



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



2021-2022





# MORAL, SOCIAL AND CULTURAL STUDIES



Grade  
**05**



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# **Moral, Social and Cultural Studies**

Student Book  
Grade 5

Term 1

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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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# Unit 1

# Intellectual and Emotional Empathy

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?

Is empathising essential to the survival of a community?





What is the difference between benevolence and sympathy?

What is the relationship between these concepts and generosity?

In the case of a moral dilemma, what considerations should we keep in mind when expressing our opinion?

How can the viewpoints of other people be understood?

If different opinions can be held on an issue, can we say that only one is correct?

How do we come to feel empathy?

## Lesson 1

# Charity, Sympathy and Generosity

## ○ Learning Outcomes ○

**Explain the meanings of benevolence, compassion and generosity. Give examples, from real life, where these values have been experienced personally.**

## Vocabulary

benevolence

compassion

empathy

generosity

**1 Work in groups. Brainstorm about cyberbullying. And then answer these questions.**

1. How does this type of bullying affect children's thoughts and feelings?
2. How can we sympathise with and help child victims of cyberbullying?
3. How can we combat cyberbullying?



## 2

**Read the story of Khalil. Then discuss the issues that follow.**

The boy's name was Khalil. But people did not know him by that name. Many people called him Limpy, making fun of his injured leg. In fact, he would go days without hearing his name. As the taunts would not stop, Khalil became very sad. He lived in a poor area, working hard at the grocery store to make his living. The streets were full of homeless children, fighting over scraps of food, money and shelter. Whenever Khalil saw these kids, he would try to run away despite his painful limp.

One day, the mean homeless boys grouped around him in the neighbourhood and started pulling his hair. One of them grabbed hold of his injured leg and hit it with a stone, laughing at him. 'Limpy! Limpy!' They all taunted him.

Suddenly, a man passing by shouted at them threateningly. They all ran away in different directions. Khalil raised his head out of the dirt. His eyes were full of tears and he was in pain. He saw Karim, the confectioner, who owned the grocery store where he worked. He felt relieved and wiped away his tears. Dusting himself down, he said, 'Every day they chase me, beat me and eat my food.'

He reached for his bag and started picking up the scattered bread, which was now covered in dust. Frowning, Karim said, 'Leave them. I will give you food.'

Khalil raised his eyes, happy to hear that but wondering how to pay for it. Karim understood his worries and said, 'Stand up! Don't think about paying. I will give you food for free. I'll teach you and help you to overcome your injury!'

**Adapted from *The Lame Boy*  
by Tawfiq Yusuf 'Awwad**



**A. Work in pairs.**

**How did the street boys treat Khalil?  
How did Karim treat Khalil?**

Boys

Karim

|       |       |
|-------|-------|
| ----- | ----- |
| ----- | ----- |
| ----- | ----- |

**B. Work in groups. Discuss what society can  
do for bullied people like Khalil. Write your  
ideas.**

|       |
|-------|
| ----- |
| ----- |
| ----- |

3

**You have seen how bullying can be tackled with benevolence (kindness) and generosity. What do you think the difference is between compassion and benevolence? How does compassion link to generosity?**

**Read the text from the biography of His Highness Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him. Then discuss the points that follow.**

Sheikh Zayed, may God have mercy upon him, went on many trips across the country. During these trips, he would often stop in front of a humble construction worker or farmer, asking his name and information about his family, quality of life and whether he is comfortable at work. If the worker had a problem, Sheikh Zayed would command the problem to be resolved, and be on his way. This noble act happened frequently in different regions.

**A. Consider the biography of Sheikh Zayed, and discuss with your group the acts of generosity that he is known for. Present your work to the class. You can use paper to display it on the wall or give a digital presentation.**

In the words of the leader: “Empathy and generosity are the foundations of community advancement.” It was then declared that 2017 is the ‘Year of Giving’ in the UAE.

**B. With your group, prepare a short play about how one expresses benevolence, compassion, and generosity and the feelings one feels while expressing those humanitarian values.**



# 4

**Read about how acts of charity are practised by the UAE and its people. Then do the activity that follows.**

## **Students at a school in the UAE harvest organic vegetables**

As part of the activities of the Year of Giving 2017, one of the schools in the UAE celebrated the first festival of the harvesting of organic vegetables grown by students at the school. The vegetables were sold and the proceeds given to charities.



### **Abdullah Al Wiswasy**

Abdullah Al Wiswasy was the first teacher in Abu Dhabi. He started work in the 1960s on a monthly salary of one rupee. He, along with other early teachers, was a volunteer answering the call for education. These first teachers were following the directives of HH Sheikh Zayed, may God have mercy upon him. They were implementing his vision of raising a cultured and educated generation, capable of preparing the UAE to take its role in the modern world.

**A. Work in pairs. Research more achievements of the UAE and its people at both the national and international level. Write your findings here.**

---

---

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**B. Work in groups. Research more information about the teacher Abdullah Al Wiswasy.**

## Lesson 2

# Moral Dilemma

## Learning Outcomes

- Explain the meaning of benevolence, sympathy, and generosity.
- Be able to give real-life examples of these concepts.
- Express opinions on moral issues, as presented in a story, for example.



## Vocabulary

benevolence

generosity

sympathy

empathy

moral standards

**Work in groups. Discuss this quote from HH Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him, on the importance of being raised with good morals.**

**1**

“Without morals, good behaviour and knowledge, nations cannot bring up their generations nor perform their duties. Civilisations were created by knowledge, good manners, magnanimity, of understanding the past, belief in the present and anticipation of the future.”

**Why do you think Sheikh Zayed, placed such emphasis on the importance of moral behaviour?**

## 2

**Law is the foundation that protects the interests of everyone in the community. If a law contradicts moral values, there may be a moral dilemma. Should the law always be in agreement with moral values? Or can these values be disregarded when necessary?**

**Read the story *In the Name of the Law*. Then do the activities that follow.**

It was the eve of the feast and the people of the neighbourhood were celebrating. At the same time, four men sneaked into an old lady's small, modest room and stole the few possessions she had. When the lady discovered the theft, she felt completely helpless. She sat down and began to cry. On account of the theft, the lady could not pay her rent for five months. The landlord took her to court - her remaining possessions were taken from her and she was evicted from the room.

Passersby watched and cheered as repossession agents came for her property, while she sat there helpless, quietly crying, not knowing what to do.

The men worked together to take the biggest item of furniture from the room. They took the bed where she slept, the table where she ate her food, and the chair where she often sat and looked out her window. The old woman breathlessly ran up to them. She was very sad to see her possessions being taken away.

With much sorrow, she gently touched each item. She felt a mixture of emotions - feeling thankful and sorry at the same time. But these things no longer belong to her. How will she replace them?

Mai Zyada, quoted from "*Darkness and Rays*"

**A. Work in pairs. Discuss the following:**

The owner's situation.

The legal situation.

The old woman's situation.



**B. How could this situation be resolved more justly, while respecting the legal rights of everyone involved?**

**3**

**Work in pairs. Are the situations that follow moral or immoral? How do you decide whether something is moral or immoral?**

**A. During class tests, Sami doesn't let Jane copy his answers. As a result she gets bad marks. This causes animosity between them.**

-----

**B. Faten gives her classmate Samantha sweets so that Samantha does her homework for her.**

-----

**C. Electronics salesman, Abu Majid, sells goods for reasonable prices that are affordable for people on low incomes.**

-----

**D. When her younger sister takes pens from Sara's bag, Sara hits her.**

-----

**E. Michael knows who broke the classroom glass, but he keeps it a secret to save his classmate from punishment.**

-----

**4**

**Identify a common global moral dilemma caused by the scarcity of fresh water. Read the article about the scarcity of fresh water and its effect on the relationships between neighbouring countries.**

All countries suffer from climate change, but some countries suffer from drought as well. Although countries such as the United Kingdom have high average rainfall, other countries are affected by increasingly scarce fresh water reserves. This can cause tensions between neighbouring states that share fresh water resources, such as rivers and lakes. In some places, shortage of water has resulted in protests, some of these have been violent, resulting in casualties. Countries that do not take precautionary or remedial measures may not be able to meet their inhabitants' needs. This will be a big problem in rural areas where the lack of water will be disastrous for agriculture.

Some countries, such as the UAE, have invested in sea water desalination to help secure their water needs. During the 5th Global Water Summit, held in 2012 in Abu Dhabi, HH Sheikh Mohammed bin Zayed al Nahyan, may God save him, stated, 'For us (the UAE), water is now more important than oil.'

**A. Work in groups. Discuss the dilemma of freshwater scarcity around the world. Consider the different opinions on this moral dilemma. How can the issue of water shortage be addressed?**

## Lesson 3

# Recognising Other's Points of View

## ○ Learning Outcomes ○

- Express opinions on moral issues with clarity, as presented in a story for example.
- Summarise the main points of a classmate's position on a moral dilemma, rate the classmate's ability to express himself/herself and understand the classmate's explanation.

## Vocabulary

sympathy

empathy

point of view

**1 This activity will help you understand how different problems can be seen and solved in different ways.**

Distribute yourselves equally over the four corners of the classroom. Imagine you are on a boat. You should move in parallel, otherwise, the boat will veer off line and capsize. Take a selection of objects and pass them to the person facing you, in order to maintain the balance of the boat.

**Did you manage to prevent the boat from capsizing? How?**

## 2

**Read the story *The Two Little Seagulls* and note their different opinions. Then do the activities that follow.**

One winter, two little seagulls met on a branch of an old olive tree.

The first seagull shook its tail and said, 'I am tired of moving around and have lost hope of finding a warm place to stay. As soon as we get used to one home, the cold weather and the rain force us to fly away in search of a new home.'

The second seagull laughed and said, 'We all feel that way! We seagulls are always on the move and our homes are never permanent.'

The first seagull said, 'I dream of a homeland and an identity. You have no idea how much I want to have a permanent home and address.'

The first seagull was quiet for a few seconds. Then he continued, 'Look at this tree. I think it's more than a hundred years old. It is firmly rooted as if it is part of the earth. It may die of sadness if it's moved to another place because it wholeheartedly loves its homeland.'

The second seagull said, 'I do wonder about your way of thinking! Are you comparing a seagull to a tree? You know that every creature has its own special nature, making it different from other creatures, so why do you want to change the laws of life and the universe? We birds fly and travel, crossing forests, seas, mountains, valleys and rivers. Our natural homeland has no borders'.

The first seagull replied, 'I understand. I understand, but I need an identity, an address and a homeland. I don't think you understand me.'

The second seagull looked around and saw a black cloud coming their way, and shouted, 'Come on! Come on! Let's go before the storm and rain reach us! We have wasted a lot of time.'

The first seagull replied, 'Listen to me. What do you think about staying in this tree? It seems strong enough to survive the storm.'

The second seagull replied firmly, 'That's enough daydreaming. I will fly away and leave you.'



**A. Rewrite the conversation between the two seagulls to show understanding of each other's viewpoint.**

First seagull: I am tired of moving around and have lost hope of finding a warm place to stay.

Second seagull:

.....

.....

.....

.....

**B. Which seagull do you agree with? Explain why, giving reasons for your opinion.**

I agree with seagull:

.....

.....

.....

.....

**3**

**Sometimes, because of different interests or ways of looking at things, friends can argue with each other. Read what happened between Samantha and Jackie. Then do the activities that follow.**

In a school in Miami, USA, the art teacher asked Samantha and Jackie to design a dream house together. The two girls thought of different ideas. Samantha wanted a big house with a garden and pool. Jackie preferred an apartment in a tall building overlooking the sea.

- A. How can Samantha and Jackie come to an agreement that they are both happy with?**
- B. Work in pairs. Discuss your ideas with your partner. Do you agree with each other? Try to come up with an idea that you are both happy with.**

**When people don't agree on something, how do you work out who is right and who is wrong?**

4

**Work in groups. Give and justify your opinion regarding the two views of rain.**

Rain is a blessing to humans, animals and plants. It brings life to everything.



At certain times, rain can be a curse on people. It can cause floods, car accidents or drowning.



**Which idea is right? How can we work this out?**

-----

5

**Work in groups. You are going to debate the pros and cons of social media websites.**

**Support your point of view with definite examples. Decide on some arbitration rules to make your debate an effective tool for decision making on the subject.**

## Lesson 4

# The Types of Empathy

## ○ Learning Outcomes ○

- Explain the meanings of benevolence, compassion and generosity, and be able to give real-life examples of these concepts being used.
- Assess how different characters in a story will feel when they are faced with a moral dilemma.

## Vocabulary

emotional empathy

cognitive empathy

compassionate empathy

1

**Act out a scenario in front of your group where you are upset about something. Use gestures. Did the group sympathise with you? Ask the group how they could sympathise with you thoughtfully and emotionally.**



## 2

**Read this story, entitled *The New Ball*, and answer the questions that follow.**

My son was miserable when he came home with his friends. He was carrying a burst ball. I had given him the ball a year earlier as a reward for good behaviour, so that he could play football with his friends.

‘What happened to your ball?’ I said.

He answered, in tears, ‘Our neighbour punctured the ball and threw it back to us because it went on to his property while we were playing.’

I told my son it was his fault: ‘But didn’t we agree that you could only play with the ball at certain times? And that you could only play with it in appropriate places, like football pitches, fields or playgrounds?’

He was still unhappy and said, ‘I know that, Dad, but the ball went into his garden by accident. Do you think he was right to burst the ball?’

I felt I had said enough. So I patted him on the head and promised him a new ball if he did well in the upcoming final school exams.

A few days later as I was reading a book in the garden, my son came running up gleefully, a ball in his hand. ‘Dad! Dad! Look what I’ve got! It’s come into our garden from next door. I’ll go and get a knife so that we can burst it like the neighbour did to my ball.’

So, what had happened when my son was playing had happened in turn to our neighbour’s son. And my boy’s first thought was of revenge - on the grounds that the person who started the dispute is by definition the aggressor.



I felt ashamed with how ready my son was to copy our neighbour's bad behaviour with bad behaviour of his own and said, 'Our neighbour was in the wrong. No question about it. But, his son didn't do anything wrong and I'm sure he wouldn't have been happy about what his father did. Do you remember how angry and sad you were when your ball was burst? Why do you want to behave in the same way now?'

The boy said, 'What should we do then?'

Adapted from Taha Hussein

**A. Do you think the neighbour was right to do what he did? Why? Why not?**

.....

**B. What was the type of empathy shown by the father towards his son?**

**Sympathy**..... **Because** .....

**And towards his neighbour's son:**

**Sympathy**..... **Because** .....

**C. If you were the father, How would you answer your son's question, 'What should we do then?'**

.....

**3** You are going to read about two instances of UAE accomplishment. For each one, draw a mental map of the people receiving help, their thoughts, feelings and needs.

A. The UAE Red Crescent recently launched an urgent humanitarian campaign in Somalia to relieve hardships caused by famine, drought, death and the destruction of livestock. The campaign was welcomed by local Emirati people as much as by the expatriate community and private and public businesses. It is projected that the campaign could gather 165 million Dhs this year (2017).



Somalia Relief



B. At the 13th Critical Care Conference (held in April 2017 at the InterContinental Festival City, Dubai), a plan was announced for voluntary teams from the UAE and the wider GCC to train intensive-care doctors in Asia and Africa, as part of the Year of Giving initiative. These training courses will cover treatment options



Intensive Care Unit

in serious cases. Free consultations will also be given on how to develop intensive-care departments in Asia and Africa. The Conference declared that the door to volunteering for the initiative is open to all doctors.

4

Read the cards on the walls of the classroom. The cards have the following phrases written on them: *cognitive empathy*, *emotional empathy*, *compassionate empathy*. Discuss the differences between the different types of empathy, giving examples of each.

## 5

**Read this article on how the UN is using virtual-reality technology to help create empathy. Then do the activities that follow.**

To understand a person's suffering is totally different from actually living it. The United Nations is using virtual reality to spread awareness of global humanitarian crises, such as Ebola and the plight of refugees, in the hope of changing the way we treat people in need.

The director of the campaign said its importance lay in getting people to live and interact with other people's experiences, rather than being mere viewers. The campaign is part of the Sustainable Development Project launched by the Secretary-General of the United Nations, Mr. Ban Ki-moon, in 2016, aimed at combating poverty, spreading education globally and preserving the environment.

As part of the campaign, the short virtual-reality film 'Clouds Over Sidra' was shown. The film tells of the suffering of a 12-year-old girl who lives in a refugee camp in Jordan with about 130,000 other refugees.

It was reported that people came out of the film deeply moved by its story and ready to take action.



Children Watching a Virtual Reality Movie

### **Work in groups**

**A. What are the different ways in which virtual-reality technology is used?**

.....

**B. Can a person learn empathy by using virtual reality? Explain.**

.....

.....

**C. Design a brochure (hard or soft) about cases requiring the world's empathy and present it to the class.**

.....

.....

## Lesson 5

# How Can I be Compassionate Toward Others?

## ○ Learning Outcomes ○

- Explain the meanings of benevolence, sympathy, and be able to give real-life examples of these concepts.
- Express opinions on moral issues, as presented in a story for example, with clarity.
- Assess the emotions of real people or storybook characters facing a moral dilemma.

## Vocabulary

empathy

1

### A picture is worth a thousand words.

Your teacher is going to stick pictures of people on the classroom wall. If you were in the position of the people in these pictures, how would you think and feel? And what would you need? Think about the pictures and discuss with the class.



1



2



3

## 2

**Read the biography of Scott Neeson and answer the questions that follow.**

Scottish-Australian Hollywood marketing executive and former president of 21st Century Fox International, Scott Neeson, made some major films in his 26-year career in the film industry. Scott had it all – power, money, a prestigious life and a job that brought him into contact with celebrities. But in 2003, Scott's view on life changed completely! He visited Cambodia's Phnom Penh Steung Meanchey, a highly toxic rubbish dump where he saw hundreds of children working.

When he went back to Los Angeles to start a new job at Sony Pictures International, he could not get back to his normal life. He travelled to Cambodia for one week every month and set up his Cambodian Children's Fund at the dump. He became incredibly close to these children, many of whom were orphans or abandoned by their parents. In 2004, Scott sold his house, expensive cars and yacht, and left LA for good, to live in Phnom Penh. He helped take care of Steung Meanchey children and, later that year, he built them a school, where 45 students were enrolled. By 2014, there were 2,300 students enrolled at the school. He also provided 300 homes and, every week, 4,900 loaves of bread to the children and their families. Asked by a journalist in a recent interview: "If you had the chance to go back and do it all again, would you?" Scott said: "Yes, I would. Even if it was not thousands of kids. Even if it was only one kid whose life I could change for the better, and I have told every kid here that. I'm very happy that the community here has responded positively to my projects and begun to plan to improve living conditions. You can see the next generation start to blossom here."





A. Does this story impress you? Why? How do you feel about Scott and the children of the rubbish dump?

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B. What lessons can be learned from this story? Find other real-life examples of these lessons, from the United Arab Emirates and around the world.

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3

**Work in groups. Create a cartoon character who has the traits needed to be a symbol of empathy. Draw and write about your cartoon character.**



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Ahmed is very sad. Why do you think he is unhappy?

4

Write him a short letter to express your empathy with him. You can illustrate your message with drawings.



**Read the article about His Highness Sheikh Mohammed bin Rashid Al Maktoum's, God save him, message on social compassion. Then answer the question that follows.**

**5**

In order to mark the anniversary of his accession on January 4, the Ruler of Dubai and Vice President of the UAE, His Highness Sheikh Mohammed bin Rashid Al Maktoum, God save him, started a humanitarian campaign. He asked that this day should be dedicated to honouring workers in construction sites, employees such as gardeners, janitors, builders, public transportation drivers, drivers and domestic workers, among others. He called the campaign 'Thank You'. He tweeted: 'As in previous years, I have asked the authorities not to hold any Accession Day celebrations on January 4. Each year, we show our appreciation of a different segment of the working community, and this year we will honour a group that has not been honoured before, the general labourer category.'

'These groups play an active role in our society. Some have spent many years doing their jobs with all due dedication and they deserve a "Thank You" from all of us, for their efforts. We want to thank and honour them. We also want to let them know that their services are valued and appreciated, as they make life in the UAE community easier and better,' he added.

'Expressing compassion and gratitude towards these groups does not only reflect the compassionate society in which we live but also the authentic values and civilised principles that urge us to always treat everyone well and thank and express compassion towards those who serve us, whatever those services are,' he explained.

Sheikh Mohammed asked everyone to give thanks and to give small gifts to workers. He also asked people to share their photos on his

Twitter account, on their own accounts or on other social media sites. The aim is to promote goodness, mercy and compassion in our society.

Sheikh Mohammed bin Rashid said: 'Each of us can thank or give a simple present to a domestic worker or a gardener in a nearby street. We will thank them all. I will start myself, and I ask you to share your creative ideas and photos, expressing gratitude to these groups.'



**How is empathy clearly demonstrated in the initiative launched by His Highness Sheikh Mohammed bin Rashid Al Maktoum, God save him? Research other creative initiatives in the UAE.**

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# Unit 2

## Taking Responsibility for Oneself and Others

**Lesson 1** What Do We Mean by Responsibility?

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**Lesson 2** I Assume Self-responsibility for My Own Good.

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**Lesson 3** Commit Myself to Helping Others

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**Lesson 4** How Can We Help Others


---

**Lesson 5** The Environment is My Responsibility

---



**How can I be responsible towards myself  
and my community?**

A silhouette of two people on a cliff at sunset. One person is standing and leaning forward, while the other is sitting or crouching, reaching up towards the first person. The background shows a bright sunset over the ocean.

How can people be responsible towards themselves and others in their community?

What are the benefits of taking responsibility?

What are the things that push people to assume or abandon responsibility?

What are methods and types of help?

What is the purpose of assuming responsibility towards society?



## Lesson 1

# What Do We Mean by Responsibility?

## ○ Learning Outcomes ○

- Recognise the factors that affect self-confidence and self-respect and understand how to develop resilience.
- Present and discuss ideas about the concept of identity and understand how other people's behaviours could have a positive or negative effect on our own self-esteem.
- Demonstrate awareness of the needs of others, including people in vulnerable groups, such as the elderly, and provide them with practical support and care.
- Demonstrate awareness of local environmental issues regarding home and school, both nationally and globally.
- Determine how to influence and be affected by environmental issues, and identify how to take practical action to deal with issues like noise pollution and waste recycling.

## Vocabulary

responsibility

resilience

persistence

1

In order to assign responsibility in the classroom, list daily tasks on a poster. Put the poster on the board.

| Main class tasks | Students responsible |
|------------------|----------------------|
|                  |                      |
|                  |                      |
|                  |                      |
|                  |                      |
|                  |                      |

- What would happen if someone didn't carry out an assigned task? How would you categorise such behaviour?

.....

## 2

**Read about taking responsibility at an early age.  
Then answer the questions that follow.**

**My Responsibilities:**

- To follow rules at home, at school and in society because they protect me and preserve my rights and the rights of others
- To fight as hard as I can for my rights and the rights of others
- To be well mannered
- To take good care of my body
- To respect the rights of others and never cause them harm
- To look after my personal property and respect the property of others
- To be determined to achieve my ambitions
- To be caring for those who need it



We are responsible!



**A. Are you responsible? Make a list of the responsibilities you take on at home and at school.**

|       |       |
|-------|-------|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |

**B. What are the outcomes of self-responsibility?**

|       |
|-------|
| ..... |
| ..... |

## 3

**You have considered the concept of responsibility at home and in school. Now you are going to think about responsibility and how it relates to perseverance.**

**Read the text about Lord Baden Powell and the scouting movement. Then answer the questions that follow.**

Lord Robert Baden-Powell was the founder of the worldwide scouting movement. He was born in 1857, and he lived his childhood in the English countryside. His love for nature and exploring led him to a life of adventure with his friends. In 1908, he published the scout handbook for boys and girls. In this book, he defined scouting goals and methods. In 1920, at the first World Scout Conference, he was given the title of Chief Scout of the World.

The book focuses on the idea that scouting is an educational process that adds to rather than replaces the things we learn from our families and at school. It discusses how the scouting movement promotes leadership. It also discusses how the movement tries to educate and guide young people to become pure, strong and brave patriots. It does this by creating an environment that encourages loyalty to one's beliefs and love of adventure. It also lists the most important principles of scouting. These are: enjoying self-confidence, health or physical development; having good manners; developing manual skills; knowing others; and personal development.



The educational scouting principles try to promote:

- self-confidence, self-esteem, honour, pride and sense of responsibility towards yourself and your group
- the ability to adapt and to be resilient and persistent
- an appreciation of nature
- a sense of adventure
- the ability to work as part of a team
- the development of a strong character with positive moral values becoming part of your personality
- involvement with unfamiliar activities and surroundings
- humanitarianism,
- the art of leadership
- and the ability to work and collaborate with other people

Before his death in 1941, Lord Baden-Powell wrote a farewell message to every scout, stating:

“One step towards happiness is to make yourself healthy and strong while you are a boy, so that you can be useful and so you can enjoy life when you are a man. Nature study will show you how beautiful and wonderful things are there in the world for you to enjoy.

Continue what you have started and make it better. Look on the bright side of things instead of being gloomy. Remember that the right way to be happy is by giving out happiness to other people. Try to leave this world a little better than you found it. Then, when your turn comes to die, you can die happy, feeling that you have not wasted your time and have done your best. ‘Be Prepared’ in this way, to live happy and to die happy - stick to your Scout Promise always - even after you have ceased to be a boy - and God help you to do it.

Your friend, Robert Baden-Powell”

**A. What makes a scout able to act with responsibility, perseverance and resilience?**

.....

.....

**B. How could you use the principles of scouting to improve your life at home or in school?**

.....

.....

4

**Responsibility forms part of both our private and our public lives. Read the letter written by His Highness the late Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him. Then do the activity that follows.**

“A man is valued based on actions and knowledge, actions last forever and demand respect and appreciation from society. It is the duty of all citizens to assume national responsibility, wherever they are, in all seriousness and with devotion.”

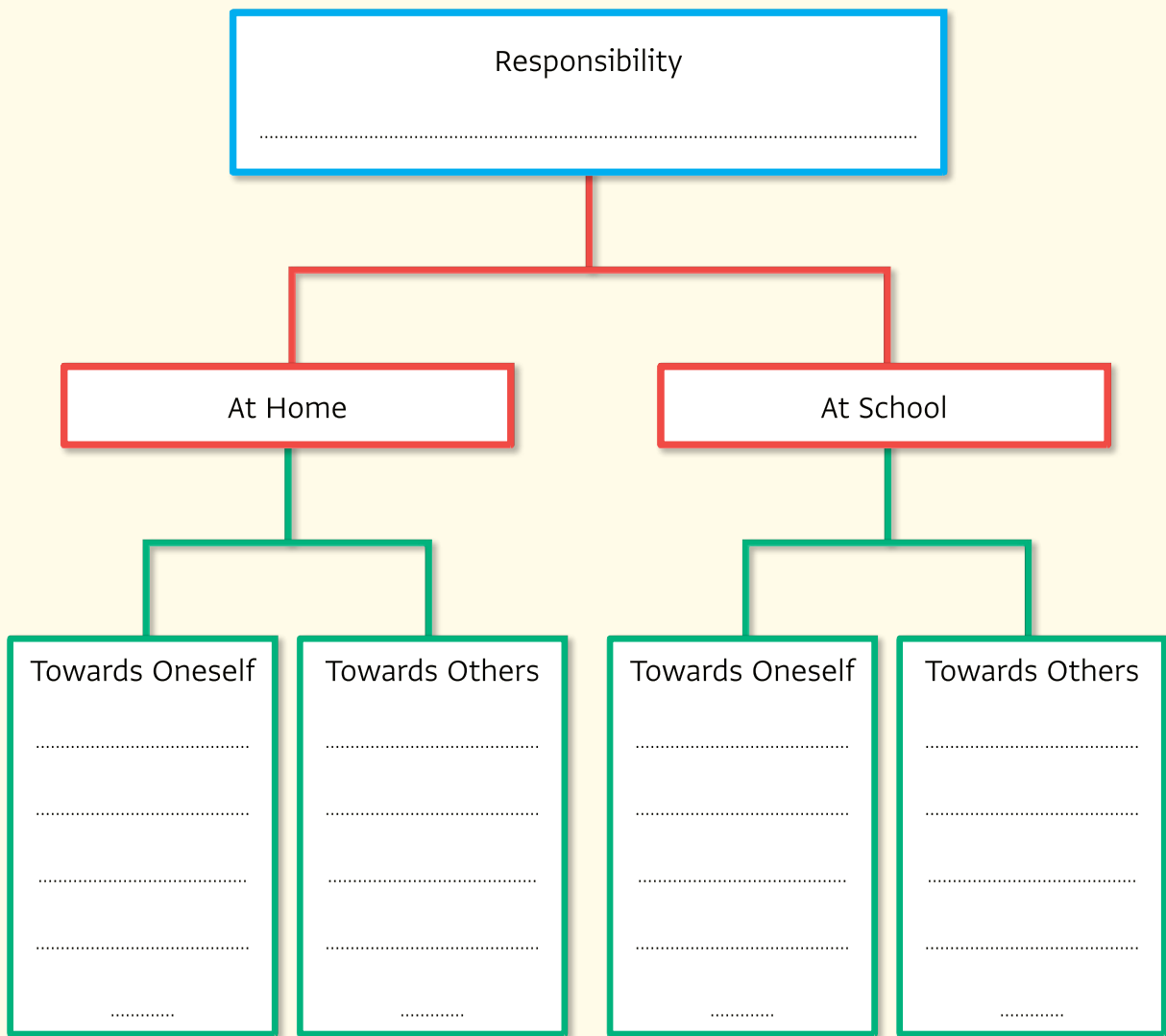
Sheikh Zayed bin Sultan Al Nahyan , may God have mercy upon him.

**Work in groups. Write a short scene in which you and your classmates show the importance of assuming self responsibility, social responsibility, perseverance and resilience, either at home or school. Act the scene out in front of the class. Invite constructive criticism.**

5

**Showing responsibility towards myself and to other members of the community.**

Work in groups. Complete the chart by defining the word ‘responsibility’ in the box at the top. Then give examples of how to show responsibility to oneself and to others at home and at school.



## Lesson 2

# I Assume Self-responsibility for My Own Good.

## Learning Outcomes

- Recognise the factors that affect self-confidence and self-respect, and to understand how to develop resilience.

## Vocabulary

self-responsibility

family responsibility

social responsibility

1

- What role do you play in your family?
- What roles do the members of your family play? Can these roles be switched?
- With your classmates, act out the different roles of your family members, showing everyone taking responsibility.

## 2

**How can we practise self-responsibility?  
Read the text about Natalie and how she  
accepts the consequences of her actions. Then  
answer the questions that follow.**

Natalie is a hard-working student. She helps out at home, works hard at school and helps her friends with their work when she can. One day, Mr Badie, the Arabic teacher, was walking through the playground when he saw Natalie sitting by herself. She wasn't eating her breakfast with her friends and wasn't playing with them. Mr Badie went up to her and said, 'What's wrong Natalie? Have you and your friends had a fight? Has someone hurt you? It's not like you to be sitting alone.' Natalie said, 'No, everything is OK with my friends. It's just that I've got to take responsibility for something I did at home. I broke my sister's computer and am saving up to pay for it to be fixed. That's why I had breakfast at home - I don't have the money to spend on breakfast here.'

'Can't your father buy a new computer or fix the broken one?'

'Yes, he can.'

'Hmm ..... so what's the problem? Can't you just ask him to get a new one? You're polite and hard-working and I'm sure he won't say no.'

'No, I broke the computer and it's my responsibility to pay for it to be fixed. My father always says we have to take responsibility for our actions and face up to any problems we have.'





**A. Work in groups. How well do you think Natalie handled the situation? What would you have done in her situation?**

.....

**B. What do you think Natalie's behaviour shows?**

.....

.....

...

3

**Work in pairs. Look at the pictures. Which pictures show self-responsibility? Which pictures show responsibility for other people? Do any of the pictures show a lack of responsibility? Explain your answers.**



a. Shows: .....

.....

Explanation: .....



b. Shows: .....

.....

Explanation: .....



c. Shows: .....

.....

Explanation: .....



d. Shows: .....

.....

Explanation: .....

## 4

The late Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him, said: 'The new generation should be aware of the suffering of their ancestors. This awareness will provide them with the drive, strength and resilience to complete the journey started by our fathers and ancestors, a journey that embodies our national ambitions after decades of disarray, backwardness and deprivation.'

**Work in groups. Discuss the importance of self-respect and self-confidence when taking on the responsibility to reach the goals of society and its people?**

---

---

## 5

**Read the article about *The Lion King* and the importance of leaders taking responsibility. Then answer the questions that follow.**

The film *The Lion King* is one of the most successful films of its kind. It has won many international awards since it was first released in 1994. A live-action remake of the film is scheduled for release in the US in 2019.

The film takes place in the Pride Lands and follows a lion called Simba. It starts with Simba's birth and follows him throughout his early childhood, when he loses his father, King Mufasa. Mufasa is killed in a trap set by Scar, Mufasa's evil brother. Scar then tricks Simba into thinking that Mufasa's death was his fault and Simba runs away, leaving Scar to become King of the Jungle.

Simba then meets Timon, a meerkat, and Pumbaa, a warthog, and they become friends. Years pass and Simba grows up. One day he meets Nala, a friend from his childhood. Nala tells Simba that everyone in his family thinks he is dead. She tells him how Scar is ruling the kingdom badly, with the help of his friends the hyenas, and that the Pride Lands have become a dry wasteland. Nala begs Simba to come home and take responsibility for rescuing the kingdom from Scar. At first, Simba refuses, but then he meets the baboon Rafiki, his father's friend. Rafiki tells Simba that he is Mufasa's son and should return to the Pride Lands. Simba knows that it is his duty to return home to the Pride Lands. There, as the great son of Mufasa, and helped by Timon, Pumbaa, Nala and the other lions, Simba fights and defeats Scar and the hyenas. After the battle, Simba tells Scar to leave and never return. Scar is then killed by the hyenas.

With Scar and the hyenas gone, Simba, like Mufasa before him, becomes the Lion King. The Pride Lands are restored, and in the final scene a lion cub is born to Simba and Nala.

**A. What do you think of the role played by Simba's friends?**

.....

.....

**B. What do you think helped Simba succeed?**

.....

.....



Simba "The Lion King"

## Lesson 3

# Commit Myself to Helping Others

## ○ Learning Outcomes ○

- Address the needs of others, including people in vulnerable groups, such as the elderly, and provide them with practical support and care.



## Vocabulary

assuming responsibility

abandoning responsibility

social responsibility

### 1 **Work in groups. You are going to role-play the bird, the moon and the weighing scales.**

Bird: In two minutes tell the moon about a situation involving taking responsibility.

Moon: Listen to the bird and show interest by asking questions.

Weighing scales: Write out three key points from the dialogue.

**Take turns playing the roles. Which role did you like most?**



## 2

**Family duties and how to help. Read this story about Nadine and her family. Then answer the questions that follow.**

One day, Nadine asked her parents if she could go to her friend's house. Her parents said she could, but both her parents were busy with work, and neither of them could take her. Nadine felt unhappy about this, but then had an idea. She asked her mother if one of her brothers could take her. Her mother agreed and asked the eldest boy, Sari, if he could drive Nadine. Sari refused, making his mother very angry. 'Oh come on, Sari! Can't you spare a little bit of time to help in the family. Both your father and I are very busy.'

Sari said, 'I'm sorry, Mum, but I've promised a friend I'd go out with him, and I don't want to go back on my word.' Nadine's mother went and spoke to her younger son, Maher, who was reading in his room. She asked him if he could take Nadine to her friend's house.

'Sure, no problem,' Maher said. He then called his friend Johnny. 'Sorry, Johnny, I can't go to the cinema at the time we arranged. I'm taking my sister to her friend's house - my parents are both busy and can't take her. Is it OK if we meet a bit later?'



Nadine and her friend are playing with their favorite toys



**A. Who do you agree with, Sari or Maher? What would you have done in the situation?**

.....

**B. What do you think Johnny should do?**

.....

**C. How important is it for everyone in a family to share responsibilities? Discuss with your group.**

.....

**Should we take responsibility and provide assistance? Why?**

**3**

In 2009, 42 million Americans provided free care to the elderly in their communities, saving the state around \$450 million.



In some societies elderly people have to work under harsh conditions simply in order to earn enough to survive.



**Discuss in pairs. Look at the two pictures. What impact do you think these two women have on the societies they live in?**

## 4

**Read the text on social responsibility by Hasher Bin Mana Al Maktoum. Then answer the questions that follow.**

Statement by the writer Sheikha Afra bint Hasher bin Mana Al-Maktoum, God save her.

Social responsibility is one of the key pillars of community life and essential for the development of society. An individual's worth to society can be measured by the extent to which he/she takes responsibility for himself/herself and others. Social responsibility is a partnership between private institutions and various community institutions, which work together to achieve sustainable development in fields of education, health, social well-being, the economy and the environment. The private sector can show leadership and social responsibility in a number of areas, such as:

a. Education

By establishing institutes where computing can be studied; by providing internationally recognised English-language training free or for a nominal charge; by conducting training during the summer on important work skills, such as selling, buying, car maintenance, electrical repair services, etc.

By providing support to outstanding students through internal and external programmes; by recognising student innovation and invention.

By providing support for people of determination\* in schools and universities; by providing what they need to develop their scientific abilities.

b. Social

By establishing orphanages and centres for the elderly; by ensuring that the essential needs of the elderly are met; by providing social supervisors and recreation centres; by building homes for those in need, ensuring that they are suitable in terms of living space and service provision, so that all members of the community feel a sense of family belonging.

c. Culture

By establishing cultural centres and public libraries; by sponsoring and organising cultural conferences; by supporting national and scientific awards in the UAE; by creating new awards for intellectuals who have provided services to the country.

Sheikha Afra bint Hasher bin Mana Al Maktoum, God save her, May 7, 2011

**A. As members of Emirati society and as global citizens, why should we assume social responsibility?**

.....

.....

**B. Discuss with your group how the private sector helps, or can help, those in the wider community. Write about it in relation to the UAE and another country of your choice. Discuss. Write.**

.....

.....

.....

**5**

**What happens when we help those in need? Think of one example from the UAE and a second example from a country you are interested in. Discuss with your group.**

\* In April 18th 2017, His Highness Sheikh Mohammed bin Rashid al Maktoum- may God protect him- launched the National Strategy for Empowering People with Disabilities, designating them using the term “People of Determination” instead of the frowned-upon term “People With Disabilities”. The objective was 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. “Disability is people’s inability to develop. It’s when they remain in their place, unable to make any accomplishments. What people of determination have achieved over the past years in all fields proves that purposefulness and willpower help accomplish the impossible and push people to confront all circumstances and challenges with unwavering determination in order to reach their goals”, said His Highness Sheikh Mohammed bin Rashid al Maktoum. “Today, our institutions will begin reflecting our great and unwavering interest in this category, where a special official will be assigned to take on the responsibility of facilitating services for people of determination. An Advisory Council, including federal and local government institutions and community members, will also be established to offer counsel, in order to reach a continuous development of services and find solutions to the challenges that prevent the integration of this category in the community”, His Highness added.

## Lesson 4

# How Can We Help Others

## Learning Outcomes

- Show empathy and provide practical support and care for others, including people, such as the elderly, and other vulnerable groups.

## Vocabulary

caring for senior citizens

caring for people in need

1

- **Work in groups. Role-play situations where support is being provided to people in need. Then share your feelings about the character you are playing.**
- **What sort of people do you think need help and support?**
- **Are we all responsible for helping and caring for others?**



## 2

## How can we help other people without hurting their feelings?

**Read Noha's story about her attempts to help her friend Sara. Then do the activities that follow.**

Noha is a kind-hearted and intelligent girl. She is generous and always willing to help others. One day, she noticed that her friend Sara was wearing a pair of glasses that were broken and had been stuck together by her father. Most days Sara comes to school without any money, and if she gets any allowance it is usually very little. Noha knows that Sara comes from a poor family. She wanted to help Sara but she couldn't think of a good way to go about it. She decided to ask her parents for advice. That evening, while everyone was sitting in the kitchen, Noha said, 'Dad, I have friend at school who doesn't get much of an allowance from her family. I want to help her, but I don't know how to. If I give her a present, she might feel she has to buy me something in return and she can't really afford it. If I give her money, it might hurt her feelings. So, how shall I help her?'

Noha's father was very pleased that his daughter was so considerate. He kissed her and said, 'You are such a good girl, Noha! I am proud of you. Let's think of how you can help your friend without hurting her feelings.'

Then Noha's brother, Sami, said, 'Why do you have to help her? You shouldn't get involved in other people's lives! Everyone should live according to their means.'

Noha said, 'Well, I don't agree. I think we should all empathise with other people and help them as much as we can in times of need.'

Sami said, 'I don't want to help anyone. Everyone is responsible for their own lives and how they live them. I am only responsible for myself.'

Sami's father looked at him and said, 'No, you are wrong. We should be ready to help others. At the same time, helping other people makes us happy because we are making them happy.'

Suddenly Noha jumped up and said, 'I've got it! I've got it! I've got a great idea! I'll take a box to school and make it into a piggy bank. Then I will ask Sara and my other friends to put some of their allowance in it. At the end of the week, we'll share out all the money between us. I'll put a lot of money in every day so Sara gets a lot of money by the end of the week, without knowing where the money comes from. That way, we won't hurt her feelings because she'll put in a share of her own allowance every day, even if it is not very much.'

Noha's Father smiled and said, 'That's a great idea! You are a special girl because you think about other people and want to help them. I'll help too, by giving you some money to put in the piggy bank. Look, Sami your sister is really happy because she is helping a friend. There's a lesson for you to follow there, Sami!'



- a. **Work in groups. Compare the attitudes of Noha, Sami and their father. Whom do you agree with? Why?**

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- b. **What do you think society would be like if everyone acted like Noha? What would society be like if everyone acted like Sami?**

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3

**Look at the pictures. Answer the questions.**



**a. How can we help older people?**

How we can help?

The importance of helping



- b. Work in pairs. Think of a time you helped a senior citizen in your community. Tell your partner about it.**

**4**

**Caring for senior citizens is a social and national responsibility. Read the essay about the importance of caring for senior citizens in Emirati society. Then answer the questions that follow.**

Despite the rapid change that the UAE has seen in recent years, the institution of the family has remained strong. UAE society regards senior citizens as the custodians of the past and the wise people of the present; we take pride in their experience and benefit from their knowledge. Their wisdom guides our way as they represent prudence, experience and insight. The issue of care for the elderly is a new one for the UAE and has become an issue in part because of the decline of the traditional extended family.

The family development officer at the Ministry of Social Affairs points out that Emirati families are committed to looking after family members as they age. However, it is undeniable that senior citizens are facing more and more problems, due to the deterioration of the traditional sense of family. This deterioration is brought about largely by the job situation, with family members moving to other cities or even other countries for work. This mobility is responsible for a range of psychological, health and social problems, limiting senior citizens and making it difficult for them to cope with demographic change. The institutions necessary for care of the elderly have been set up by the Ministry of Social Affairs. At the same time various local departments and social centres are working on improving support for senior citizens. These centres and departments provide essentials such as shelter, food, clothing and social, psychological and health-related care. They also organise cultural, educational and recreational activities to give peace of mind to the elderly and help senior citizens become involved in the community. Our objective is to help them face the problems resulting from old age and to assist in cases of illness, in collaboration with the Ministry of Health. We also hold exhibitions to sell the products made by senior citizens and give them the profit.

The family development officer at the Ministry of Social Affairs has confirmed that the legal system in the UAE is committed to securing an income for senior citizens that guarantees them financial security after retirement. The Ministry is dedicated to eliminating poverty and protecting against dangers that threaten the financial security of senior citizens.

The Ministry runs training programmes at its family development centres. At the centres elderly women attend training courses in traditional arts and crafts, with the aim of enabling them to set up businesses that contribute to improving their financial and emotional well-being. This enables them to play a productive role in society.

The Ministry also encourages volunteer work in the field of senior citizen care, and runs training programmes for volunteers. These programmes qualify volunteers to work with senior citizens, motivating them to engage with society and to live an active life.

- a. Why do you think Emirati society attaches special importance to senior citizens? How does Emirati society care for its senior citizens?**

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- b. What do you think would happen to senior citizens if the state did not provide them with support?**

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## 5 **Work in groups. Think about the ways you can help those in need.**

You are going to interview a hospital manager about the help the hospital provides to patients, especially those in financial difficulties. Make a list of questions you want to ask. Present the answers you get to the class.

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## Lesson 5

# The Environment Is My Responsibility

## ○ Learning Outcomes ○

- Demonstrate an awareness of local environmental issues related to homes and schools
- Demonstrate an awareness of environmental issues at the national and global levels
- Understand the impact of our actions on environmental issues, especially actions that reduce these issues such as recycling and waste and noise reduction

## Vocabulary

noise pollution

environmental pollution

environmental responsibility

1

**Social responsibility is shown through participating in the protection of the environment. Why does the environment need to be protected? What does it need to be protected against?**



## 2 Read the text about marine pollution. Then answer the questions that follow.

Mohammed and Mark were exercising on the beach. While they were running, they saw algae and dead fish in the water.

As they were talking about this, a man came along and took some photographs. Mark was interested and said, 'Why are you taking pictures? Are you a journalist?'

The man said that he wasn't a journalist, but a teacher of moral education. He said his name was Ziad and that he was taking the pictures to show his class the next day.

Ziad explained that he was teaching his class about the environment. He wanted his students to be aware of environmental issues and be prepared to take responsibility for protecting the natural world.

- a. Look at the photograph Ziad took. Why do you think the fish died?

.....

.....

- b. What everyday human activities cause environmental pollution?

.....

.....

- c. Work in groups. How can we reduce environmental pollution caused by human activity?

.....

.....



### 3

## Fighting pollution

a. Do you think these posters would be effective?

.....

.....

b. Work in groups. Look at the two posters that have appeared in the media. What do you think is?



What is the role of the media in educating people about the threat of pollution to the environment?

.....

.....

Discuss and write.

.....

.....

## 4

**Read the article about the late Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him, interest in sustainable environmental development and how it affects life in the UAE today. Then do the activity that follows.**

From 1966, the late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him), was deeply concerned about environmental issues. For example, in 1977, he banned fishing in Abu Dhabi Emirate. However, perhaps his greatest achievement was the greening of the desert, which was an environmental miracle.

The late leader is respected for his many important environmental programmes, especially those aimed at combating desertification. Under his rule, ground water was protected, bridges were built, and plants were cultivated using environmentally-friendly soil fertilisers manufactured in a purpose-built facility.

One of Sheikh Zayed's key achievements was the roadside planting scheme along the Abu Dhabi-Al Ain highway. As a result of this scheme, large parts of the desert became lush and green. This greening policy continues today, with more trees, more gardens and more flowers being planted every year.

He also established several nature reserves, the most important being the Sir Bani Yas Island Nature Reserve. In terms of size and diversity, this is one of the biggest man-made nature reserves in the Arabian Peninsula. It is an important sanctuary for rare species of endangered

We have worked, since the establishment of our state, to protect the environment and wildlife and have established all the systems, legislations, programs and projects that have made the UAE a pioneer and a world class model in environmental care, protection and preservation.





animals, especially birds. Sheikh Zayed was personally responsible for saving the Arabian Oryx from extinction.

**A. Work in groups. In what ways do the achievements of Sheikh Zayed impact the lives of citizens and residents of the UAE today?**

.....

.....

.....

**5**

**Make a poster about your country's natural beauty. Get information and pictures from newspapers, magazines or websites. Then use your poster to talk about your country to your class.**

## **Developing an environmental project**

**6**

Work in groups. You are going to work on a project on a global environmental issue. Choose an issue that interests you. For example, you could choose something like desertification, global warming, disruption of ecosystems, scarcity of fresh water, depletion of natural resources, or diseases caused by pollution.

Consider all aspects of the issue. Present problem in the form of a question that needs a solution. Then present the your solution.

Follow these steps:

a. Preparation

Choose your topic. What specific question are you going to ask?

b. Hypothesis

Develop your hypothesis. Think about the impact the issue you have chosen has on the environment.

c. Information gathering

Find information to support your hypothesis.

Use websites recommended by your teacher to find the information you need. Be prepared to compare different solutions.

If possible, interview environmental experts.

Use the information you find to determine the overall environmental impact of the issue you have chosen.

Don't forget to document your references.

d. Evaluate the information you collected. Select what is most important.

Present your information using any appropriate visual medium (graphs, charts, pictures, text maps etc). Ensure that your information addresses the issue and that your hypothesis is correct.

Make sure that your presentation includes a conclusion with recommendations. Suggest relevant, practical and scientific solutions to the problem. Think of ways these can be adopted in the UAE and other countries. Are there any recent technological developments that can be part of the solution?

e. Conclusion

Take a step back. Assess the work you have done and conclusions reached. Was your hypothesis correct? Consider the environmental impact of the factor you considered.

f. Written report

Using the presentation you created, write up your research in the form of an academic report. State the stages you went through, your research procedures, and your conclusions.

g. Presentation

With your team, present your report to the class, the school or at a science fair. Show your procedures and conclusions clearly using slides and graphics. Make sure you practise your presentation beforehand.

# Unit 3

# Ancient Civilizations

|          |  |
|----------|--|
| Lesson 1 | Prehistory                                   |
| Lesson 2 | Ancient Egypt and the Nile                   |
| Lesson 3 | Mesopotamia and Agriculture                  |
| Lesson 4 | Ancient China – Shang and Zhou Dynasties     |
| Lesson 5 | Transport and Trade in Ancient Civilizations |



# Lesson 1



**This term looks at ancient civilizations and peoples over 3,000 years ago. Term 1 starts with the prehistoric Stone Age many thousands of years ago. After this we see the development of ancient civilizations around the world 10,000 to 3,000 years ago. We will look at the Ancient Egyptians, the Sumerians in Mesopotamia, the Indus Valley Civilization and ancient dynasties in China. We will see how the place and geography of these civilizations was important, especially rivers and the sea. The rise of civilizations will also show us the early development of trade, writing, art, cities and governments.**

## Lesson 1

# Prehistory

### ○ Lesson Outcomes ○

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

- explore what life may have been like in the Stone Age
- investigate how we know about people from the Stone Age

## Vocabulary

Stone Age

nomadic

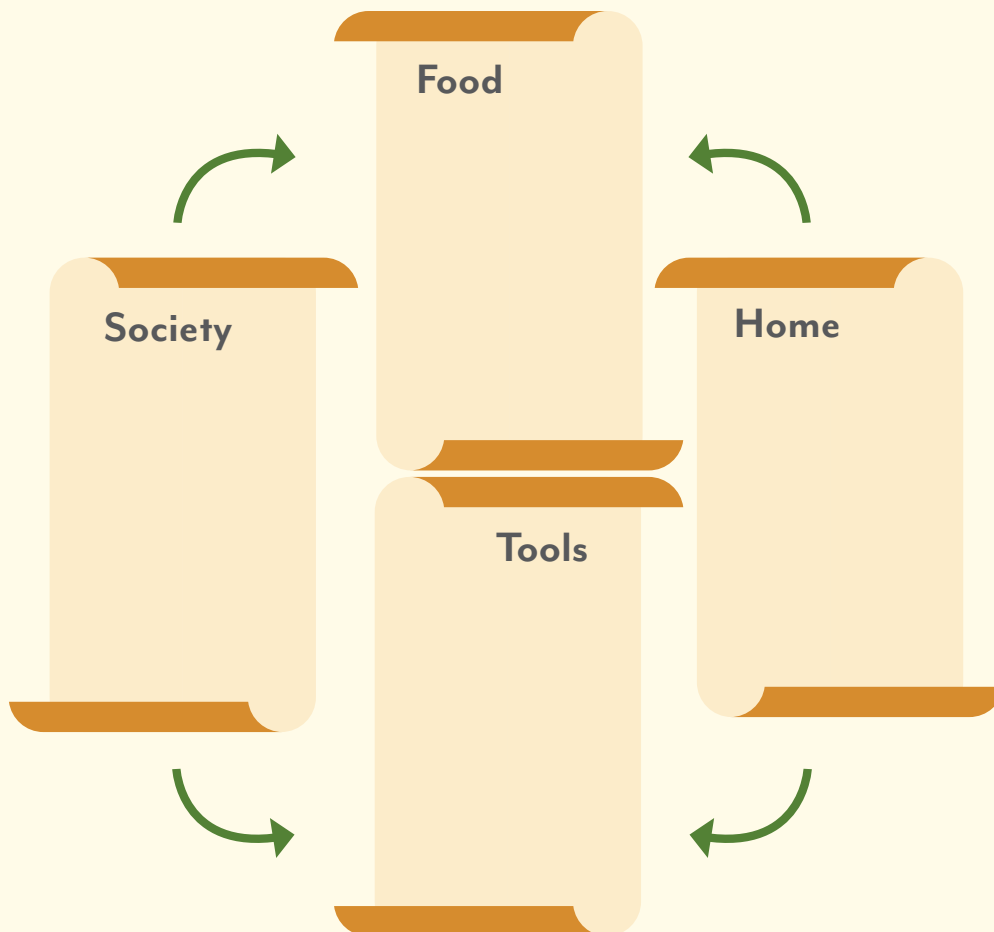
archaeologist

artefact

settle

## Warm up: Brainstorm

The Stone Age was the name for the period over 6,000 years ago.  
What do you think life would have been like in the Stone Age?





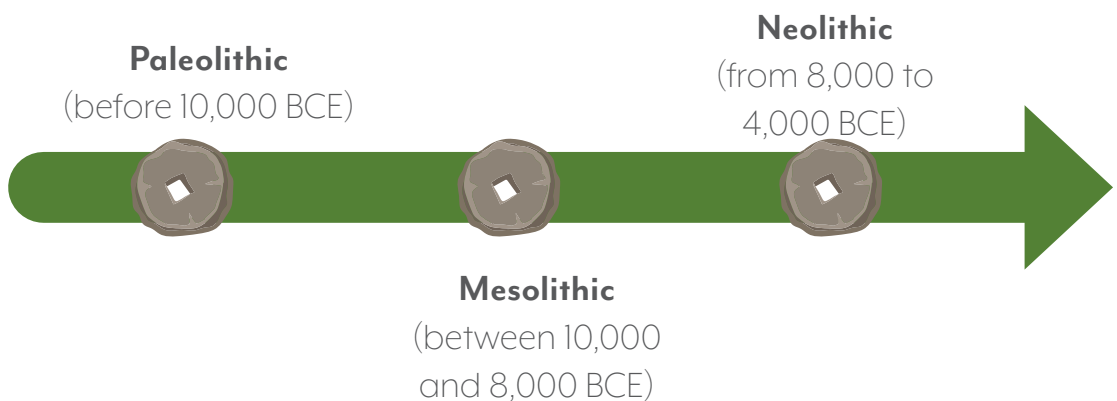


## PREHISTORY AND THE STONE AGE

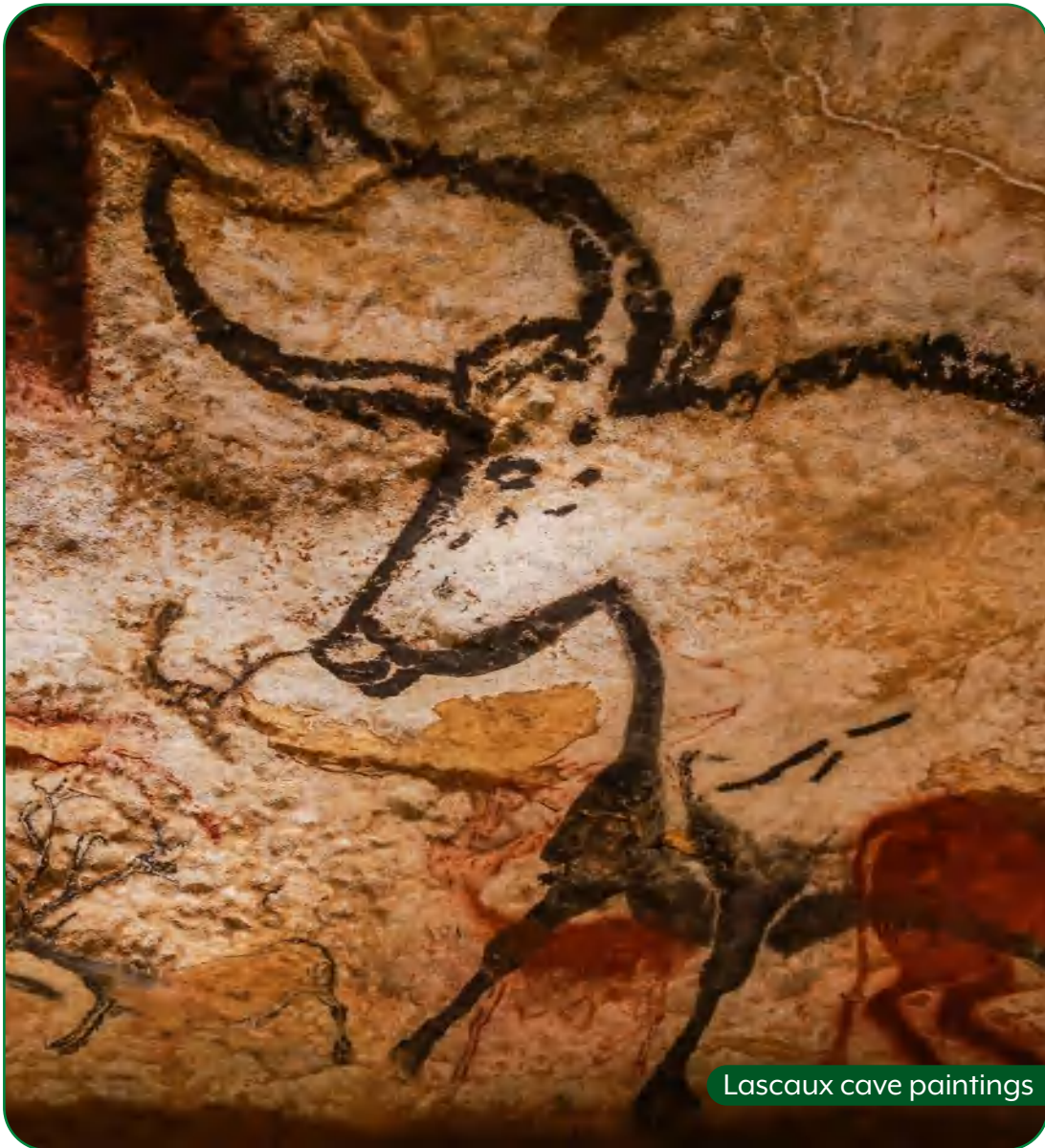
In Jabal Faya in Sharjah stone tools from 125,000 years ago have been discovered. The objects show us that Stone Age people lived in the Arabian Peninsula. What do we know about people living at that time?

Society changed over thousands of years. Thousands of years ago, people were nomadic which means they moved from place to place in search of food. They learned to use stone tools to hunt animals and collect plants for food. This is why this period is called the Stone Age.

The Stone Age is separated into three main periods: Paleolithic, Mesolithic, and Neolithic. The period up to 10,000 BCE is the Paleolithic period or the Old Stone Age. Mesolithic means middle Stone Age and lasted from about 10,000 BCE to about 8,000 BCE. People were still nomadic in the Mesolithic period, but used dogs for hunting. The Neolithic period is referred to as the New Stone Age and lasted from about 8,000 BCE up to 4,000 BCE. During the Neolithic period, people started to settle in one place. They began farming and raising animals.







Lascaux cave paintings



People who study early human history are called archaeologists. How do archaeologists know about Stone Age people and their lives? There were no written books or documents from the stone ages, so archeologists study artefacts. Artefacts are objects made and used by people.

Some artefacts are stone tools such as axes and arrowheads. Cave paintings are another way we know about the lives of people during the Stone Age. They often show animals that were important to them.

Stone Age paintings that are 17,000 years old were found in caves in Lascaux, France. They show horses, deer and auroch (an old type of bull).

Buildings and structures from the Stone Age tell us about the lives of the people who used them. Archaeologists found some of the oldest Stone Age buildings in southern Turkey at a site called Çatalhöyük.

The remains of houses built next to each other and other structures at that site are over 10,000 years old. Archeologists estimate that up to 7,000 people lived at the site. The structures at Çatalhöyük show us that some people began to settle in one place establishing towns and cities.



Stone Age buildings in Çatalhöyük, Turkey

## Activity 1: Concept Check

**Answer the questions using the reading.**

We know Stone Age people lived in Jabal Faya because we have found:

1.

➤ their houses

➤ their stone tools

➤ their food

How does an archaeologist learn about prehistoric peoples?

2.

💧 Reading the documents they wrote

💧 Looking at the maps they made

💧 Studying the artefacts they left behind

What important thing did Çatalhöyük show archaeologists?

3.

➤ early art and drawing

➤ people started to settle

➤ people were nomadic

## Activity 2 : Time Line

Put the artefacts in the box on the timeline.



Tools found at Jabal Faya

Lascaux cave paintings

Çatalhöyük buildings

15,000  
BCE

4,000  
BCE





123,000  
BCE

8,000  
BCE



# Activity 3: Critical Thinking Activity

An artefact is an object made or used by humans.  
The pictures show Stone Age artefacts found by archeologists. How were they used by Stone Age people?

| Artefact  | What do you think it is? | How did Stone Age people use it? |
|---|--------------------------|----------------------------------|
|    |                          |                                  |
|   |                          |                                  |
|  |                          |                                  |
|  |                          |                                  |

## Activity 4: Description and Interpretation

The picture shows a cave painting. Describe what the painting shows. Why do you think Stone Age people painted this?



| Describe the cave painting | Why do you think Stone Age people painted it? |
|----------------------------|---|
|                            |   |

## Activity 5: Extension Activity

## An archaeologist uncovers what people from the past have left behind.

**Imagine you are an archaeologist thousands of years in the future in the year 4,000 CE.**

### What artefacts would an archaeologist find for the people of today?

## What would they tell the archaeologist about our life now?

**Describe or draw the artefacts they would find in the box. Then describe what these artefacts would show about people and society now.**

## PEOPLE AND SOCIETY

[illegible]





Drawing:

A large, empty rectangular box with rounded corners and a thin red border, intended for drawing.

## Lesson 2

# Ancient Egypt and the Nile

### ○ Lesson Outcomes ○

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

- understand the importance of the River Nile to the Ancient Egyptian civilization
- identify benefits and problems of living near rivers

## Vocabulary

flood

silt

drought

dynasty

Nile

## Warm up: Brainstorm

**Can you draw the river Nile on the map of Africa?**

**Can you name famous rivers in other continents?**

**Why can you not name rivers in all continents?**

## Map of Africa



Asia:

North America:

South America:

Europe:

Antarctica:



## ANCIENT EGYPT AND THE NILE

In the Egyptian Museum in Cairo there is a stone called the Narmer Palette. On it is carved a picture of a king defeating an enemy of Egypt. Archaeologists

discovered it in Egypt 100 years ago. Studies of it showed it was over 5,000 years old. The person on it was Narmer, the first Egyptian king to rule all of Egypt.



The Narmer Palette

Over 5,000 years ago the 1st Dynasty of Egypt began when Egypt was united as one country under the ruler Narmer. A dynasty is a period when people from one family rule.

Over the next 3,000 years there were over 30 dynasties in Ancient Egypt. The last dynasty ended in 30 BCE when Egypt came under the control of the Roman Empire.

What did all these dynasties have in common? The river Nile was important to all of them. Herodotus, the famous Greek historian, said, "Egypt is the gift of the Nile." What he meant was that Egyptian civilization grew up around the Nile River.

Memphis and Thebes were the main cities of ancient Egypt. They were both on the river Nile. The river provided Ancient Egyptians with their main source of food: fish. It provided an easy way to travel between cities and to bring supplies.

Nearly every year, the river flooded. In the summer, rains fell in the high areas of Ethiopia to the south. The water ended up in the river Nile and flowed through Egypt to the sea. In Ancient Egypt this yearly flooding was called the Inundation.

When we think of floods we usually think of the problems. For the Ancient Egyptians, floods were important. As the river level rose it went over the river banks. The river watered the ground. As the water level went down, silt (material carried in the river water) was left on the floodplain around the river. Silt made the ground fertile, so that farmers could grow their crops.

The river was also a threat. In some years, the flood didn't come so there was not enough water for plants to grow. The shortage of water could cause a drought. In a drought people and animals die from thirst and hunger.

Sometimes the floods were too high. High water sometimes destroyed houses and farms. The river sometimes brought death. Parasites such as worms got into the drinking water or entered the body through the feet of people walking in the river. The floods attracted mosquitoes. Parasites that caused diseases such as malaria were transmitted by mosquitos. The river Nile was a source of life and death for the Ancient Egyptians.



The River Nile

## Activity 1: Concept Check

**Read each question and circle the correct answer.**

|    |   |                           |   |
|----|---|---------------------------|---|
| 1. | What was important about the Narmer Palette?          |                           |   |
|    | a. it showed the importance of the river              | b. it was 3,000 years old | c. it pictured the first ruler of unified Egypt |
| 2. | How often did the river Nile normally flood?          |                           |   |
|    | a. every year   | b. once every 10 years    | c. every other year                             |
| 3. | What two things did the Nile give to help crops grow? |                           |   |
|    | a. water and fish                                     | b. water and silt         | c. water and salt                               |
| 4. | What can cause a drought?                             |                           |   |
|    | a. too much water                                     | b. not enough water       | c. too many people                              |

## Activity 2 : Identify Threats and Benefits

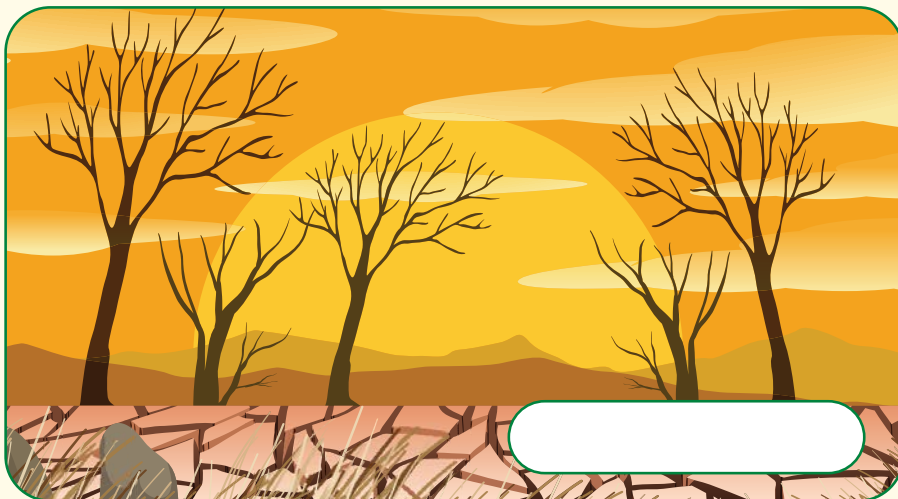
Write benefits and threats of the annual Nile River flood in the table below.

| Benefits | Threats |
|----------|---------|
|          |         |

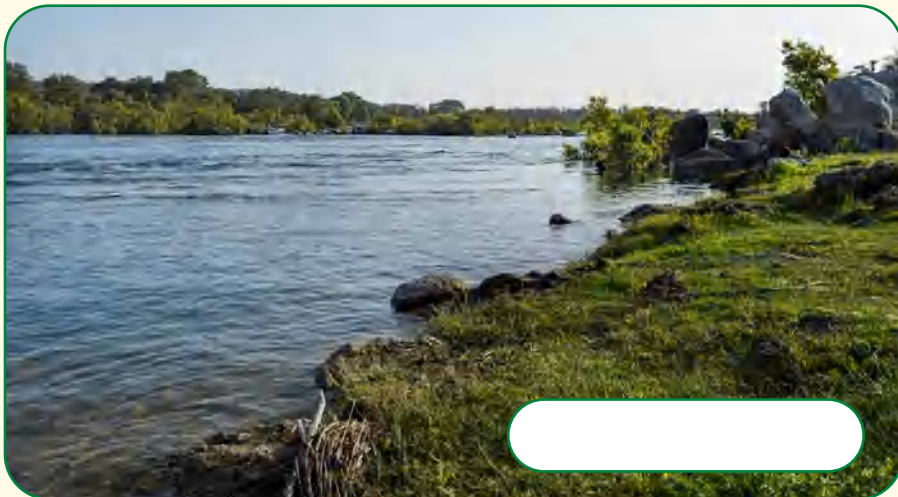
## Activity 3 : Vocabulary Activity

Match the words in the box to the pictures.

|       |          |      |         |            |
|-------|----------|------|---------|------------|
| flood | parasite | crop | drought | river bank |
|-------|----------|------|---------|------------|

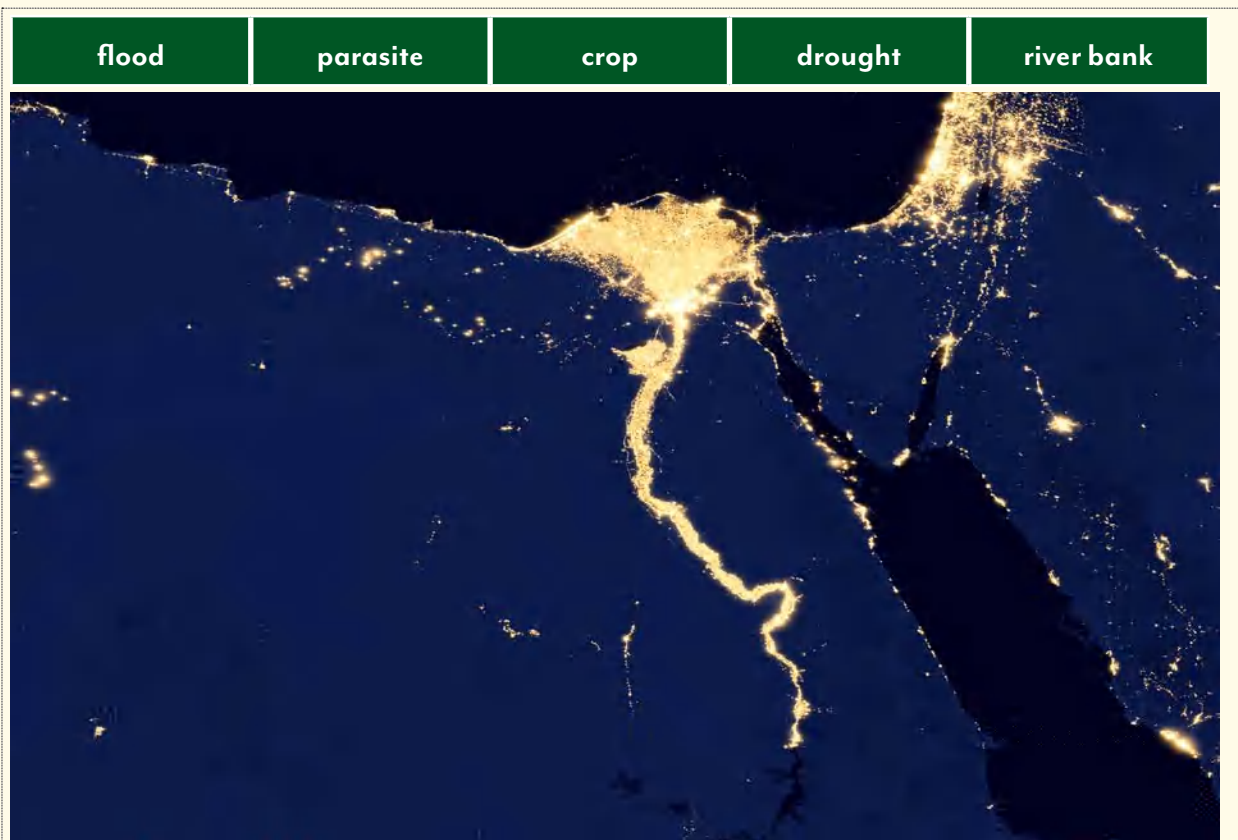






## Activity 3 : Map Activity

Map A shows modern day Egypt at night. Map B shows the geography of Ancient Egypt. Use the maps answer the questions..



**Map A: Egypt at night as seen from the sky**

What do the lights in the picture show us?

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Activity 5:

How are the light areas in Map A similar to the Green areas of Map B?

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## Map B: Geography of Ancient Egypt

What do the green areas show us?

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## Activity 4: Concept Check

With the help of your teacher use a world map to draw other major rivers of the world.

Amazon

Yangtze

Mississippi

Volga

Mekong

Ganges

Danube

### Draw Rivers on the Map

What do you notice about the major cities in the countries where the rivers are located?



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## Activity 5: Pair Work

**Write benefits and threats of the annual Nile River flood in the table below.**

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |

## Lesson 3

# Mesopotamia and Agriculture

### ○ Lesson Outcomes ○

By the end of the lesson, students will:

- understand why the Sumerian civilization settled in Mesopotamia
- explore the importance of agriculture and domestication to ancient civilizations
- identify facts about the Indus Valley Civilization

## Vocabulary

agriculture

domestication

Fertile Crescent

Sumerian civilization

Indus Valley Civilization

## Warm up: Brainstorm

**Domestication means adapting wild plants and animals for people to use. What animals have people domesticated? What were the animals used for?**

| Animals | Uses |
|---------|------|
|         |      |



## AGRICULTURE AND SUMERIAN CIVILIZATION

In the Stone Age people searched for their food. People spent many hours looking for wild plants and fruit. They hunted animals for meat. Hunting was dangerous and often unsuccessful. Animals like wild bulls could turn on the hunters and cause injuries and death.

Around 10,000 years ago people in different parts of the world started growing plants rather than gathering them. Evidence of this has been found in the area that was called Mesopotamia. Mesopotamia means “the land between rivers” because it was located between the Euphrates and Tigris. The area is mostly in present day Iraq and Syria and is known as the Fertile Crescent. The area was called the Fertile Crescent because the rivers made the land around it fertile. Plants grew and animals ate those plants.

The people who lived in the south of Mesopotamia were the called Sumerian Civilization. Sumerians took the seeds of some wild plants and planted them. The first known example of this is wheat. Sumerian people in the Fertile Crescent are believed to be the first farmers.

Sumerians domesticated animals. The first animals to be domesticated were most likely goats.

Domestic animals were first used for their meat, milk and hides (the prepared skins). Later, animals were used to help people in their farming and travel. Cattle were domesticated for food and used in farming to pull ploughs on the farms.

How did domestication help people? People could grow more food in the same place. Populations increased



Wheat



because more food was produced. People no longer needed to spend time hunting or searching for food. With more time, people could do other things. They produced goods, traded, and built villages. People with extra food or hides traded with people in other villages for other things they needed.



Another area around this time that developed agriculture was the Indus Valley Civilization. Again the civilization grew up around a river, the Indus River, over 4,000 years ago. The valley is in modern Pakistan and western India. It is surrounded on all sides by geographical features including the Himalayan mountain range to the north, the Kacchi desert to the west, and the Arabian Sea to the south.

The Indus River was important to the success of the Indus civilization. The river provided water to the arid region. The river's water came from the mountains. In the winter, snow and ice was stored in the glaciers high in the mountains. In the warmer months, glacier ice melted into the smaller rivers coming down from the mountains. The smaller rivers eventually joined the Indus River and ran through the valley.

The shift from being hunter gatherers to being farmers caused societies to become more complex. Different roles evolved. Some people grew the food and took care of animals. Some people protected the settlement. Some people managed the group. Forming roles in a society signals the beginning of a civilization.

## Activity 1 : Concept Check

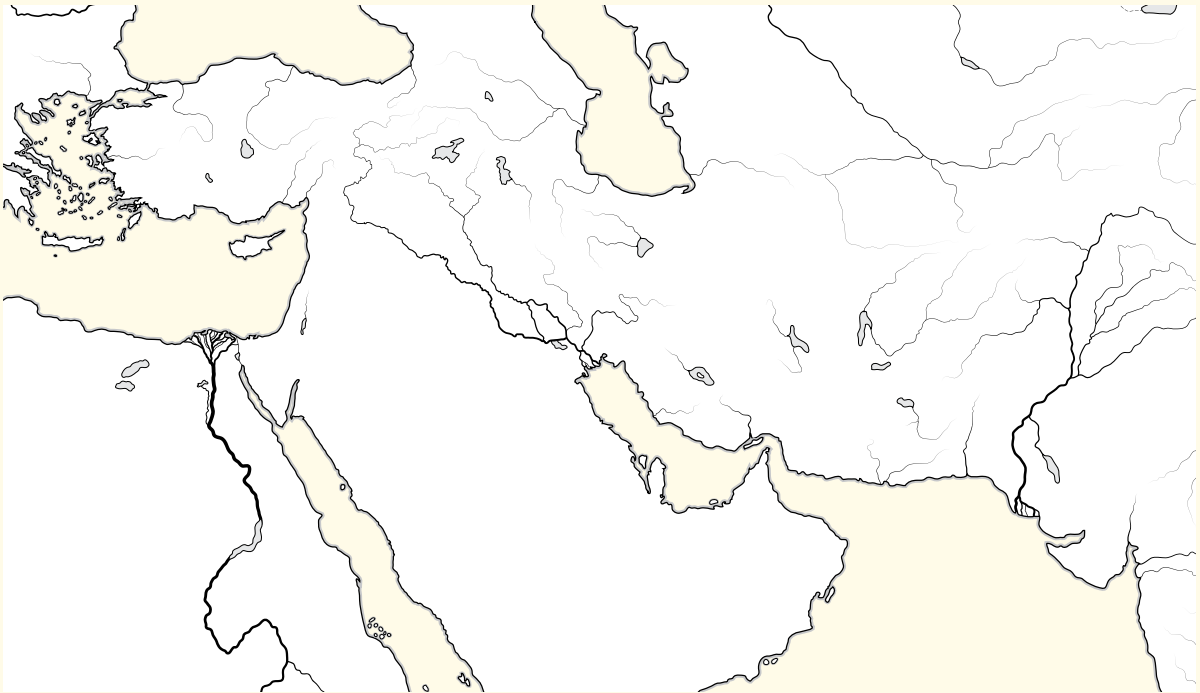
Match these words with their definitions.

| Word          | Definition                                   |
|---------------|--|
| domestication | change something                             |
| adapt         | the activity of farming                      |
| harvest       | a blade used in farming to turn over soil    |
| agriculture   | plant or animal changed to be used by people |
| seed          | to collect plants and crops                  |
| plough        | part of a plant used to grow a new plant     |

## Activity 2 : Map Activity

**Trace the Tigris and Euphrates rivers and the shade the Fertile Crescent on the map below.**


**What two bodies of water border the Fertile Crescent? How did that help people trade extra food for other products?**



## Activity 3: Practice

**People domesticated dogs thousands of years ago. People use dogs for many different things.**

## How many can you list below?



## Activity 4 : Description Activity

The Indus Valley Civilization left behind objects that suggest play was important in their society.

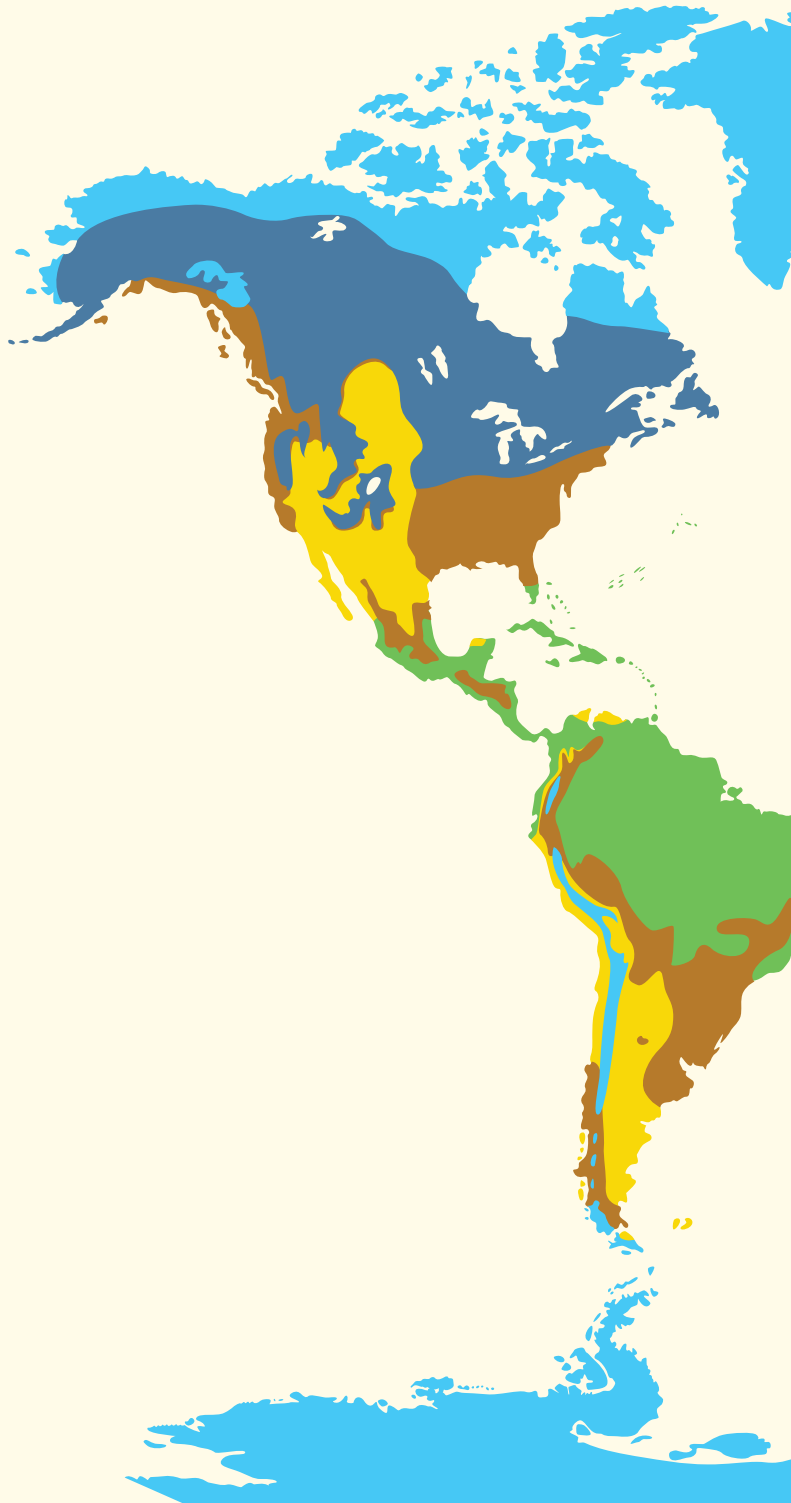
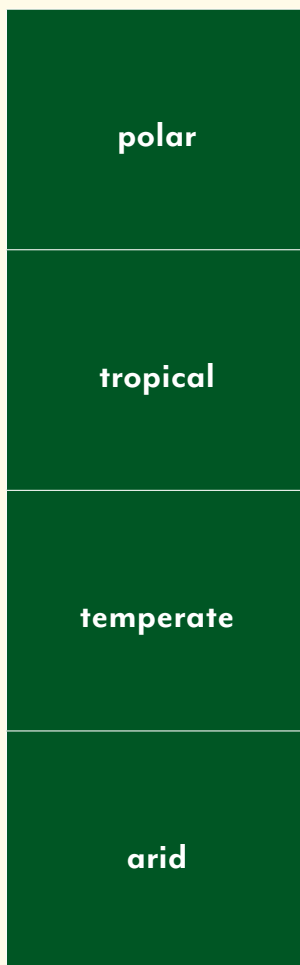
From your society, what are some of the famous traditional games children play?

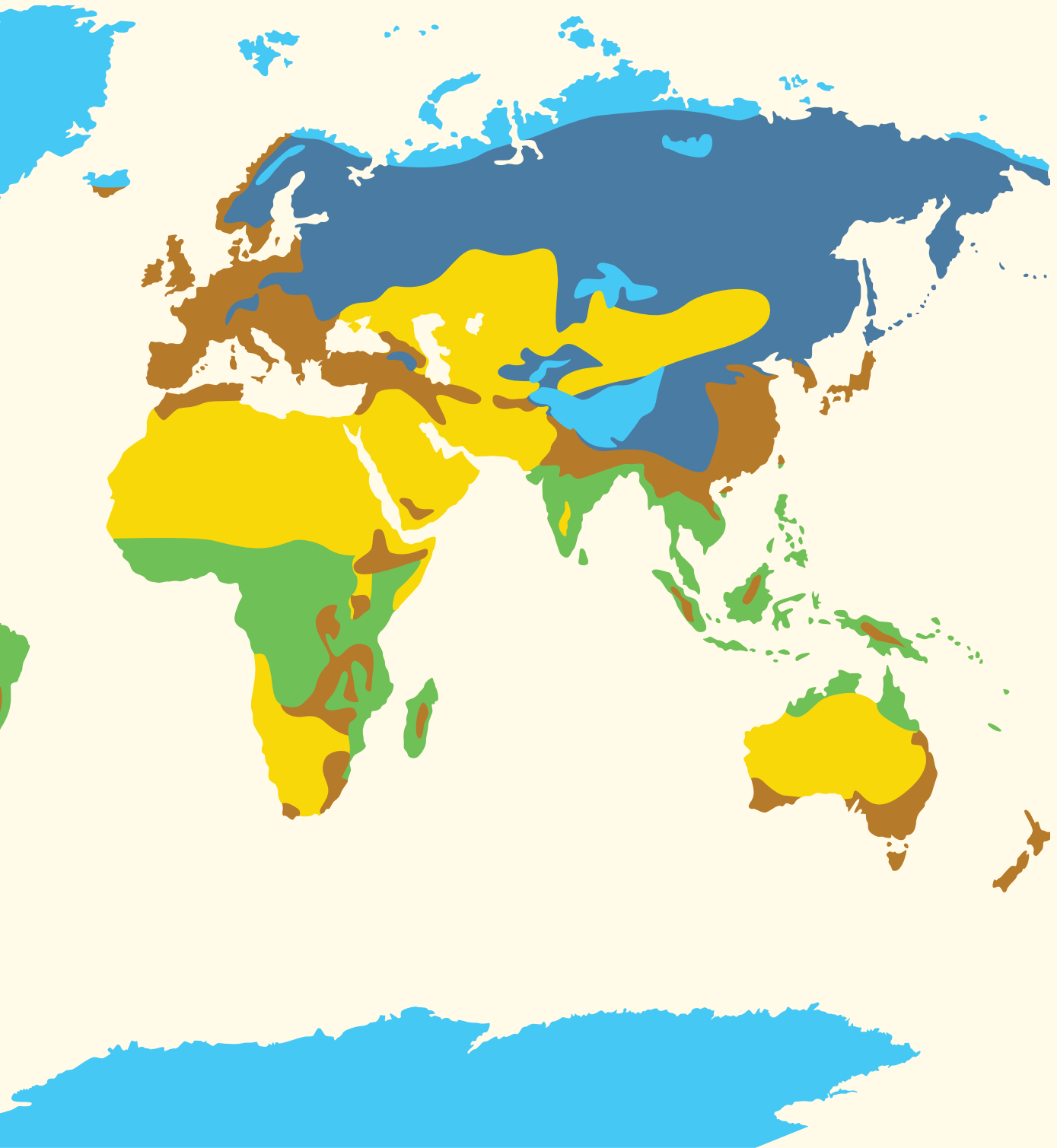
| Game | How is it played? |
|------|-------------------|
|      |                   |

## Activity 5 : Map Activity

**Label the climate zones on the world map. Find the Indus valley and Mesopotamia on the world map.**

**What climate zones are near the Indus Valley today and Mesopotamia?**





## Lesson 4

# Ancient China – Shang and Zhou Dynasties

### ○ Lesson Outcomes ○

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

- examine the dynasty system in Ancient China
- identify an example of monarchy as a type of government
- explain basic economic concepts of wealth and poverty



## Vocabulary

government

monarchy

inheritance

hierarchy

wealth

poverty

## Warm up: Brainstorm

The pictures below are objects from the Zhou Dynasty. They were used every day in China over 2,000 years ago.

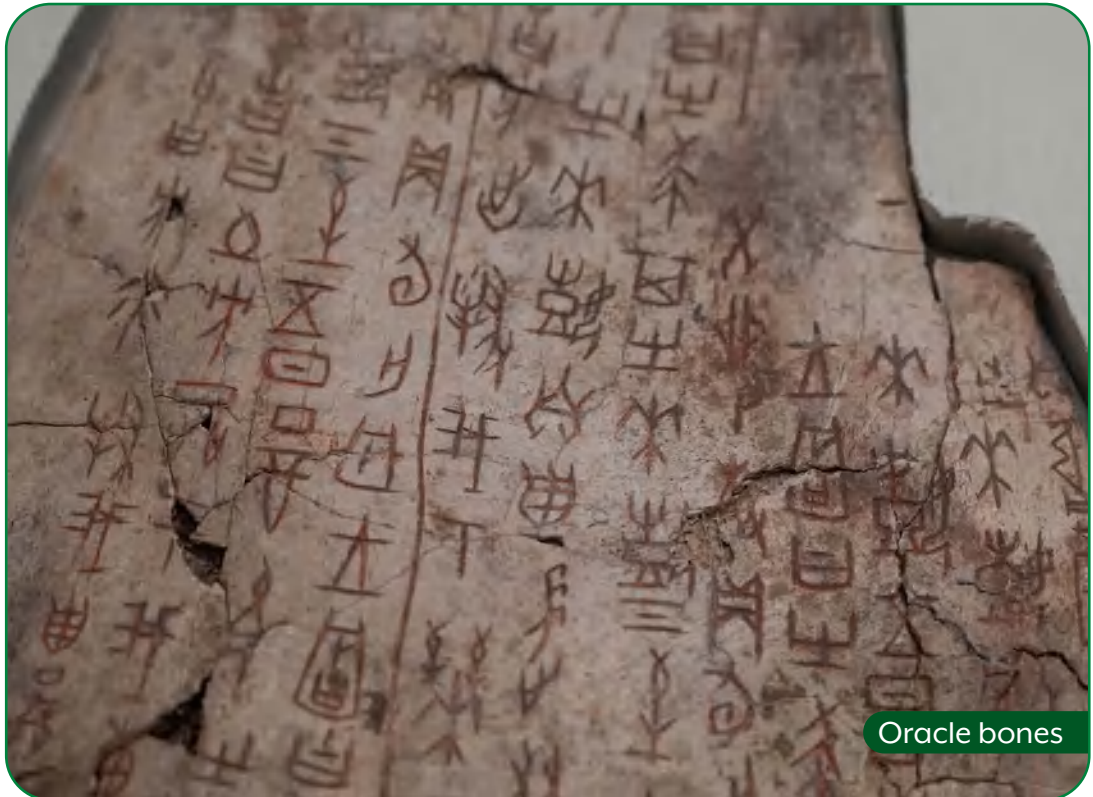
What do the pictures show?

These objects were used for the same thing. What do you think they were used for?





## DYNASTY SYSTEM IN ANCIENT CHINA



Oracle bones

Other ancient civilization developed around rivers. In China the Yellow River area shows ancient people settling there. In the Yellow River area there were terraces with rice farming from about 5000 BCE. This allowed people to settle in villages. Later these led to the rise of more complex organised societies including the dynasty system which started in China over 4,000 years ago.

The Shang dynasty in Ancient China was an absolute monarchy. That means a king ruled alone. About 30 kings ruled the Shang dynasty over 600 years from 1600-1050 BCE.

Archaeologists learned a lot about the Shang dynasty kings from ancient writing on bones called oracle bones. If a king wanted to make an important decision, he would have the choices of the decision written on



Emperor Yang of  
the Zhou Dynasty

bones. The bones would be put close to a fire until the bones cracked. The choice written in the cracked place on the bone, was supposed to be the one for the king to follow.

By studying the ancient bones, we can see the problems the Shang Dynasty kings were facing. We can see what choices the kings were trying to make. This shows us a lot about the lives of people at the time.

In the next dynasty in China, the Zhou dynasty, the government adopted a feudal system. The large kingdom was divided into smaller parts. The parts were ruled by relatives of the king called

lords. Each lord controlled his land but was himself controlled by the King.

The people who lived on the land were called peasants. They grew crops and gave part of their crops to the lords. The lords protected the peasants who lived on their land.

Over 2,000 years ago places in China started using coins. First, they used seashells. Later they made coins out of the metal bronze. The first metal coins in China were in everyday shapes. Some places had coins in the shape of spades, knives, and some even fish. Later they made round coins. The coins often had holes in them. The holes were so people could keep the coins on a stick or string.



Metal coin

The coins were needed as trade became more important. Trade led to a market economy. A market economy has an exchange of things. Coins could be given to people for things they made.

In the Zhou Dynasty the highest level were the state rulers, and their ministers. The rulers had a lot of wealth from inheritance. Inheritance are things passed from one person to another. For example, when a father dies his house and money may go to one or more family members. The rulers collect large amounts of money through taxes on trade.

However, a bigger economy meant new jobs. People were needed for the economy to develop. One group was the peasant farmers. The peasant farmers grew the food the people needed. Their wealth came from what



they grew. Peasant farmers could own land.

A second group were the craftsmen. Craftsmen were needed to make things people needed. Things like weapons for soldiers or tables and chairs for houses.

However, an important group were the merchants. Merchants traded products. They would buy goods in one area or city and then sell them in another city.

Merchants were a low class of people in ancient China. This is because they did not own or make anything. However, their trade could make them very rich. This wealth let them buy land and get more importance.

Servants were the lowest group. They lived in poverty as they had no wealth or property.



Craftsman engraving

## Activity 1 : Concept Check

**Answer the questions from the reading text above.**

|    |   |   |                               |
|----|---|---|-------------------------------|
| 1. | What is the main difference between the government of the Shang and Zhou dynasties? |   |                               |
|    | a. the Shang dynasty had more kings.  | b. the Zhou dynasty used the feudal system. | c. the Zhou King ruled alone. |
| 2. | In the Shang dynasty, what did the king use the oracle bones for?                   |   |                               |
|    | a. making decisions   | b. writing messages                         | c. making fires               |
| 3. | Why did Chinese coins have holes in them?   |   |                               |
|    | a. to make them light   | b. to keep them together easily             | c. to make them stronger      |
| 4. | Why were merchants seen as a low class?   |   |                               |
|    | a. they sold things   | b. they were not rich                       | c. they had no land           |

## Activity 2 : Vocabulary

Match the words from the text with the best meaning.

| Words                              | Definition   |
|------------------------------------|--|
| monarch                            | A person who ruled smaller parts of land, but was ruled by the king. |
| dynasty                            | Something passed down from parent to child.                          |
| hereditary                         | A line of rulers of a country.                                       |
| lord                               | A person who rules a country such as a king, queen or emperor.       |
| Wealth = a lot of money or objects |  |

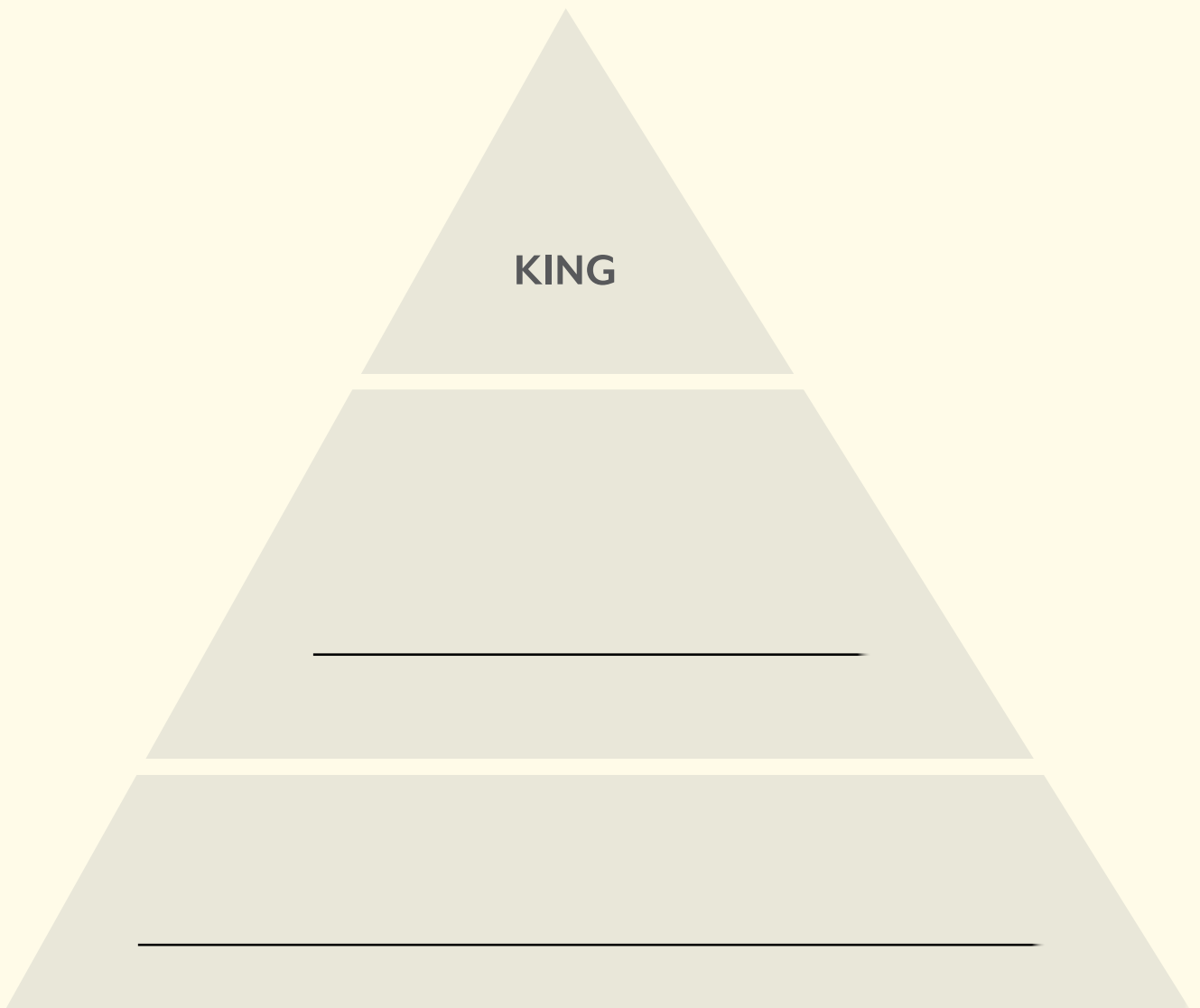
The reading text describes how different people in society made wealth. Match the ways of making wealth with the correct class of people.

| Classes of People | Ways of Making Wealth       |
|-------------------|-----------------------------|
| rulers            | buy and sell things         |
| peasant farmers   | don't have any wealth       |
| merchants         | collected taxes from people |
| craftsmen         | sell what they grow         |
| servants          | from what they made         |



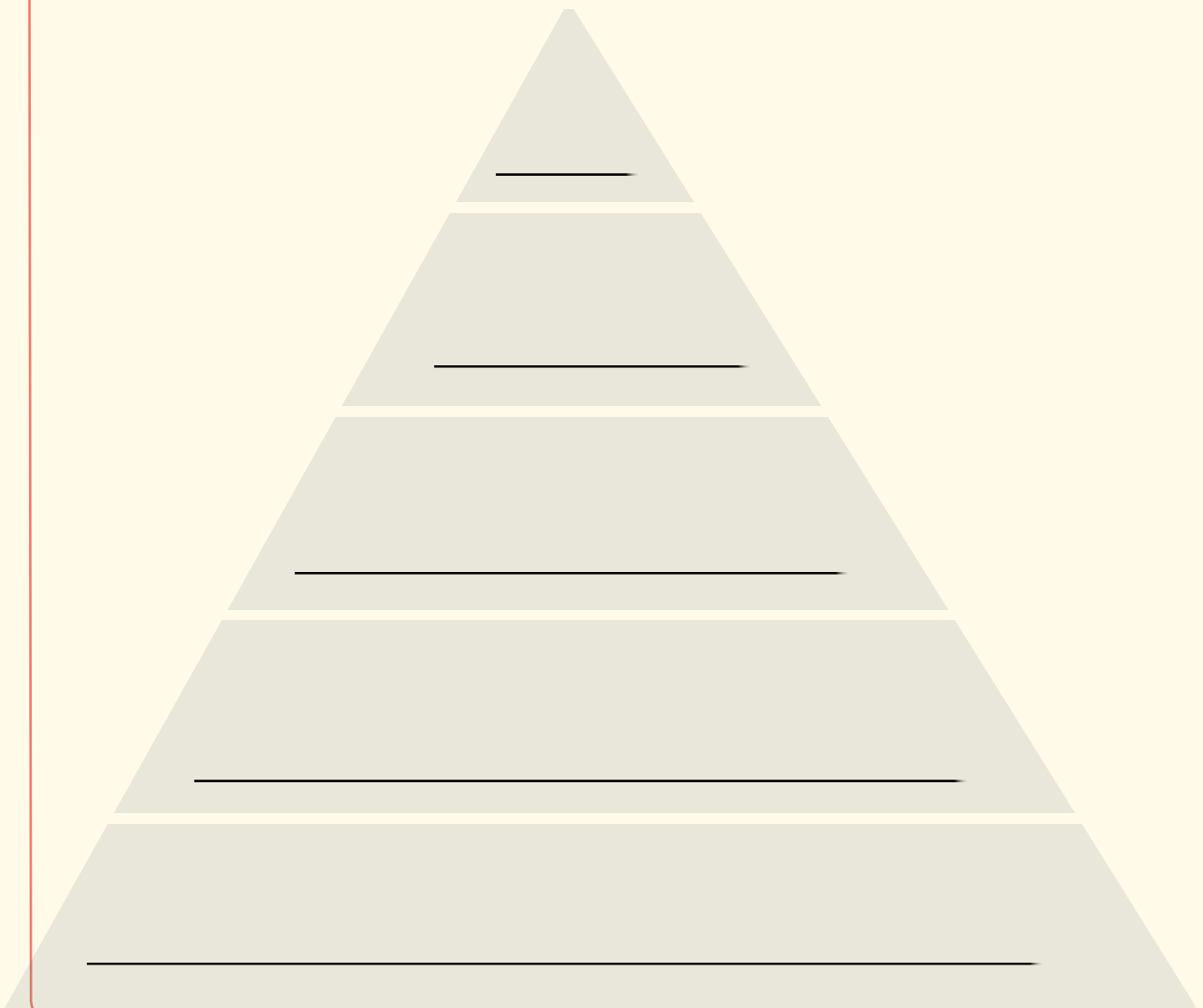
## Activity 3 : Ordering Activity

**The government of the Zhou dynasty used a hierarchical system called feudalism. Label the levels in the feudal system.**



## Activity 4 : Vocabulary

**Most organizations have hierarchies. Use the picture to show the hierarchy of your school?**



## Activity 5 : Thinking Activity

The text describes different ways that people got wealth in ancient China.



| Ways of getting wealth | What does wealth let people do? |
|------------------------|---------------------------------|
|                        |                                 |

## Compare with ways people get wealth now.

| What ways can people get wealth now? | What does having wealth let you do? |
|--------------------------------------|-------------------------------------|
|                                      |                                     |

## Lesson 5

# Transport and Trade in Ancient Civilizations

### ○ Lesson Outcomes ○

By the end of the lesson, students will:

- understand how travel over the water helped ancient civilizations
- examine early examples of water transport

## Vocabulary

seal

trade route

prevailing winds

current

## Warm up: Review

This lesson examines water transport and focuses on Ancient Egypt. List at least 2 facts you learned about Ancient Egypt earlier in this book?

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Put the places in the box on the map of Egypt.

Red Sea

Alexandria

River Nile

Aswan

Mediterranean Sea





## ANCIENT EGYPT AND EARLY TRADE ROUTES

Picture the scene.

A boat followed the river current from Aswan carrying the huge stones the pharaoh wanted for his pyramid. On the way back sailors opened the sails. The wind filled the sails and the boat moved back up the river.

As civilizations grew bigger they needed to trade with other civilizations for food and materials. Water trade was an important method for trade in early civilizations.

In Ancient Egypt boats were used about 6,000 years ago. Boats had both sails and oars. This was because the prevailing winds in Egypt came from the north so the boats could sail south along the Nile. Coming back the winds were against them, but the river current flowed from south to north towards Alexandria where the river flowed out into the Mediterranean Sea.

The river was an important way for the cities of Ancient Egypt to be connected. Skiffs were simple boats made of papyrus (thin sheets made from



a water plant) and usually used for fishing or travelling short distances.

Larger boats built of wood and tied together with rope travelled longer distances. They transported the large stones from Aswan to help build the pyramids. Today, the Nile is still used for transport in Egypt. The felucca, a simple type of sail boat, can still be seen crossing the Nile.

Trade between civilizations was important. People travelled the sea between the Indus Valley and the Arabian Peninsula and along the coast of Africa as early as 2,000 BCE. The early seamen used a ship with a sail, called a dhow, for fishing and trading.

Archaeologists discovered flat pieces of stone with writing on them in old towns in Mesopotamia. The type of writing was that used in the Indus Valley civilization. These are thought to be seals. They were used to close (seal) bags or boxes of food and objects that were traded. The seals had images on them to show which traders they came from. The discovery of seals from the Indus Valley in areas in Mesopotamia shows how trade between ancient civilizations was important. This trade brought contact between ancient civilizations and their people.



Felucca on the River Nile

## Activity 1 : Concept Check


Match the words to the definitions.

| Words           | Definition  |
|-----------------|---|
| oar             | The direction that something moves.               |
| sail            | Uses the wind to help a ship move.                |
| prevailing wind | Something that uses the wind to help a ship move. |
| current         | A small ship found on the river Nile.             |
| felucca         | The usual direction the wind blows.               |

## Activity 2 : Map Activity

Look at the modern map of Egypt. On the map draw arrows for:

 The way the prevailing winds blow (blue arrow) →

 The way the current of the Nile flows (red arrow) →



## Activity 3 : Description Activity

**The reading describes the use of seals in trade.**

## What is a seal?

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

## What were seals used for in trade?

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

## Activity 4 : Comparison Activity




**How would you compare travelling by sea during Ancient Egyptian times and modern times? What would be some differences?**

| Sea travel in ancient times | Sea travel in modern times |
|-----------------------------|----------------------------|
|                             |                            |

## Activity 5 : Extension Activity

The reading describes trade between ancient civilizations. Search for examples of some things that one ancient civilization traded.

Choose one civilization:

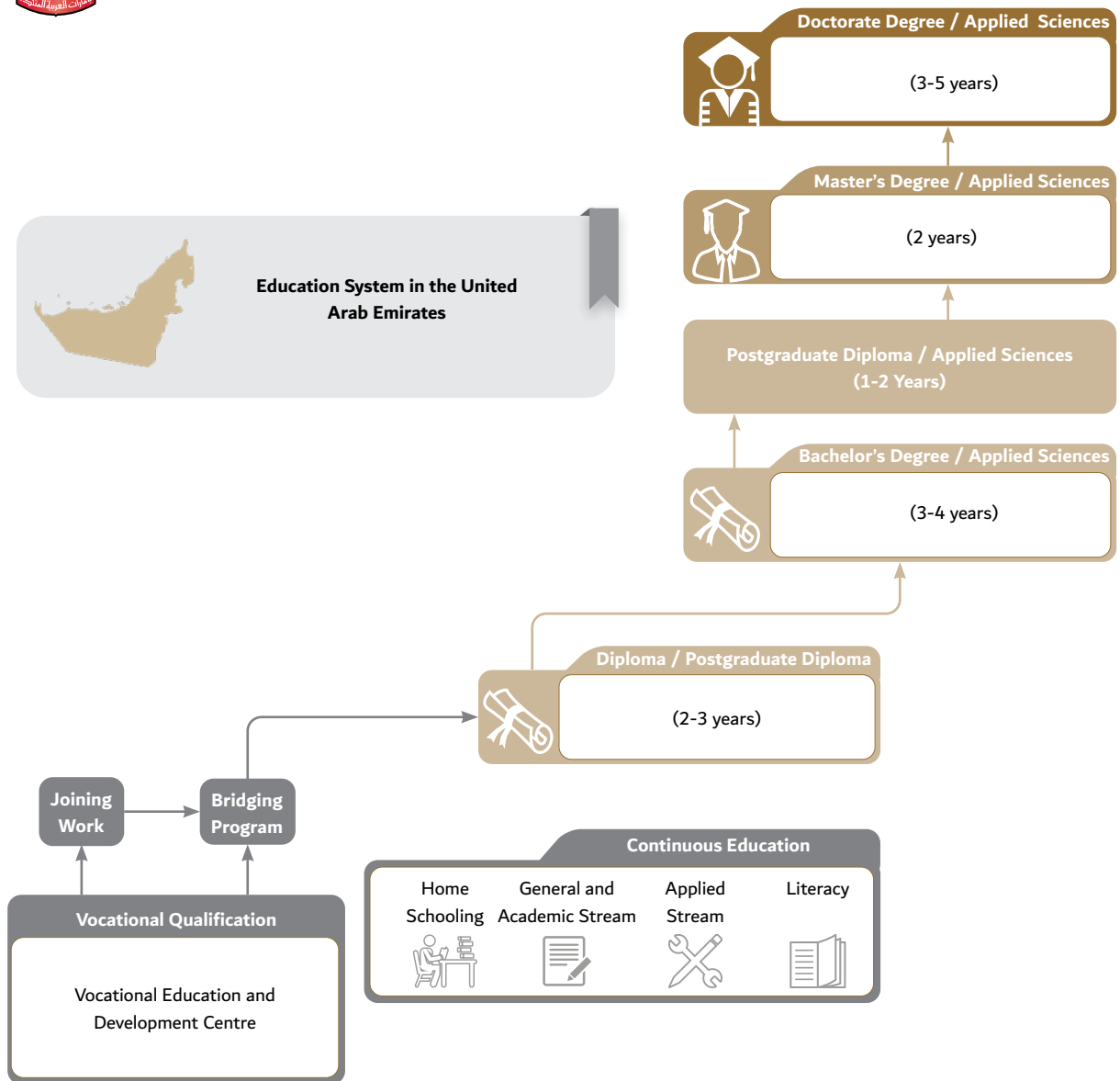
-  Ancient Egyptian
-  Sumerian Civilization
-  Indus Valley Civilization

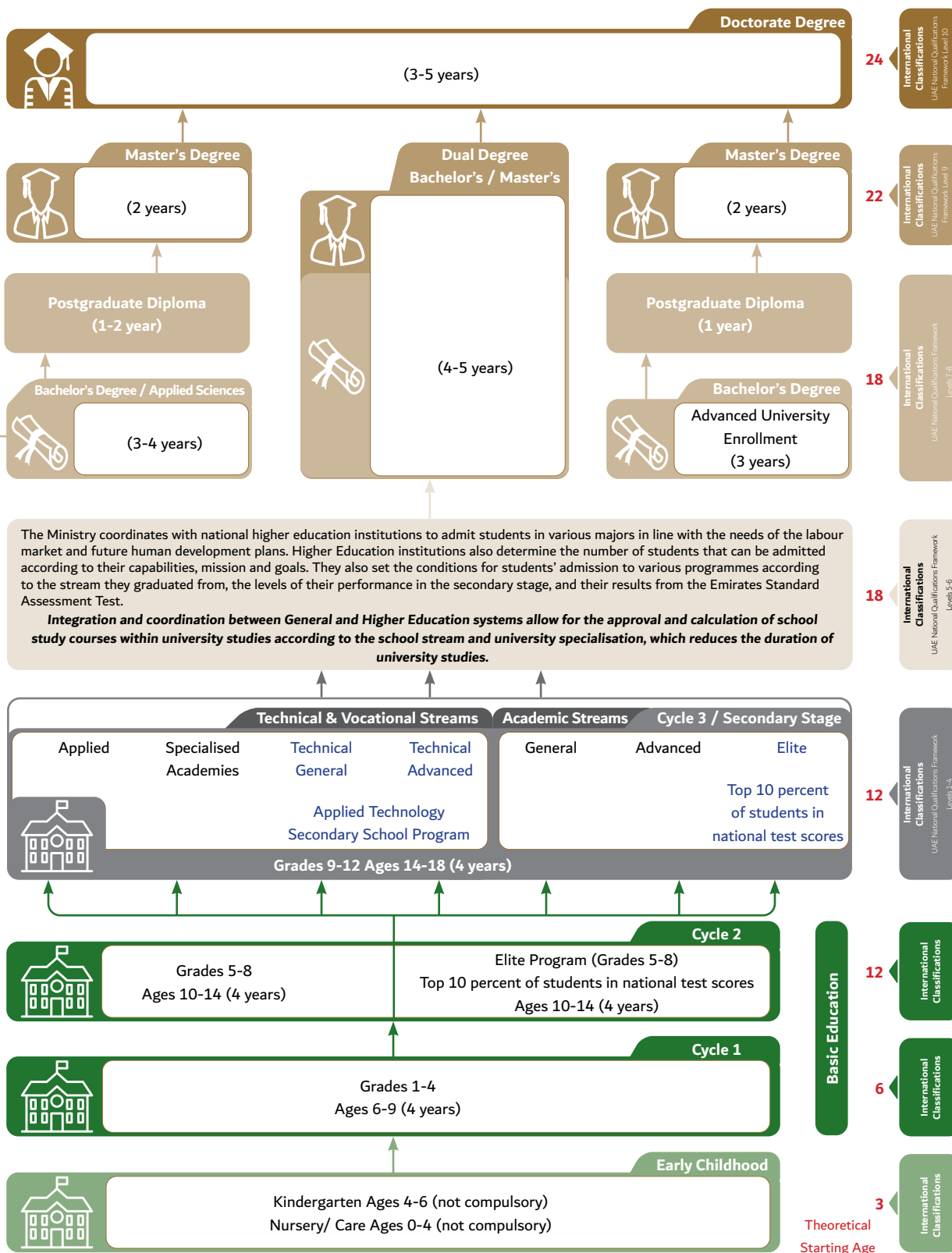
| Who did they trade with? | What things did they trade? |
|--------------------------|-----------------------------|
|                          |                             |





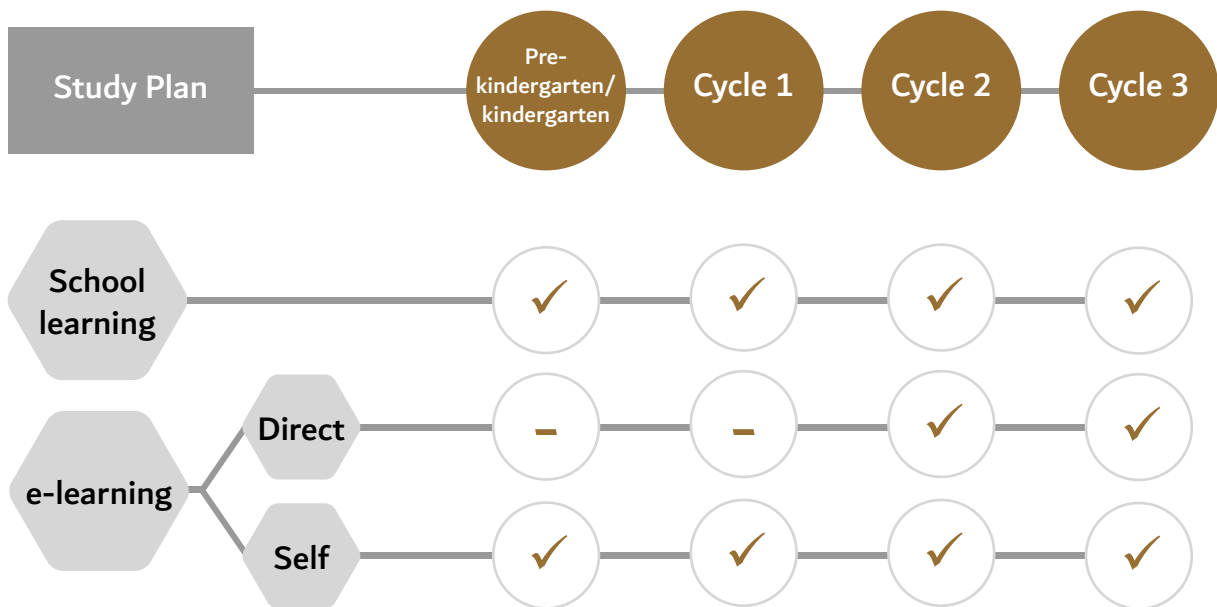
UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION





## 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.



**Channels for obtaining a textbook:**



برنامج محمد بن راشد  
للأفلام الذكية  
Mohammed Bin Rashid  
Smart Learning Program

**Electronic units**

