country's most scenic part along the Gulf of Oman on the east coast. The picturesque Khor Fakkan creek which means 'Creek of Two Jaws', is one of the major container ports in the Emirates and the only natural deep-sea port in the region.

It has a long history which goes back to 3000 BC.

- a. Are Dubai Creek and Khor Fakkan creek part of the UAE's tangible or intangible heritage? Explain your answer.

"The Creek is the very heart and soul of Dubai," said H.H Sheikh Mohammed bin Rashid Al Maktoum. Why do you think Sheikh Mohammed said this? How is Dubai Creek significant in UAE heritage?



Activity 4 (15 minutes)

Explain that the creek played an important role in the history and culture of the UAE and it continues to do so up until the present day.

It has great significance in the history of Dubai. In the early 20th century, as trade developed, merchants flooded to the city and the creek was used to transport goods inland and to neighbouring markets. As a result, Dubai soon became a regional headquarters for trade.

Suggested Answers

- The creeks themselves are part of the UAE's heritage.
- With his quote, Sheikh Mohammed means that the creek is both a vital part of the nation's history and a central feature of the modern city. Dubai's urban infrastructure has been built around it and it is a major tourist attraction, with millions of tourists (estimated to be around 30 million) visiting the creek annually. Restaurants, hotels and parks have been built along its length.
- According to UNESCO's website, "Khor Dubai (Dubai Creek) and its surrounding neighbourhood constitute an outstanding and universally valuable site where natural, architectural and cultural components create a unique, urban landscape where influences and human interactions from the entire Gulf region mingle into a coherent and alive ensemble preserving both tangible and intangible heritage values."

Read the expanded quote from Sheikh Mohammed, explaining the importance of the creek in the history, present and future of Dubai:

"Today, the Creek comes full circle; still shaping the very soul of Dubai, now running freely through the veins of the city, keeping alive its vibrant heartbeat, linking the sea back to the sea. The Dubai Water Canal is not just an architectural accomplishment, but also a triumph of our heritage, history and heart."

Activity 5 (10 minutes)

Read text with the students. Address any questions that students raise.

Divide class into pairs. Ask them to answer the questions in the student book.

Suggested Answers

- a. It enables heritage bodies to preserve and protect sites. It makes damaging these sites an illegal offence. It protects them from the dangers of construction development in surrounding areas. It helps secure the necessary funding to excavate sites.
- b. UNESCO recognition will mean that more tourists will visit. Unmanaged tourism could potentially damage delicate sites.

5 Read about the Jebel Hafeet tombs and answer the questions that follow.

At 1,240 metres, Jebel Hafeet Mountain to the south of Al Ain in Abu Dhabi is the emirate's highest peak, and UAE's second. It is also the place considered to be the birthplace of the Bronze Age in the UAE. At the foot of this mountain there are 500 dome-shaped ancient tombs which date back to a period between 3200 BC and 2700 BC also known as the Hafeet period.

Very few knew of their existence until recently since they were almost impossible to reach, even in a 4x4 vehicle. The sites were first discovered in the 1950s by Sheikh Zayed. A team of Danish archaeologists began excavations on the Hafeet tombs in 1959. They discovered evidence of ceramic vessels and copper artefacts which indicate the importance of maritime trade across the Arabian Gulf. Some skeletal remains have also been discovered and it is believed that up to 10 bodies were often buried together in family groups, as they were in other parts of the Middle East and Europe. To date the majority of tombs remain unexcavated.

The tombs are single-chamber and were made of local unworked or roughly cut stones. They were built on the northern and eastern foothills mountain. However, most of the graves on the northern side have now been lost to development. Those on the eastern side are protected and regularly monitored. The entrance of each tomb faces south-east, to catch the sunrise.

The 5,000-year-old Jebel Hafeet tombs along with Al Ain Oasis were designated as a World Heritage Site by UNESCO. Work on the designation of Al Ain as a World Heritage Site began as far back as 2003. A file on the site was submitted to UNESCO in 2008 and three years later the World Heritage committee included it on the prestigious list that includes Egypt's pyramids and India's Taj Mahal.

The director of the department of historical environment at the Abu Dhabi Department of Tourism and Culture has described how the recognition from UNESCO helps his team to "do an even better job of preserving them and saving them from any threats of development".

In pairs consider the following questions.

- a. How does UNESCO recognition help protect heritage sites?
- b. How might UNESCO recognition potentially damage heritage sites?



- 6 Work with your partner and think about what this quote means. Afterwards, share your views with the class.

“He who does not know his past cannot make the best of his present and future, for it is from the past that we learn.”

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Activity 6 (5 minutes)

Divide the class into pairs. Ask them to read the quote and decide what it means to them.

Suggested Answers

By preserving the past we can understand who we are and where we come from and this stronger sense of identity can make us confident in facing the present and future. We can learn from the mistakes of others and use that information to better inform how we build the future.

Lesson Objectives

This lesson aims to help students understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity. Students will also learn how to describe a selected site, or aspect of intangible heritage in terms of its historical, cultural and socio-economic value.

Required Material

- Board
- Computer and Internet access

Learning Outcomes

- Recognize the various threats to the cultural heritage.
- Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value

Activity 1 (5 minutes)

Remind students that the natural environment forms part of our cultural heritage.

Ask students to reflect on this and answer the questions in the student book.

Suggested Answers

- The heritage of the UAE was shaped by the environment because the harsh, arid climate influenced the activities that were carried out, the plants and crops that could be grown, the materials that could be used for building supplies, the animals that could be either hunted or used for hunting, etc. Proximity to the sea also influenced the economy of the region.
- Yes, the natural materials that are provided by the environment are an important part of our heritage.

For example:

Wool was traded by our ancestors and traditional clothes and dolls (Al Kura) were made from wool. The raw materials used in the traditional form of weaving, Al Sudu, which was added to the UNESCO list of protected traditions, include wool from camels, goats, and sheep raised in the UAE.

Unit 1 What Should Be Preserved and How?

Lesson 3

Preserving the Cultural and Natural Heritage

Learning Outcomes

- Recognize the various threats to the cultural heritage.
- Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.

findings
archaeologist

1 Think of the UAE heritage and answer the following questions.

a. In what way is our heritage shaped by our environment?

.....

.....

b. Are natural materials (oil, dates, foods) and animals an important part of our culture and heritage?

.....

.....



Desert environment

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National dishes also depended on the food and herbs that were available in the natural environment, for example, camel, chicken and small birds, goats, grains and legumes, thyme, cardamom, etc.

Ask students if they can think of other elements of the UAE heritage that are linked to the natural environment.

Prompt students to share their answers with the class.

2 Read about a day in an archaeologist's life. Then answer the questions that follow.

One of the ways that we can discover more about the lifestyle, culture and traditions of the inhabitants of an ancient site and how they relate to the physical geography of the region is through an archaeological excavation.

The extract below is taken from the diary of an archaeologist who was working on a site in Jordan in the summer of 1999. Read her diary and answer the questions below.

4:55 am: Peanut butter on a slightly stale pita bread or cereal with powdered milk are the options. I'll have a cup of tea and... an apple.

5:15 am: Everybody has finally arrived on site. Dayle, our square leader, gives us the instructions for our unit. "Continue what we started yesterday," he says. We work carefully around the sherds of pottery we had found the day before. We can't remove the sherds until they have been photographed. Covering the find with brown paper bags and earth was the best way to prevent stray animals or any person from disturbing the discovery.

6:30 am: Finally, the photographer comes around to our square. He takes different shots and I write down the ID numbers and locations on his list of photographs.

8:20 am: My workman calls to me saying he found a coin. Coins are good; they help date the site and tell us what it was used for.

11:40 am: We appear to have found a floor. We call over the dig director. He finds this very exciting. We are to clear as much as we can and try to figure out how this floor relates to the small section of an ancient wall near the middle of the square.

12:45 pm: Lunch time!

1:30 pm: Field work is finished for the day, yet there is still more work to do. Dayle and I sit down to wash some pottery sherds. Armed with toothbrushes and our water bucket, we clean the dirt off the sherds we found this morning.

4:00 pm: Dayle and I display the pottery sherds in a corner of a table under the canopy of the courtyard for the "pottery reading session". We arrange them by locus and sort them in categories (rim sherds, base sherds, painted sherds, body sherds, etc...) The dig director takes a look at the sherds we have found that day and tells us what period he thinks they date from.

4:45 pm: Dayle and I start identifying ceramic sherds by writing individual numbers for each of them. It is long and tedious, but it must be done. Sherds that come from the same vessel are glued together and we give only one identification number for the whole pot.



Excavated clay pots

- List three questions you would like to ask the archaeologist in this extract.
- Why do you think the archaeologists list the location of each item?
- What do you think the archaeologists will do with their findings?
- What do you think they might learn about the people who lived on the site?
- Why do you think it is important to conserve sites like the one in the article?

KEY FACT

Jumeirah Archaeological Site is the largest and most important archaeological site in the UAE. It is not open to the general public but tourists can obtain a special permit to visit the site. Scholars from around the world come to study the artefacts from the 7th to 15th centuries that have been discovered there.

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Activity 2 (15 minutes)

Read out the introduction to the activity. Explain that tangible heritage like artefacts or buildings that are found in archaeological digs can help shed light on intangible heritage practices and how the inhabitants of an ancient settlement interacted with the environment. Check that students remember what intangible heritage is.

Explain that tangible heritage refers to objects or physical places which tell us something about the past and how our ancestors lived. These objects or places are important because, unlike intangible heritage, they can provide physical evidence, which can help us construct a picture of how the people who came before us lived. They can help us to authenticate oral histories and first-hand accounts like diaries.

Ask students to read the diary extract, and then address any questions they raise.

Findings

Evidence such as artefacts, buildings, ruins, etc, that reveal information about a person, thing or place.

Archaeologist

A person who studies human history through the excavation of sites and the analysis of artefacts.

Next, ask them to answer the questions listed in their student book.

Suggested Answers

- Possible questions for the archaeologist could include: "What do you hope to find?", "Where will the artefacts be displayed?", "What is the importance of the findings?", "How did the topography and agriculture influence the lives of the people who lived in the settlement?" etc.
- The archaeologists list the location of where everything is found because this information will help them get a fuller picture of what the site looked like when it was inhabited. For example, a number of pottery items may indicate an eating area or an area where food was prepared. Tools or other implements may shed light on agricultural practices or mining activity.
- The archaeologists will probably send their findings to museums when they have finished cataloging and testing the items. Artefacts will be carbon dated, a procedure from which scientists can discover the time frame to which they belong.
- Archaeologists can learn how ancient civilisations interacted with the natural environment – how the environment influenced their dwellings, diet, economy, and pastimes. They can learn whether the inhabitants were hunters and gatherers, farmers, tradesmen or warriors, etc.
- It is important to preserve our links to the past because it is what has influenced students' beliefs, values and national identity. These links are also important in keeping family bonds strong as the stories and traditions are handed down from generation to generation.

Differentiated Learning

For Beginners

Provide images from an excavation. Ask them to describe and discuss what is happening and use the images as a way of guiding the conversation. Ask the students what they think about the role of the archaeologist. This will help to focus the ideas of the students and allow them to brainstorm in a supported system before they attempt to answer questions independently.

For Advanced Students

Advanced students can be encouraged to research historical sites which hold cultural significance. They can research the ways that the historical significance was discovered and studied. They should then write a short piece on their opinion of the excavation.

Activity 3 (15 minutes)

Read the introduction to the activity and address any questions that students raise. Ask students if any of them have visited the Dubai Heritage Village or any of the other heritage villages that exist in the UAE.

Explain that the Heritage Village is a folk museum which gives visitors an insight into the traditional ways of life. This includes tangible heritage like housing and intangible heritage, for example, live demonstrations of customs, traditions and craftsmanship. The relationship between the natural environment and heritage is also explored. Draw students' attention to the image of a man making nets. Explain how UAE proximity to the Arabian Sea influenced intangible heritage (pearling, fishing, net making) and tangible heritage (dhow).

Ask students to read the text and then answer the questions that follow.

Suggested Answers

- Traditional dwellings (tents, stone houses, buildings made from palm fronds), tools, medicine, cuisine, arts and crafts, dance, music, etc.
- The main objective of the village is to preserve the UAE heritage for future generations. It is an educational facility as students can visit with their school or family and witness how their ancestors lived. Another objective of the Heritage

3 Read about the heritage villages in the UAE and complete the activity that follows.

One of the ways that governments in the UAE are preserving and celebrating heritage is through the creation of heritage villages. These mock villages create a space where visitors can experience traditional UAE heritage and culture through representations of traditional lifestyles. This includes how our ancestors interacted with the natural environment and tangible and intangible forms of heritage.

Visitors to the Heritage Village in Dubai have a great opportunity to experience and get to know the different styles of traditional local life ranging from coastal, desert and country to mountain life. It displays many types of buildings made of stone, palm fronds and also tents. Moreover, the visitor will witness live demonstrations of how the different professions are practised. They will get to see the well pole and the shovel, which are considered to be the most traditional tools used in farming and irrigation. The village also hosts a traditional medicine clinic during the tourist season between October and March. Patients are treated by traditional medicine practitioners who have inherited a legacy of great experience and expertise in the methods of traditional medicine, such as branding, bone-setting and various treatments with herbs. Also, the village recreates an atmosphere of traditional markets that feature traditional professions such as whistle making, jewellery making, blacksmithing and wool trading. There are also shops selling pottery, items made from palm, traditional sweets, dried milk and different equipment and tools that people used in the different aspects of their lives during previous eras. Visitors can also enjoy performances of folklore singing and dancing such as Razfa, Ayyala, Harbeya and El-Dan. Dances such as Lewa, Andemi and Haban, which were added to the local heritage through commercial relations with Africa, are also performed, especially during the tourist season. The village also has many shops that sell traditional items.



Old man making nets

- Name three examples of the traditional elements of UAE heritage on display at the Heritage Village in Dubai.
- From the extract above, what do you think is the main objective of the Heritage Village?
- The Heritage Village attracts Emirati visitors and tourists alike. Why do you think the UAE government wants to reach both groups of people?
- Research about the festivals where the UAE preserves and celebrates its heritage.

CLOSE YOUR BOOK

Do you think the Heritage Village will help to preserve traditional UAE heritage? Does it make a difference if heritage is shared in a passive way (museums) or through an active medium like the Heritage Village?

Village is to attract tourists and tourist revenue to the country.

- The Emirati government wants to attract the locals to the heritage villages so that they can learn about their heritage and feel pride in their national identity. In addition to the heritage village preserving heritage for the Emirati population, it aims to raise tourists' awareness of Emirati culture, leading to a better understanding between people from diverse backgrounds. The heritage village is also an important source of income for the country as tourists from around the world visit each year.
- Ask students to research about the usual and new festivals that celebrate heritage. Among those are; Qasr Al Hosn Festival, Wathba Festival. Students can research on the following link:
<http://www.qasralhosn.ae/en/>

4 Read about preserving heritage and answer the questions that follow.

The UAE has a rich and diverse cultural heritage with people from all over the world choosing to call it home. The country's historical population as a small tribal community has been changed with the arrival of other nationals. The influence of Islamic and Arabian culture can be seen in the UAE's architecture, music, attire, cuisine and lifestyle.

This rich heritage is an integral cornerstone of the UAE culture and society. In 1993, the Emirates Heritage Club was established upon the directives of the late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy on him). This organisation's mission is the building of a national balanced identity for the third millennium and its main objective is to maintain the heritage of the UAE and to educate future generations about their forefathers' heritage. This involves conducting research and promoting traditional cultural events. It is helped by ICCROM, an intergovernmental organisation founded in the aftermath of the Second World War with a worldwide mandate to promote the conservation of all types of cultural heritage.

In 1998, the Emirate of Sharjah was named 'The cultural capital of the Arab World' by UNESCO and the 'capital of Islamic culture for 2014' by the OIC. Then, in 2010, four sites of the garden city of Al Ain, including six oases, the Hafit Bronze Age tomb, the Hili archaeological settlements and the prehistoric site of Bidaa Bint Saud, were added to the "List of global heritage of all mankind".

Work with a partner and answer the following questions:

- Why do you think institutions like the Emirates Heritage Club, UNESCO and ICCROM are necessary?
- Do you think titles like "cultural capital" and "List of global heritage of all mankind" are important? Why?
- If you were in charge of the protection of the UAE's cultural heritage, what three things would you prioritize? How would you do it?

Activity 4 (10 minutes)

Ask students to read the text and then answer the questions that follow.

Suggested Answers

- These institutions are necessary because they educate people about heritage and spread awareness of the importance of preserving heritage and culture. In addition, they offer protection for important areas, sites and traditions. They also promote tourism.
- Those titles help identify important cultural sites, while also giving them recognition. They are important because they help to structure rules and protocols around their preservation. In turn, no one is permitted to damage or harm them. Rather, people visit them in order to learn more about their heritage and culture.
- Students might answer differently. Accept all logical answers and help students to reply according to what they have studied in this unit so far.

Suggested Answers

Yes, the Heritage Village will help preserve the UAE heritage because people who would not normally visit museums are more likely to visit a place which allows them to actually experience what the life of their ancestors was like. The interactivity of the Heritage Village is more entertaining than a passive learning experience.

Differentiated Learning

For Beginners

Students can read a sentence each out loud in order of their seating. This will result in the weaker students setting the pace of the reading.

For Advanced Students

Ask students to read the extract independently. Allow time for the students to read the extract and then discuss it at a whole class level. The questions can then be discussed orally as a group before the students attempt to give written answers.

Activity 5 (10 minutes)

Open a discussion about advances in technology. Ask students how they believe technology can help in the preservation of a country's tangible and intangible heritage.

Ask students to read the article individually and consider the questions.

Suggested Answers

a. Digital technology is helping museums attract new audiences by making their exhibits accessible online. This means that people can learn about the artefacts without actually going to the museum. Other innovations like the use of mobile apps and 3-D models appeal to younger people so they are more likely to visit the museum if these are available.

b. Advantages:

- More participation – website allows people to look more closely
- Accessibility – people can go online any time and from any location
- Social media – people can follow blogs or tweets. Steady feed of related information
- Mobile apps – allow for more interactive experience
- 3-D technology – allows recreation of incomplete artefact

Disadvantages:

- Lack of emotion – does not have the 'feeling' of a real-life experience.
 - Harder to convey intangible heritage as it is based on experience
 - Less revenue – hard to fund new exhibits if people do not physically visit sites and museums
 - Costly to implement
 - May lessen income of tourist-dependent businesses
- c. Explain that a proposal is a formal document and that it should include a clear suggestion or action or inaction. This should be accompanied by justification for their opinion. The use of bullet points in proposals is common.

5 Read about virtual museums and answer the questions that follow.

One solution to the problem of preserving our tangible heritage while keeping historical sites and artefacts safe might come in the form of what is known as a 'virtual' museum. Whether or not this is the way forward remains to be seen but advances in technology are certainly making an impact on the way we experience heritage. Read the article about how one museum is using digital technology to attract more visitors.



Virtual museums are gaining in popularity across the globe and some museums have been warned that if they don't speed up the process of digitising their services and collections, they may lose relevance in the future. Research in other countries has found that heritage sites, museums, and galleries that are using technology and putting a digital strategy in place are better equipped to attract younger audiences – and keep them engaged!

Many heritage managers have observed that digital technology is creating a great interest in their museum collections and the stories connected to those collections. In one Australian museum, staff have so far digitised one million out of the seven million objects in the collection. The museum's head of digital strategy believes that the new technology will attract new audiences from around the world.

"Hundreds of thousands of people actually visit the museum every year," she says. "Imagine what would happen if we could make our collections available online. Potentially, we could reach millions."

The museum now offers virtual tours to allow international audiences or people from rural areas to visit the exhibitions virtually.

"Whenever we launch a new exhibition, we include a digital element that can be accessed online, so even if people are unable to physically be present at the exhibition, they can still enjoy the displays," says the museum's curator.

A recent exhibit used 3-D technology to look at a fossilised fish that was millions of years old. Digital experts were able to scan the fossils and produce a 3-D model. They then printed the model using the latest 3-D printing

techniques to show people what the fossils looked like when they were fish.

The museum is now looking into the possibility of creating a mobile app to help visitors during their time at the museum. The app will guide visitors through the museum and users will be able to interact with certain exhibits and download extra information about things that catch their interest.

Museum employees are unanimous in the view that a strong digital strategy is worth the time and effort it takes to implement it... and the resources it takes to finance it.

- In what ways is digital technology helping museums to attract new audiences?
- List the advantages and disadvantages of introducing digital technology to heritage preservation efforts.
- Write a proposal to a museum you have visited explaining why they should or should not incorporate digital technology into their heritage preservation strategy.

Read the text and answer the questions that follow.

"The historic Qasr Al Muwajji – birthplace of His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the UAE – has been restored to its former glory and reopened to the public in November 2015 as a museum and permanent exhibition.

Located in the centre of Al Ain city, Qasr al Muwajji is an impressive structure that has watched over the oasis for more than 100 years. Built in the early 20th century, this simple but striking building was originally used as a diwan (a council or seat of governance) and as a place for the community to congregate."

- What is the goal of heritage or cultural preservation?
- Does everyone who is working to preserve heritage have the same objective?
- Should everyone have the same objective?



Qasr Al Muwajji of Al Ain, UAE

Activity 6 (10 minutes)

Explain to students that they are going to take part in a debate about preserving our heritage.

First, facilitate a short discussion around the three questions in the student book.

Suggested Answers

- Heritage should be preserved so that people will know their roots and where they have come from and to maintain a national identity and pride.
- No, different agencies have different objectives. For example, archaeologists' main priority is the integrity of the artefacts they find and the sites they uncover. Tourist agencies are concerned with the use of heritage as an attraction for tourists. City planners are concerned with how heritage sites can fit in with the construction of new accommodation for a growing population. All parties have their own agenda.
- Accept all logical answers. Point out that it is impossible to preserve everything, because of lack of resource or funds. So organisations often have to choose what to preserve.

Key Skills (Head, Heart, Hands)

- Teamwork
- Analysis
- Creativity
- Debate

Lesson Objectives

The aim of this lesson is to understand and explain the ways in which heritage can be preserved and managed and to consider the positive and negative consequences of tourism. Students will also consider the various threats to cultural heritage.

Required Material

- Board
- Computer and internet access
- World map
- Pieces of coloured card (red, orange, green) – one set for each student in the class
- Students book

Learning Outcomes

- Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.

Activity 1 (5 minutes)

Point out to students that local and/or international tourism and the commoditisation of culture can put heritage conservation at risk. Ask students if they think that heritage is just another product that can be sold in the marketplace?

Draw students' attention to the two statements in the student book. Ask for a show of hands to see who agrees with which statement.

Explain that some people argue that the UAE should close its heritage sites and exhibitions to the public or tourists. Others point out that the benefits of heritage tourism outweigh the risks.

Ask students to consider the two questions in the student book and then facilitate a short discussion.

Unit 3 What Should Be Preserved and How?

Lesson 4

Heritage Tourism

Learning Outcomes

- Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.

ignorance	appreciation
vandalism	virtual

1 Consider these two statements then answer the questions.

"I love my heritage and I want to share it with everyone, once they respect it. Education is the key to battling ignorance."

"This is my heritage, my history. I should not have to share it with anyone."

a. Should we allow international tourists to enter our heritage sites? Why?
.....

b. Should they pay more than locals to visit the sites?
.....

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Suggested Answers

- Allowing international tourists to enter national heritage sites enables people from diverse backgrounds to learn more about the history, culture and traditions of the UAE. Learning more about diverse backgrounds fosters understanding and tolerance. Tourists also bring additional revenues and foreign currencies.
- Accept all logical answers. Tell students that in some countries, on production of a national ID card, citizens have special days when they can have free access into the historical sites.

2 Read about heritage tourism and economy, and then answer the questions that follow.

It cannot be denied that heritage tourism has a massive economic benefit for the local area and the wider community.

For example, the Great Wall of China which stretches thousands of kilometres across China is estimated to have hosted 8.2 million international visitors in 2010 alone! This generated over 11 billion AED for the Chinese economy. This money can be used for future preservation and repairs to the Great Wall as well as other significant sites.

The table is an estimate of how much money some of the most popular heritage sites in the world made in 2010. The majority of the visitors to these sites were international tourists, but there were some local visitors too.



Examine the table below and then answer the questions that follow.

Economic Impact- Global Heritage Tourism Revenues in Developing and Emerging Countries and Regions					
October 2010- GHF Estimates and Published Data					
Global Heritage Sites	Country	Domestic Visitors	International Visitors	Total Site Visitors (.est 2009)	Total Revenues (in \$1,000s)
The Great Wall	China	16,000,000	8,200,000	24,200,000	2,888,000,000
Taj Mahal	India	1,200,000	1,200,000	2,400,000	288,000,000
Petra	Jordan	320,000	1,280,000	1,600,000	286,800,000
Monte Alban	Mexico	1,300,000	1,500,000	2,800,000	352,000,000

- How do you think heritage tourism affects local areas?
- What economic gain does tourism bring to countries?

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Activity 2 (15 minutes)

Read out the introduction to the activity and address any questions that students raise. If there is a world map available, show students where the Great Wall of China is and the other heritage sites are. Otherwise, allow students to look them up on the internet.

Ask students to study the table, while considering whether the financial implications of heritage tourism change our views on heritage preservation.

Answer any questions that students raise about the information in the table

Then prompt students to consider the questions in the student book.

Facilitate a discussion around these points.

Suggested Answers

- Although jobs are created by tourism, most of these are relatively low level, such as hotel or restaurant work, drivers, and tour guides, etc. The people who do these jobs have little prospect for promotion or an opportunity to increase future earning power.

In addition, tourism jobs are quite commonly seasonal and insecure

Ignorance

Lack of education or knowledge about something.

Appreciation

Understanding the value of an object or a situation.

Vandalism

The deliberate destruction of property that is not your own.

Virtual

So realistic that it is almost the same as the real thing.

with no extra benefits, such as pensions, sick pay, or health care. Some areas can be inundated with visitors during busy times, and then virtually deserted for many months.

Furthermore, international airlines, hotel chains and businesses make a lot of money but that income does not necessarily stay in the country. While locals do have increased employment in areas where heritage tourism exists, the wider local area and community may not see the benefits of tourism.

- Tourism generates income, which can be invested into heritage preservation. It provides finance to renovate and preserve sites, as well as for marketing and promotion. It can also be of benefit to local businesses, such as shops and restaurants.

Differentiated Learning

For Beginners

Provide students with a framework for answering the questions by creating a mind map of buzzwords with the class which give weaker students some additional support.

For Advanced Students

Ask students to create a debate on the benefits and drawbacks of heritage tourism using the questions as focus points.

Activity 3 (15 minutes)

Remind students that when examining any issue it's important to consider both sides of the debate.

Ask students to read the texts independently and respond in writing on their own. This will help the students to clarify their own stance on the topic of heritage tourism and some of the problems associated with it.

When they have completed the task, ask them to **Think** about their answers. **Pair** students to discuss both the problems associated with heritage tourism and the benefits, then **Share** their conclusions with the class.

Suggested Answers

- Ignorance of the importance of heritage is the likely reason why tourists disrespect heritage. If they had a strong appreciation of their own heritage, they would be less likely to damage others.
- Incidents of disrespect cause mutual distrust and worsening of relations between tourists and locals. Emphasise that the opposite is also true – respect and appreciation for another culture will be rewarded with the same sentiments for your own.
- Regulations must be made public – this is especially true for food outlets and souvenir stalls. Policing of the heritage sites must be vigilant. Heritage appreciation workshops could be organised. Penalties for disrespecting or causing damage to heritage should be harsh and well publicised.

Benefits of Tourism

- The main advantage of tourism is the revenue it generates for the host country. It can make up a large proportion of the national income.
- It provides employment for the locals. Hotels, bars, transport, shops, and restaurants all need staff, especially in peak season.
- It raises international awareness of the culture and traditions of the country.
- It can stimulate investment in infrastructure such as roads, ports and airport facilities, as well as funding other services in the community, such as schools and hospitals.
- It can also help to pay for the preservation of heritage as governments have a vested interest in the upkeep of its heritage as a tourist attraction.

3 Read the two articles below and answer the questions that follow.

Read the two newspaper articles about problems with tourists at one of Italy's main heritage sites and at the Great Wall of China – both tourist attractions for millions of visitors each year.

In Rome:

Two tourists have been cited by police in Rome for carving their initials into a wall at the city's ancient Colosseum and then taking a selfie to record the vandalism.

Italian state news agency ANSA reported that the two tourists used a coin to damage a brick wall on the western side of the amphitheatre. A tour guide spotted the vandalism and called police, who questioned the pair before citing them for "aggravated damage to a building of historic or artistic interest".

The news agency quoted police as saying the pair told officers they were sorry for what they did, claiming "they didn't realise it was such a serious thing."

In China:

Empty soda cans, chocolate wrappers and food packets are just some of the rubbish left on the path that runs alongside the Great Wall of China.

Site rangers are finding it difficult to both preserve the famed World Heritage Site and allow tourists to enjoy it freely. Another problem is graffiti. Parts of the wall have been scrawled with names and phrases in every language under the sun.

Groups of volunteers regularly walk the wall, helping to remove hundreds of kilograms of garbage from the structure, but they say that not enough is being done to protect the site.

- Why do you think the tourists vandalized the heritage sites?
- How do incidents like this affect heritage conservation? Do they affect our relationships with tourists?
- What could we do to encourage tourists to be more respectful of heritage sites? List three ways that we could prevent our heritage sites being damaged by tourists, both local and international.
- Make a list of the benefits and the dangers that heritage tourism brings to the UAE.

QUOTE

"He who does not know his past cannot make the best of his present and future, for it is from the past that we learn."
Sheikh Zayed (May God have mercy upon his soul)



Colosseum (Rome)

- Tourism builds links with people from all over the world and this can lead to even more business and cultural connections in the future.

Dangers of Tourism

- Tourism can cause environmental damage. Ancient sites and monuments can be damaged by vast numbers of people visiting them.
- Mass tourism can dilute or alter the rich cultural heritage of a country if locals put on "performances" in exchange for money.
- The jobs created by tourism are mostly low level, such as hotel or restaurant work, so local people do not earn much.
- Revenue from tourism is concentrated in specific areas. This can lead to regional disparity.
- Tourists can lack respect for local traditions and culture or behave inappropriately towards locals.

4 There are many heritage villages and folk museums scattered across the globe. One writer visited many such villages and museums in Europe. Read his review and complete

As you walk around each recreated village, watch the craftspeople at work. Many traditional arts and crafts are dying, so artisans do what they can to keep these customs alive. For example, at a folk museum in Stockholm, you'll see demonstrations by potters, glass-blowers, and shoemakers.

Founded in 1891, Skansen is Europe's original open-air folk museum. Inside Skansen's buildings, locals talk about Swedish life. One wealthy farmer shows off his fine dishes and explains how he made his money by growing flax, which was then used to produce linen. Open-air folk museums preserve a country's heritage better than any other kind of museum. With no shortage of animals to feed, traditional crafts to learn, and Old-World culture to absorb, these parks are a great way to take time from your 21st-century vacation and immerse yourself in the past.

Based on the information in the extract above, with your group, design a poster for a heritage village of your choice.



KEY FACT

The UNESCO Youth Forum was first introduced in 1999 and takes place every two years at the UNESCO headquarters in Paris. There are always representatives from each of the 150 UNESCO member states. If you consider that just over 50% of the world population are under 30, young people can play a big role in shaping the future.

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Differentiated Learning

For Beginners

Support weaker students by asking them to work in pairs or small groups. They can then be asked to make a list of adjectives or buzz words they could use to describe the heritage village/folk museum model. These should be listed in their copies. This will help them to complete the activity.

Words could include traditional, live, historical, tangible, intangible, culture, visitors, demonstration, preserve, etc.

For Advanced Students

Students will do the outline of the design, research the village of choice, and write the main points to be written in the poster.

Key Skills (Head, Heart, Hands)

- Creativity
- Writing
- Reading
- Analysis
- Presentation

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Activity 4 (10 minutes)

Read the introduction to the activity and address any questions that students raise.

Ask students to read the extract. Prompt them to focus on how the Heritage Village model works and how it is received by international tourists.

Divide class into groups. Explain that each group will design a poster for the heritage village of its choice.

Remind students that a poster should include details like:

- Location and opening times
- Places on site
- Activities that are demonstrated
- Special exhibitions or displays

Activity 5 (10 minutes)

Explain that it's important to consider the prospective benefits of heritage tourism in the UAE. For example, cultural tourism can make people all over the world more aware of different cultures.

Prompt students to read the article in the student book. Address any questions they raise about the content.

Then ask students to consider the questions. For the final question, ask students to think about the aspects of UAE culture/heritage that could be added to the list of events. What do they think would be useful for attracting international visitors and helping to educate them about the heritage?

Facilitate a discussion around these questions.

Suggested Answers

- a. Events that tourists can attend include:
 - Traditional dhow racing
 - Horse racing
 - Rowing
 - Camel racing
- b. The aim of the project is to protect and revive national culture and to have prominent cultural elements included on the UNESCO list of tangible and intangible heritage.
- c. The Emirates Heritage Club could publish a bi-annual magazine that could be distributed to tourism agencies and tourists. It could be placed in hotel lobbies and other public places so that the events organised by the club are well attended and attendees are fully educated about the heritage of the event. The club could also organise school visits so that representatives of the organisation could address younger citizens and ensure that their appreciation of their heritage is maximised. Radio podcasts and social media platforms could also be used to reach the younger population.

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

This article discusses how heritage tourism helps to educate people from all over the world about different cultures.

After an agreement was signed between the Abu Dhabi Tourism and Culture Authority and the Emirates Heritage Club to protect, preserve and revive national heritage, officials said they hoped to boost Abu Dhabi's position as a global cultural tourism destination. "We expect thousands and more to come," said an employee at the club, who wished to remain anonymous.

"Tourist companies don't organise trips to our activities and we need them to because we want to spread the heritage and culture of the UAE – it's important for the country to be able to announce all of this and to keep its history alive," he added.

Tourists will be invited to watch races with traditional dhow sailing, rowing, horse riding and camels. "Not a lot of people and countries know about our heritage, culture and history," he said. "This is our message and we want to spread the traditions of the UAE not just locally, but also internationally."

The club will also provide heritage narrators to the authority to talk about the past via audio and video recordings. "We provide speakers, locations and advisors to speak about traditional sailing and people who lived here before the oil," he said.

The two entities are also aiming to have prominent cultural elements included on the UNESCO list of tangible and intangible cultural heritage.

"It falls within the framework of Abu Dhabi's strategic objectives of establishing a strong link between the emirate's rich past and cultural vision for the future, instilling both in the identity of young generations," the official said.

According to another representative of the club, the move is another milestone towards developing tourism in Abu Dhabi, highlighting its cultural heritage.

"It is aligned with the Abu Dhabi plan for fostering tourism in the emirate," he said. "Both parties will exchange expertise and information in tourism, culture and heritage and also coordinate cultural events and activities, marketing, and cross-promotion campaigns on all social networking channels and websites."

The UAE has taken extensive steps to preserve and promote its heritage. In 2011, the country made the UNESCO World Heritage hall of fame, with the garden city of Al Ain recognised for four sites of "outstanding universal value", including six oases, the Hafit Bronze Age tomb, the Hili archaeological settlements and the prehistoric site of Bidaa Bint Saud.

**Differentiated Learning**

Tell students they will make a contribution to a social media platform aimed at informing young people about an upcoming celebration of intangible heritage.

For Beginners

Ask students to choose one aspect of intangible heritage and, using key words, write a short tweet giving a reason to attend the event.

For Advanced Students

Ask students to choose one aspect of tangible heritage and write an email to UNESCO giving a reason why it should be included on the list of tangible cultural heritage.

- List four cultural events that tourists can experience at the Emirates Heritage Club.
- What is the aim of this project?
- Imagine that the Emirates Heritage Club is looking for suggestions on how to improve its services. What would you recommend them to do? List two things and give reason for your answer.

Your teacher will read a statement or question. In groups, you will discuss your

If you agree, you will hold up a green card. If you disagree, you will hold up a red card. If you are not sure, or do not totally agree or disagree, hold up your orange card.

Make sure you discuss your answer with your group and everyone has voiced their opinion.



Select from the following statements

- When I travel or go abroad, I like to experience the local heritage and culture.
- There are better ways to learn about culture and heritage than visiting a heritage site.
- Visiting heritage sites gives me insight into how heritage was formed and helps me to understand the culture.
- Heritage sites are a good way to learn about the heritage of an area, but they should only be open to local people.
- I think that people could learn more about heritage by doing some research on the internet or through books than by going to heritage sites.
- The best way to keep our heritage sites safe is to keep them closed to the public at all times.
- During the activity, select a student to give a more in-depth response after each statement.

Key Skills (Heart, Head, Hands)

- Discussion
- Analysis of statistics
- Research

Evaluation/Reflection

Debate key ideas to evaluate learning

Justify agreement or disagreement with statements about heritage preservation.

Activity 6 (10 minutes)

This activity requires three pieces of coloured paper for the different colours of a traffic light:

- The red card stands for "I disagree".
- The orange card stands for "I am not sure how I feel about this", "I am in between agreeing and disagreeing as I can see validity on both sides of the argument" or "I have no strong opinion".
- The green card stands for "I understand" or "I agree".

Explain the rules to the students. When you read out a statement or scenario, the students discuss the answer with their group and then hold up the card which best conveys their response.

Lesson Objectives

The aim of this unit is to help young people understand the importance of preserving heritage and culture both for future generations and humanity in general. The various threats and dangers facing our cultural heritage will be explored, alongside the various approaches to heritage conservation and management. By participating in selected activities, students are given the opportunity to consider the role they can play in preserving their heritage.

Required Materials

- Board
- Students book
- Computer and Internet access

Learning Outcomes

- Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity.
- Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value
- Recognize the various threats to the cultural heritage.
- Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.
- Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways.

Activity 1 (5 minutes)

Ask students if they would be interested in a career in Heritage Management. What do they think the job would involve?

Suggested Answers

- Students would learn how to make decisions regarding the best possible ways to protect and manage heritage. They would also learn how to raise awareness and, more importantly, funds in order to safeguard cultural and natural heritage.

Unit 1 What Should Be Preserved and How?

Lesson 5

What Am I Supposed to Do to Keep my Heritage?

Learning Outcomes

- Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity.
- Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value
- Recognise the various threats to the cultural heritage.
- Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.
- Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways.

Vocabulary

display

initiative

heritage Village

1 Complete the following activity.

International College

We have just the course for you!

"World Heritage Management"

A career in Heritage Preservation awaits you!

For details, email courses@internationalcollege.com

- a. What do you think you would learn in a course like this?
- b. What kind of responsibilities would you have if you got a job after graduating from a course like this?

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- There are 195 states affiliated to the World Heritage Convention, nearly a thousand sites on the World Heritage list and an ever-growing number of applications to be included on the list. All of these heritage sites face the challenge of promoting, protecting, and managing the properties and the need for professionals in this area is increasing. The responsibility of heritage manager would include:
 - liaising with UNESCO in nomination procedure
 - monitoring sites
 - reporting on conservation efforts
 - taking measures to combat threats to heritage
 - safeguard natural and cultural heritage
 - develop policies and initiatives that aim to protect national heritage

Career opportunities on graduating from a course of studies like this one are many and include working for governmental agencies, NGOs or charitable foundations which work to protect national heritage on a national or international level.

2 Read the following statement and then, with your partner, discuss the questions that follow.

A Statement on Youth and Heritage Preservation from Koichiro Matsuura, the Director-General of UNESCO (1999-2009)

Over the past centuries, much of our heritage has been irrevocably lost. We have witnessed, and continue to witness, the destruction and deterioration of irreplaceable treasures due to natural disasters, wars, extreme poverty, industrialisation, and pollution. Other underlying causes of this prolonged and continuing tragedy are ignorance, indifference, lack of care and lack of appreciation.



By adopting the World Heritage Convention (1972), the international community committed itself to prevent the disappearance of our precious and non-renewable cultural and natural heritage. Since its adoption, over 700 sites in over 120 countries around the world have been inscribed upon the World Heritage List to which, every year, more sites are added. Each site is of universal value and constitutes an intrinsic part of our universal civilisation. Each site endangered or destroyed would be an irreplaceable loss for all of humanity. The future of our remaining heritage will depend largely on the decisions and actions of the present generation of young people who will soon become the leaders and decision-makers of tomorrow.

Education is the key to personal fulfilment, development, conservation, peace and well-being. Through education, young people can find new ways to build commitment and strengthen action in favour of preserving our cultural and natural heritage, our tangible and intangible heritage, and our local and world heritage. Their efforts will benefit not only the present generation but also the generations of the future.

- List two things that former UNESCO Director-General Koichiro Matsuura identified as being a threat to heritage.
- Do you agree with former Director-General Matsuura's statement? Why?
- How would you encourage young people to get involved with UNESCO with the aim of preserving heritage for future generations?
- Make a table of cultural practices and sort them into 'cultural' and 'natural' heritage. What aspects of our heritage are shaped by the natural world and which aspects are shaped by cultural values?

Activity 2 (10 minutes)

Read the statement from the Director-General of UNESCO (United Nations Educational, Scientific and Cultural Organisation). Bearing in mind that 50% of the world population is under 30, ask students how they feel about the statement in general.

Ask students to Think about the questions following the article. Pair students and have them discuss their answers and Share their views with the rest of the class.

Suggested Answers

- Threats to heritage include natural disasters, indifference, industrialisation, wars, poverty, etc
- I agree with the director general that education is key to the preservation of heritage. One of the threats to heritage is indifference or ignorance. Both of these can be combatted with education.
- Allow students to give their ideas on how to encourage young

Display	Arrange a collection of objects or artefacts for public viewing.
Initiative	A plan or action that is put in place to solve a problem or improve a situation.
Heritage Village	A reconstruction of a historical village so that it resembles the way it was in the past.

generations to participate in such activities. Help them by pointing out that preserving heritage is one of the responsibilities of all citizens. Explain its importance in marking our history and our future (as they have already studied). Explain too that it is one way of demonstrating good and active citizenship.

- For the final question, ask students to consider practices that have been shaped by the natural world or shaped by cultural values. If students have from different heritages, the list can include practices either from the culture of the UAE or elsewhere.

Cultural Heritage	Natural Heritage
Traditional dancing, music and poetry	Camel racing
Traditional dress	Fishing
National cuisine (using native ingredients)	Falconry
Weaving – Al Sudo (using natural threads)	Hunting
	Symbols of heritage
	Desert landscape
	Sand formations
	Oases
	Ghaf tree
	Mangrove wetlands
	Date palm plantations
	Camels, Arabian Oryx, Dugong,

Activity 3 (10 minutes)

Ask students if they have ever seen a performance of traditional Emirati music or dance?

Where?

What did they think of it?

Ask if they know anyone who plays a traditional instrument or who knows how to dance

These questions should be discussed with the whole class. The aim is to set the scene and to pool any knowledge or experience about traditional music and dance

Suggested Answers

- Continuing traditions of singing, music and dance preserves them for future generations and provides a link with the past.
- Open – some students may feel like these musical traditions have no place in their lives and it could be suggested modern and traditional music do not need to compete but can both occupy a place in our culture.
How can these things be preserved for future generations?
- By performing them and teaching younger generations how to play/perform them. Perhaps as part of the school curriculum.

3 Read about heritage and answer the questions below.

Al-Ayyala is one of the most popular traditional Arabic folk arts. It goes back in history to the extent that it is difficult to determine its beginning. It is also called "the honest dance" because it is an expression of honor, pride, dignity, power and chivalry, although it is currently performed on festive occasions, such as weddings, by groups that are masters in this form of art.

Al-Ayyala dance is performed by two rows of men (sometimes four rows) facing each other. These men form the chanting and dancing group. They hold together reflecting cohesion and unity. Each man holds by his left hand the arm of the one next to him, while waving in his right hand a stick of bamboo up and down at the rhythm of the poetry that is chanted in bass and baritone voices alternately by both rows of men, who also move their heads back and forth. They are accompanied by a professional band that beats drums, tambourines and cymbals (or "Taous" which are brass instruments) and headed by a man who beats energetically and enthusiastically a cylindrical drum called "Jasser", while the remaining band's members move synchronously at the rhythm of the music. At the same time, a third group of men moves proudly and gloriously around the musical band and between both rows of dancers, either hurling their rifles in the air, then catching them very skillfully, or waving their swords. Thus, the Al-Ayyala dance is not only an expression of courage, heroism, strength and chivalry, but it mirrors the tribe's psyche and the solidarity and unity of its members in the face of other tribes.



Al Ayyala dance

In pairs consider the following questions then report back to the class:

- Why do people continue to sing, dance and play instruments as they did hundreds of years ago?
- Do you think these things have a place in modern society?
- How can these things be preserved for future generations?

KEY FACT

The first archaeological finds in the UAE were discovered in 1958 on Umm Al Nar, a small island off Abu Dhabi island. This led to further archaeological research and the establishment of Al Ain National Museum.

4 Read about the importance of getting the youth of the UAE involved in the preservation of our heritage. Then discuss the questions in your group.

Text 1

It is an unpleasant thought but the number of elderly Emiratis who can remember what life was like before the discovery of oil and the construction of highways, skyscrapers, airports, tourism, and air conditioning is decreasing with each passing year. As the UAE develops and enjoys a greater presence on the international stage, it is feared by many older Emiratis that the oral traditions that helped them survive in days gone by are in danger of being lost forever.

One elderly tourist guide was a child when Dubai started on the path to modernity. Now a grandfather, he makes a living regaling tourists with stories of his earlier life as a Bedouin tribesman. He loves keeping the history of his people alive, but wonders whether the next generation of Emiratis will be well enough equipped to manage their heritage. "The young have let go of some of our traditions. They've become too accustomed to studies of the book or social media rather than the dialogue of the majlis," he says. He believes that globalisation, multinational chains, tourism, and international media have all put the young at risk of adopting "global" heritage and forgetting about their own traditions. "When the heritage is forgotten, there's no getting it back," sighs the elderly tourist guide. "When it's lost, it's lost forever."

- What threats to intangible heritage does the writer mention in the texts?
- Do you think these are realistic threats? Why?

"Encouraging young Emiratis to become involved in the tourist industry is one way to involve them in heritage preservation."

- In what ways would working as a tourist guide help a young person keep his heritage alive?

Text 2

Within the framework of the UNESCO World Heritage Education Programme, the World Heritage Volunteers (WHV) Initiative was launched in 2008 in collaboration with the Coordinating Committee for International Voluntary Service (CCIVS) to mobilise and involve young people (usually aged under 18) and youth organisations in World Heritage preservation and promotion. So far, 3,500 volunteers have participated, 219 action camps have been held in 46 countries around the world with 52 local organisations and NGOs. They have been involved in heritage conservation efforts in Germany, Kosovo, Croatia and Russia to name a few.

WHV initiative aims to:

- Raise awareness among young people, volunteers and local communities.
- Get young people involved in World Heritage preservation through concrete projects at sites, allowing them to



Tourist Guide



World Heritage Volunteer

Activity 4 (15 minutes)

Explain the importance of involving students' own generation in heritage preservation efforts.

Ask students to read the two articles and consider the ways that young people can get involved.

Suggested Answers

Text 1

- Potential threats to heritage include:
 - Globalisation
 - International media
 - Multi-nationals
 - Tourism
 - Social media
 - Reliance on books rather than majlis to solve problems
- Accept all logical answers – opinions will vary
- Working as a tour guide would help young people keep tradition alive as they would be interacting with tourists and educating them about their traditions. This would increase their own knowledge and possibly their pride.

Text 2

- Volunteers can actively help in the conservation of their heritage by participating in clean-up projects and assisting in on-site maintenance. They can learn traditional skills and crafts in order to teach them to others. They can become involved in awareness campaigns to raise the profile of heritage preservation.

Divide the class into groups. Each group will write a letter, as outlined in the student book. To write this letter, students must research the site. This research can be formal and facts based, but can also include anecdotal or local information, especially if the letter is concerned with a local heritage site.

While anecdotal evidence is acceptable, the student must have a structured argument to support the idea that site is worth preserving and how and include at least two reasons why. Students should also give details on why the site is a significant site for their heritage.

Ask students to share their letters with the class.

Activity 5 (10 minutes)

Ask the class to read the text together. Ask the students basic questions about the texts to verbally assess their understanding and comprehension of the text.

For the second question, as a class, create a mind map on the board. Ask the students to provide buzz words which they feel are associated with young people and heritage preservation. This can include heritage activities like participating in a traditional sport or craft. Ask the students why they engage in this activity (or why other people engage in it). Add these words to the mind map and highlight them so the students are aware that these are the words selected by the whole class.

Suggested Answers

- At UNESCO Youth Forum, young people from all over the world draw up a list of recommendations for action in order to protect natural and cultural heritage.
- Reasons why UNESCO thinks that it is important for young people to participate in the preservation of heritage include:
 - They have fresh and creative ideas.
 - They are active participants in intangible heritage. For example, they play national sports, instruments. They practice the traditional dances and songs and they are involved in learning about the traditional arts and crafts and skills of their ancestors.
 - They are acquainted with new technology and social media platforms and can utilise them in helping to preserve heritage.
 - They are the generation which is being handed their heritage and it is they who will be responsible for managing their heritage and passing it down to the next generation.
- For the third task, divide students into groups and ask them to design their pamphlet. Allow them to do some online research into the examples of heritage they would like to include and on the work of the Youth Forum.

learn new skills and express ideas.

- Provide young people with opportunities to learn basic preservation and conservation techniques.
- In what ways can volunteers help keep their heritage intact?
 - Imagine you are either a tourist guide or a volunteer on a UNESCO listed heritage site. You have been asked to nominate a heritage site for the WHV to preserve. Write a letter to the head of the organisation and outline the reasons why you feel this heritage site should be preserved and list some of the threats that make this site vulnerable.

5 Read about the UNESCO Youth Forum. Then complete the activities that follow.

The Youth Forum process is a fundamental part of the UNESCO Youth Program. Since its introduction in 1999, it has provided an innovative, ongoing opportunity for youth to work in dialogue with UNESCO, to shape and direct the organisation's approach and to present their concerns and ideas to member states. Young women and men come to UNESCO headquarters every two years, and bring their collective energy, creativity and vision to the table. Through debate and discussion, they draw up a list of recommendations for action, reflecting the most pressing needs and concerns of youth today in the fields of UNESCO's work.



The forum is institutionalized as a permanent and integral part of UNESCO's highest decision-making body, the UNESCO General Conference, where 195 member states decide on UNESCO's future actions.

As such, the conclusions of the Youth Forum, including its recommendations, are presented and debated during the General Conference, thereby allowing youth voices to be properly heard and to influence the decisions made by UNESCO's member states about its programs.

The Youth forum takes place in the UNESCO Headquarters, in France and representatives from more than 150 countries regularly attend. Participants are representing their countries and communities. They are expected to consult with youths from their home societies before coming to the forum, and to be ambassadors for the work of UNESCO on their return.

However, the Youth Forum starts long before and continues long after each event in Paris. Young women and men are fully engaged in the preparatory stages, and they not only decide on the topics to be discussed but are also fully part of the design and development of each Forum via online surveys and discussion groups. Additionally, each Youth Forum builds on participants' evaluations of the previous one. Thus, the Youth Forum is wholly shaped by and for youth.

The format of the Forum varies according to the feedback provided during the preparatory process. Thematic debates – both in break-out groups and plenary sessions – are central. A number of side-events, capacity-building workshops and networking opportunities are also provided.

Differentiated Learning**For Beginners**

Ensure that the mind map from Question 3 has been transferred into students' notebook. This will enable them to refer back to the list of words which will support them as it decreases the need for a wide vocabulary.

For Advanced Students

Ask students to do the mind map for the pamphlet. They will write the steps to be taken in order to create it.

Work continues after the Youth Forum, where words need to be translated into local action. Throughout this process, from the preparatory stages to the follow-up, the UNESCO Online Youth Community provides a platform for young people to come together online for ongoing discussion and exchange.

- What happens at the UNESCO Youth Forum?
- Why do you think UNESCO feels it is important for young people to be involved in heritage preservation and conservation? Give at least two reasons.
- Design a pamphlet that describes some examples of your tangible and intangible heritage and why they need to be protected. The pamphlet should encourage students to get involved with the UNESCO Youth Forum. It should include information on what the Youth Forum does, where it is located and who is involved.

Read the text and complete the activity that follows.

As quoted on UNESCO's World Heritage site, we can work together to "encourage international cooperation in the conservation of our world's cultural and natural heritage" to preserve our world for ourselves and future generations. You can help by creating an awareness of the importance of preserving these invaluable sites by sharing news and links through social networking sites.

Find a news article or link about preserving heritage to share with your classmates.



Activity 6 (10 minutes)

Remind students of the work that UNESCO does to preserve our cultural heritage. Reinforce the idea that they have a role to play too.

Ask students to reflect on this then ask them to find a news article or link about preserving heritage that they could share on a social media site.

Prompt students to share their ideas with the class.

Domain: Moral

Unit 2

Governments, Authority and the Judiciary System in the UAE

Unit Objectives

The aim of this unit is to enable young people to explore the different federal authorities in the UAE, and how they work together to govern the emirates. They will also explore the role of the judiciary and the local government authorities.

Unit Description

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

Domain Moral

Unit 2

Governments, Authority and the Judiciary System in the UAE

Lesson 1	Exploring the UAE Constitution and Understanding the Government System in the UAE
Lesson 2	The Federal System
Lesson 3	Federal Authorities of the UAE
Lesson 4	Law and Order in the UAE
Lesson 5	Local Governments Across the UAE


 How do the different federal authorities work together to govern the UAE?

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Central Question

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

What are the main features and activities of the five federal authorities in the UAE?

What changes have occurred in the political system since the foundation of the federation?

How do federal authorities apply the principles expressed in the constitution?

How do federal and local authorities work together to govern the different emirates?

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Exploratory Questions

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

Learning Outcomes

1. Describe the main features, principal bodies and activities of government and the judiciary within the UAE.
2. Understand how the work of government seeks to implement the principles expressed in the constitution.
3. Identify significant changes in the political system since the establishment of the Federation.
4. Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar.

Lesson Objectives

Understand the aims of the UAE constitution.

Required Materials

- Copy of the UAE Constitution (for reference)

Learning Outcomes

- Describe the main features, principal bodies and activities of government and the judiciary within the UAE.
- Understand how the work of government seeks to implement the principles expressed in the constitution.

Activity 1 (10 minutes)

Divide students into pairs. Ask them to answer the questions in their books, then share their answers with the class.

Suggested Answers

- Respecting each other, listening to the teacher, sharing in class, cleanliness, doing homework, being polite and disciplined.
- To make sure there is order in the class and that everyone is doing his duties and is treated fairly.
- The school council, the teacher, some rules are made by the ministry.
- The teacher, the principal, the prefect of the class.
- A certain punishment or discipline is applied.

Explain to the students that we have rules in the classroom, we have similar rules at home, and we have more official rules for the whole country.

Deduct with the students that there is a framework for creating rules, applying them and disciplining those who do not abide by them.

On the country level, this framework is called the constitution.

Model a definition on the board:

A constitution is a set of rules and laws that determines the system of a country or state.

Unit **2** Governments, Authority and the Judiciary System in the UAE

Lesson 1

Exploring the UAE Constitution and Understanding the Government System in the UAE

Learning Outcomes


- Describe the main features, principal bodies and activities of government and the judiciary within the UAE.
- Understand how the work of government seeks to implement the principles expressed in the Constitution.

Vocabulary

security	stability
citizen	constitution

1 Answer the following questions and share your answers with the class.

- List some classroom rules.
- Why do we have rules in the class?
- Who made those rules?
- Who enforces them?
- What happens if somebody breaks the rules?



Constitution of United Arab Emirates

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2 Read about constitutions and then answer the following question.

Every society has certain standards which ensure that its members' actions do not harm the society. There are two types of standards: verbal and written standards. The verbal standards are not written down but are taken for granted and handed over from generation to generation, they are rules and values of the society like customs and traditions that people follow according to their culture. The written standards are those written down and are hard to change or amend as it requires strict measurements and procedures.

In the UAE, and in any state, the main set of rules is called the constitution. It provides these rules that give rights and duties to the citizens. And these rules are generally obeyed by everyone. A constitution also outlines the values, goals and aims of the country.

- a. Compare verbal and written standards and give examples of both.



Abu Dhabi, UAE

Security	Being free from danger or threat.
Stability	The state of being firm and solid and unlikely to change suddenly.
Citizen	An inhabitant of a city or town, or a legally recognised member of a country.
Constitution	A set of rules and laws that determines the system of a country or state.

Activity 2 (10 minutes)

Ask students to read the text about constitutions. Answer any questions.

Then ask them to answer the question in their books.

Suggested Answers

Both standards are rules to be followed. The verbal standards are rules from our culture, they are the ethics and values that we abide by. While the written standards are those written by the authorities of each state or country. They are both rules and laws that have to be followed. And they both have consequences if not followed. The verbal standards have social consequences while the written laws have legal consequences.

Examples of:

Verbal standards are: respect, generosity, hospitality, care, etc..

Written standards are: do not steal, do not kill, be honest, etc..

Activity 3 (10 minutes)

Ask the students to read the text, then divide them into groups of three or four. Ask them to answer the questions in the student book.

Point out that the objectives of the UAE constitution guide the governments of the seven emirates when making decisions. Remember, the constitution should be the basis of all government decisions. From the objectives, it's clear that the leaders of the emirates should work closely together to ensure cooperation among the seven emirates. By being so closely united, the emirates can protect their citizens and defend themselves against any external threats. The constitution helps leaders find the delicate balance between respecting the independence of the individual emirates and ensuring the collective security of the federation.

Suggested Answers

- a. The UAE is a federation because it consists of a union of partially self-governing states under a central government. Those states are the seven emirates under the union of the UAE. It is constitutional because it follows a certain constitution.
- b.

Article	Aim
1	Unity
21	Safety and security
24	Social justice and equal opportunities
25	Equality and tolerance
26	Public freedom
28	Rights and duties

3 Read about the UAE constitution and then, with your group, answer the questions below.

The United Arab Emirates is a constitutional federation established in December 1971. A federation is a political body consisting of a union of partially self-governing states under a central government. The political system in the UAE is based on the Constitution which demonstrates the main purpose of the establishment of the federation and its objectives at the local and regional levels. It explains the main rules of the political and constitutional organisation of the country. And it guarantees all UAE citizens equal rights and opportunities, safety and security, and social justice. The Constitution has 152 articles establishing the basis of the UAE and the rights of citizens in 10 areas.

Here are some provisions regarding the federation, fundamental social and economic basis of the federation, and some provisions regarding public freedom, rights and duties:

Article 1 of the Constitution provides that the United Arab Emirates is a federal, independent and sovereign state consisting of the emirates of Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al Quwain, Fujairah and Ras Al Khaimah. Article 21 states that private property shall be protected.

Article 24 provides that the basis of the national economy is social justice.

Article 25 provides that all persons are equal before the law without discrimination between the citizens in regard to race, nationality, religious belief or social status.

Article 26 provides that personal liberty is guaranteed to all citizens.

Article 28 provides that an accused shall be presumed innocent until proven guilty in a legal and fair trial.

- a. Explain how the UAE is a constitutional federation.
- b. Deduct the aims of the UAE Constitution from what you have read above.

Article	Aim
1	
21	
24	
25	
26	
28	

4 Read about the UAE's foreign policy and then, with your group, answer the questions below.

The UAE seeks to reinforce its position and consolidate its values of respect and appreciation with governments and citizens across the world.

Parallel to its economic and military strength, the UAE's long-term plan is to promote a strong coherent international policy, build diplomatic relationships and introduce and influence the UAE's culture, values, history, knowledge and vision to all.

The following articles are part of the Constitution:

Article 2:
The Union shall exercise sovereignty in matters assigned to it in accordance with this Constitution over all territory and territorial waters lying within the international boundaries of the member Emirates.

Article 8:
The citizens of the UAE shall have a single nationality specified by law and shall enjoy abroad the protection of the Federal Government in accordance with the generally-accepted international principles. No citizen of the Union may be deprived of his nationality nor may his nationality be withdrawn except in exceptional circumstances which shall be defined by law.

Article 12:
The foreign policy of the UAE shall be directed towards supporting the Arab and Islamic causes and interests and towards establishing closer friendship and co-operation with all the nations and peoples on the basis of the principles of the charter of the United Nations Organization and international ideals.

- a. How does the Constitution aim to reinforce and consolidate the values of the UAE across the world?
- b. Point out the objectives of sovereignty, security and stability from the text.

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Activity 4 (10 minutes)

Ask the students to read the text. Have a discussion about the points of strength of the UAE mainly being supportive of its citizens and providing security, equality and safety to them. Also discuss the foreign policy of the UAE and how it supports other nations. Then ask students to answer the questions.

Suggested Answers

- a. The Constitution aims at being in accordance with international principles (Article 8). It also says that the foreign policy of the UAE shall be supportive of the Arab and Islamic causes. It will establish good close relationships and be cooperative with all the nations. The UAE shall also be respective and abide by the principles of the United Nations.
- b. The UAE aims at the objective of sovereignty by having the authority to govern itself. It clearly states that it is the only ruler on its territories (land and water). The single nationality for all and the protection of the Federal Government to its citizens along with its strong coherent international policy provide them with safety and stability.

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Activity 5 (10 minutes)

Divide the class into four groups. Assign a task to each group as listed in the Student Book.

Then join all the answers to create a constitution for the class.

Suggested Answers

Group 1

- A clean class
- Understand lessons
- Be active
- Be compassionate

Group 2

- All students
- The teacher
- Parents
- The school

Group 3

- Be a clean student
- Listen to the teacher
- Do homework
- Help other students

Group 4

- Do not litter
- Be attentive
- No bullying
- No cheating

5 With your group, create a constitution for your class. Use the following steps:

Group	Task
1	Come up with the aims and goals: 1..... 2..... 3..... 4.....
2	Think of who will benefit from this Group: 1..... 2..... 3..... 4.....
3	Write the responsibilities and the duties for each student: 1..... 2..... 3..... 4.....
4	List the rules that should be followed: 1..... 2..... 3..... 4.....

6 Read the following quote from Sheikh Zayed bin Sultan Al Nahyan (May God have mercy upon his soul) and answer the question below.

"Our experiment in federation, in the first instance, arose from a desire to increase the ties that bind us, as well as from the conviction of everyone that they were part of one family, and that they must gather under one leadership."

- a. Analyse what Sheikh Zayed meant by 'the ties that bind us'?



Sheikh Zayed bin Sultan Al Nahyan

Activity 6 (10 minutes)

Remind students that the UAE uses a federal system of government. Read out the quote from Sheikh Zayed bin Sultan Al Nahyan.

Ask students to consider the question. After five minutes, ask them to share their answers with the class.

Facilitate a short discussion.

Suggested Answer

Explain that the federal system enabled the UAE to preserve the shared Islamic culture of the region while enabling each emirate to develop its own identity.

Key Skills (Head, Heart, Hands)

- Research
- Teamwork
- Communication
- Critical thinking and deliberation

Lesson Objectives

Outline the five federal authorities in the UAE.

Required Materials

- Various printed images relating to the authorities
- Blank poster cards (suggested size is A3 and colour card would work best; however, white poster card would also work)
- Colouring materials including pencils, crayons and/or markers
- Glue
- Scissors
- Copy of the UAE Constitution (for reference)

Learning Outcomes

- Describe the main features, principal bodies, and activities of government and the judiciary within the UAE.

Unit **2** Governments, Authority and the Judiciary System in the UAE

Lesson 2

The Federal System

Learning Outcomes


- Describe the principal bodies, main features, and activities of government and the judiciary within the UAE.

decrees

promulgate

ratifying

1 Look at the image and then complete the question that follows.



Family Collaboration

a. Are they all doing the same job? Describe the job of each member of this family.

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Activity 1 (5 minutes)

Ask students to look at the image of the family in the student book. Point out that the family members cannot all do the same job. Each one has something to do and the tasks are divided among them.

- a. Ask students if this is the case in the government. Make sure they understand that the jobs of the government are divided among the people in it; each has certain authorities and responsibilities. Give examples such as:

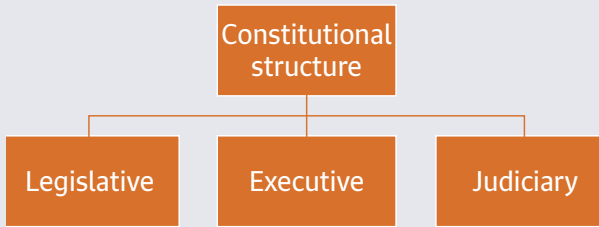
The president represents all the country.

The minister for education takes care of schools and universities.

The police make sure the country is safe.

2 Read about the three branches of the government, then answer the question that follows.

Authorities in a federal government have three different responsibilities. The constitution structures these responsibilities into branches: The legislative, the executive and the judiciary. The legislative is made up of a group of people who have the power to make new laws or alter existing ones, including the constitution itself. They write laws and issue regulation according to needs. The executive has the responsibility to apply the rules which the legislative defines. They implement, support and enforce the rules made by the legislative authority. The judiciary executes justice in the state, and makes sure that all the laws are obeyed by the citizens. It is the legal branch of the government that hears cases of dispute and crime and gives verdicts.



- a. Who represents the legislative, executive and judiciary sections in the cases that your teacher will read out.

Decrees	An official order that has the force of law.
Promulgate	Put a law or decree into effect by official proclamation.
Ratifying	Signing or giving formal consent to a treaty, contract, or agreement, making it officially valid.

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Activity 2 (15 minutes)

Explain the three sections of the institutions of the state. Ask students questions like: who makes the rules (the legislative), who enforces them (the executive) and who disciplines those who do not abide by them (the judiciary). Now read out some hypothetical cases and ask the students to identify who would represent the legislative, executive and judiciary in each situation.

Choose the cases according to your class. Start with simple cases that are close to the students' daily life, then introduce more general cases.

Suggested Cases

The Case	Legislative	Executive	Judiciary
Discipline in the classroom	School committee	The teacher	School principal
Feeding time for animals in the zoo	Animal experts	Workers at the zoo	The manager of the zoo
Preserving trees	The government	Ministry of Environment	Police/ judges

Activity 3 (10 minutes)

Read the opening sentence then divide the class into five groups. Ask each group to read about one of the authorities. Answer any questions.

Stress the responsibilities of the three branches of government. Emphasise that all three branches are essential to the running of government.

The legislative branch makes, or legislates, the laws.

The judiciary interprets, or judges the laws to make sure they are in line with the constitution.

The executive applies, or executes the laws and ensures that they are followed.

This ensures that the constitution is adhered to.

The judiciary is making sure that the government is passing laws that are constitutional. And the executive is making sure that citizens are following these laws.

This way, both government and citizens are playing a role in ensuring that the constitution is being followed. Explain to the students that the Federal Supreme Council is both an executive and legislative branch of government.

Ask students to complete the activity in the student book.

Suggested Answers

AUTHORITY	EXECUTIVE	LEGISLATIVE	JUDICIARY
1. The Federal Supreme Council.	★	★	
2. The UAE President and Vice President.	★		
3. The Federal Council of Ministers.	★		
4. The Federal National Council.		★	
5. The Federal Judiciary.			★

3 Read about the federal authorities of the UAE and then complete the activity.

The Constitution outlines the federal authorities that run the country. Each of them has its responsibilities in governance. In Article 45, the authorities consist of the following:

1. The Federal Supreme Council: It draws up general policies and approves various federal legislations. It consists of the rulers of the seven emirates.
2. The UAE President: The president is the head of the state, the supreme commander of the armed forces and the chairman of the supreme council and the supreme petroleum council.
3. The Federal Council of Ministers: It executes all internal and external affairs of the federation as written in the UAE Constitution and the federal laws.
4. The Federal National Council: It is the consultative council, the parliamentary body of the UAE. Its main function is passing, amending or rejecting federal draft laws.
5. The Federal Judiciary: In cases of conflict, it determines which laws and policies are constitutional, or allowable, and which are not.

a. Complete the following table by using a star symbol to identify the branch an authority falls under.

AUTHORITY	EXECUTIVE	LEGISLATIVE	JUDICIARY
1. The Federal Supreme Council	★		
2. The UAE President			
3. The Federal Council of Ministers			
4. The Federal National Council			
5. The Federal Judiciary			

4 Who are the federal authorities? Read the following then answer the questions.

1. The Federal Supreme Council:

Consists of the rulers of all the emirates composing the federation, or of their substitutes in the event of their absence or incapacity to attend.

2. The UAE President and his deputy:

The Federal Supreme Council elects from among its members a president and a vice president for a five-year term according to the Gregorian calendar, and may be re-elected for the same office.

3. The Federal Council of Ministers:

Consists of:

- The Prime Minister
- Two Deputy Prime Ministers
- The Ministers of the UAE
- An active General Secretariat composed of a number of employees to assist it in the conduct of its work.

The President appoints the Prime Minister, the Deputy Prime Minister and the Ministers.

4. The Federal National Council:

Consists of forty members. Twenty members elected by the citizens and twenty nominated by the rulers of the emirates. The number of seats assigned to each emirate is proportionate to its population as follows:

- Abu Dhabi - 8 seats
- Dubai - 8 seats
- Sharjah - 6 seats
- Ajman - 4 seats
- Umm Al Quwain - 4 seats
- Ras Al Khaimah - 6 seats
- Fujairah - 4 seats

5. The Federal Judiciary:

The legal structure in the UAE is composed of two systems:

- The Federal Judiciary presided over by the Federal Supreme Court as the highest judicial authority.
- The local judicial departments at the local government (Emirate) level.

The Supreme Court maintains five judges appointed by the President of the UAE, after an approval by the Federal Supreme Council.

- a. Why is the Federal Supreme Council the first on the list of authorities?
- b. Deduce why the national council includes members from all the emirates.
- c. Analyse reasons behind the way that judges are appointed to the federal judiciary.



Differentiated Learning

For Beginners

Students will make a poster detailing the members of the Federal National Council. They should include the emirate the member represents and the role that they play within the council. Images of members can be sourced from the internet and/or newspapers and magazines.

This is a good activity as groups can be formed by a mix of beginners and advanced students. Thus students can learn from one another.

For Advanced Students

Students will create a venn diagram to compare and contrast the roles and responsibilities of the President, the Prime Minister, and the Ministers.

Activity 4 (15 minutes)

Ask students to read the text. Have a discussion about each part of it explaining who is included and how they are appointed or elected. Then ask the students to complete the questions.

Suggested Answers

- a. It is the first on the list because it is the most important. That is because it consists of the highest authority in each emirate, which is the ruler.
- b. Since the government system of the UAE is a federal one, then it has to include members from all the states/ emirates.
- c. The Federal Judiciary is a key authority. It makes sure the law is implemented and it secures fairness in the country. For this reason, it is the president who appoints the judges and all the rulers of the seven emirates approve his decision.

Activity 5 (10 minutes)

Divide students into groups. Ask them to draw an infographic showing the five authorities of the Federal Government of the UAE.

Help students divide their design into five categories. Then allow them to mark each function in a different colour. For example:

The name of the authority: in violet

Who they are: in blue

What do they do: in green

How they are appointed or elected: in yellow

When the students finish their posters, hang them on the classroom wall.

5 With your group, create an infographic that includes the five authorities of the Federal Government of the UAE.

Make sure to include:

- The name of the authority.
- Who they are.
- What they do.
- How they are appointed or elected.

Hang the poster in the classroom.



6 Read about the authorities and their responsibilities and then complete the activity.



The table below lists the five federal authorities and five responsibilities. Link the correct responsibility to the corresponding authority.

1	The Federal Supreme Council	Examining the annual general budget, draft law and the draft law of the final accounts.
2	The UAE President and Vice President	Interrogation of ministers and senior federal officials on the basis of a request by the Federal Supreme Council.
3	The Federal Council of Ministers	Approve the various federal laws prior to their issuance.
4	The Federal National Council	Supervising the implementation of laws, decrees, decisions and regulations at the federal and local level.
5	The Federal Judiciary	Appoint the Prime Minister and accept his resignation.

Suggested Answers

1. The Federal Supreme Council.	4. Examining the Annual General Budget draft law and the draft law of the final accounts.
2. The UAE President and Vice President.	5. Interrogation of ministers and senior federal officials on the basis of a request by the Federal Supreme Council.
3. The Federal Council of Ministers.	1. Approve the various federal laws prior to their issuance.
4. The Federal National Council.	3. Supervising the implementation of laws, decrees, decisions and regulations at the federal and local level.
5. The Federal Judiciary.	2. Appoint the Prime Minister and accept his resignation.

The correct answers for the above are

Authority	Responsibility
1	3
2	5
3	4
4	1
5	2

i.e. The Federal Supreme Council - Approve the various federal laws prior to their issuance.

Activity 6 (5 minutes)

Wrap up the lesson by reminding students that each authority has responsibility for different aspects of the UAE government.

Ask students to read the table in the student book. Address any questions they raise.

Ask students to match the authorities with the responsibilities. After three minutes, prompt students to share their answers with the class.

Lesson Objectives

Explore in detail the workings of the five federal authorities in the UAE.

Required Materials

- Copy of the UAE Constitution for reference

Learning Outcomes

- Describe the main features, principal bodies, and activities of government and the judiciary within the UAE.
- Identify significant changes in the political system since the establishment of the Federation.

Activity 1 (10 minutes)

Remind students that the Federal Supreme Council is the highest legislative and executive authority. Check that students know what 'legislative' and 'executive' mean. Explain that legislative refers to deciding and drawing up rules, and 'executive' refers to implementing, or carrying out, the rules. The Federal Supreme Council draws up general policies and approves various federal legislations. It consists of the rulers of the seven emirates.

Draw students' attention to the Key fact. Explain that the Supreme Council meets four times a year, and the rulers of each of the seven emirates attend. If a ruler is unable to attend, he sends a representative in his place.

Divide the class into pairs. Ask students to discuss the two questions in the student book.

Suggested Answers

- The President of the UAE chairs, or leads, the Supreme Council meetings. Check that students know who the President is. (Sheikh Khalifa bin Zayed Al Nahyan, the ruler of Abu Dhabi).
- The meetings are usually informal and discuss issues that are of common concern to all the emirates. These would include the federal budget, international relations or ratifying federal laws.

Unit 2 Governments, Authority and the Judiciary System in the UAE

Lesson 3

Federal Authorities of the UAE

Learning Outcomes

- Describe the main features, principal bodies, and activities of government and the judiciary within the UAE.
- Identify significant changes in the political system since the establishment of the Federation.
- Understand how the work of government seeks to implement the principles expressed in the constitution.

reform

democracy

1 Research and answer the following questions

The Federal Supreme Council is the highest legislative and executive authority. It draws up general policies and approves various federal legislations.

- Who leads the Supreme Council meetings?
- List three possible discussions or topics that might be discussed in a Supreme Council meeting.



Federal Supreme Council

KEY FACT

The Federal Supreme Council meets four times a year.

Emphasise the Supreme Council, as its name suggests, is the supreme executive authority and is the first of the five federal authorities in the UAE.

Ask students why, do they think, it is important that the rulers of all seven emirates are on the Supreme Council. Explain that because the rulers of all seven emirates attend the meetings, each emirate has a voice on the Supreme Council. This helps to ensure that the Supreme Council represents all the citizens of the UAE.

2 Read the text Vision 2021 then complete the task that follows.

In 2010, the Vice-President and Prime Minister of the UAE launched the UAE Vision 2021. This initiative aims to make the UAE one of the best countries in the world by the Golden Jubilee of the Union (2021). Inspired by the principles of the UAE's founding fathers, the Vision is guided by the National Work Programme launched by His Highness Sheikh Khalifa bin Zayed Al Nahyan, the President of the UAE. The Prime Minister's Office plays a major role in coordinating and supporting the UAE Vision 2021 activities and programmes.



This UAE Vision 2021 aims at empowering both the country and citizens by reinforcing the national identity, the spirit of confidence, and the sense of responsibility, building stable families and a coherent society that is based on authentic Islamic and Arab values; strengthening security, integration and balanced development, building a diversified knowledgeable economy that will be powered by the best competencies to ensure long-term prosperity for the UAE; developing high quality educational and health systems, and maintaining a sustainable environment that ensures prosperity for future generations.

- a. Choose one aim of the UAE Vision 2021 and think of two ways the government could promote that aim.

Activity 2 (10 minutes)

Explain that the Vision 2021 is an example of an exciting initiative that was announced by the prime minister. It is an initiative that some students may already be familiar with. (Check students' familiarity with the initiative.)

Invite a student to read out the extract to the class.

Then ask students to suggest aims and how these could be accomplished. What would they do if they were involved in implementing the Vision 2021. Encourage students to 'think big' and come up with creative ideas.

Suggested Answers

- Reinforcing national identity (celebrations of culture; further education about history and heritage; field trips to historical sites)
- Strengthening security (raising awareness of security issues; raising profile of security services; carrying out 'mock' drills)

Reform	A change or improvement, especially in the area of government or politics.
Democracy	A system of government where citizens vote to elect representatives.

- Developing high-quality education (engaging with children; incorporating latest teaching methods from around the world, as appropriate; taking advantage of technology, especially smart and mobile technology)
- Maintaining sustainable environment (making citizens environmentally aware; rewarding sustainable energy schemes; holding competitions for sustainability ideas)

Remind students that the constitution captures the values and beliefs of the UAE and guides leaders on how to apply them. The Vision 2021 initiative aims to raise the profile of these values and get all citizens thinking about how they apply them in their daily lives. Government is not some abstract function in a faraway city; it is a way of life that can be applied at the national, local and individual levels.

Differentiated Learning

For Beginners

Students choose one aim and look for ways to promote it.

For Advanced Students

Students choose three aims and rank them in order of importance. They give a reason for their ranking and explain how these aims could be applied.

Activity 3 (10 minutes)

Remind students that the President is the head of the Supreme Council and signs and issues its laws.

Emphasise that although the President and the Supreme Council work closely together; they do have separate responsibilities.

Ask students to examine the seven responsibilities listed in the student book, and then identify who is responsible for which.

Suggested Answers

- Federal Supreme Council
- President
- Federal Supreme Council
- Federal Supreme Council
- President
- Federal Supreme Council
- President

Ask students to think about these different responsibilities and then write a short paragraph about the role of the President and his relationship with the Supreme Council. Direct their attention to the three questions in the student book.

After 5 minutes, invite students to share their answers with the class.

Suggested Answers

- The President is elected from the Supreme Council and is its head. The President can be one of the leaders of the seven emirates.
- Because the President is elected by the Supreme Council, there is a close and effective working relationship between the two.
- The role of the President is important in a federal system because the President is also a leader of one of the emirates. This strengthens the bonds between the individual emirates and the federal office of the President.

Emphasise that the President is elected by the leaders of the emirates, so each emirate has a say in who the President will be. In this way, the President reflects the will of the emirates, which in turn reflect the will of their citizens. The President also acts as the voice of the Supreme Council and, in turn, the voice of the UAE. Although the current President is the leader of Abu Dhabi, he also represents and inspires all UAE citizens.

3 The President and the Federal Supreme Council work very closely together. However, they each have their own responsibilities.

Who is responsible for the following tasks (the President or the Supreme Council)?

- Establishing public policies for all issues related to the federation
- Appointing the Prime Minister
- Approving Federal Laws
- Dismissing Federal judges when necessary
- Appointing diplomatic representatives to other countries
- Ratifying treaties
- Granting pardons

Taking these responsibilities into account, write a short paragraph discussing the relationship between the Federal Supreme Council and the President of the UAE.

To help you write this paragraph, here are some possible questions to answer:

- What type of relationship do they have?
- Is this relationship important? Why?
- What is the significance about their relationship to a federal system of government like the UAE?



Sheikh Khalifa Bin Zayed Al Nahyan, President of the UAE

Differentiated Learning**For Beginners**

Some students may find it difficult to write a lengthy paragraph detailing the relationship between the president and the federal supreme council. Instead students can answer the questions and regular questions and for further differentiation – answer some but not all questions.

For Advanced Students

Challenge students to prepare an additional question to answer and include in the paragraph.

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4 The Prime Minister is the head of the cabinet, or Council of Ministers. The current (2021) Prime Minister of the UAE is H.H. Sheikh Mohammed bin Rashid Al Maktoum.



- a. Do you know of any other titles he holds?
.....
.....
- b. What do these titles indicate about the role of the Prime Minister?
.....
.....
- c. Identify one achievement or initiative (apart from Vision 2021) of the current Prime Minister.
.....
.....

Share this achievement or initiative with your class.

achievement. After 3 minutes, prompt students to share answers with class.

Suggested Answers

- National brainstorming sessions
- UAE National Agenda
- UAE Government Strategy Plan
- Government Creativity Lab
- UAE Flag Day
- Smart Learning Program
- Mobile Government
- UAE Pioneers Award
- Green Growth Strategy

Differentiated Learning

For Beginners and Advanced Students

Allow students to work in pairs or groups when exploring the initiatives of the Prime Minister. Perhaps one student could identify an initiative and another student could explain the impact of that initiative and outline why it is important.

Activity 4 (10 minutes)

Remind students that the Prime Minister is the head of the cabinet, or Council of Ministers. He is appointed by the President and the Supreme Council.

Give students 2 minutes to answer the first two questions in the student book. Prompt them to share their answers.

Explain that the current Prime Minister of the UAE is H.H. Sheikh Mohammed bin Rashid Al Maktoum. He is also:

- Vice President
- Ruler of Dubai
- Minister of Defence

Next, direct students' attention to the final task and ask them to identify one

Activity 5 (10 minutes)

Discuss with the students the cabinet and the ministries. Remind them that the cabinet is part of the legislative authority. They implement and enforce the laws. Ask them to think of 5 ministries and their responsibilities. Then you can research with them the names of the current ministers in charge of each ministry.

Suggested Answers

The ministry	Main responsibilities	Current minister
Ministry of Defence	Defend the country's borders, protect the people and reconcile external and internal threats in solidarity and cooperation with other ministries and government institutions.	
Ministry of Finance	manage and develop the federal government financial resources.	
Ministry of Education	Develop an innovative Education System for a knowledge and global competitive society, that includes all age groups.	
Ministry of Human Resources and Emiratisation (Labour)	To regulate the labour market, through legislation, policy making, enforcement and partnerships, to promote the participation of UAE nationals in employment, and attract and retain international talent.	
Ministry of Interior	to enhance the quality of life in the UAE community, through delivery of safety and security services.	
Ministry of Health & Prevention	To enhance community health by providing comprehensive, innovative, and fair healthcare services as per international standards, and performing its role as a regulator and supervisor of the healthcare sector.	

Moral, Social and Cultural Studies | Grade 09 | Term 2

5 The cabinet, or Council of Ministers, is appointed and supervised by the President and Supreme Council.

With your group, list 5 federal ministries, what are their main responsibilities, and the current ministers in charge.

	The ministry	Main responsibilities	Current minister
1			
2			
3			
4			
5			

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Ministry of Foreign Affairs	Promote the strategic political and economic interests of the UAE through effective diplomacy to support security, stability and sustainable development, and deliver excellence in services and care for citizens abroad.	
	Achieve national economy's development and competitiveness. Prepare for an environment that encourages the practice of economic businesses.	

6 Read about changes in government and then answer the questions

Every now and then, there could be a change in government. This change can entail a change of ministers or the creation of new ministries. As an example, the ministries of Tolerance, Happiness, the Future, Youth, and Climate Change have been introduced in February 2016.

With a partner, discuss why changes to government occur and why new ministries are created.

Some questions to consider:

- What are the typical ministries in a government?
- What are the benefits that new ministries bring to a government?
- How can governments reflect the current concerns of their citizens?



Student thinking

	To provide a justice judicial system through judicial, justice and creative services to improve pioneer legislation that ensures the role of law and the production of rights and liberties.	
	Striving towards integrated management For Environment Ecosystem and Natural resources to realize Green Economy for the present and future generations.	

Differentiated Learning

For Beginners

Provide Students with the answers on a separate piece of paper, jumbled up.

For Advanced Students

Ask students to think of a third responsibility for each minister.

Activity 6 (10 minutes)

Explain that in 2016, the Prime Minister announced a new government. Read the introduction to the activity.

Divide the class into pairs. Prompt students to consider the three questions in the student book.

After 5 minutes, ask students to share their answers.

Suggested Answers

- The new ministries will address pressing current social issues, such as mental health, diversity, youth health and well-being, and climate threats.
- Having ministers dedicated to these issues will help ensure that they are dealt with in a focused manner. However, having too many ministers could make government more cumbersome and less agile.
- Emphasise that although the functions and workings of government have been laid out in the constitution, each new government can implement reforms and initiatives to ensure that the government is addressing current issues that reflect the concerns of the citizens. The addition of a Minister for Climate, for example, reflects growing concerns about the impact of climate change on the environment, the economy, and the daily lives of the UAE citizens. The addition of a Minister for Tolerance reflects that reality that the UAE has become a multi-cultural society, and people sometimes need guidance on how best to interact with and learn from other cultures, while also promoting and respecting the UAE culture. In this way, the government evolves with society, and also guides society through changes.

Key Skills (Head, Heart, Hands)

- Research
- Critical thinking
- Communication
- Creativity

Lesson Objectives

Examine how the principles of law and order are implemented in the UAE.

Required Materials

- Large A1 heavy card/cardboard
- Colourful poster paper
- Colouring markers
- Scissors
- Glue sticks
- Images related to the judicial structure of the UAE (provided by teacher.)
- Laptop/iPad/phone(research)
- White tack - sticky reusable adhesive putty
- Blank paper
- Research resources: online, books, journals, newspapers, print outs, photocopies and so on
- Copy of the UAE constitution for reference

Learning Outcomes

- Describe the main features, principal bodies, and activities of government and the judiciary within the UAE.
- Understand how the work of government seeks to implement the principles expressed in the constitution.
- Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar.

Unit 4 Governments, Authority and The Judiciary System in The UAE

Lesson 4

Law and Order in The UAE

Learning Outcomes

- Describe the main features, principal bodies, and activities of government and the judiciary within the UAE.
- Understand how the work of government seeks to implement the principles expressed in the constitution.
- Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar.

Vocabulary

jurisdiction

litigation

Amendments

1 The judicial structure in the UAE.

In this lesson, you will work with different groups to create information stations about different aspects of the judicial system of the UAE.

An information station allows groups to work together to create an area of expertise that can be shared with the class. Knowledge can be shared with informative displays including text and images. The main thing is to be as creative as you can be, making engaging stations for your classmates.

The first activity focuses on the judicial structure in the UAE.
The UAE is a federation. So the UAE legal system is governed by the UAE Federal Constitution. Under the Constitution, each emirate is allowed to either establish its own judiciary or to merge with the federal court system. As a result, there is a combination of federal and local (or emirate) courts in the UAE with parallel jurisdictions, depending on which system the individual Emirate has chosen.

The judicial systems of most of the Emirates have merged into the UAE Federal Judicial Authority. However, Abu Dhabi, Dubai, and Ras Al-Khaimah have retained their own distinct and self-governing local judicial systems.

This means that essentially there are four judicial authorities in the UAE.



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2 The UAE Federal Court System.

The UAE federal system is divided into courts of first instance (trial court), courts of appeal and the court of cassation (Supreme Court).

Court of First Instance, (federal and local) has the jurisdiction to hear all civil, commercial, administrative, labour and personal status lawsuits. Its jurisdiction includes examining statement of claims, authentication of documents, all urgent matters related to disputes among the people and safeguarding their rights.

Court of Appeal, (federal and local) entitles the litigant affected by the Court of First Instance to appeal his or her case before a higher court.

Only the convicted may appeal the court judgement. Thus, appeal is not possible to anyone who accepts the first ruling.

The time limit to challenge a ruling starts from the day following its issuance, unless the law provides otherwise. The time limit for appeal is 30 days unless otherwise provided by the law, and 10 days in urgent cases. The failure to observe the time limits of appeal in the judgements results in the loss of the right of appeal.

Federal Supreme Court (at the federal level) and the Court of Cassation at the local level of the emirates which have independent judicial departments, is the higher judicial body with power to try cases contested by the Court of Appeals. It supervises the interpretation of laws and its proper enforcement.

At this court, litigants may appeal only on points of law, such as violation of law or on incorrect application or interpretation. The appeal must be filed within 60 days of the judgment of the Court of Appeal. All decisions of Court of Cassation are final and binding and are not subject to appeal.

Jurisdiction

The right or power to impose laws and punish those who don't follow them.

Litigation

A lawsuit or a court case.

Amendments

Changes to an existing law.

Activity 1 (20 minutes)

Explain that the first activity will focus on the judicial structure in the UAE.

For this activity, the group needs to:

- Create a large heading to display on the station.
- Pick out key information (two or three points) from the student book to include.
- Define the Key word: Jurisdiction. ("The right or power to impose laws and punish those who don't follow them.")
- State the judicial authority you live in.

List the four judicial authorities in the UAE: • Abu Dhabi • Dubai • Ras Al Khaimah • The Federal judicial authority covering Sharjah, Fujairah, Umm al-Quwain and Ajman .

Prompt students to read the text in the student book and do any further research necessary to complete the task.

Activity 2 (20 minutes)

Explain that the second activity will focus on the federal court system.

For this activity, the group needs to:

- Create a large heading to display on the station.
- State three courts and outline each one.
- Create a drawing or diagram that makes the hierarchy of the three courts clear.
- Define the key word: litigation. ("A lawsuit or a court case.")

Prompt students to read the text in the student book and do any further research necessary to complete the task.

Activity 3 (20 minutes)

Explain that the third activity will focus on the mixed legal system in the UAE.

For this activity, the group needs to:

- Create a large heading to display on the station.
- Outline the two legal systems used within the UAE.
- Include key information from book.
- Research other dual legal system around the world.
- Research the reasons and or benefits of dual legal system.

Prompt students to read the text in the student book and do any further research necessary to complete the task.

Differentiated Learning**For Beginners**

Assign students a country that has a dual legal system to research. For example, China, Cyprus, India, Japan, Scotland or Sudan.

For Advanced Students

Students can research a country that has a mixed legal system. (More than two legal systems). They should compare and contrast the legal systems.

3 The role of Sharia laws in the UAE's courts.

The UAE's Sharia courts have the exclusive jurisdiction to hear family disputes, including matters of divorce, inheritance, child custody, child abuse and guardianship of minors.

Usually, the judges of Sharia courts are trained in Islamic Jurisprudence and Law. In addition, the UAE's courts may rely on principles of Islamic jurisprudence in the construction and interpretation of the UAE laws.



4 The smart transformation of the judicial system.

In order to speed up the cases before courts, the Ministry of Justice had, as of May 2015, transformed 95 per cent of its services into electronic services.

Some of these services include search of status of a case, which allows people to view the hearing schedule online. In addition, it has engines for searching lawyers, eNotary public, eFiling and case calculator.

The Case Management System (CMS) helps people to file documents electronically, reduces delays in civil court cases and improves efficiency by making information more accessible to all parties.

In addition, the Ministry of Justice launched the legislations ePortal (in Arabic and English).

In 2016, 613,102 legal transactions were done online.

Local judicial departments have also adopted eServices.



Activity 4 (20 minutes)

Explain that the fourth activity will focus on the deployment of smart technology in the UAE judicial system.

For this activity, the group needs to:

- Create a large heading to display on the station.
- Outline how online technology is transforming the judicial system.
- Include a “Did you know?” fact. (For example, how many online transactions were made in 2016? Research latest figures.)

Prompt students to read the text in the student book and do any further research necessary to complete the task.

6 Visit the information centers that your class have created and learn about the different aspects of the judicial system in the UAE.

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Key Skills (Head, Heart, Hands)

- Research
- Communication
- Listening
- Teamwork

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Lesson Objectives

Explore the role of local government in the running of the individual emirates.

Required Materials

- Copy of the UAE constitution for reference.
- Access to <https://government.ae/en/resources/mgovernment-apps>.

Learning Outcomes

- Understand how the work of government seeks to implement the principles expressed in the Constitution
- Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar

Activity 1 (10 minutes)

Explain that while the Supreme Council is responsible for most aspects of government, each emirate is also responsible for its own local government.

Read the introduction to activity and address any questions that students ask. Then prompt them to answer the question in the student book. Make sure suitable reference materials (online, books, magazines, journals, photocopies and so on) are available to the students.

(It is advisable that you have completed your own research on the emirate you are currently teaching in.)

After 5 minutes, ask students to share their answers.

Answers will vary, depending on the emirate that students are living in. Ensure that students exhibit a good understanding of the role of the local executive council and its importance in promoting the values and beliefs of the UAE constitution and the UAE federation. Emphasise that each emirate has its own cultural identity, as well as being part of the wider Emirati culture. Having local executives also gives citizens a greater sense of belonging as they can see that they have a 'local voice' within the Federation. This gives them an element of control over local affairs, enabling them to create their own unique identity within the overall UAE structure. Whilst they are still under the jurisdiction of the Federal Government, they still retain an element of independence.

Unit **2** Governments, Authority and the Judiciary System in the UAE

Lesson 5

Local Governments Across the UAE

Learning Outcomes

- Understand how the work of government seeks to implement the principles expressed in the Constitution.
- Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar.

Vocabulary

autonomy

1


Local governments have jurisdiction in all matters not assigned to the exclusive jurisdiction of the Federal Government.

Each local government has an Executive Council in addition to a number of autonomous agencies with clearly specified powers.

Research the executive council of the Emirate in which you live.

a. What is the purpose of the executive council?

Record your findings in your copybook and reference where you found the information.



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Differentiated Learning

Students in need of differentiation could be provided with sample questions, the teacher would like to be answered.

Example of questions can include:

- Who leads the executive council?
- When do they hold meetings?
- What does the executive council want to achieve?

For Beginners

Students research their own emirate's executive council. Some could research the purpose and objectives of the council, and other could research its responsibilities.

For Advanced Students

For higher differentiation, ask students to research another emirate's executive council and outline similarities and differences. Also, compare and contrast the role of the local executive council and the role of the Federal Government.

2 Before the Federation was established in 1971, each emirate had its own governing institutions.

Under the UAE Constitution, there are certain matters that fall under the legislative and executive jurisdiction of the Federal government. Since 1971, the UAE has sought to strengthen the federal institutions. However, each emirate retains substantial autonomy.

Article 122 of the Constitution states that the emirates shall have jurisdiction in all matters not assigned to the exclusive jurisdiction of the Federation in accordance with the provisions of Articles 120 and 121.

Article (122)

The Emirates shall have jurisdiction in all the matters not conferred exclusively upon the federal authorities as provided in the two preceding articles.

Discuss the following with your partner:

- a. What are the advantages of giving each emirate a level of autonomy?



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Unit 2 Lesson 5 | 61

Activity 2 (10 minutes)

Explain that although the UAE is a federation of emirates, each emirate has a certain amount of autonomy. Check that students understand the word 'autonomy.'

Explain that autonomy is the quality or state of being self-governing.

Explain that this lesson focuses on the relationship between federal and local Governments. The constitution establishes this relationship. Both the federal and the local governments have a duty to uphold the principles in the UAE constitution.

Ask a student to read out the introduction to the activity. Address any questions that arise.

Divide the class into pairs. Ask students to consider the question in the student book.

After 5 minutes, ask students to share their answers with the class.

Autonomy

The quality or state of being self-governing.

Suggested Answers

- It's important for emirates to retain some autonomy because they are best placed to address local issues. This also helps retain the local character of each emirate. They can keep this local character while also ensuring that the UAE has a cohesive, unified identity as a federation. After all, being part of a federation gives each emirate an element of security and protection that it mightn't have on its own.

If pairs are struggling, you can prompt them with some questions:

- What issues might a local government be better able to deal with?
- How can each emirate contribute to the security of the federation?

Differentiated Learning

With group work it is advised to pair up students of varying abilities. This will give students the opportunity to share strengths and weakness but ultimately to learn from one another.

One student could identify advantages of each emirate having autonomy, and the other student could challenge him to dig deeper and explore those advantages in detail. The aim is for the students to challenge each other so they both develop greater understanding.

Activity 3 (10 minutes)

Explain that Article 120 from the UAE constitution outlines the matters for federal government jurisdiction.

Ask students to carefully read the text of the article. Then prompt them to address the question in the student book.

Suggested Answers

- Ensure that students have a good understanding of why some matters fall under the control of the federal government and some are controlled by local governments. For example, by controlling foreign affairs, the federal government can ensure that the UAE presents a strong and united voice on the international stages. By looking after education the federal government ensures that the same values and ideas are taught throughout the UAE. And by maintained control of electricity, the federal government can ensure that all UAE citizens have equal access to the necessary resources.

Differentiated Learning**For Beginners**

Give students a list of possible answers. However, ask students to explain the matter and or state why the matter is important or why it might be left under the jurisdiction of local government.

For Advanced Students

Ask students to: discover recent initiatives, news, changes etc. from local government around the authority or agencies they have researched.

3 Article 120 from the UAE constitution outlines the matters in which the UAE has jurisdiction over.

Read the article and then consider the question that follows.

Article (120)

The UAE has exclusive legislative and executive jurisdiction in the many matters. These include foreign affairs, defence, and matters pertaining to security, order, and government in the permanent capital city of the UAE.

The federal government also looks after federal finances, taxes, and federal public loans. And it has jurisdiction over many aspects of communications, including post, telephone, and wireless services, as well as roads and paving, and air control.

In addition, the federal government has jurisdiction over education, public health and medical services, and utilities, such as electricity services. And it looks after passports, and issues relating to residence and immigration.

- Imagine you work for the federal government. A citizen has asked you about the role of federal authority in the UAE. Write a short letter back to the citizen, explaining why it is so important that the federal government retain jurisdiction over some aspects of UAE government.

4 Read the text Local Governments and Authorities then answer the question that follows.

The local governments of the seven emirates differ in size and mechanisms, depending on factors such as population, area and degree of development. In each emirate, there is an executive council and different agencies. However, there are also various departments that reflect the federal ministries that are based within emirates that are linked to the executive council and the ruler of the Emirate.

With your group:

- a. Can you find out if there are any initiatives or programmes that the local government in your assigned emirate has implemented recently?



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Unit 2 Lesson 5 | 63

Activity 4 (10 minutes)

Explain that local governments comprise an executive council and a number of agencies.

Ask a student to read out the introduction to the activity. Address any questions that students raise.

Divide the class into seven groups. Assign an emirate to each group. Direct each group to the question in the student book.

Allow 5 minutes for the groups to discuss the question. Ensure the students have access to the necessary research material (online, print outs, photocopies, books and so on).

Ask each group to share its answer with the class.

Differentiated Learning

Teachers can give resources such as the ones mentioned above to help students that need more guidance. Or they could suggest some federal departments in the assigned emirate and ask students to research them.

For Advanced Students

Students could research the same information but for a different Emirate. They could then compare and contrast how each emirate interacts with the federal government.

If students don't have access to the internet, students could answer an additional question:

- Can you describe the relationship between the executive council and federal government?

Reiterate that local autonomy does not weaken the strength of the federation. On the contrary, by allowing local authorities and agencies to deal with local matters, the federal government frees itself up to deal with other matters, in particular international relations and issues that affect all of the emirates. In addition, by having federal agencies in each emirate, the government can ensure that there is good communication between local and federal offices.

Activity 5 (10 minutes)

Explain that although the UAE government is constantly evolving, some traditional forms of government still have a role to play, both in federal and local government today.

Ask a student to read out the article about the Majlis.

Then facilitate a discussion about the Smart Majlis. Ask students to say whether they think the Smart Majlis is a good idea, and to give a reason for their answer.

Draw a table with Yes and No columns on the board, and write students reasons in the relevant column.

Emphasise how local traditions have adjusted to rapid change over the last century. Point out that the UAE constitution aims to preserve the values and the traditions of the region. However, as times change, the ways these traditions are applied evolve. And emerging technologies makes it possible to apply traditional values on new platforms. So the application of the values can change, but the values themselves remain timeless and intact.

Write students' suggestions for other smart technology uses on the board. This will provide a basis for the activity that follows. Explore ways that the internet, social media, mobile technology, and location technology could be used.

Differentiated Learning

Providing differentiation for this activity could again involve students working together in pairs or groups. Perhaps weaker students could voice their opinion, and then stronger students could ask them questions to challenge their opinion (in a constructive way) and encourage them to explore the issue deeper.

Another option would be to open the floor to students after reading the text aloud.

5 Read this article about the evolution of traditional government then discuss the question that follows.

The relationship between the federal and local governments is laid down in the Constitution. However, both federal and local governments also evolve pragmatically with emerging technologies. An example of this is the Smart Majlis, a modern twist on the traditional Majlis.

The traditional Majlis is a forum where rulers and their senior family members hold open discussions with their people, be they common, merchants or the elite.

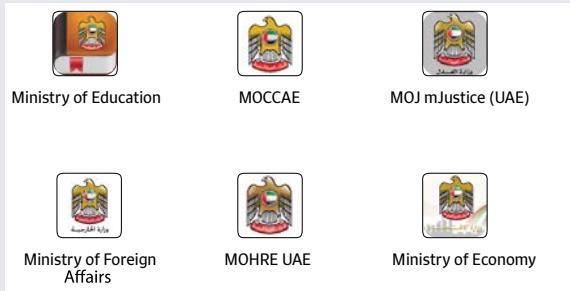
In recent years, the majlis has adapted and changed in relation to growing populations and rapid development of the federal and local government. An example of this, was a bright and innovative initiative was launched in 2015. Sheikh Mohammed Bin Rashid himself announced the introduction of Smart Majlis, a newly developed platform that gives everyone the opportunity to participate in the development of a new future for Dubai and the UAE.



- Do you think the launch of Smart Majlis is a good idea? Why?
- Can you think of any other ways that smart technology could be used by local or federal authorities to get citizens more engaged and active?

6 There are multiple government apps that can help you find important information.

You can find apps that help you discover more about ministries departments, local authorities, laws, transport and so on.



- Choose one app that helps you discover more about the local government of the Emirate you live in. Do you think this app is useful?
- Can you think of an idea for another app? Can you think of the next great idea to help you and other become a more informed citizen? Get creative!

- A fun quiz app (with rewards and so on) that tests users' knowledge of UAE politics and government.
- An app with handy contact details of local representatives.
- An app that lists and maps all cultural and political sites in the UAE with details about exhibits and so on, and suggested activities.
- An app that helps you promote your emirate, using photos, stories, videos and so on.
- An app that helps you contact local UAE representatives when you're travelling abroad.

After 5 minutes, ask students to share their app ideas with the class.

As a homework assignment, you could ask students to develop the app idea further, and come up with a logo for it and sketch a home page for it.

Key Skills (Head, Heart, Hands)

- Managing Information
- Research
- Communication
- Creativity
- Critical thinking

Activity 6 (10 minutes)

Explain that government continues to evolve with the times, and this had led to the development of a number of government apps that enable citizens to find important information.

Direct students to the link to the government apps web page. Point out that from this link, students can access emirate-specific apps.

Allow students to explore the apps for 2 minutes. Then ask them the first question.

Next, prompt students to think of an idea for a new app. What would be its purpose? What about its name?

Suggested Answers

- An app that gives a daily motivational quote based on the values captured in the UAE constitution. User can then suggest ways to apply that in their daily lives.

Domain: Social Studies

Unit 3

Developments
Leading up to
the UAE

Domain Social

Unit 3

Developments Leading up to the UAE

Lesson 1 The Rise of Islamic Civilization in the Land of the UAE

Lesson 2 Emergence of Bani Yas and Qawasim and the Beginnings of Colonial Period

Lesson 3 The British Maritime System and National Identity

Lesson 4 The Trucial States Leading up to Nationalization



How do the different federal authorities work together to govern the UAE?

What are the main features and activities of the five federal authorities in the UAE?

What changes have occurred in the political system since the foundation of the federation?

How do federal authorities apply the principles expressed in the constitution?

How do federal and local authorities work together to govern the different emirates?

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Lesson Objectives

- MSC.2.2.01.027 Infers and draws conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations
- MSC.2.3.01.018 Explains how social, cultural, economic factors shape and are shaped by the physical environment
- MSC.3.1.02.018 Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways
- MSC.2.5.01.029 Assesses a text and presents the information using various media to highlight the positive and negative aspects of issues or events from the text
- MSC.2.5.01.030 Analyses the meaning of words as they are used in a text and explains how an author makes use of key terms in a text

Lesson Objective

By the end of the lesson, students will:

- Know about the spread of the Islamic faith and civilization into the Lower Gulf region of Arabia during the lifetime of the Prophet Muhammad (Peace be upon Him)
- The establishment of towns and ports along the Arabian Gulf coast and interior trade routes by caravan
- The life of Ahmed bin Majid (born circa 1432 CE and died circa 1500 CE).

Unit 3 Developments Leading up to the UAE

Lesson 1

The Rise of Islamic Civilization in the Land of the UAE


Learning Outcomes

- Explain the spread of the Islam and Islamic civilization into the Lower Gulf region of Arabia.
- Understand how towns and ports developed along the Arabian Gulf coast and interior trade routes.
- The life of Ahmed bin Majid.

Vocabulary

Julfar	Ahmed bin Majid
Jumeirah Archaeology Site	navigation
Qibla wall	Dome of the Rock
Mihrab	Al-Aqsa Mosque

Al Bidiya Mosque in Fujeirah



WARM UP:
BRAINSTORM

When and how did the people of the area now known as the UAE adopt Islam as the national religion?

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1 Islamic Civilization Arrives in the Arabian Gulf

In the late pre-Islamic period, also referred to in Arab history as the Jahaliyya, Arab merchants traded with merchants from empires on the periphery of the Arabian Peninsula. Prophet Mohammad (Peace be upon Him) was a merchant trader travelling to Damascus and back to Mecca before he received the message of Islam.

After Prophet Muhammad received the revelation of Islam, he taught its principles to the new Muslim community. After the Muslims left Mecca for safety in Medina in 622 CE, Islam spread through the Arabian Peninsula. Followers of the Prophet travelled from Mecca and Medina to other parts of the Arabian Peninsula, Ethiopia, Egypt and Syria and points beyond.

The Islamic faith and Islamic civilization arrived in the area now known as the UAE during the lifetime of the Prophet Muhammad (Peace be upon Him). For this early period, we benefit from the early histories written by Al-Balathuri and Al-Tabari and archaeological evidence.

In 630 CE / 9 AH the Prophet Muhammad (PBUH) sent a letter to present to the Sasanian Governor on the coast of Eastern Arabia who rejected the message to accept Islam. Another letter went to the leaders of the Al Julanda tribe in the area of Suhar, now Oman, who accepted Islam.

In a very short time Islam was received and established among the coastal people of the area now known as the UAE. A final battle over Dibba took place in around 632 CE or after the death of the Prophet (PBUH). The Caliph Abu Bakr dispatched a force of soldiers from the Hijaz to reinforce the Al Julanda in a battle at Dibba. After the battle its people accepted to Islam. Soon, the ports of Suhar, Dibba (the same city found in the Emirate of Fujairah) and eventually Julfar (now in Ras Al Khaimah) became ports of trade and commerce for an expanding Islamic civilization. According to the historian Al-Tabari, in around 637 CE, Julfar became the base of a naval expedition by the Muslim forces to Qays Island in the Arabian Gulf.

Key Vocabulary:

- **Julfar**
- **Ahmed bin Majid**
- **Jumeirah Archaeology Site**
- **navigation**
- **qibla wall**
- **mih-rab**
- **Dome of the Rock**
- **Al-Aqsa Mosque**
- **Al Bidiya Mosque in Fujairah**

Materials/ Resources/ Technology

Resources from Student Book

- The video series, The Emirates: Our History that has aired on television in the UAE since late 2019 is highly recommended.
- There is also a timeline Timeline of Lesson on Islamic Civilization to 1500
- The reference website on UAE history may be consulted
<https://u.ae/en/about-the-uae/history>
- A general timeline on Islamic History is recommended
<https://archnet.org/timelines/48/>

Lesson Description with SLO Tags and Notes

MSC.2.6.01.021

MSC.2.2.01.027

MSC.2.3.01.018

MSC.3.1.02.018

Activity 1: Concept Check

Match the place or event to the description.

Place or event	Description
Al Julanda	.a An important early port town (now called Ras Al Khaimah).
Hejira	.b Early princes or rulers of the area of Oman who accepted Islam in about 630 CE.
Julfar	.c An important port town, now in Fujairah, whose people converted to Islam early in the caliphate of Abu Bakr.
Dibba	.d Muslims left Mecca for safety in Medina in 622 CE.

Selected Activity Answers

Activity 1:

After reading the text and viewing the video answer the following questions:

Match the place or term on the left with its description on the right.

Write the corresponding number and letter that match or draw a line between the correct answers

- d
- a
- c
- b
- e

2 The Rise of Islamic Civilization

The first century of Islamic history is distinguished by its rapid and successful expansion across Africa to Europe as well as throughout Arabia, Syria, Persia, and Central and South Asia. Islam later spread into China and Southeast Asia and eventually to all parts of the world where mosques can be seen reflecting aspects of cultures of each of the regions, yet distinctly Islamic structures.

The Dome of the Rock

Hypostyle mosques are those that have an open courtyard with walled enclosures in front of the entrance to the mosque. They have a beamed flat roof inside the mosque leading to the qibla wall where the qibla niche is placed to show the direction of prayer toward Mecca.



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Unit 3 Lesson 1 71

Moral, Social and Cultural Studies | Grade 09 | Term 2

The Dome of the Rock is part of a larger area known as al-Haram al-Sharif, (meaning the noble or sacred enclosure) and was built by the Umayyad Caliph Abd al-Malik and completed in 691 AD. It was constructed on a high platform of flat stone or rock that was used as a municipal centre during the Roman empire.

The Dome of the Rock was built at the site of commemoration of the night journey of the Prophet Muhammad (Peace be Upon Him) (al-Isra') and his ascension to the sky (al-miraj). Isra' wa al-Miraj is one of the holy days of the Islamic calendar. It commemorates the night journey of the Prophet Muhammad (PBUH). He was taken from the Ka'ba in Mecca by Angel Jibril to al-Masjid al-Aqsa (the farthest mosque) in Jerusalem. From the rock Muhammad ascended to heaven where he met prophets who preceded him.

The edifice of the Dome of the Rock surrounds the actual rock by sets of elaborate marble colonnades and an octagonal exterior wall.

It supports an elaborate 20 meter wide dome, upon which are mosaic decorations and panelled calligraphy mosaics with Quranic verses. The famous 14th century traveller Ibn Batuta wrote 'to This is one of the most fantastic of all buildings.'



The Dome of the Rock and other structures were highly influential on other architecture built during the first century of Islamic civilization. Just a few hundred kilometres from the Dome of the Rock stands the Al-Aqsa Mosque, whose construction was begun in 705 CE, shortly after the construction of the Dome of the Rock. Although various parts were rebuilt and expanded, the image of the interior below shows the presence of columns and arches with their distinctive alternating bands of colour.



Cordoba Mosque

The Dome of the Rock and other structures were highly influential on other architecture built during the first century of Islamic civilization. Just a few hundred kilometres from the Dome of the Rock stands the Al-Aqsa Mosque, whose construction was begun in 705 CE, shortly after the construction of the Dome of the Rock. Although various parts were rebuilt and expanded, the image of the interior below shows the presence of columns and arches with their distinctive alternating bands of colour.



Selected Activity Answers

Activity 2:

Write a reflection that compares some of the elements of the interior of the Dome of the Rock with that of Cordoba Mosque in Spain. What patterns and materials appear to be similar. What is different about these two interiors? Use the vocabulary below to help you describe what you see.

Here is a diagram showing some parts commonly referred to by architects to describe an arch. The stone placed at the very top center of the arch is known as the keystone and anchors the entire arch support. The intermediate stones that are in between the keystone and the top of the columns are called voissiors. The stones below the voissiors and above the columns form the springer or the first part of the curvature of the arch.

Dome of the Rock Description

Write a sentence or two about what you see

Cordoba Mosque Description, Write what you see

Mosque Al-Aqsa Interior description, Write a sentence or two about what you see

What parts look the same in all three buildings?

- The alternating color bands of the arches
- The use of columns to create spans for arches

In what ways does this suggest that Muslim architects in Cordoba Spain were aware of the design of the Dome of the Rock or the nearby Mosque Al-Aqsa?

Activity 2: Reflection

Write a reflection that compares some of the elements of the interior of the Dome of the Rock with that of Cordoba Mosque in Spain. What patterns and materials appear to be similar? What is different about these two interiors? Use the vocabulary in the text to help you describe what you see.

Activity 2:

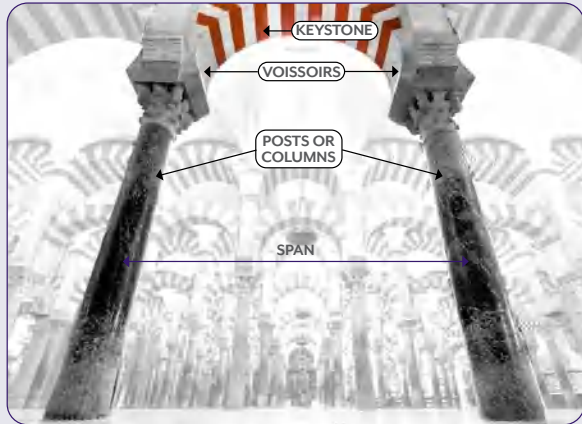
Students apply what they learned in the preceding reading, focusing on the concept of scarcity.

MSC.2.4.02.008

Selected Activity Answers

For each picture, say what resource is scarce.

- Answers: water, food, space, time.

**VOCABULARY:**

- | | |
|------------|-------------|
| ➤ keystone | ➤ columns |
| ➤ arches | ➤ voissairs |
| ➤ posts | ➤ span |

The diagram shows some parts commonly referred to by architects to describe an arch. The stone placed at the very top center of the arch is known as the keystone and anchors the entire arch support. The intermediate stones that are in between the keystone and the top of the columns are called voissiors. The stones below the voissiors and above the columns form the springer or the first part of the curvature of the arch.



A large area of horizontal lines for writing, intended for students to take notes or answer questions based on the text above.

Lesson Description with SLO Tags and Notes

Activity 3:

Students further apply their knowledge of scarcity by identifying natural, human and capital resources needed for swimming, going to a restaurant, and another event chosen by the student

MSC.2.4.01.009

Selected Activity Answers

In groups discuss the questions below.
(Example answers given.)

1. Go Swimming

- natural resources: water
- human resources: people to take me to a place i can swim and/or help me swim
- capital resources: swimming clothes

2. Eat Lunch at a Restaurant

- natural resources: food, water
- human resources: waiter/waitress, cook, cashier, etc.
- capital resources: tables, chairs, oven

Activity 3: Reflection

Dome of the Rock (Write a sentence or two about what you see)



Cordoba Mosque (Write a sentence or two about what you see)



Mosque Al-Aqsa Interior (Write a sentence or two about what you see)



What parts look the same in all three buildings?



In what ways does this suggest that Muslim architects in Cordoba Spain were aware of the design of the Dome of the Rock or the nearby Mosque Al-Aqsa?



Selected Activity Answers

Activity 3:

Dome of the Rock Description

Write a sentence or two about what you see

Cordoba Mosque Description, Write what you see

Mosque Al-Aqsa Interior description, Write a sentence or two about what you see

What parts look the same in all three buildings?

- The alternating color bands of the arches
- The use of columns to create spans for arches

In what ways does this suggest that Muslim architects in Cordoba Spain were aware of the design of the Dome of the Rock or the nearby Mosque Al-Aqsa?

4 Early Mosques in the UAE



The earliest known surviving structure of a mosque in the land of the Emirates is found on in Al Ain, very near to the Al Ain Grand Mosque.

The newly opened Jumeirah Archaeology Site in Dubai also preserves the foundations and stone base of a mosque. The site contains evidence of continuous settlement from around 1000 CE to the 1700s. The mosque foundations may be seen today at the archaeological site which is open to the public. One can clearly see the qibla wall niche indicating the direction of prayer toward Mecca.

The oldest mosque in continuous use in the UAE is the Al-Bidiya Mosque in Fujairah. It was built during the 15th century, although another mosque may have been in use there before the construction of the present building. Although it is quite small, it has unique and innovative ventilation and decorative windows and insets in the walls to house copies of the Quran and other books.



5 Julfar and Ahmed Bin Majid

Ahmed bin Majid was a famous Arab navigator. He was born in Julfar, in what is now Ras Al Khaimah, in about the year 1432 CE and died in around 1500 CE.

Ibn Majid, as well as other Arab mariners such as Ibn Rubban al-Barin, and Al-Asad Ibn Aswad, knew how to navigate by the stars. They used the astrolable as protractor calculator to help determine the latitude of their position. This is known as celestial navigation and is still taught today to mariners.

In one of his famous books the Kitab al-Fawa'id fi usul al-bahr wa'l-qawa'id (Book on the Rules of Sea Navigation), Ahmad bin Majid describes the oceans, lands and seas of the known world in about 1490. Al-Asad Ibn Aswad appeared in qaisdas or short poetic stories that recount his knowledge of navigation by the stars.



Selected Activity Answers

Activity 4:

After watching the videos and reading the text, answer the following questions about the importance of the Julfar and the life of Ahmed bin Majid (sometimes spelled as Ahmed ibn Majid or ibn Majed)

Circle the correct answer for the following questions.

- c. Ras Al Khaima
- c. Shipbuilding and trade
- b. Celestial Navigation and Sea navigation

Activity 5:

Summarize five key words, concepts, place names and sites that are new or of interest to you.

Activity 4: Video Review

Answer the questions about the importance of the Julfar and the life of Ahmed bin Majid.

Circle the correct answer for the following questions.

Julfar was located in or near which place?					
1.	<input checked="" type="radio"/> a. Abu Dhabi	<input checked="" type="radio"/> b. Dubai	<input checked="" type="radio"/> c. Ras Al Khaimah	<input checked="" type="radio"/> d. Sharjah	<input checked="" type="radio"/> e. Fujairah
What was Julfar known for?					
2.	<input checked="" type="radio"/> a. Agriculture	<input checked="" type="radio"/> b. Falaj irrigation	<input checked="" type="radio"/> c. Shipbuilding and trade	<input checked="" type="radio"/> d. Oasis and date palm cultivation	
Ahmed bin Majid wrote a book on which of the sciences and trades?					
3.	<input checked="" type="radio"/> a. Medicine and first aid	<input checked="" type="radio"/> b. Celestial navigation and sea navigation	<input checked="" type="radio"/> c. Astronomy and astrology	<input checked="" type="radio"/> d. Economics and trade	

Activity 5: Concept Check

Summarize five key words, concepts, place names and sites that are new or of interest to you.

1.
2.
3.
4.
5.

Activity 6: Navigators and their Rivals

Read the excerpt from the famous Ahmed bin Majid's book, written before 1500 CE, on the importance of honesty and hard work as the keys to becoming a good navigator.



Navigators and their Rivals

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Know that navigators are of three types. The first is the navigator who comes and goes, sometimes safely and sometimes not, making good and erroneous decisions. This is the lowest form of navigator.

The second type is the navigator, well-known by people for his excellent knowledge, cleverness and skill in every place to which travels; he collects experience of it but is not known after his death.

The third type of navigator, who is the highest of all, is he who is well known for his excellent knowledge and his great attainments from whom none of the problems of the sea are hidden and who writes books which can be of use during his life and which people can use after his death.

The friend and knowing man will thank him and the envious and contrary man will blame him and the people envious of him will steal from his works plagiarizing him and will also oppose (his theories) although unsuccessfully and they will appear like a thief who attacks someone's compound and when they are alerted, flees thus defeating his aim. (Tibbets, p. 215)

List three values that Ahmed bin Majid identifies. Write a sentence to explain why he thinks these are important human values and moral principles.





A large area of horizontal lines for writing, intended for student responses to the activity.

Activity 7:

Read this excerpt from the famous Ahmed bin Majid's book, written before 1500 CE, on the importance of honesty and hard work as the keys to becoming a good navigator. (source Tibbets, p. 215) .

Formative Assessment Opportunities

Activity 3 allows a review of the distinctive elements of Islamic architecture and monument building.

Academy Activities 8 and 9 allow reflection on primary sources and texts.

Remedial Opportunities

A general timeline on Islamic History is recommended
<https://archnet.org/timelines/48/>.

Extension Opportunities

A general timeline on Islamic History is recommended
<https://archnet.org/timelines/48/>

Lesson Objectives

- MSC.2.2.01.027 Infers and draws conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations
- MSC.2.3.01.018 Explains how social, cultural, economic factors shape and are shaped by the physical environment
- MSC.3.1.02.018 Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways
- MSC.2.6.01.021 Evaluates primary and secondary interpretations of an event
- MSC.3.1.02.017 Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value
- MSC.2.5.02.028 Plans short as well as more supported research projects to answer a claim, including self-generated claims, or to solve a public issue
- MSC.2.5.02.029 Examines how a text is structured, including how the main sentences or paragraphs contribute to the whole
- MSC.2.5.02.028 Plans short as well as more supported research projects to answer a claim, including self-generated claims, or to solve a public issue

Unit 3 Developments Leading up to the UAE

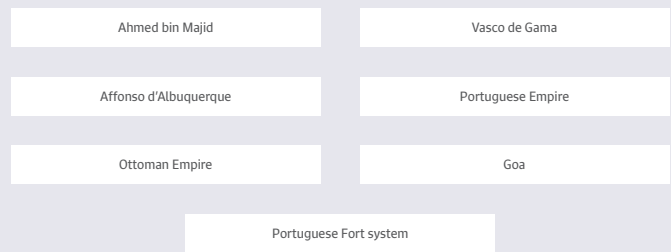
Lesson 2

Emergence of Bani Yas and Qawasim and the Beginnings of Colonial Period

Learning Outcomes

- Explore impact of the Age of Exploration and arrival of the Portuguese.
- Understand the resistance by local Arab peoples to the occupation and violence of the Portuguese period.
- Understand the chronology and historical period of empire rivalry in the Indian Ocean and Arabian Gulf regions.
- examine the UAE's largest tribal groupings and their influence on the present-day government
- explain the founding of Abu Dhabi.

Vocabulary



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Lesson Objective

By the end of the lesson, students will:

- Learn about the impact of the Age of Exploration and arrival of the Portuguese
- Gain knowledge of the resistance by local Arab peoples to the occupation and violence of the Portuguese period
- Understand the chronology and historical period of empire rivalry in the Indian Ocean and Arabian Gulf regions
- Find out about the UAE's largest tribal groupings and their influence on the present-day government
- Learn about the founding of Abu Dhabi

Events

Portuguese in Arabian Gulf and Indian Ocean

1498 CE - 1650 CE

In 1498 the Portuguese rounded the Cape of Hope in south Africa and arrived at the coast of Southern India. In 1507, the Portuguese, led by Afonso de Albuquerque (1453-1515) launched a series of naval and land attacks along the Arabian Gulf and Indian Ocean region. This resulted in a violent disrupted of a peaceful and prosperous Indian Ocean based trading system for the Southern Arabian Gulf and the area of the UAE. After a series of violent attacks on the coastal areas of Oman and the town of Khor Fakkan, here in the UAE, the Portuguese built forts to maintain their occupation of the coast. Resistance to this occupation persisted over the next 150 years and by the 1650 the Omani town of Muscat was retaken from the Portuguese.

Resistance & Revival of Qawasim, Bani Yas and other Towns

1600 CE - 1800 CE

The ruling dynasty of Julfar was the Qawasim of Ras al-Khaima, to whom one paid a tax in order to engage in commerce, including the local agricultural fields of dates. Pearl diving and trade was also lucrative. Ships from Ras al-Khaima returned yearly with approximately 80,000 rupees from selling the dates. A tenth of this amount went to their sheikhs as a local tax or customs fee.

By the late 18th century the Qawasim had a fleet of large ships that frequented the ports of India, Yemen, Sind, Cochin and Basra. Each sailor's share or pay on the voyage varied. For the trip to India it was from 50 to 80 rupees; to Yemen 70 rupees; to Africa 40 rupees; to Sind and Cochin 25-30 rupees; and finally back to Muscat 12 rupees; The Qawasim sailors did not earn any money from their trips to Basra, because their ships were loading up both fresh and dried dates which they then sold the other ports.

The Dutch in the Gulf

1620 CE - 1761 CE

During the Dutch period of trading in the Gulf to about 1760, the Arabian Gulf had favored conditions for Arabian Gulf based merchants and shipping to trade long distance across the Indian Ocean. From the Russian historian Lionovich's study of the Dutch period records, we find evidence of substantial trading profit along the Southern Arabian Gulf coast. Arab trade ships of various size made regular voyage between Basra, Bahrain Ras al-Khaimah, Muscat, and to the Indian trade ports of Cochin. From the Dutch residency documents in Basra, we have limited but insightful evidence of relative rates of profit and amounts paid, distributed to ordinary seamen, on these voyages (Lionovich). The end of the Dutch period in the 1760s also seem to be a high water mark for Arab commercial seamen, for from 1780s onward, increased rivalry between the growing and more aggressive British presence and internal developments in Arabia that responded to these changed conditions.

Sheikh Rahma Bin Matar Al-Qasimi

1718 CE - 1760 CE

During the rule of Sheikh Rahma bin Matar al-Qasimi (ruled 1718-1760 CE) the coastal town around Ras al-Khaima grew wealthy from its development of shipping, pearling and trade with other Gulf towns, the Oman coast, East Africa and India.

British Arrival / Interference in Gulf

1760-1820

After 1763 the British increased their presence in the Gulf and became the most powerful power after the withdrawal of the Dutch from the Gulf region in 1765. The British used their sea power to attack and limit local shipping and development along the coast. They wrongly accused the Qawasim sailors and ships of being pirates. In 1809 and again in 1819 they attacked and bombed port towers along the southern Gulf, including Ras al-Khaima. The images here were drawn by a British artist after the attack on Ras al-Khaima.

Myth of Arab Piracy

1760-1820

One of the myths or false ideas spread by the British after their arrival in the late 18th century (after 1760) was that the Qawasim sailors and fleets of ships were engaged in acts of piracy by attacking British and other shipping in the Gulf. In his book on this subject, Sheikh Dr. Sultan al-Qasimi, and ruler of Sharjah, proved that this was a false story made up by the British without substantial evidence. In fact, the Qawasim shipping up until about 1809 was prosperous and growing its trade across the region in peaceful ways.

Al Nahyan and the Bani Yas move to Abu Dhabi

1761

In 1761 the Bani Yas tribe under the leadership of Sheikh Diyab of the Al Nahyan family relocated and settled in the island and coastal area of Abu Dhabi.

2 The Portuguese Empire and the Arabian Seas 1500-1620

The Ottoman Empire dominated the Mediterranean and large parts of Western Asia since their conquest of Constantinople in 1452. Inspired by the Ottomans, the Europeans began exploring the Atlantic Ocean and down the coast of Africa. After the Americas were discovered in the 1490s, the European countries began expanding through maritime empires and colonies. Tragical consequences of the colonization were that European diseases devastated the indigenous populations of North and South America who had no immunity to them and hundreds of thousands of people from the Western coast of Africa were captured and forced into slavery to work on plantations in the New World.

In 1488, a Portuguese sailor, Bartholomew Diaz, managed to sail around the southern tip of Africa, but he only went a short distance further. In 1497, Vasco da Gama sailed from Lisbon in Portugal along the West African coast. In December of the same year, he rounded the southern edge of Africa. Continuing on, he crossed the Indian Ocean and reached a place near modern-day Calicut, in Kerala, India. He became the first European sailor to complete a voyage between Western Europe and India, although historical sources he learned about the route from Arab sailors.

The Portuguese begin controlling areas of south Asia and the Arabian Gulf. Da Gama's knowledge of how to sail across the Indian Ocean was still, however, very limited, as is evident in his decision to return to Kenya in August. This was the worst time to sail from east to west, as the winds were blowing in the opposite direction. Local sailors and navigators who understood the monsoon patterns, like Ibn Majid, would have known this.

The trip back to India took a terrible toll on his ships. Instead of the 23 days it had taken to sail from Malindi to Calicut, it took Da Gama 132 days to sail in the opposite direction. Many of his sailors died from thirst and starvation, but most of his fleet made it back home to Portugal.

3 The Portuguese and the UAE

Soon afterward the Portuguese explored and expanded their control into the Arabian Gulf. In 1507, the Portuguese naval commander Afonso de Albuquerque attacked Sohar in Oman. He then turned his attention to the coastal cities of the UAE that had become important trading centers.

The people of Khor Fakkan, on the east coast, had been warned he was coming and prepared for his attack. However, they could not withstand the cannon fire of the Portuguese ships. After they landed, the Portuguese seized the town after tough resistance from its inhabitants. When they left Khor Fakkan next day, they took with them supplies, including water, and burnt the city. Portuguese accounts refer not only to their conquest but also provide detailed descriptions of major towns in the UAE at that time.

In De Albuquerque's chronicle, Khor Fakkan is said to have had good houses; it is very strong on the land side and the reason of it is this, that it was more fearful of being attacked by land than by seas. Many worthy merchants of Gujarat live there. The town lies at the foot of a very high mountain, and on the land side it has a very strong wall, which is carried along to the sea... in the interior are many estates with good houses, many orange trees, lemon trees, zamboa trees, fig trees, palms, and all sorts of vegetables, and many water pools, which they use for irrigation; in the fields is much straw stubble, as in Portugal, and there are many maize fields.

He also mentions the plentiful horses that were kept in stables in Khor Fakkan.

4 Hormuz and the Portuguese in the Arabian Gulf

With such wealthy towns, and with the profitable pearling industry, it is hardly surprising that the Portuguese wanted to control parts of the UAE. The remainder of 1507 was spent capturing the rest of the eastern coast of the UAE and then eventually Hormuz itself. It was not easy for the Portuguese to capture Hormuz, however. As their fleet approached, ships from Julfar in Ra's al-Khaimah as well as Hormuz itself fired upon the Portuguese fleet. Eventually Hormuz fell and the local rulers accepted Portuguese rule. Once Afonso de Albuquerque returned to India, the Kingdom of Hormuz, with support from people on the east coast of the UAE, revolted against the invaders. The Portuguese put the revolt down. They attempted to control parts of the UAE more directly by establishing forts at Kalba, Dibba, Bidya and Khor Fakkan. Others were built later at Julfar and at Khasab, in the Musandam peninsula, north of Ra's al-Khaimah.

The descriptions of these Portuguese forts provide important information about life at this time. The map-maker, Pedro Barreto de Resende, writes that the water in Khor Fakkan is the 'best in all of Arabia'. We also read of the existence of large villages with mudbrick buildings surrounded by date-palm gardens and wells. The picture is one of a prosperous society. For most of the sixteenth and the early part of the seventeenth century CE, the Portuguese claimed control over these coastal areas of the UAE, by virtue of controlling the Kingdom of Hormuz.

5 Resistance

Resistance against the Portuguese grew. In 1619, a major revolt occurred in Julfar, in Ra's al-Khaimah. In 1622, Hormuz, controlled by the Portuguese, was attacked by a Persian and British force. After a several month siege the city fell. The British had first arrived in the Gulf a few decades earlier, as had the Dutch, though they never established any presence in the Emirates.

6 A Dutch view of Bidya in Fujairah

Although the Dutch never established a presence in the area of the UAE, they knew many of its towns as they continued to trade in the Gulf during the seventeenth century. In 1666, a Dutch ship, the Meerkat, sailed along the coast. It described the town of Bidya as follows: "Lebdia (Bidya) is a place which has about 200 houses all built from branches of date palms. It is standing on a beach on a latitude of 25 degrees, 5 minutes. It has behind the houses a beautiful valley, where there are a great many date palms and some fig trees and there are several wells, one of them a pistol's shot distance from the beach there is very good and fresh water to be got. In this valley grow some melons, watermelons and onions..."

Having lost control of Hormuz, the Portuguese reinforced their possessions on the UAE east coast. However, local resistance continued. The people of Dibba revolted against foreign control. Ruy Freire, a Portuguese commander, responded by placing 50 Portuguese soldiers into the city. By 1627, the locals had also revolted against these soldiers. Pietro della Valle, an Italian diplomat travelling at the time in the Gulf, wrote that 'The Arabs do not suffer to being subject to anyone and put freedom above all'.

In Oman, the first leader of the Ya'ariba dynasty, Nasir bin Murshid (1624-1649 CE) began to retake Portuguese forts by first attacking Muscat. Around 1632, Julfar was liberated when the garrisons of Hormuzi and Portuguese soldiers were defeated. In 1643 Khor Fakkan was liberated. These victories encouraged further resistance against the Portuguese. Nasir bin Murshid's successor, Sultan bin Sayf (1649-1688 CE), finally liberated other key ports from Portuguese control. By 1650, Muscat was retaken and the Portuguese had lost every outpost on the UAE and Oman coast. The Portuguese did not disappear from the region, but their defeat meant that they were no longer controlling major trade routes and putting heavy taxes on shipping. This permitted the tribes of the Arabian Gulf to sail under their own flags.

The appearance of British soldiers in the attack on Hormuz in 1621 marked the emergence of an entirely new European power in the Arabian Gulf. The English East India Company, which promoted English trade interests abroad, was weak at the time. It did not extend its power into the Arabian Gulf until later. Nevertheless, England was to have a lasting influence on the region until the formation of the UAE in 1971.

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Selected Activity Answers

Activity 1:

The table below contains a list of some important events that followed Vasco de Gama's journey to Asia. Look at the list carefully and decide in which order you think the events should be. The first one has been done for you. Then, as you complete the lesson, go back to this table and change the order as you learn more.

- 2
- 4
- 6
- 5
- 1
- 8
- 3
- 7

Activity 1: Concept Check

The table contains a list of some important events that followed Vasco de Gama's journey to Asia. Number the events in order. The first one has been done for you.

Event	Order
The Portuguese seized Khor Fakkan.	
The Portuguese built forts in different parts of the UAE.	
Tribes of the Arabian Gulf sailed under their own flags.	
The Kingdom of Hormuz revolted against the Portuguese invaders.	
Afonso de Albuquerque attacked Sohar in Oman.	1
Julfar and Khor Fakkan were liberated.	
The Portuguese captured eastern coast of the UAE and Hormuz.	
Hormuz fell to Persian and British forces.	

Activity 2: TRUE or FALSE ?

Indicate whether each of the statements about the Portuguese in region is true or false.

Place a tick or a cross next to the option you think is correct.		
1.	The Portuguese invasion started in Oman.	
2.	The men of Khor Fakkan were punished brutally.	
3.	Khor Fakkan expected to be attacked by the sea.	
4.	Afonso de Albuquerque remained in the region.	
5.	Everyday life changed radically after the Portuguese invasion.	

The Tribal Origins of the Modern UAE

The Qawasim and the Bani Yas represent twin aspects of modern life in the UAE. The BaniYas were familiar with the interior of the country and had strong desert roots, while also being involved in the offshore pearl fisheries. The Qawasim were merchants and sailors who sailed the Arabian Gulf and Indian Ocean. The emergence of these two groups, allied with the tribes of smaller coastal ports like Ajman and Umm al-Qaiwain, laid the foundations for the United Arab Emirates of today. The patterns of government now began to become distinctly recognizable across the region, in towns and rural areas as well as in the desert and mountains. The leader of each community, the sheikh, ruled in consultation with other members of his family and key individuals in the community. Open meetings rather like today's majlis would have been held, at which key issues of the day were discussed. In times of war, whether with neighbours or with foreign powers, the sheikh could call on his people to form a fighting force. A modern standing army had yet to emerge. It is evident, both from the limited written records that exist and from oral traditions passed down through the generations that this system of governance has close parallels to the system we see today. To succeed as rulers, the sheikhs needed to consult with, and maintain the support of, the people. The UAE today may be a fairly young country at less than 50 years old, but its system of government is much older. All of the ruling families of the UAE can trace their origins to at least the eighteenth century. Today's rulers, and their families, have led the people of the emirates for over 200 years.

Activity 2:

Answer the questions below with information from the reading.

Place a tick or a cross next to the option you think is correct.			
1.	The Portuguese invasion started in Oman.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	The men of Khor Fakkan were punished brutally.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Khor Fakkan expected to be attacked by the sea.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	Afonso de Albuquerque remained in the region.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	Everyday life changed radically after the .Portuguese invasion	<input checked="" type="checkbox"/>	<input type="checkbox"/>

8 The Al Nahyan Family

Sometime in the middle or late seventeenth century, today's ruling Al Nahyan family emerged as the chiefs of the Bani Yas. The first-known Al Nahyan sheikh was called Falah, from the Al Bu Falah section of the tribe. One of his four sons, Nahyan, then succeeded him. Then, perhaps in the early eighteenth century, Nahyan's son, Isa, became the Bani Yas sheikh. From now on, the history of the Bani Yas becomes clearer.

A few decades later, after Sheikh Dhiyab had succeeded his father, Sheikh Isa, the Bani Yas moved to occupy the island of Abu Dhabi. The date that is commonly associated with this move is 1761. A well-known story attributes this move to hunters having followed a gazelle from the coast across a shallow inlet to a spring on the island of Abu Dhabi. The tribesmen returned to Liwa and told Sheikh Dhiyab of their discovery. He then ordered a settlement built on the island. This story provides the origin for the name 'Abu Dhabi' - i.e., 'the Father of, or possession of, the gazelle.'

The move to Abu Dhabi was very wise, as it was close to the pearl banks. The Bani Yas began to grow as an economic and maritime power. It was also easily defended as the island was separated from the mainland by a creek. The tower at Maqta, restored by Sheikh Zayed in 1969, was used for this purpose. The tower served to control access to the island of Abu Dhabi. It marked the tribe's control over the island and their intentions to establish their seat of power there. In 1795, Sheikh Shakhbut bin Dhiyab succeeded his father as Ruler and moved his headquarters from Liwa to Abu Dhabi. Sheikh Shakhbut established a fort on the island. This was to become the first part of the building that today is known as Qasr al-Hosn. In a map from the 1830s, the fort is very clearly indicated in the position in which it still stands today.

The establishment of Abu Dhabi as the center of Al Nahyan power was critical to their success in the coming centuries. Qasr al-Hosn became the center for community consultation and political discussion. Important decisions, like the signing of the first oil concessions, were made here. One of the first actions of Sheikh Shakhbut was to establish a fort on the island. This building became the first component of Qasr al-Hosn, the centre of Al Nahyan power.

Activity 3: Family Tree

Complete the family trees below with the appropriate names. Who was the father of whom?

The Bani Yas (Al Nahyan)
Sheikh Shakhbut
Sheikh Isa

Selected Activity Answers

Activity 3:

Complete the family tree below with the appropriate names.

- The Bani Yas (Al Nahyan)
- Sheikh Shakhbut
- Sheikh Isa
- Sheikh Falah
- Sheikh Dhiyab
- Sheikh Nahyan

Activity 3: Family Tree

Sheikh Falah
Sheikh Dhiyab
Sheikh Nahyan

Sheikh Rahma bin Matar al-Qasimi

According to a Dutch report of 1756, Sheikh Rahma, who founded the Al Qasimi dynasty, "is at present the most powerful among the Huwala rulers, having of his own people 400 well-armed with firearms in Zur (Ra's al-Khaimah), which has a good harbor where the largest ships can find shelter. There may be about 60 vessels there of which the most are large and well-provided and navigate down to Mocha (a port in Yemen). In this place itself there is a rather considerable trade as well of pearls as of some merchandise and provisions which are carried into the desert..."

0 The Qawasim

To the north of the country, the Qawasim, who today are the rulers of Sharjah and Ra's al- Khaimah, began to emerge in the middle of the seventeenth century, when one of them was involved in a war between Oman and Persia. In 1718 Sheiks Rahma bin Matar was the leader who formed the alliance with Oman in another war with Persia, by around 1720, he was being called the Emir (Sheikh) and began to establish his own independent state.

Dutch writers of the time note that he was one of the wealthiest merchants and ship-owners in the Arabian Gulf. He died around 1760, and was succeeded by his brother, Sheikh Rashid. By this time, the Qawasim ruled much of the northern areas of the UAE. They expanded their influence to include parts of the eastern coast of the UAE, including the important ports of Khor Fakkan and Dibba. They also controlled several important islands in the Arabian Gulf, including Greater and Lesser Tunb, Abu Musa and Sirri, as well as part of Qishm Island. They also ruled areas on the southern Iranian coastline, like Bandar Linge, where they retained control until late in the nineteenth century. Their ships sailed the seas from Basra to India and southwards to East Africa.

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Activity 4: Compare and Describe

Fill in the spaces with the appropriate information.

	Bani Yas	Qawasim
Origins		
Founder		
First mentioned in literature		
Today's decedents		

Selected Activity Answers

Activity 5:

Based on the readings above fill in the blanks with the missing words.

The leader of each group, the Sheikh , ruled in consultation with other members of his family and key individuals in the majlis of the tribal community . Open meetings were held to discuss key issues. In times of war, the sheikh could call on his leaders to form a fighting force as there was no standing or permanent army at the time. This system of government set the foundation for the way the country is ruled today.

To succeed, the sheikhs needed to consult with, and have the support of, the tribal community and families . All of the ruling families of the UAE can trace their origins to at least the 18th century, which means that today's ruling families have led the people of the emirates for over 200 years.

Activity 5: Gap Fill

Based on the text, fill in the blanks with the missing words.


The leader of each group, the _____, ruled in consultation with other members of his family and key individuals in the _____. Open meetings were held to discuss key issues. In times of war, the sheikh could call on his _____ to form a fighting force as there was no _____ at the time. This system of government set the foundation for the way the country is ruled today.

To succeed, the sheikhs needed to consult with, and have the support of, the _____. All of the ruling families of the UAE can trace their origins to at least the _____ century, which means that today's ruling families have led the people of the emirates for over _____ years.


Activity 6: Short Answer

The story of the Al Nahyan family is closely linked to Abu Dhabi. Answer the questions.

When and why did the Bani Yas move to the island of Abu Dhabi?



What is the origin of Abu Dhabi's name?



Selected Activity Answers

Activity 6::

The story of the Al Nahyan family is closely linked to Abu Dhabi. Review your text and answer the questions.

1. When and why did the Bani Yas move to the island of Abu Dhabi?

1761 – expansion of activity and location of water and land resources

2. What is the origin of Abu Dhabi's name?

It is an island, whose name means "Father of the gazelle"

3. What was the consequence of settling in Abu Dhabi?

The tribe gained access to the sea and established a seafaring town that connected its interior to the coast

4. What was the original function of Qasr al-Hosn

A defensive fort and palace residence,

5. What was Qasr al-Hosn used for with time?

A palace and administrative center

Selected Activity Answers

Activity 4:

Let's have a closer look at the Bani Yas and the Qawasim. The table below compares key features of the two tribal groups and the way they operated.

Read about the two groups in your textbook and fill in the spaces with the appropriate information.

- Seet text

Activity 5:

Based on the readings above fill in the blanks with the missing words.

The leader of each group, the __Sheikh__, ruled in consultation with other members of his family and key individuals in the __majlis__ of the tribal community__. Open meetings were held to discuss key issues. In times of war, the sheikh could call on his __leaders__ to form a fighting force as there was no __standing or permanent army__ at the time. This system of government set the foundation for the way the country is ruled today.

To succeed, the sheikhs needed to consult with, and have the support of, the __tribal community and families__. All of the ruling families of the UAE can trace their origins to at least the __18th__ century, which means that today's ruling families have led the people of the emirates for over __200__ years.

Activity 5: Short Answer

What was the consequence of settling in Abu Dhabi?



What was the original function of Qasr al-Hosn



Lesson Objectives

- MSC.2.6.01.021 Evaluates primary and secondary interpretations of an event
- MSC.2.5.02.029 Examines how a text is structured, including how the main sentences or paragraphs contribute to the whole
- MSC.2.5.01.030 Analyses the meaning of words as they are used in a text and explains how an author makes use of key terms in a text

Lesson Objective

By the end of the lesson, students will:

- Learn about the impact of the British upon the Gulf in the 19th century
- The Maritime Treaties
- The Resilience and Development of National Identity in the Emirates

Unit 3 Developments Leading up to the UAE

Lesson 3

The British Maritime System and National Identity 1750-1898

Learning Outcomes

- Understand how world events during colonization affected the area now known as the UAE.
- Identify elements of National Identity development.

Vocabulary

maritime

1 British in the Southern Arabian Gulf

During the eighteenth century, the British attempted to expand their influence in the southern Gulf. They considered themselves masters of the seas and attempted to control shipping and trade as much as possible. One of the possible reasons for this was that cloth, which they had once shipped through Russia and Syria, now came through the Arabian Gulf.

The Qawasim's large navy came to challenge British sea power in the area. At its peak, according to reports from the time, the Qasimi navy had over 60 large ships and could put over 15,000 sailors to sea. Conflict inevitably broke out. To the Qawasim, the seas of the Arabian Gulf were their territory and they had a right to control and to 'tax' ships that passed through their waters. By the end of the eighteenth century, the Al Nahyan had also established their power base on Abu Dhabi. Their seat of power, Qasr al-Hosn, became the center of economic activities, especially pearling.

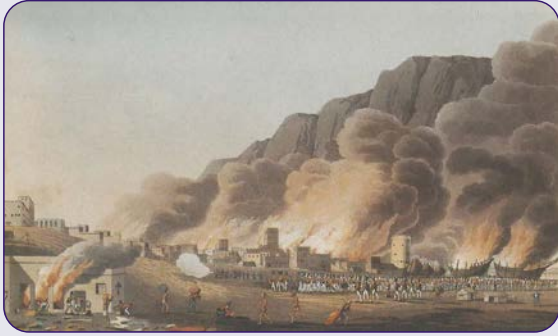
The British were keen to maintain and expand control of the sea routes to India. They felt that the increasing economic power of Al Nahyan and the Qawasim threatened that control. To justify their actions, the British accused the Qawasim of 'piracy'. Detailed research by today's Ruler of Sharjah, Dr. Sheikh Sultan bin Mohammed al-Qasimi, provides an effective and detailed answer to the British claim. He has investigated many documents kept in Mumbai (Bombay) and shown that Qawasim piracy was a 'myth' created by the British. They used this to justify their attempts to control trade in the Arabian Gulf. As Sheikh Sultan notes in one of his scholarly books, "In the case of the Qawasim the accusation is fallacious."

The charge of piracy by the British against the Qawasim was first made in December 1804, and continued up to 1821. But in the period from 1801 to 1821, imports from the Arabian Gulf to Bombay more than doubled and exports from Bombay to the Arabian Gulf almost tripled. In other words, Qawasim activity did not affect trade or the 'safety of the seas'.



In 1805, after several encounters, the British blockaded the Qawasim fleet on Qishm, an island in southern Iran that they controlled. Clashes at sea between British and Qawasim ships continued and four years later, the British attacked Ra's al-Khaimah.

On November 13th 1809, they captured the town and destroyed its harbor and fortifications. The Qawasim, however, rapidly rebuilt their fleet. This led to further clashes and, in late 1819, the British once again attacked Ra's al-Khaimah as well as other strongholds along the coastline like the fort of Dhayah, north of Ra's al-Khaimah.



Treaties

In January 1820, the General Maritime Treaty was signed between the British and rulers of several of the Emirates. An original copy was signed on the beach at Ra's al-Khaimah and then additional rulers signed. These included the sheikhs of Ra's al-Khaimah, Abu Dhabi, Sharjah, Ajman and Umm al-Qaiwain.

The aim of the treaty was to further British control of shipping, but it also provided for an expansion of pearling and trade by the rulers of the emirates. This treaty also included a commitment to prohibit maritime transport of slaves, long before the practice was abolished in many other countries.

One result of the General Maritime Treaty was the development of closer relations between two tribal groupings of the Bani Yas and the Qawasim. They were to grow in power and play a critical role in the development of the modern state. Throughout the nineteenth century, the foundations of the modern country were being laid.

Selected Activity Answers

Activity 1:

This activity presents seven sentences about British interference in the Southern Gulf. Rearrange the sentences so that they form an ordered paragraph summarizing the information in your text. The first sentence of the paragraph has been given for you.

The order below is suggested – some alternate sequencing is possible, but the General Maritime Treaty will be the last.

- 1
- 3
- 7
- 2
- 4
- 6
- 5

Activity 1: Ordering

This activity presents seven sentences about British interference in the Southern Gulf. Rearrange the sentences so that they form an ordered paragraph summarizing the information in your text. The first sentence of the paragraph has been given for you.

1	During the eighteenth century, the British wanted to control shipping and trade as much as possible in the southern Gulf.
	The Qawasim were falsely accused of 'piracy'.
	The General Maritime Treaty was signed between the British and rulers of several of the Emirates.
	The increasing economic power of the Qawasim and Al Nahyan caused the British to fear losing their control of the sea routes to India.
	The Qawasim's navy of over 60 large ships and 15 000 sailors challenged the British sea power.
	Ra's al-Khaimah's harbor and fortifications were destroyed.
	The British blockaded the Qawasim fleet on the island of Qishm.

4 The Treaties of the 19th Century

The foundations of the modern UAE grew throughout the 1800s. The Bani Yas and the Qawasim consolidated their power across the country. They continued to engage with the British Empire who sought to extend their power into the region. Several treaties with the British were signed from the 1830s onwards.

In 1853 the Perpetual Maritime Truce ensured an end to all conflict at sea. This was followed by the 'Exclusive Treaty' in 1892. As a result of these agreements, the country became known as the "Trucial States". The treaties restricted other European countries from the Arabian Gulf. They also resulted in Britain representing the Trucial States in dealings with foreign countries.

3 Chronological Guide to Treaties

1809	1st British attack Ras Al-Khaimah	In 1809 the British Navy and Marines attacked Ras Al-Khaimah leading to the killing of civilians, and the deliberate burning of houses and destruction of the Qawasim merchant fleets.
1819	2nd British Attack on Ras Al-Khaimah	British attacks along the Gulf Coast resume. Ras al-Khaimah was directly attacked by British forces who burnt its houses and merchant fleets and killed many civilians. It leads to Britain forcing a truce or agreement to allow British oversight of commercial and maritime affairs for the region. The term "Trucial States" is used by the British to mark the various independent sheikhdoms that are familiar to us now as the UAE.
1820	General Maritime Treaty	In 1820 the British impose the General Maritime Treaty with the Sheikhs of the Arab coast by which the leaders agreed to a cessation of disturbances on the sea and were prohibited to build large ships and erect fortifications along this coast. Article 9 of this treaty contained the first denunciation of the slave trade ever written into a formal treaty. The British used the treaty to claim the right to police the seas of the lower Gulf.
1835	Maritime Truce of 1835	The British who were fearful of resurgent resistance from our local people, persuaded the Rulers of Abu Dhabi, Dubai, Sharjah and Ajman to sign a Maritime Truce in 1835 banning acts of war at sea during the pearling season. A truce is a cease fire agreement. It was signed by the Sheikh of Umm al Qaiwain in the following year.
1843	Ten Years' Truce	The Ten Years' Truce allowed the British supported fleet of Indian naval forces to patrol the pearl banks along our coast.
1853	The Perpetual Treaty of Maritime Peace	When the Ten Years' Truce, the British and our local Sheikhs agreed to establish a permanent peace at sea. The Sheikhs agreed to a complete cessation of hostilities at sea and a 'perfect maritime truce...for evermore'. It was this truce, that gave the British the idea of calling this region as the Trucial Coast.
1892	The Exclusive Agreements of 1892	With the Ottoman Empire's presence and influence in the Iraq and the Northern Gulf, the United Kingdom entered into another agreement with the Trucial Sheikhdoms through a new treaty known as the Exclusive Agreements of 1892. It provided guarantees of British military protection of the Gulf sheikhdoms but attempted to restrict the ability of the local sheikhs from engaging in foreign policy and other negotiations and full autonomy.

Activity 2: Synthesize Information

Explain how the sequence of treaties attempted to reduce autonomy of the Trucial States and increase British influence in the region.



A series of horizontal lines for writing, starting from the first line below the pencil icon and extending down to the bottom of the activity area.

7 1800-1914: Local and International Developments

During the 1800s local day-to-day life continued much as it had done before. Careful exploitation of the sea, the deserts, and the oases continued to provide the basis for life. This contributed to the strengthening of a local, and independent, identity, based around the major tribal groups in Abu Dhabi and the northern emirates.

The Rulers of the Trucial States signed treaties with Britain as Rulers of their regional areas. The British did not rule any of the Emirates, so the UAE was not colonized. Therefore, when the country was formed in 1971 it was an agreement between rulers to unite that formed the country. It was not gaining independence from Britain because it had never lost it in the first place.

Abu Dhabi

From 1795 to 1845 Sheikh Shakhbut bin Dhiyab and his sons ruled Abu Dhabi. He wielded great power and built alliances with other tribes. He was the first of several important rulers who have dominated Abu Dhabi's history over the last 200 years. Sheikh Shakhbut's grandson was Zayed bin Khalifa al-Nahyan. He ruled from 1855 to 1909, which is the longest reign in Abu Dhabi's history. He expanded his influence over a vast area. By the end of the nineteenth century, Abu Dhabi became the most important power in all of southeastern Arabia. Sheikh Zayed's center of power was Qasr al-Hosn. There he conducted majlis meetings with leading tribal figures and resolved disputes. A traveler to the region in the early twentieth century captured photos of him at work showing how Qasr al-Hosn appeared at that time.

He was also the grandfather of the founder of the UAE, Sheikh Zayed bin Sultan. Under these leaders the economy grew. The pearling industry reached its peak at this time helped by the Treaties that ensured peace at sea. Evidence of pearling dating to this time – in the forms of piles of pearl oyster shells – can found on almost all of Abu Dhabi's many islands. In the far west, Dalma became an important market for pearls, attracting merchants from as far away as India.

The Northern Emirates

The northern emirates also changed during this time. Abu Dhabi and Dubai were under one rule since at least 1799. In 1833 the Al Maktoum family, part of the Al Bu Falasah section of the Bani Yas, migrated from Abu Dhabi to Dubai. Under their leader, Sheikh Maktoum bin Butti, they settled and ruled Dubai.

In 1894, Sheikh Maktoum bin Hasher al-Maktoum became ruler of Dubai and the city grew in importance. Sheikh Butti bin Suhail al-Maktoum succeeded him in 1906. Trade and economy flourished. In 1909, the British India Steam Navigation Company added Dubai as a port of call on its routes to India. The first postal service was introduced at that time. This allowed merchants to communicate quickly through the Arabian Gulf and India.

In 1866, Sheikh Sultan bin Saqr al-Qasimi, who had ruled the Qawasim state in the north, died. His territory was divided into Sharjah and Ra's al-Khaimah, ruled by his sons. The Qawasim were forced to leave parts of Iran though they kept the islands of Abu Musa and Greater and Lesser Tunb. Abu Musa became part of Sharjah and Greater and Lesser Tunb became part of Ras al-Khaimah.

Activity 3: Map Work

Use the map outline for the UAE to include and note key features as you work through the lesson. Use coloured pencils to add some colour to the map and differentiate the land and the sea.

On your map, mark the following:

- Sir Bani Yas island
- Liwa
- Abu Dhabi
- Sharjah
- Ra's al-Khaimah
- Khor Fakkan
- Dibba
- The areas ruled by the Bani Yas
- The areas ruled by the Qawasim



Activity 4: Reflective Writing

Explain why you think the British repeatedly demanded new treaties with rulers of the Trucial States between 1820 and 1892.



A series of horizontal lines provided for students to write their response to the activity prompt.

Selected Activity Answers

Activity 5:

Write a response of 50 to 100 words to explain why you think the British repeatedly demanded new treaties with our local sheikhs between 1820 and 1892.

Activity 6:

Write a reflection on what the advantages of the General Maritime Treaty 1820 brought? Who benefited and why? What disadvantages did it also bring? Who did the treaty affect in a negative way?

Advantages**Disadvantages****Activity 5: Reflection**

What were the advantages of the General Maritime Treaty 1820 to the Trucial States? Who benefited and why? What disadvantages did it bring? Who did the treaty affect in a negative way?

Lesson Objectives

- MSC.2.6.01.021 Evaluates primary and secondary interpretations of an event
- MSC.3.2.02.017 Explains why governments interact in world affairs; describes how the UAE government develops and carries out foreign policy

Lesson Objective

By the end of the lesson, students will:

- Learn the names of key leaders of the Emirates during the 19th and 20th century
- Understand the transitional role of the Trucial States in building our nation
- Learn about the resolve of Emirati people to live through hardships of World War II
- Know about the transitions of our economy from fishing, trading and pearls to an oil producing economy

Unit 3 Cultural Studies

Lesson 4

The Trucial States Leading up to Nationalization

Learning Outcomes

- Identify key leaders of the Emirates during the 19th and 20th century.
- Understand the transitional role of the Trucial States in building our nation.
- Understand the resolve of Emirati people to live through hardships of World War II.
- Know about the transitions of the economy from fishing, trading and pearls to an oil producing economy.

Vocabulary

Trucial Scouts

Trucial States

cultured pearls

Sharjah Airport

1 Timeline of Maritime Treaties



- British Attacks on Ras Al-Khaimah and other Towns**
1809 - 1819

In Two Separate attacks the British used marines and naval forces to attack and burn to the ground buildings and towns of Ras al-Khaimah and other coastal towns in the Southern Gulf region. After destroying the local ships of the Qawasim and Omani towns they forced the signing of the General Maritime Treaty (1820) see page 122 of textbook.
- The Emirates of Dubai is established**

In the 1830 Sheikh Maktoum Ibn Butti established the Emirate of Dubai. By 1833 the Al Maktoum family relocated in Dubai. In 1894 Sheikh Maktoum bin Hasher al-Maktoum became ruler of Dubai. Over the next few generations, Dubai grew and developed its port. (p.126 of textbook)
- British Arrival / Interference in Gulf**
1853 CE - 1971 CE

In 1853 the British forced local coastal rulers to sign the Perpetual Maritime Treaty. In 1892 a new treaty called the Exclusive Treaty of the 1892 gave the British a monopoly complete control over what ships could sail from Gulf ports, limited the size and number of these ships and forced local resident seamen to obtain permits after they paid fees for the right to sail and engage in trade.

- Sheikh Zayed bin Sultan al-Nahyan and the Founding of the UAE in 1971**
1918 CE

Sheikh Zayed was born in 1919 and became ruler of Dubai in 1966 and then the first President of the United Arab Emirates in 1971. He ruled until his death in 2004.
- Japan invents cultured Pearls**
1928 CE

In 1928 the Japanese invented a method of raising oysters to create cultured pearls on sea farms. The new technology created a plummet in the price and demand for pearls and ended the profits of a local industry that had prospered for 7,500 years (page 14 of text).
- Airport in Sharjah**
1932 CE

The first airport in the region is established in Sharjah.
- 1950-1939s World War II and Aftermath**
1939 CE - 1950 CE

The UAE experienced severe hardship during the World War II years of 1939 to 1945 as food shipments from India were diverted or transferred away from Gulf ports to support the British and Allied armies in their fight against the Germans and Italians.
- The Trucial Scouts**
1951-1971

The Trucial Scouts were the first modern security forces who acted to protect the ports, airport and border regions. These local Emirati soldiers would become the core and founding military leaders of the new UAE Armed Forces after the United Arab Emirates was established 1971.

Selected Activity Answers

Activity 2:

Watch the video and answer the questions below.

Match the names of the the founders of these Emirates:

Place the letter of the description of the event of founding with the name on the left

- G
- F
- E
- H

2 A Combination of Effort

There were many leaders of the past who also deserve recognition for their part in shaping the nation. In Abu Dhabi, Sheikh Dhiyab bin Isa made the momentous decision 250 years ago to establish the new settlement on Abu Dhabi Island that now serves as the UAE's capital. Sheikh Shakhbut bin Dhiyab and Sheikh Zayed bin Khalifa provided steady leadership for most of the nineteenth century, and under Sheikh Zayed the emirate of Abu Dhabi became the most important power in the area. The cautious Sheikh Shakhbut bin Sultan managed to bring the emirate through the harsh years of the world economic depression and the Second World War to the beginning of the new era of oil production and the wealth that followed. In Dubai, Sheikh Maktoum bin Butti established the emirate in the 1830s. Its subsequent growth to become a trading center owed much to the wisdom of Sheikh Maktoum bin Hasher, who made Dubai a port that was friendly to business. His son, Sheikh Saeed bin Maktoum, continued that process, leading Dubai into the new opportunities of the 1950s. In the north, Sheikh Rahma bin Matar al- Qasimi created the Qawasim state in the first half of the eighteenth century. He laid the foundations of what became a major regional power. Half a century later, Sheikh Sultan bin Saqr al-Qasimi led that state for more than 50 years. Slowly, it changed from a major regional naval power to a key partner in laying the foundations of the UAE of today.

Activity 1: Check your Understanding

Match the important leader with the achievement they are known for.

Name of Ruler	Event or Emirate
Sheikh Dhiyab bin Isa Al Nahyan	Established the Qawasim State in the first half of the 18th century.
Sheikh Maktoum bin Butti	Founded the Emirate of Dubai in the 1830s.
Sheikh Rahma bin Matar al- Qasimi	Ruler of Liwa Oasis in the 1790s, he established the new settlement on Abu Dhabi Island that now serves as the UAE's capital.
Sultan bin Saqr Al Qasimi	Ruler of Ras Al-Khaimah until 1809 and then ruler of Sharjah from 1814-1866.

3 Increasing Trade with the World

By the early twentieth century, the establishment of a postal service, ports, and the growth of the pearling trade meant that the UAE's economy expanded internationally. Goods coming into Dubai could be transported to other emirates, either in small boats or overland. Connections between the individual emirates were thus strengthened. Links by sea with the rest of the Gulf, East Africa and India grew. These two types of connections—to other emirates and to the outside world—were to remain important in the eventual forging of a single country.

Although the modern state was not to emerge for nearly 100 years, a sense of local identity was key to these developments. People thought of themselves as part of Arabia and the Arabian Gulf but also different from their neighbors in the region. This identity was strengthened during these decades, but it didn't start then. We can already see it emerge in the ancient history of the country when we talk of the Umm an-Nar culture or the period when Mleiha was a powerful kingdom. The beginning of the twentieth century looked like it would bring prosperity to the UAE, built upon this long tradition of trade, economy and community. However, the dark clouds of war were on the horizon.

4 World War I and the 1920s

The outbreak of World War I (1914-1918) brought conflict to the region, as British forces fought against the Ottoman Empire in Iraq and Palestine. The UAE was not directly involved in the war. However, its position between the Middle East and India made it strategically important. There were also changes in the Arabian Gulf region during this time. In 1902, a new Saudi state was founded in Riyadh. It extended its control over eastern Arabia and then conquered Mecca and the rest of the Hijaz in the 1920s. By the end of World War I, the major empires of central and eastern Europe, as well as the Ottoman Empire collapsed. This, in turn, affected trade and stability around the world. This marked the beginning of tough times for the UAE that continued for several decades. The UAE was particularly affected by events far afield in Japan. In 1928, the Japanese began to harvest cultured pearls grown in special farms, and within a few years these flooded the world markets. The result was a catastrophe for the Gulf's pearling industry. A small fleet of pearling dhows continued to set out every year for another few years, but an industry that had first begun 7,500 years earlier slowly came to an end.

5 Leadership and Response in the UAE

The leaders and people of the UAE exhibited strength and resilience during this time. In 1928 Sheikh Shakhbut bin Sultan became ruler of Abu Dhabi. He ruled for nearly forty years and was then succeeded by his younger brother, Sheikh Zayed bin Sultan in 1966, who was to become the founding father of the United Arab Emirates. In 1912, Sheikh Saeed bin Maktoum came to power in Dubai, ruling until 1958. These long-lasting political reigns brought stability at a time of uncertainty. At the same time as the community responded to challenges, it embraced new connections with the outside world. A completely new and revolutionary technology, airplanes, became increasingly important after World War I. They linked towns and countries around the globe in a manner that was unimaginable just decades earlier. In 1932 an airport was established in Sharjah. This was used by Imperial Airways, which later became British Airways, for transporting goods and people and thus opened the country to the world beyond the Middle East. In Dubai, Sheikh Maktoum bin Butti established the emirate in the 1830s. Its subsequent growth to become a trading center owed much to the wisdom of Sheikh Maktoum bin Hasher, who made Dubai a port that was friendly to business. His son, Sheikh Saeed bin Maktoum, continued that process, leading Dubai into the new opportunities of the 1950s. In the north, Sheikh Rahma bin Matar al-Qasimi created the Qawasim state in the first half of the eighteenth century.

Activity 2: Matching

Match the important leader with the achievement they are known for..

Key Person	Description
Sheikh Saeed bin Maktoum	Made Dubai a port and business friendly. He ruled from 1894 to 1906.
His Highness Sheikh Zayed bin Sultan Al Nahyan	Ruler of Abu Dhabi from 1928 until 1966.
Sheikh Shakhbut bin Sultan Al Nahyan	Ruler of Dubai from 1912 – 1958, he led Dubai's growth into the 1950s.
Sheikh Maktoum bin Hasher	Ruler of Abu Dhabi from 1966 and the founder and first President of the UAE from 2 December 1971 until 2004.

Selected Activity Answers**Activity 2:**

Matching Questions about some early leaders of the Emirates in the 20th century.

Match and Identify the important leader with the achievement they are known for.

Place the letter of the description of the event of founding with the name on the left

- E
- H
- F
- G

6 Oral History

Most of what we know about the history of the UAE comes from archaeological discoveries and texts. The texts are limited in number, though, and they cannot always be trusted to paint a complete picture. To learn about the recent past of the country, we must look to oral history. Oral history is the recording of people's own accounts of their lives and the events they have experienced. Given the speed with which the UAE has changed in recent years, oral history is particularly important as it provides an insight into a society that was very different just fifty years ago.

In 2008, President His Highness Sheikh Khalifa bin Zayed al-Nahyan issued a federal law establishing an Oral Archive at the National Centre for Documentation and Research, now called the National Archives. This important institution continues to interview and record the stories and lives of those Emiratis who witnessed the profound changes that have occurred throughout the region in the last seventy or eighty years. You don't have to be an historian to be involved in this; speaking to your parents and grandparents about their lives and what the country was like when they grew up is a great way to learn about the UAE's history.

7 1939-1950s: World War II and its aftermath

Despite the political stability of the 1930s, the UAE's leaders and people faced new challenges as events developed on the world stage. In 1939, Germany invaded Poland, sparking the beginning of World War II. Although there was no fighting in the UAE, it did not escape the impact of the war. The airport in Sharjah became a base for the British Royal Air Force (RAF). It played an important role connecting British and American Forces in North Africa and India. Off the east coast, a German submarine was sunk by a British plane. The war meant that the sea routes to India were disrupted, affecting the import of food to the UAE. In the space of two years, from 1941 to 1943, rice tripled in price as a result of shortages. To make matters worse, a severe drought that lasted for several years began in the 1940s. Many Emiratis alive today remember these times.

The records kept by British officials in the country at that time paint a stark picture. In 1941, one noted:

There has been no rain except for a few drops, since last year, and the situation is serious. In fact cattle and camels are in such an emaciated condition that if rain occurs within the next few weeks, it is more than likely that they will be unable to withstand the consequent cold and exposure and will perish.

During this period the British had controlled much of the economy and international affairs of the country.

This desire for control was not matched by a willingness to develop infrastructure such as schools, roads and hospitals. Sometimes the British used their position for outcomes that were only beneficial to their own interests. When Sheikh Zayed came to power, he ensured that all the country's wealth was used for developing the land and its people. Extreme poverty became a fact of life for many people. Looking back, this was perhaps one of the toughest times in the country's history. Today, we take many more things for granted in the UAE, especially all the technology and luxuries that we have at our disposal. The older generation, who remember the tougher times, are more aware of how much the country has changed in just a short period of time.

8 The Trucial Scouts

Security was an important concern during these decades. In 1951, a local military force that was to become known as the Trucial Scouts was established. Initially, it had British Officers as well as officers from other Arab countries, like Jordan, and was headquartered at Sharjah Airport, then the only airport in the country. Initially consisting of fewer than 100 men, the force rapidly expanded. It was funded by the British Government but served the local rulers and people along with the newly formed local police forces.

Its job was to preserve law and order and to protect the country from attack. The local recruits benefited not just from regular salaries, but also from basic training and education. In 1971, it became the core of the UAE Armed Forces after the establishment of the UAE federation, and many of its soldiers later became high-ranking officers. 1950-1960.

9 The Emerging Trucial States

The aftermath of World War II brought profound changes to the Middle East and South Asia. India and Pakistan became independent from Britain in 1947. Sri Lanka followed a year later. British influence in the UAE also changed. This provided an opportunity for the beginnings of local government to emerge. In 1952 the Trucial States Council was established. This brought the rulers of the different emirates together twice a year to discuss a variety of topics, including nationality laws and travel documents. A Trucial States Development Fund was also created which helped the leaders plan future developments in infrastructure. Education and Health were a particular focus for investment.

Although it was many decades before the formation of the Gulf Co-Operation Council, the countries of the Arabian Gulf assisted each other during this time. Kuwait provided important aid for the UAE, especially in health and education in the northern emirates. By 1959, modern schools existed in several places across the country. As education spread, the people became more aware of events elsewhere in the region. The concept of Arab nationalism, spreading across the Middle East, also helped to stimulate new ideas about the future.

The political structure of the UAE also began to take shape. In 1952, Fujairah secured recognition as a separate emirate. For decades it had effectively governed itself, although technically considered to be part of Sharjah. This brought the number of emirates to seven. Increased political organisation, such as the Trucial States Council, and the possibility of oil in the country also brought renewed interest from Britain. In the 1950s and 1960s British 'Political Agents', similar to today's Ambassadors, were appointed in Dubai and Abu Dhabi.

10 1960-1970: The Discovery of Oil

The people of the UAE had exploited various resources throughout their history. During the Umm an-Nar period (2500-2000 BCE), the copper of the al-Hajar mountains was sent to Mesopotamia, bringing great wealth to the country. The invention of the falaj in the Iron Age (1300-300 BCE) allowed people to access water buried deep in the ground to grow crops, such as dates. As a result, oases grew in al-Ain and other places. The pearling industry, which started over 7,000 years ago, flourished until the recent past. The country has, therefore, always had resources. When used carefully, they have provided wealth and opportunities for people. Oil is no different. It is only the most recent natural resource to have transformed people's lives.

As early as 1922, people were aware of the possibility that the UAE might contain vast quantities of this precious resource. This was important because a major change was occurring in the world's economy. The invention of the automobile and other industries meant that oil was in high demand. Foreign companies flocked to the UAE to obtain concession agreements. On 11th January 1939, Sheikh Shakhbut, then ruler of Abu Dhabi, signed a milestone concession agreement which permitted oil exploration by foreign companies for 75 years.

World War II delayed the search for oil, but after the end of the war it began in earnest. In the 1950s, several wells were dug finding only minor traces of oil and gas. Then, in 1959, commercial quantities of oil were finally found at Umm Shaif, offshore from Abu Dhabi, and then onshore at Bab the next year. A few years later in 1966, oil was found in Dubai's offshore Fateh field, and production began in 1969. Sharjah followed, with the discovery of the offshore Mubarak field, where exports began in 1974.

Activity 3: Multiple Choice

1	In which year was Sharjah's airport established?			
	<input checked="" type="radio"/> a. 1919	<input checked="" type="radio"/> b. 1932	<input checked="" type="radio"/> c. 1945	<input checked="" type="radio"/> d. 1954
2	In which year was the first oil concession for exploration of oil in the Emirates awarded?			
	<input checked="" type="radio"/> a. 1909	<input checked="" type="radio"/> b. 1932	<input checked="" type="radio"/> c. 1939	<input checked="" type="radio"/> d. 1959
3	The first major commercially successful oil discoveries were made in which year?			
	<input checked="" type="radio"/> a. 1909	<input checked="" type="radio"/> b. 1932	<input checked="" type="radio"/> c. 1939	<input checked="" type="radio"/> d. 1959
4	What was a major cause of delay between the award of the first concession agreement to search for oil and the discovery of the first commercially successful oil fields?			
	<input checked="" type="radio"/> a. World War I from 1914 to 1918	<input checked="" type="radio"/> b. The global depression of the 1930	<input checked="" type="radio"/> c. World War II from 1939 to 1945	<input checked="" type="radio"/> d. Lack of engineering support
5	The invention of a commercial process of cultivating pearls, known as cultured pearls, was developed in which decade and in which country?			
	<input checked="" type="radio"/> a. China in the 1920s	<input checked="" type="radio"/> b. Japan in the 1920s	<input checked="" type="radio"/> c. The United Kingdom in the 1930s	<input checked="" type="radio"/> d. China in 1930s e. Japan in 1930s

Selected Activity Answers

Activity 3:

1. b. 1932
2. c. 1939
3. d. 1959
4. g. World War II from 1939 to 1945
5. b. Japan in the 1920s

Activity 4: Matching: Identify The Achievement

List an achievement for each of the following institutions of the Trucial States period that occurred before the establishment of the UAE.

Activity 4:

List an achievement for each of the following institutions of the Trucial States period during the 20th Century that occurred before the establishment of the UAE.

Institution	Achievement or Description of Role
<p>Trucial Scouts</p>	
<p>Trucial Development Fund</p>	
<p>Trucial States Council</p>	

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Activity 5: Summarize

List 5 new facts or achievements you have learned in this chapter and explain why they are important to the development of the history of the Emirates:

	What I learned	Why it is important
1		
2		
3		
4		
5		

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Formative Assessment Opportunities

Activities One through Four provide formative development.

Remedial Opportunities

Activity Five provides an opportunity for students to reflect on what they have learned.

Extension Opportunities

Students could make a larger presentation on modern-day items made from bronze, copper, etc.

Domain: Social Studies

Unit 4

The UAE
Emerges

Domain Culture

Unit 4

The UAE
Emerges

Lesson 1	Sheikh Zayed and the UAE
Lesson 2	Early development a nation
Lesson 3	The UAE from 1990s to 2010
Lesson 4	Heritage Project

You will learn about the land, history and economy of the United Arab Emirates from the arrival of Islamic Civilization to the age of Indian Ocean sea trade in the 15th century. You will learn about the life of Ahmed bin Majid, the famous mariner and navigator who was born in Julfar (now known as Ras Al Khaimah).



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Lesson Objectives

- MSC.3.1.02.020 Explains the role played by Sheikh Zayed (may ALLAH bless his soul) in establishing the Union
- MSC.2.6.01.021 Evaluates primary and secondary interpretations of an event
- MSC.2.4.02.028 Describes economic values necessary for the national economic development (e.g., human capital investment, quality, sustainable development, information issues)

Lesson Objective

By the end of the lesson, students will:

- Learn about the life and work of the Father of the Nation
- Review the events leading up to the birth of the nation
- Explore the traditions of the United Arab Emirates

Unit 4 The UAE Emerges

Lesson 5

Sheikh Zayed and UAE 1970-1966

Learning Outcomes

- Learn about the life and work of the Father of the Nation.
- Review the events leading up to the birth of the nation.
- Explore the traditions of the United Arab Emirates.

Vocabulary

crude oil	revenue
innovation	constitution
preamble	Federal Supreme Council
Judicial Authority	infrastructure
Federation	



**WARM UP:
BRAINSTORM**

What do you know about Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy upon his soul)? What would you like to know about him? Complete the KWL chart below. Remember to leave the last column blank for now. You can complete this after you have finished the task.

What I know	What I would like to know	What I have learned

Key Vocabulary:

- Crude Oil
- Revenue
- Innovation
- Constitution
- Preamble
- Federal Supreme Council
- Judicial Authority
- Infrastructure
- Federation

Materials/ Resources/ Technology

Resources from Student Book

- The Seven Emirates:
<https://u.ae/en/about-the-uae/the-seven-emirates/>

Lesson Description with SLO Tags and Notes

MSC.3.1.02.020

MSC.2.6.01.021

MSC.2.4.02.028

Warm up

What do you know about Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy upon his soul)? What would you like to know about him? Complete the KWL chart below. Remember to leave the last column blank for now. You can complete this after you have finished the task.

What I know	What I would like to know	What I have learned

1 Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy upon his soul)



Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy upon his soul) was born in the Abu Dhabi Emirate around the year 1918. He was the youngest of the four sons of Sheikh Sultan bin Zayed Al Nahyan, who was the Ruler of Abu Dhabi from 1922 to 1926. During that time, Abu Dhabi was an undeveloped Emirate with an economy that depended mainly on fishing, pearl diving, and agriculture.

Growing up, the young Sheikh Zayed was able to gain a deep understanding of the land and people by travelling throughout the region and visiting tribesmen in desert areas. Sheikh Zayed eventually became the Ruler's Representative in the Eastern region of Abu Dhabi, centred on the oasis of Al Ain, which is 160Km to the east of Abu Dhabi. As the Ruler's Representative, Sheikh Zayed was responsible for ruling over six villages and a nearby desert region. The development of Al Ain is credited to his insight, wisdom, and fairness. In Al Ain, he developed a basic administration system and personally funded the first modern school in the Abu Dhabi Emirate. He revised water ownership rights, increased agricultural development, and developed Al Ain into an important city for trade and farming.

In 1966, Sheikh Zayed became the Ruler of Abu Dhabi and focused a lot of attention on the development of the entire emirate. By this time, oil had been discovered in the region more than 30 years before. The first processed shipments of crude oil had been exported by 1962. The growing revenue from the oil industry enabled Sheikh Zayed to develop Abu Dhabi by building schools, hospitals, housing, and internal infrastructure. In 1968, The British government announced that they would leave the Gulf Region. This prompted Sheikh Zayed make a plan to develop the Trucial States into a new, self-governing federation. Heeding Sheikh Zayed's call, the seven emirates of the Trucial States collaborated to form the United Arab Emirates on December 2, 1971. Sheikh Zayed's leadership over the United Arab Emirates transformed the Trucial States into a powerful and innovative country that has overcome difficulties.

Selected Activity Answers

Activity 2:

Research some more Emirati traditions and present your findings to the rest of the class. In your presentation, speak about:

What Emirati traditions existed in the past which you did not know about?

How and why have these traditions changed?

Which is your favorite tradition and why?

Why is it important to keep traditions alive and how can we make sure that we don't lose them?

Activity 3:

This assessment is designed to encourage you to think deeply about the values of the Emirati heritage and the legacy left to you by the country's founding fathers. Read this quotation by Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy upon his soul), what do you think he meant?

"A country is not measured by the size of its area on the map. A country is truly measured by its heritage and culture."

Activity 2: Research

Search for more information about Emirati traditions and present your findings to the rest of the class. In your presentation, speak about:

- What Emirati traditions existed in the past which you did not know about?
- How and why have these traditions changed?
- Which is your favorite tradition and why?
- Why is it important to keep traditions alive and how can we make sure that they are not lost?

Activity 3: Critical Thinking

This assessment is designed to encourage you to think deeply about the values of the Emirati heritage and the legacy left to you by the country's founding fathers. Read this quotation by Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy upon his soul), what do you think he meant?

"A country is not measured by the size of its area on the map. A country is truly measured by its heritage and culture."

Selected Activity Answers

Activity 4:

On 2nd of December 1971, the leaders of what was to become the United Arab Emirates met and agreed to join their forces in order to form a new country. This new nation needed a blueprint which would give it structure and direction, so the Founding Fathers created a temporary constitution which was eventually recognized as a permanent constitution.

- 1. What are the five federal authorities that the Constitution provides? Write your ideas below. ?**
- 2. Now read the first three lines of the section entitled 'The 1970s: Building a Federation' of your textbook and see if your answers were right.**
- 3. In the textbook below is a part of the preamble of the Constitution. This is the part that introduces the principles on which the Constitution is based. What do you think the founding principles were? Write your ideas below.**
- 4. What do you think are some of the areas that the Constitution outlines? Write your ideas below.**

The Preamble of the Constitution listed the reasons why the leaders decided to join together and the goals that they hoped to achieve. What do you think the founding principles were? Write your ideas below.

2 The Constitution

The Founding Fathers of the UAE had a well-defined mission in mind when they agreed to form the UAE. The preamble of the Constitution gives the reasons why the leaders decided to join together and the goals that they hoped to achieve. The Constitution of the new country set out the organization of the government, the role of the Supreme Council, and how the President, Vice President, and Prime Minister would be selected. The preamble to the Constitution included modern ideas about representation and equality but was also heavily based on ancient local traditions.

The establishment of the federation of the UAE in December 1971 became a turning point in the country's history. For Sheikh Zayed and his fellow rulers, it was more than the achievement of a vision, it was the first step in a plan for a better future of the Emirati people. Since its establishment on the 2nd of December 1971, the UAE had set a temporary constitution.

In July 1996, the Federal Supreme Council made the provisional Constitution permanent and the city of Abu Dhabi became the capital of the federation. The Constitution has 152 articles establishing a basis of the UAE and the rights of citizens in ten areas. The UAE has five Federal Authorities: the Federal Supreme Council, the President and Vice President, the Cabinet, the Federal National Council, and the Federal Judicial Authority. The Federal Supreme Council is the highest constitutional authority in the country and consists of Rulers of the seven emirates constituting the federation or their deputies in their emirates in case of the Ruler's absence.

Each emirate has one single vote in the council. During the formation of the government, the first Cabinet was formed. The first Prime Minister was Sheikh Maktoum bin Rashid al-Maktoum, Crown Prince of Dubai. This was quickly followed by the creation of the country's parliament, the Federal National Council, with representatives from each of the seven emirates. Gradually, other elements were introduced such as the Union Defence Force in 1976 and the UAE Currency Board in 1973; which introduced the UAE Dirham. In 1980, the Currency Board was replaced by the UAE Central Bank.

Activity 4: Short Answer

On 2nd of December 1971, the leaders of what was to become the United Arab Emirates met and agreed to join their forces in order to form a new country. This new nation needed a blueprint which would give it structure and direction, so the Founding Fathers created a temporary constitution which was eventually recognized as a permanent constitution.

What are the five federal authorities that the Constitution provides?



3 The 1970s: Building a Federation

The Constitution of the new country set out the organisation of the government, the role of the Supreme Council, and how the President, Vice President and Prime Minister would be selected. The preamble to the Constitution incorporates modern ideas of representation and equality, but it is also based on the ancient traditions of the people. The preamble to the Constitution states that the rulers of the Emirates agreed to the Constitution because they were 'Desiring (also) to lay the foundation for federal rule in the coming years on a sound basis, corresponding to the realities and the capacities of the Emirates at the present time, enabling the Union, so far as possible, freely to achieve its goals, sustaining the identity of its Members, providing that this is not inconsistent with those goals and preparing the people of the Union at the same time for a dignified and free constitutional life, and progressing by steps towards a comprehensive, representative, democratic regime in an Islamic and Arab society free from fear and anxiety.'

The establishment of the federation of the UAE in December 1971 marked a turning point in the country's history. For Sheikh Zayed and his fellow rulers, it was more than simply the achievement of a vision. It was, instead, the first step of a plan that would allow them to implement their visions for a better future for their people.

Activity 5 : Concept Check

Activity 4:

The rulers of the Emirates agreed to the Constitution because they were:

“Desiring (also) to lay the foundation for federal and local rule in the coming years on a sound basis, corresponding to the dreams and realities and the capacities of the Emirates at the present time, enabling the Union, so far as possible, freely within limits to achieve its goals, sustaining the identity of its members, providing that this is not inconsistent with those goals and preparing the people and leaders of the Union at the same time for a dignified and free deregulated constitutional life and progressing by steps towards a comprehensive, representative, authoritarian , democratic regime in an Islamic and Arab international society free from fear and anxiety”.

c. Founding fathers

a. Explain the main rules of the political and constitutional organization of the country.

a. The organization of the government and the role of the Supreme Council.

a. Before the Constitution.

b. Democratic regime in an Islamic and Arab society

Choose the best answer.

1.	The Constitution was written by		
	<input type="radio"/> a. British	<input type="radio"/> b. Members of the Trucial States	<input type="radio"/> c. Founding Fathers
2.	The main objective of the Constitution was to:		
	<input type="radio"/> a. Explain the main rules of the political and constitutional organization of the country.	<input type="radio"/> b. Describe the geographical location of the UAE and its neighbouring states.	<input type="radio"/> c. Identify the names of the Rulers who designed the Constitution.
3.	The Constitution specifically outlines:		
	<input type="radio"/> a. The organization of the government and the role of the Supreme Council.	<input type="radio"/> b. How the President, Vice President and Prime Minister are selected.	
4.	The preamble to the Constitution can be found:		
	<input type="radio"/> a. Before the Constitution.	<input type="radio"/> b. At the End of the Constitution	
5.	The Preamble states that the UAE aims to become a		
	<input type="radio"/> a. Member of the United Nations.	<input type="radio"/> b. Democratic regime in an Islamic and Arab society	<input type="radio"/> c. Major producer and exporter of oil

4 Greater and Lesser Tunb and Abu Musa Islands

The UAE and its neighbors throughout Arabia had long shared some similar cultures and traditions. In the late 1970s, however, the Gulf region was thrown into a turmoil. A revolution in Iran resulted in the removal of the Shah early 1979. In late 1980, a war broke out between Iraq and Iran. During this conflict, both sides made attacks in the waters of the Arabian Gulf, which affected the UAE and its neighbors. In 1971, Great Britain withdrew from the Gulf region. After the withdrawal, the island of Abu Musa was divided between Iran and the emirate of Sharjah. However, on November 30th, 1971, Iran sent military forces to Abu Musa and also took control of the two nearby Tunb islands. These islands have been occupied by Iran ever since and has been the cause of clashes between the two countries.

During this time, regular meetings between leaders were often held to discuss a common approach to issues affecting the region, including the occupation by Iran of the UAE's three islands of Greater and Lesser Tunb and Abu Musa. Recognizing the need for Arab states of the region to build even stronger ties, Sheikh Zayed hosted a summit conference in Abu Dhabi in May 1981. The result was the formation of the Gulf Co-operation Council (GCC). The members, besides the UAE, were Kuwait, Saudi Arabia, Bahrain, Qatar, and Oman.

Activity 6 : Short Answer

Fill in the gaps.

1.	Which UAE Emirate claimed ownership over Abu Musa island? _____
2.	Which UAE Emirate claimed ownership over the Greater and Lesser Tunbs islands? _____
3.	When was the GCC formed? _____
4.	What does GCC stand for? _____

Activity 6:

Think about the Constitution and how it relates to your life. Which areas of the Constitution impact you the most, as a student learning in the UAE? Write 1-3 paragraphs to explain your reflection.

Activity 7:

Sheikh Zayed bin Sultan Al Nahyan (may Allah have mercy upon his soul) had a very interesting and introspective upbringing. How do you think his experiences shaped the way that he developed of the UAE? Write 1 paragraph explaining how his interesting life impacted his governance.

Activity 8:

The Constitution of the United Arab Emirates was designed to lay the foundation for the country and its governance. Through the Constitution, the nation's citizens and residents are protected, supported, and respected. What are some local rules, laws, or customs that reflect the protection and dignity of the UAE's most precious resource, it's people? Write a 1-3 paragraph reflection about the laws of the country promote the respect of the rights, lives, and traditions of the United Arab Emirates.

Activity 6:

1. Which UAE Emirate claimed ownership over Abu Musa Island? _____ Sharjah _____
2. Which UAE Emirate claimed ownership over the Greater and Lesser Tunbs islands? _____ Ras al Khaima _____
3. How old was Salem Suhail bin Khamis when he joined the police force? _____ 18 years old _____
4. When was the GCC formed? _____ 1981 _____
5. Which countries are GCC members? UAE, Kuwait, Saudi Arabia, Bahrain, Qatar, and Oman

Lesson Objectives

- MSC.1.1.01.039 Discuss UAE's relations with other states and its role in international organisations and other global forums
- MSC.2.6.01.021Evaluates primary and secondary interpretations of an event
- MSC.2.4.02.028 Describes economic values necessary for the national economic development (e.g., human capital investment, quality, sustainable development, information issues)
- MSC.2.1.01.018 Identifies new technologies and innovations that changed the UAE economy and society; explains how they influenced political and regional development

Lesson Objective

By the end of the lesson, students will:

- Learn about the origins and contributions of ADNOC and ADIA to the UAE economy.
- Explore how the population of the UAE changed after 1970s.
- Consider the impact of those changes on the society of the UAE

Key Vocabulary:

- **Infrastructure**
- **Royalties**
- **Share,**
- **Reinvesting**
- **Revolutionization**
- **Socio-Economic**
- **ADNOC**

Unit 4 The UAE Emerges

Lesson 2

Early development of the nation

Learning Outcomes

- identify the origins and contributions of ADNOC and ADIA to the UAE economy.
- explore how the population of the UAE changed after 1970s.
- consider the impact of those changes on the society of the UAE.

Vocabulary

infrastructure	royalties
share	reinvesting
revolutionize	ADNOC
ADIA	socio-

Selected Activity Answers

Activity 1:

1. When were ADNOC and ADIA created?

- 1971.

2. What does ADNOC stand for?

- Abu Dhabi National Oil Company

3. How did ADNOC's share of oil profits change over time?

- It increased dramatically over time

4. What was ADIA's mission?

- It is an investment fund to aid the development of the country

5. What position does ADNOC hold in the production of oil worldwide?

- 12th largest oil producer in the world.

6. How does ADNOC help to improve life in the UAE?

- In multiple ways by providing in-come for development of schools, hospitals, government services and infrastructure

7. How were ADIA's investment re-turns used in the UAE?

- They were used to develop the infrastructure of the country.

1 The Discovery of Oil

The first oil well, called the Murban-3, was completed in May of 1960 and began producing crude oil at a rate of 3674 barrels per day. More oil fields were quickly discovered and the revenue from the oil production started to grow dramatically. In 1971, ADNOC, the Abu Dhabi National Oil Company was created by Sheikh Zayed. ADNOC held the government's share in the country's oil industry.

Under earlier agreements, all gas belonged to the government and foreign oil companies owned the oil. These foreign companies were required to pay taxes and royalties on the oil that they owned. In 1973, ADNOC took a 25% share in the oil which increased to 60% in 1974. Currently, ADNOC manages and oversees the production of around three million barrels of oil per day – making it the twelfth largest oil producer in the world.

With the funding from the oil and gas industry, the government was able to enact massive improvements to the infrastructure of the country through socio-economic construction. Sheikh Zayed created the Abu Dhabi Investment Authority (ADIA) in 1976 with the aim of reinvesting funds into the Emirate to help it grow. This allowed hospitals, schools and roads to be created which greatly improved the quality of life and increased positive aspects of the UAE's future. In Al Ain, the country's first university, United Arab Emirates University opened in 1977.

Activity 1: Concept Check

Answer the questions

When were ADNOC and ADIA created?



What does ADNOC stand for?



Activity 1: Concept Check

How did ADNOC's share of oil profits change over time?



What was ADIA's mission?



What position does ADNOC hold in the production of oil worldwide?



How does ADNOC help to improve life in the UAE?



2 The Growing Population

With the discovery of oil and its profits, not only did the infrastructure of the country grow, but so did the population. It is estimated that the UAE had a population of 9.44 million in 2014 and the number is steadily increasing till this day. In the twentieth century, it was estimated that the emirates had a population of roughly 80,000 people. Literacy rates, life expectancy, health care and economic opportunities rose. The first formal population census was conducted in 1968 and indicated that the total population was over 180,000.

Due to the smart and strategic investments in oil and gas, initiated by Sheikh Zayed, the population growth of the UAE has been among the highest in the world with resources that fully support its inhabitants. This resulted in the UAE's population nearly quadrupling over the past 25 years.



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Selected Activity Answers

Activity 3:

1. Which Emirate started with the smallest population in 1975?
2. Which Emirate had the biggest population by 1995?
3. Which Emirate had the highest population growth over the 20 years?
4. Which Emirate had the lowest population growth over the 20 years?

Activity 3: Search for Information

Use internet search for the answers.

Which Emirate started with the smallest population in 1975?



Which Emirate had the biggest population by 1995?



Which Emirate had the highest population growth over the 20 years?



Which Emirate had the lowest population growth over the 20 years?



3 Early Years of the UAE

Life in the early years of the UAE was dramatically different from UAE life today. Change has happened to rapidly revolutionize the economic and social landscape in a very short time. Initially, fishing, pearling, and regional trade dominated the Emirati workforce, however, as time went on, industries such as tourism, real estate, resource management, and technological fields dominate the UAE workforce.

As the country grew, it became more and more important to symbolize the unity of the seven Emirates. One way to do this was to create a national flag. The colors red, black, green, and white are the pan-Arab colors which have been linked historically to Arabs and Islamic faith for centuries. The colors not only represent Arab unity, they also represent independence. The length of the flag was originally twice the width and was first used on the 2nd December 1971 when Sheikh Zayed bin Sultan al Nahyan hoisted the flag upon the declaration of the UAE Federation.

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Activity 4: True or False

Place a tick or a cross next to the option you think is correct.		
1.	The colors of the UAE flag had never been used before	<input checked="" type="checkbox"/> <input type="checkbox"/>
2.	Flag Day commemorates the declaration of the UAE Federation	<input checked="" type="checkbox"/> <input type="checkbox"/>
3.	Life in the UAE has not changed much over the years 50 last	<input checked="" type="checkbox"/> <input type="checkbox"/>
4.	The first time the flag was hoisted was on Sheikh Zayed's birthday	<input checked="" type="checkbox"/> <input type="checkbox"/>

Selected Activity Answers

Activity 4:

- False
- True
- False
- False
- False

Activity 5:

Toward the beginning of the 20th century in the UAE, fishing, pearling, and trade were key sources of income for Emirati citizens, how has the occupational field changed in present times? Think about the types of careers that you see today and compare them to the past. Complete the chart below with your observations.

Activity 7: Reflection

20th century in the UAE, fishing, pearling, and trade were key sources of income for Emirati citizens, how has the occupational field changed in present times? Think about the types of careers that you see today and compare them to the past. Complete the chart below with your observations

Past career Opportunities	Current Career Opportunities

Academy Activity 6: Short Answer

UAE University was the first university in the United Arab Emirates. Currently, the UAE has over 95 public and private universities representing various countries and specialities. How has Sheikh Zayed (may Allah have mercy upon his soul's) vision impacted the educational system in the UAE? How do you think it will further develop?



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Lesson Objectives

- MSC.1.1.01.039 Discuss UAE's relations with other states and its role in international organisations and other global forums
- MSC.3.2.01.025 Describes the basic elements of the UAE foreign policy with GCC countries
- MSC.3.2.02.016 Explains the role played by current rulers in developing the country and guaranteeing peoples' rights
- MSC.3.2.02.017 Explains why governments interact in world affairs; describes how the UAE government develops and carries out foreign policy

Lesson Objective

By the end of the lesson, students will:

- Learn about the growth and development of the UAE
- The value of Shaykh Zayed's vision for his country
- The moral values that distinguish Emirati Society

Key Vocabulary:

- **H. H. Sheikh Zayed Bin Sultan Al Nahyan**
- **Sheikha Fatima bint Mubarak**

Unit **4** The UAE Emerges

Lesson 3

The UAE from the 1990s to 2010

Learning Outcomes

- Describe the growth and development of the UAE.
- Understand value of Shaykh Zayed's vision for his country.
- Identify moral values that distinguish Emirati Society.

Vocabulary

H. H. Sheikh Zayed Bin Sultan Al Nahyan	Sheikha Fatima bint Mubarak
H. H. Sheikh Khalifa bin Zayed Al Nahyan	H. H. Sheikh Mohammed bin Rashid Al Maktoum
War in the Gulf, Emirates Red Crescent	Gulf Cooperation Council

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1 History in the UAE

By 1990, the United Arab Emirates had existed as a nation for nearly twenty years. Sheikh Zayed remained as the country's leader and President. Some of those who had helped him to form the federation, though, were beginning to pass away. New rulers came to power in Sharjah in 1972, Fujairah in 1974, and Umm al-Qaiwain and Ajman in 1981.

In 1990, Sheikh Zayed's close ally Sheikh Rashid of Dubai, died. As the UAE's first Vice President and Prime Minister for many years, he had played a key role in the building of the new state. He was succeeded by his Crown Prince, Sheikh Maktoum bin Rashid.

Sheikh Zayed combined his deep interest in the country's environment with a passion for its history. He recognized that the two were very closely linked. He also believed it was essential that people should learn about the past. He once said:

History is a continuous chain of events. The present is only an extension of the past. He who does not know his past cannot make the best of his present and future, for it is from the past that we learn. The new generation should have a proper appreciation of the role played by their forefathers.

It was natural, therefore, that he showed great interest in archaeology. When the first archaeologists arrived from Denmark in 1959 to work on Umm an-Nar island, he visited them. He asked lots of questions about what they were doing and what their discoveries meant. He also invited them to Al-Ain to look at the burial mounds on Jebel Hafit, later shown to be around 5,000 years old. He took them personally in 1962 to the great tomb at Hili.

In 1992, he established and funded the Abu Dhabi Islands Archaeological Survey (ADIAS). ADIAS studied the coast and islands of Abu Dhabi for 14 years and made many major discoveries, including the early monastery on Sir Bani Yas. Sheikh Zayed took particular interest in this site, as he saw it as an important part of the country's heritage and an example of the need for religious tolerance. Sheikh Zayed believed that today's Emiratis need to know how their ancestors lived and what resources they used. He believed that with this knowledge they would understand more about their modern lives and how lucky they were. He also believed that if people understood the need to protect the environment, a greater balance between Nature and Man could be achieved, not only for today but for generations to come

Activity 1: Concept Check

List three places of interest shown by Shaykh Zayed in the history and archaeology of the UAE. State why each is important.



Selected Activity Answers

Activity 1:

Write down three places of interest shown by Shaykh Zayed in the history and archaeology of the UAE and its importance as a history lesson.

2 War in the Gulf

Regional events began to dominate the scene. The long war between Iraq and Iran came to an end in 1988, but in August 1990 Iraq invaded and occupied its neighbor, Kuwait. Its leader, Saddam Hussein, also made threats against the UAE. Thousands of Kuwaitis were welcomed as refugees to the UAE. Sheikh Zayed immediately recognized the need for a firm response. Through the GCC, the UAE was committed to support its fellow member, Kuwait.

The UAE joined an international coalition, led by the United States. In February 1991, UAE planes and ground forces took part in the campaign to liberate Kuwait. The conflict itself did not reach the territory of the UAE, but it had a dramatic effect. Emiratis responded with a show of loyalty and thousands of young men volunteered for the armed forces. Many UAE women did the same, leading to the formation of the first women's military units, the first of their kind in the Arab world. During the 1990s, a major program to expand and develop the UAE Armed Forces was initiated. New equipment was purchased, numbers of recruits were increased, and the level of training was improved. Much of the program was directed by Abu Dhabi's Crown Prince, Sheikh Khalifa bin Zayed, who was also Deputy Supreme Commander of the UAE Armed Forces. It was implemented by another son of the president, Sheikh Mohamed bin Zayed al-Nahyan, who became Chief of Staff in 1993. Sheikh Mohamed later succeeded Sheikh Khalifa as Crown Prince and Deputy Supreme Commander when Sheikh Zayed died.

Activity 2: Search for Information

Complete a chart to show any changes in the leadership of each Emirate between 1971 and the beginning of the 1990s.

Emirate	Leader at Nationalization in 1971	Current Leader

Activity 2:

Like In this task, you will complete a chart to show any changes in the leadership of each Emirate between 1971 and the beginning of the 1990s:

3 Peacekeeping and International Aid

Following the war to liberate Kuwait, the UAE's armed forces began to take a more active role in peacekeeping operations overseas at the direction of Sheikh Zayed. In 1993, the UAE was part of the United Nations peacekeeping force in Somalia. In 1999, troops were sent to join the international peacekeeping force in Kosovo, which marked the first time they had been actively deployed outside the region. In 2007, UAE forces were also sent to Afghanistan.

In all of these operations, the focus was on helping people suffering from conflict. Sheikh Zayed had always stressed that the UAE had a duty to help those in need, not only inside the Emirates but in the world at large. Back in 1971, the country's first overseas aid agency, the Abu Dhabi Fund for Development (ADFD), was founded. Its mission was to give grants or loans to developing countries in order to combat poverty. Some projects were simple, like drilling wells or building houses. Others were major infrastructure schemes, like dams and road networks. Besides its own projects, ADFD was also given the job of managing grants given directly by the UAE Government. Over the years, nearly sixty countries have benefited from over 10 billion dirhams of grants and loans. ADFD was not the only aid organisation in the UAE. Another important development was the establishment of the UAE Red Crescent.

Selected Activity Answers

Activity 3:

Look up the words shown below from the texts above on the Gulf Wars and on Peacekeeping and International Aid and write a definition of their meaning. .

Activity 3: Key Terms

Write a definition of the meaning of each word in the table.

Key Word	Meaning
ADFD	
United Nations Peacekeeping Force	
Somalia (look up on map)	
Kosovo (look up on map)	
UAE Red Crescent	

4 The UAE at 25 Years (1996) and at 50 Years (2021)

In the year 2021, the UAE will celebrate its golden anniversary, the 50th year of its founding! In 1996, the UAE celebrated 25 years as a country. Sheikh Zayed and his fellow rulers could look at the results of years of hard work and see that the country had completely changed.

The promise that the Federation would bring a better life for everyone had been delivered. That could not have happened without Sheikh Zayed's enormous effort and dedication, as well as his vision of a better future. He had promised at the beginning that he would use the oil revenues of Abu Dhabi to help everyone. That promise had been kept. Thanks to the focus on education, the people of the Emirates, both men and women, were now equipped to play their full role in society.

The country no longer lacked the benefits of modern development. Instead, it had become a mature and confident state. Inside the borders of the UAE, the change that had taken place since 1971 was almost unbelievable. Hospitals and healthcare, schools and universities, roads, ports, and airports were all now of international standards. An economy that had been dependent on oil now had a thriving industrial sector. In the distant past, many Emirati children did not live beyond the age of five. As late as 1970, the average life expectancy was less than 60. Now all Emiratis, both men and women, could expect to live to over 75, which is as long as people in the world's most advanced countries. Diseases like malaria had been wiped out. Illiteracy had been conquered as well, not only as a result of the construction of schools, but also because of a program to teach older people who never had the chance to go to schools themselves.

The UAE and Climate Change

The man-made threats to the environment are a major concern. When gas is burned in the oil fields, the atmosphere is polluted. This, in turn, has an effect on the phenomenon known as global warming. Scientists believe that this will lead to a change in the world's climate. Temperatures will increase, meaning that many areas will become unsuitable for human settlement. A warmer climate also leads to the melting of the ice at the Poles, and a rise in sea levels. This is a global problem. But it is one that directly affects the UAE, too.

Over 80 per cent of the UAE's population lives in towns and cities on the coast. A rising sea level would cause enormous damage. The UAE cannot tackle this issue alone. It can, however, take its own steps to control the impact of its industries. In the late 1990s, Sheikh Zayed gave orders that the burning of gas in Abu Dhabi's oilfields was to be stopped. Over the next few years, the practice was nearly eliminated. Today, the UAE is one of the world's leaders in what is known as renewable energy. This means using sources of energy that do not run out, like solar power (using the sun) or wind energy.

Masdar, the Abu Dhabi Future Energy Company, formed in 2006, is a leader in research on this subject, working with top experts and companies from around the world. The UAE's wealth from oil and gas has allowed the country to develop, and there is still plenty of oil left. One estimate says that the country can continue to produce at the same rate for nearly 100 years. Even so, the UAE is looking towards a future beyond oil. That is something that matters not just to the UAE, but to the whole of the planet.

6 Sustainability and the Environment

These developments continued to change the face of the Emirates. The cities were getting bigger, trade was expanding, and the economy was growing. By 2000, the country's population had grown to over 3 million, nearly 70 percent larger than it had been a decade before. By early 2018, it was nearly 10 million. One result of this rapid growth was increasing pressure on the natural environment. New roads and towns were being built, and investment in agriculture and in industry used more and more water. Only a little rain falls in the UAE every year, and, as a result, there was enormous pressure on water supplies. The number of fishing boats was increasing, and so too was the number of fish being caught. Some animals living in the UAE's waters, like the dugong, are under threat worldwide.

In the past, when the UAE had a much smaller population, there was a balance between man and the environment. With a much larger population, it became clear that enormous stress was being placed on the country's natural resources. Unless something was done, there would be long-term damage. Sheikh Zayed understood the environment. It was something he had learned as a boy. Years before, he had given up hunting with guns, because he saw that wildlife like gazelles and Arabian oryx were being wiped out.

7 Zayed and the Environment

ZAYED AND THE ENVIRONMENT

Today, everyone in the UAE recognizes the need to protect the UAE's environment and heritage. Great efforts are made to ensure that natural resources are preserved as far as possible. That was not always the case in the past. However, Sheikh Zayed was a man ahead of his time. As a senior official once said, "Zayed was an environmentalist before it became fashionable." His concern for nature began when he was a young man. He explained this in a book he wrote on falconry:

One day I set out on a hunting expedition in open country. My game was a large herd of gazelles spread over a wide area. I followed them and began shooting. Three hours later, I stopped to count my bag, and found I had shot fourteen gazelle... I realized that hunting with a gun was no more than an outright attack on animals, and a cause of their rapid extinction. I changed my mind, and decided to restrict myself to falconry only.

Sheikh Zayed understood the connection between the environment and the people:

We cherish our environment because it is an integral part of our country, our history and our heritage. On land and in the sea, our forefathers lived and survived in this environment. They were able to do so only because they recognized the need to conserve it, to take from it only what they needed to live, and to preserve it for succeeding generations.

Sheikh Zayed was born into a world where the relationship between man and nature was crucial. The skills of the nomadic Bedu in the desert were key to survival. Knowing how to find good pasture and water were very important skills, as was knowing which plants and animals provided medicines and food.

As a young man, Sheikh Zayed learned about the heritage of the UAE people. He learned about their life in the deserts and mountains, as well as about the fishermen and pearl divers of the coast. This helped him to see the dangers of over-using natural resources. The results of one initiative he took are well known today.

In the early 1960s, he realized that the Arabian oryx was on the verge of extinction. He arranged for the capture of a few animals to rebuild the population. The survival of the oryx is guaranteed. Sheikh Zayed also set up a group of rangers who patrolled the deserts to control hunting. The numbers of gazelles and hares quickly recovered. He later introduced the UAE's first Hunting Law to protect the country's wildlife.

He led the global campaign to teach falconers about conservation. He supported efforts to breed falcons and their prey, houbara, in captivity, which reduced the impact of falconry on wild birds. In 1996, the Environmental Research and Wildlife Development Agency (ERWDA) was established. It was later renamed the Environment Agency – Abu Dhabi (EAD). Its first task was to carry out surveys to learn more about the landscape and wildlife. Only then would it be possible to identify the threats.

Over the years, new laws were introduced to protect wildlife. Rules were introduced to control fisheries, since the numbers of some popular fish species had collapsed because of too much fishing. Some important areas, both on land and at sea, were declared as nature reserves.

Selected Activity Answers

Activity 5:

Based on the readings above about Shaykh Zayed and his caring and leadership for the environment, select three key areas of environmental preservation that he encouraged.

Selected Activity Answers

Activity 4:

Based on the readings above about Shaykh Zayed and his caring and leadership for the environment, select three key areas of environmental preservation that he encouraged.

Activity 4: Identify Key Concepts

Based on the text about Shaikh Zayed and his caring and leadership for the environment, describe three key areas of environmental preservation that he encouraged.



A series of horizontal lines for writing, starting from the first line below the pencil icon and extending down to the bottom of the activity area.

7 2004: The Death of Sheikh Zayed and New Leaders


On 2nd November 2004, Sheikh Zayed died. He had served as President for 33 years and for 38 years as Ruler of Abu Dhabi. Of the other rulers who had established the UAE with Sheikh Zayed, only Sheikh Saqr bin Mohammed al-Qasimi of Ra's al-Khaimah remained. The task of building upon his legacy passed to a new generation of leaders. The death of Sheikh Zayed was marked with an outpouring of grief by UAE citizens and expatriate residents.

He had become known as 'Baba Zayed' (Father Zayed) and had earned the nickname, 'The Father of the Nation.' Crown Prince Sheikh Khalifa succeeded his father as Ruler of Abu Dhabi. At a meeting the next day, the members of the Supreme Council of Rulers swiftly chose him as the new President. In his first address to his people, Sheikh Khalifa acknowledged the debt that he owed to his father. He pledged that he would continue to lead the UAE along the path so ably laid out in the years since 1971.

Sheikh Khalifa already had extensive experience in Government. He had become Abu Dhabi's Crown Prince as early as 1969 and was later the Chairman of the Abu Dhabi Executive Council. He also served as the Chairman of the Abu Dhabi Supreme Petroleum Council and Deputy Supreme Commander of the UAE Armed Forces. A little over a year later, in early 2006, the Vice President, Sheikh Maktoum, also died. His younger brother Sheikh Mohammed bin Rashid al-Maktoum succeeded him. He became Vice President and Prime Minister and Ruler of Dubai. In Abu Dhabi, meanwhile, Sheikh Mohamed bin Zayed had succeeded Sheikh Khalifa as Crown Prince and Deputy Supreme Commander of the UAE Armed Forces. With a new generation of rulers, the UAE continues to prosper, building upon the leadership of Sheikh Zayed.

Activity 5: Describe

Describe the changes in leadership of the UAE that occurred after the year 2000.



Activity 6:

Based on the readings above describe three aspects of the UAE government and its leadership's goals for development in jobs and for women in the workforce.

8 Into the Future

The UAE is an economically successful and culturally vibrant country. It embraces the world and emphasizes the connections that bring people together. Achievements like the Louvre Abu Dhabi and the Expo 2020 will cement its role as a place where people can learn not only about Emirati culture, but also about their own histories and the connections that link people together from around the globe.

Wise leadership has been critical to this success. The role of Sheikh Zayed, the founding father of the UAE and its first president, was particularly important. He developed an understanding of the history of the people and the land, and encouraged others to do the same. He understood that with this knowledge, a prosperous future was assured. Now, we know that that history stretches back 125,000 years. Throughout this enormous timespan, several characteristics of our society have been critical in bringing us to the modern conditions that we now enjoy. The first is the formation of our society.

From the earliest human settlement, it has been necessary for people to work together so as to flourish in a land that offered only scattered resources. That sense of togetherness is particularly seen in the prehistoric burials that have been found throughout the country. Over 6000 years ago, nomadic pastoralists buried their dead in a single cemetery at Jebel Buhaish. They returned every year to the same spot to bury people and remember their ancestors. They adorned their dead with beads and gifts, regardless of whether they were men or women, rich or poor. Thousands of years later, the people on Umm an-Nar island and Al-Ain oasis built enormous above ground tombs in which all community members were buried. Even those who had acquired exotic gold jewelry were buried alongside those who had toiled as farmers and sailors. Later still, when the Portuguese attempted to control parts of the country, the people rose in rebellion and re-established control.

Key to all these developments was a sense that the people of the UAE have a defined set of values and beliefs. With a knowledge of seafaring, Emiratis became the masters of maritime trade. With the discovery of oil in the 1950s, the UAE was placed at the center of a global trade system that fueled the modern economy. Trade not only brought goods and wealth. It brought new ideas and cultures to our shores. The society became cosmopolitan and engaged with the world.

In the 7th century AD, Islam was introduced into the UAE from the heart of Arabia. It reinforced those values of equality that had long defined our society. But it also brought a universal message of belief in one God and subservience to him. The message of the Prophet Muhammad (PBUH) was quickly adopted throughout the region and established a way of life that ensured prosperity and peace. It continues to be the basis of society, but in the long-held tradition of openness, other religions are practiced in our country today. Society, Innovation, Trade and Faith have thus evolved over thousands of years. The success of the society today represents the culmination of these traits. Now, in a world which is troubled but so full of promise, the values continue to provide the basis for continued success as a nation and a people.

Activity 7:

<https://www.rcuae.ae/en/>

Activity 7:

Go to the website of the Emirates Red Crescent and fill in the information below based on what you find.

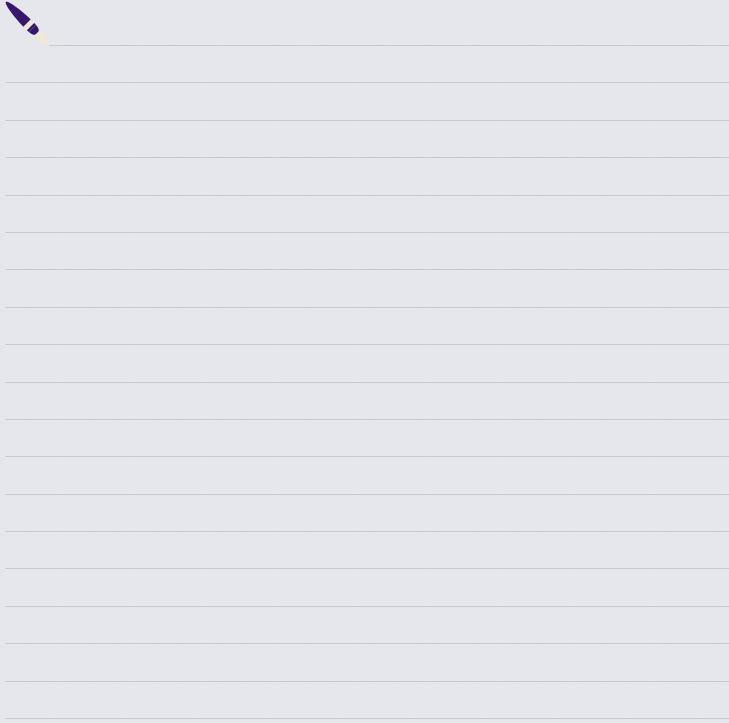
List Three Major International Aid Projects that the UAE Red Crescent Society is actively supporting.

What possible careers or professions are needed to carry out these missions for international aid? List and describe at least four professions.

Name of profession	Tasks, duties or training required

Activity 6: Moral Education

Write a reflection on what key moral virtues are valued and distinguish Emirati society. List at least five key words and highlight or colour them to give them emphasis in your writing. (Write at least 50 words)



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Remedial Opportunities

Activity 1: provides students with a basic Concept Check. The texts and videos at the start of the lesson will help students here.

Write down three places of interest shown by Shaykh Zayed in the history and archaeology of the UAE and its importance as a history lesson

Extension Opportunities

Student may explore further the plans of the UAE Government for its development by looking at the UAE Vision 2021 website <https://www.vision2021.ae/en>

Lesson Objectives

- MSC.3.1.02.017 Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value
- MSC.3.1.02.019 Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism
- MSC.3.1.02.018 Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways
- MSC.3.1.02.021 Describes ways of preserving heritage in the country, and analyzes the importance of the constitution for the society
- MSC.2.5.02.028 Plans short as well as more supported research projects to answer a claim, including self-generated claims, or to solve a public issue
- MSC.2.6.02.021 Provides constructive criticism for arguments presented by his peers citing evidence

Lesson Objective

By the end of the lesson, students will:

- Describe a UAE town or city in terms of development, cultural and socio-economic value

Key Vocabulary:

- presentation

Unit 4 The UAE Emerges

Lesson 4

Heritage Project

Learning Outcomes

- Describe a UAE town or city in terms of development, cultural and socio-economic value.

Vocabulary


presentation

Project Description:

Choose one of the topics in the lessons and research more about it. Then, make a presentation that topic.

Step 1:
Choose a town or city of the United Arab Emirates

Choose one of towns or cities of the UAE to learn more about. Focus on its importance to its Emirate and its contribution and interconnection with the country and the world. The following are suggested, however many other towns and cities may be chosen as well. Consult with your teacher on your selection.



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Ras Al-Khaimah (historic name: Julfar)	Dibba Al-Fujeirah	Dibba al-Hisn
Fujeirah	Khor Fakkan	Kalba
Dhaid	Hatta	Al Ain
Al Khaznah	Al Mafraq	Abu Dhabi
Madinat Zayed	Umm Al Quwain	Ajman
Sharjah	Dubai	Jebel Ali
Liwa Oasis	Ruwais	Ghayati

Materials/ Resources/ Technology

Resources from Student Book

- The Seven Emirates:
<https://u.ae/en/about-the-uae/the-seven-emirates/>
- Sharjah Cities:
<https://u.ae/en/about-the-uae/the-seven-emirates/sharjah>

Project Description

Choose one of the topics in the lessons and research more about it. Then, make a presentation that topic..

Step 1: Choose a town or city of the United Arab Emirates

Choose one of towns or cities of the UAE to learn more about. Focus on its importance to its Emirate and its contribution and interconnection with the country and the world. The following are suggested, however many other towns and cities may be chosen as well. Consult with your teacher on your selection.

- Ras Al-Khaimah (historic name: Julfar)
- Dibba Al-Fujeirah
- Dibba al-Hisn
- Fujeirah
- Khor Fakkan
- Kalba
- Dhaid
- Hatta
- Al Ain
- Al Khaznah
- Al Mafraq
- Abu Dhabi
- Madinat Zayed
- Umm Al Quwain
- Ajman
- Sharjah
- Dubai
- Jebel Ali
- Liwa Oasis
- Ruwais
- Ghayati

Step 2: Find Information

Use the Internet or other sources to find information about your topic. Make sure to find information to do the following:

What local government institutions and services may be found there? (for ex-ample, schools, hospitals, libraries, col-leges, or other public services and build-ings)

What parts of the town or city would you show a first-time visitor to the UAE ?

Why do you think this town or city is valuable to Emirati heritage and society?

Step 2: Find Information

Use the Internet or other sources to find information about your topic. Make sure to find information to do the following:

Describe your town or city.



What is the town or city best known for?



Step 3: Find Media

Find some pictures or videos that will help you in your presentation.

Step 2: Find Information

What parts of the town or city would you show a first-time visitor to the UAE?



Why do you think this town or city is valuable to Emirati heritage and society?









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Step 3: Find Media

Find some pictures or videos that will help you in your presentation.

Step 4: Prepare a Presentation


Using presentation software or a web site, prepare a presentation. In your presentation, remember to:

-  use large print in your presentation slides
-  not put too much information on one slide
-  use Step 2 above as an organization for your presentation
-  use pictures on your slides
-  keep any videos that you use very short
-  use colours and designs that fit your topic

Step 5: Be a Good Listener

As you listen to each presentation, answer these questions.

Name 2 important points that the speaker mentioned.



Step 4: Prepare a presentation

Using a presentation software or web site, prepare a presentation. In your presentation, remember to:

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- **use colours and designs that fit your topic.**

Prepare one question for the speaker.

Step 5: Be a Good Listener

What did the speaker do well in the presentation?



What could the speaker improve on?



.Prepare one question for the speaker



Formative Assessment Opportunities

Step 5: Be a Good Listener

As you listen to each presentation, answer these questions.

Name 2 important points that the speaker mentioned	
What did the speaker do well in the presentation?	
What could the speaker improve on?	

Step 6: Reflection

Write about what you learned about Emirati cities by preparing your presentation.



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Remedial Opportunities

Step 6: Reflection

Write about what you learned about Emirati cities by preparing your presentation.

Glossary

Active citizen: A person who is actively involved in his or her community on a local, national or global level.

Acts of compassion: Actions that help to reduce the suffering of others. For example, giving charity, feeding the hungry, visiting the sick.

Advancement: The act of progressing or moving forward.

Amendments: Changes to an existing law.

Appreciation: Understanding the value of an object or a situation.

Archaeologist: A person who studies human history through the excavation of sites and the analysis of artefacts.

Archaeology: The study of ancient sites and artefacts in order to learn more about the history of the civilised world.

Autonomy: The quality or state of being self-governing.

Barter: The exchange of goods and services for other goods and services without using money.

Belonging: The sense that a person has of belonging to a community.

Character: The way a person thinks and acts in general.

Citizen: An inhabitant of a city or town, or a legally recognised member of a country.

Civic duties: Responsibilities or actions that citizens are required by law to perform.

Civic engagement: Individual and collective actions designed to identify and address issues of public concern; involves citizens working together to make a positive difference in the community.

Civic responsibilities: Duties or actions that citizens should perform out of moral duty or social responsibility, but are not required by law to do.

Commitment: Giving time and energy to a cause or project that is important to you until a goal has been achieved.

Community: A group of people living in the same place, sharing interests and concerns; A group of people who live and interact with one another in a specific place and in accordance with specific regulations.

Community engagement: The participation of citizens in a united effort to achieve a goal that is of mutual benefit to the entire community.

Compassion: An individual's ability to feel what others are feeling and understand their suffering. In other words, to imagine yourself in their places for a moment, and then to appropriately respond to that feeling by trying to reduce such suffering by doing what you can to help.

Competency: A skill, talent or ability.

Components of cognitive production: Elements of academic achievement.

Conservation: Saving and protecting all things of historical significance such as buildings, artefacts, and archaeological sites as well as the natural environment.

Constitution: A set of rules and laws that determines the system of a country or state.

Controversial: An issue that creates discussion.

Corporate Social Responsibility: The idea that businesses should balance profit-making activities with activities that benefit society.

Customs: The government agency that has the authority to implement the laws for the protection of exports and imports, and the regulation of the entry and exit of goods, as defined as a tax imposed on imported products.

Decrees: An official order that has the force of law.

Democracy: A system of government where citizens vote to elect representatives.

Disability: An injury that affects a person and leads to an impairment of an organ, or in a total or partial inability.

Discrimination: The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

Display: Arrange a collection of objects or artefacts for public viewing.

Distributive justice: The fair distribution of services, resources and assets to everyone according to their own needs.

Duty: A set of principles agreed upon in society aimed at achieving higher morals in the community, such as helping the poor and advising against lying.

Economic Crisis: A long-term economic state characterized by unemployment, low prices and low levels of trade and investment.

Economic cycle: Regular and frequent periodic fluctuations in the level of economic activity, varying in timing and length.

Empathy: The ability to share the feelings of another person, and to put yourself in their shoes.

Emerging: Becoming apparent or prominent.

Entrepreneur: A person who practises entrepreneurship.

Entrepreneurship: The activity of independently establishing a business or initiative; The organisation and management of any enterprise, especially a business, usually with considerable initiative and risk.

Equality: Treating others equally without prejudice, hatred or discrimination regardless of colour, gender, religion, sect or race.

Equity: Justice; giving people their rights.

Excavation: Remove soil and earth from an area in order to reveal ancient ruins or artefacts.

Exchange rates: The price of one currency when exchanging it for another.

Fairness: Justice, giving people their rights.

Famine: A big shortage in food, that leads to high rise in mortality.

Findings: Evidence such as artefacts, buildings, ruins, etc, that reveal information about a person, thing or place.

Fulfillment: Feeling of being content and satisfied.

Genetic map: Biological legacies.

Globalisation: Globalisation in its ideal concept is the building of one standard world. Its foundation is the standardization of principles, and the liberalization of political and economic relations all over the world. Globalisation also includes translation of cultures, freedom of broadcasting information, spreading and sharing products, technology, and media.

Good citizen: Someone who is respectful, responsible and resourceful, who contributes to their community and follows rules.

Ground: Basis.

Happiness: Feeling of joy, contentment and reassurance.

Heritage Village: A reconstruction of a historical village so that it resembles the way it was in the past.

Honourable: Possessing or displaying respect and good character.

Human Development Index: Is a composite statistic of life expectancy, education, and per capita income indicators, which are used to rank countries.

Identity: Knowing who or what a person or a thing is.

Ignorance: Lack of education or knowledge about something.

Income: The money that an individual or business receives in exchange for providing a good or service or through investing capital.

Inequality: Is the difference found in various measures of economic well-being among individuals in a group, among groups in a population, or among countries.

Inflation: A continual increase in the price of goods and services.

Initiative: A plan or action that is put in place to solve a problem or improve a situation.

Intangible: Abstract and can be experienced but not held.

Jurisdiction: The right or power to impose laws and punish those who don't follow them.

Justice: A key social pillar that is essential for permanent co-existence between people; it is based on fairness, equality, balance, non-infringement and protection of both private and public interests.

Leadership: Guiding, directing or inspiring others towards a cause or project.

Litigation: A lawsuit or a court case.

Local community: A group of more than three members who gather to share their values and interests.

Logistic processes: A management art that aims at following a range of processes by providing them with appropriate information until they are done correctly.

Luxury: Enjoying comfort, good health and happiness.

Malnutrition: Malnutrition is a serious health condition that occurs when a person does not get the right amount of nutrients in their diet, or if the nutrients are less than their needs or more than their needs, in case of obesity.

Mobilise: To organise or encourage people to come together to act.

Morals: Morals are directly related to all aspects of life. A man's actions reflect his morals. Morals are the basic principles of any society.

Moral act: Each action or behaviour beyond the egotistic or selfish needs of the individual is a moral act; any action or behaviour showing selflessness is a moral act. The criteria for being a moral act is a love of others, and working to serve them and comfort them.

Moral duty: A sense of responsibility towards the other person or the community, without being compelled with laws and mandates. For example, people often feel that it is their duty to help poor or needy people. Therefore, among the most important qualities of moral imperative is willingness, responsibility and freedom.

Morality: Morality, is a mannerism and inherent nature, resulting in a person's tendency to act in a certain way. A mannerism, on the other hand, is an adjustment that occurs when a person forces himself or herself to act in a certain way, and gets used to it over time. When a person's behaviour is good, it is called good morality, such as honesty, honouring parents, offering help and altruism. Bad behaviour is called bad morality, such as lying.

Moral Imperative: It is a sense of duty towards the other person or the community, innately or out of generosity, without being compelled with laws and mandates. People often feel that it is their duty to help poor or needy people. Therefore, among the most important qualities of moral imperative is willingness, responsibility and freedom.

Moral rules: Is the set of principles that are recognized by people in a particular society. Abiding by those principles assure the community's help and respect to each other, mainly supporting the vulnerable, being truthful.

Moral values: The beliefs we hold for virtuous behaviour.

Mother language: Language of country of origin.

People of determination: An honorary designation for "People of Determination", instead of the term "People With Disabilities" which is frowned upon, that aims to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment.

Philanthropy: Practice of donating money, time or other resources to assist others ; Involves charitable giving to human causes on a large scale.

Positive growth: A person's physical and mental growth, healthy and decent way, while taking advantage of learning and skill development opportunities.

Positive relationship: Developing effective and clear communication with others and understanding them well.

Promulgate: Put a law or decree into effect by official proclamation.

Propaganda: The dissemination of information with a one-sided perspective and directing a focused group of messages to influence the views or behaviour of the largest number of people.

Prosperity: A state of wealth or abundance.

Quality: A feature or characteristic of something or someone.

Ratifying: Signing or giving formal consent to a treaty, contract, or agreement, making it officially valid.

Reform: A change or improvement, especially in the area of government or politics.

Renewable energy: The non-traditional sustainable energy obtained from natural resources that are renewable and inexhaustible.

Resourceful: Being capable of dealing with unfamiliar or challenging situations.

Respecting others: Treating others with an understanding of their importance and value.

Responsibility: Performing tasks, participation, cooperation and assisting others in the family, school and community. In addition, accepting the consequences of mistakes i.e. recognition of, apology for and withdraw of the committed mistake and work to find solutions to the problems resulting from it.

Rights: The beliefs we hold for virtuous behaviour.

Sanctioning: Giving official permission or approval.

Scalability: The ability of an organization to grow and manage increased demand.

Security: Being free from danger or threat.

Self-esteem: Confidence in one's self or abilities, self respect.

Self-respect: A sense of pride and confidence in yourself. Belief in your own abilities and worth.

Social Responsibility: Individual or group behaviour that benefits society at large.

Social values: The desirable characteristics or qualities of a community defined by the existing culture. These characteristics include tolerance, rights and power. This makes them a social tool to maintain social order and stability. They are expressed through people's care for other people and their tendency to willingly help others. People who have this value are compassionate, kind and love serving others.

Stability: The state of being firm and solid and unlikely to change suddenly.

Start-up: A new business, usually small but with the potential to grow. It usually incorporates an innovative business idea, developing a creative or unconventional solution to a market problem.

Sustainability: Continuation; unlikely to run out.

Sympathy: Understanding the feelings of another person and feeling for them. For example, feeling sadness for their suffering.

Tangible: Touchable, can be seen and felt.

Teamwork: Combined effort or work by a group of people.

Technological revolution: The huge progress in information and communication technology, which has enabled information sharing at the global level to overcome barriers between nations.

Technology: A comprehensive process that systematically employs science and knowledge in many fields, for the purposes of achieving practical value for society.

The concept of volunteerism: Volunteer work is providing assistance, help and effort for the good of the society in general and of its individuals in particular.

The concept of values: The idea and the intentions of the desirable characteristics or qualities of a community defined by the existing culture.

Threat: Something or someone that can damage or cause harm.

Tolerance: Willing to accept different people, as well as different views, beliefs and attitudes.

Treaty: An agreement between two or more states, or two or more parties, which regulates certain relations between them.

Values: A set of mental judgements that guide us to our desires and trends, and affect our behaviours. People acquire their values from the society they live in. They also acquire values from their life experience and the challenges they face. This in turn creates a set of rules that govern a person's actions, thoughts and behaviours. Also, they refer to the inner personality of humans.

Vandalism: The deliberate destruction of property that is not your own.

Virtual: So realistic that it is almost the same as the real thing.

Volunteer work: One of the means used to advance societies. This work is becoming increasingly important, as the governments want to involve community members in providing support to those in need. Moreover, volunteer work is not a profit-making profession, nor is it a mandatory profession. Anyone can participate in such work because it is based on linking the interests of volunteers with the interests of other individuals in society.

Water security: The ability to have enough clean water for human use.

Well-being: A person's state of comfort, health and happiness.

ADIA: Abu Dhabi Investment Authority

ADNOC: Abu Dhabi National Oil Company

Affonso d'Albuquerque: The notorious commander of the Portuguese fleets and viceroy of the Portuguese empire who ordered the killing and maiming of local civilians and establishment of a system of forts to occupy the lower Arabian Gulf and Arabian Peninsula. His fleets arrived in our region in 1507

Ahmed bin Majid: The great navigator born in Julfar in around 1432, who wrote a long manual on sea navigation, including a detailed description of how to navigate by the stars (celestial navigation) and the route by sea to China.

Al Bidiya Mosque : Located in the Emirate of Fujairah, it is one of the UAE's oldest mosques. It was built in the 1400s but may have been in use as a site for a mosque for several centuries before that.

Al-Aqsa Mosque: The mosque built in around 704 CE. It is near the Dome of the Rock, known as the farthest mosque because of its distant location from Mecca

Consulate: A secondary or business office of diplomats from one country in another country. A consulate has lesser status than an embassy but is where visas, business and commercial affairs and other important functions are carried out by the visiting country's diplomats.

Diplomat: An official representative from one country to another. An ambassador is the highest ranked diplomat. A consul or charge d'affaires is usually the next in rank, followed by lesser diplomats, all of whom are given diplomatic immunity or protection by the country they are assigned to.

Dome of the Rock: It was built in Jerusalem in around 694 CE and is one of oldest Islamic monuments and the place of the Prophet (PBUH) and his Isra` wa Miraj, which is one of the important Islamic holidays

Embassy: The official residence and official office of the Ambassador from one country to another country

Emirates Red Crescent: The UAE international charitable society that belongs to the international aid organization known as the International Red Crescent and Red Cross.

Goa: The port city on the coast of India from which the Portuguese established their Empire in the Indian Ocean region

Gulf Cooperation Council: Formed in 1981, its member nations are the United Arab Emirates, Kuwait, Bahrain, Qatar, Oman and the Kingdom of Saudi Arabia.

Gulf War: A series of wars in the Arabian Gulf region ensued during the 1980s between Iran and Iraq, followed by the Iraqi invasion and occupation of Iraq in 1990-1991, and the American-led declaration of war and Allied invasion of Iraq in 2003.

H. H. Sheikh Khalifa bin Zayed Al Nahyan: President of the UAE and ruler of Abu Dhabi

H. H. Sheikh Mohammed bin Rashid Al Maktoum: Vice President and Prime Minister of the UAE and Ruler of Dubai

H. H. Sheikh Zayed Bin Sultan Al Nahyan: (b. 1918, d. 2004) First President of the UAE from 1971 to 2004

Julfar: The port town located near what is Ras Al Khaimah today

Jumeirah Archaeology Site: An important site in Dubai where residential buildings, a mosque, market and large caravanserai for traders has been found. It was built and occupied from around 1000 CE to the 1700s.

mihrab: The niche or rounded indentation in the qibla wall that indicates the direction of prayer toward Mecca

navigation: The method of tracking and plotting one's movement across land or sea by use of compasses, or charts based on observation of landmarks or the stars

Ottoman Empire: The great Islamic dynasty and empire that fought back against the Portuguese during the 16th century.

Portuguese Empire, : The Portuguese Empire was a rival to the Spanish and Ottoman Empires. The Portuguese reached the Arabian Gulf in around 1507, built forts for occupation and retreated in the 1640s.

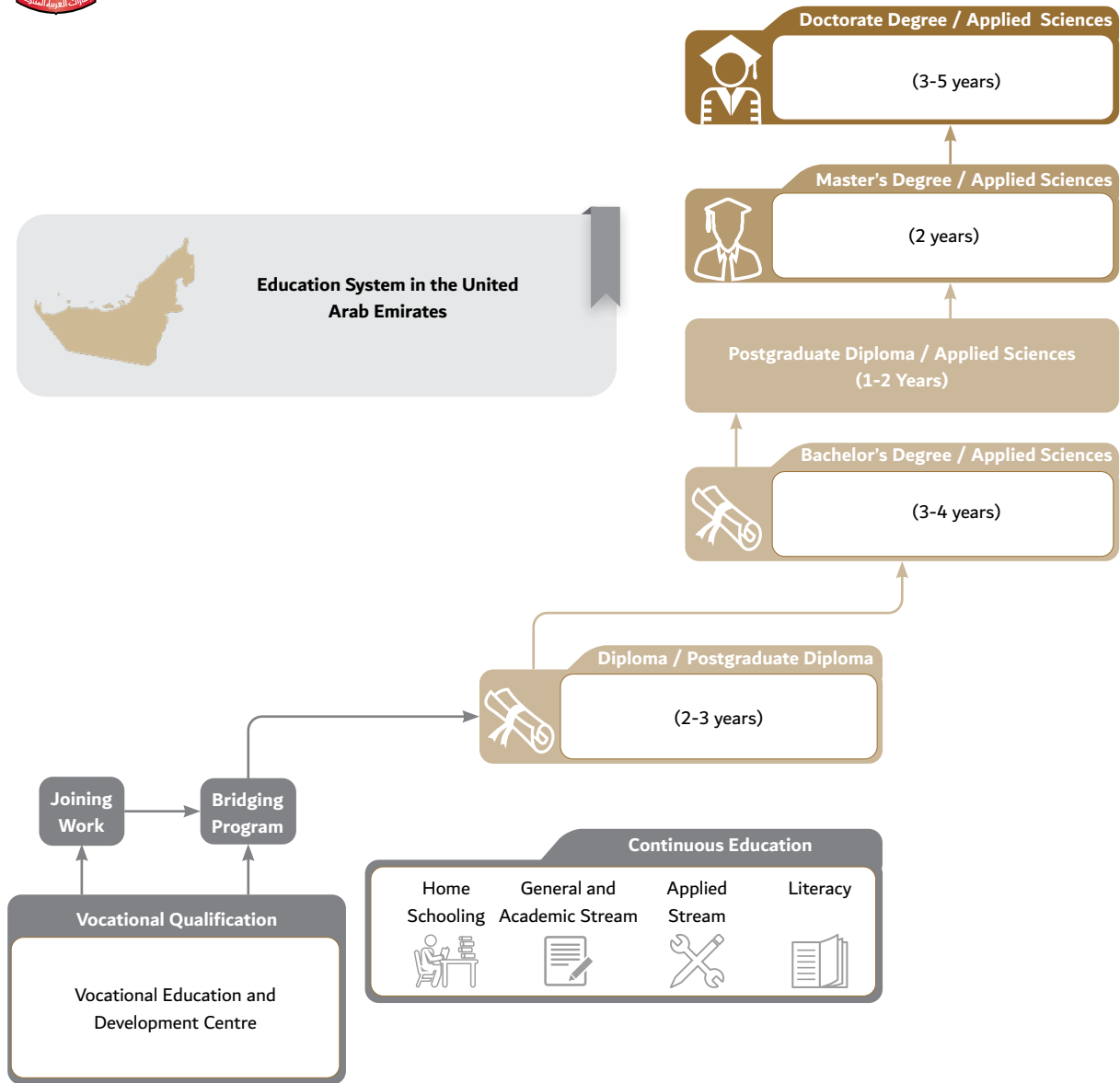
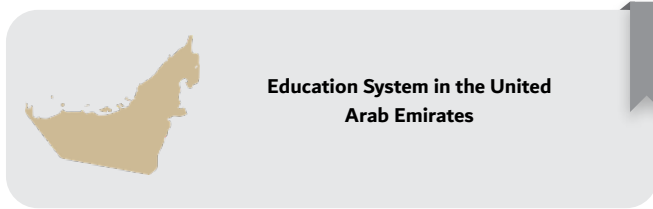
qibla wall: The wall in which the mihrab or niche is placed to indicate the direction of prayer to Mecca

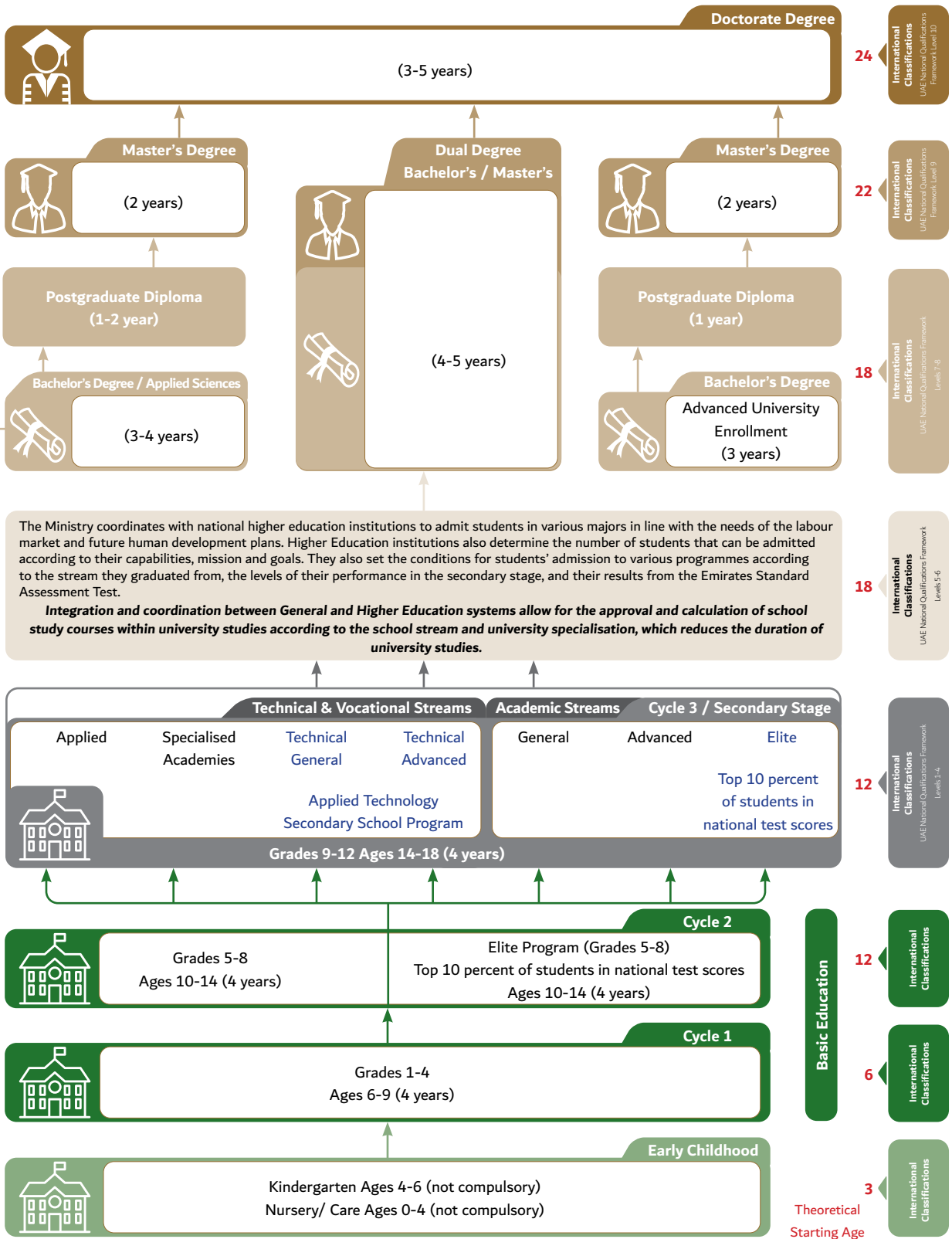
Sheikha Fatima bint Mubarak : The wife of the late Sheikh Zayed and commonly honoured as the "Mother of the Nation"

Vasco de Gama: The controversial Portuguese explorer who left Europe in 1498 and was the first to complete the navigation around the Cape of Good Hope in South Africa and to arrive in the Indian Ocean and reach the mainland of India.



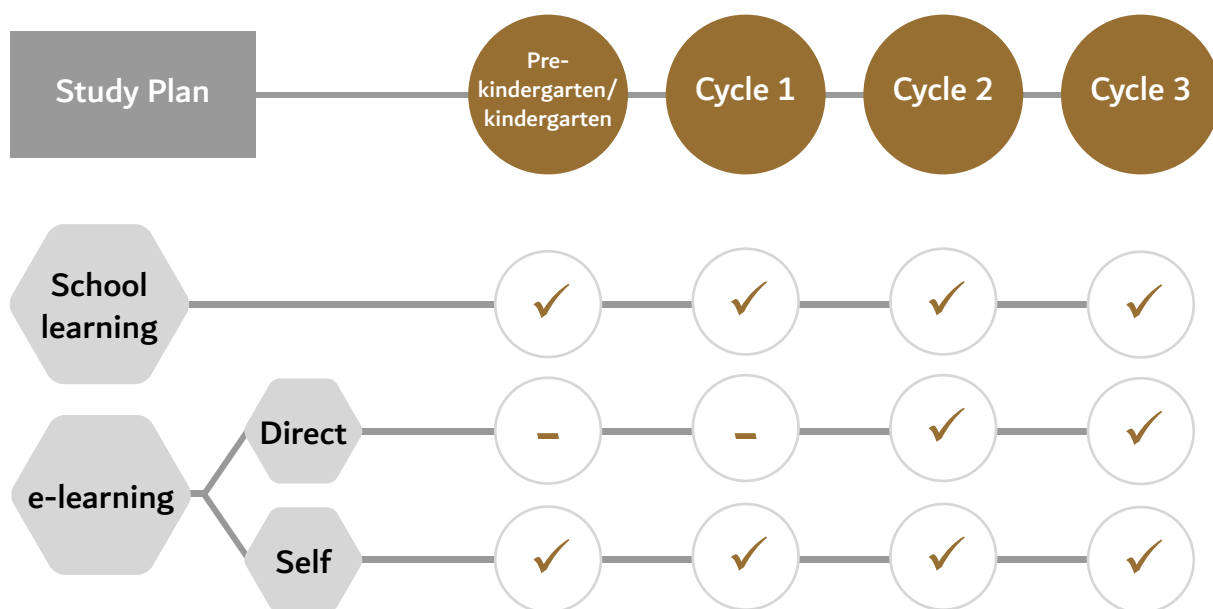
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION





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.



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